



Vancouver Senate

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

WEDNESDAY, 20 NOVEMBER 2013

6:00 P.M.

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

1. Senate Membership – Prof. Stephen J. Toope (information)

a. New Members

Ms Nur Azizah (Nani) Mohd Yahya, Student Representative for the Faculty of Forestry to replace Ms Veni Goyal

Ms Elaine Kuo, Student Representative for the Faculty of Education, to fill a vacancy

b. New Secretary

Dr Kathleen (Kate) Ross, Associate Vice-President & University Registrar to replace Ms Maggie Hartley, Registrar *Pro Tempore*

2. Minutes of the Meeting of 18 September 2013 – Prof. Stephen J. Toope
(approval) (circulated)

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

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

5. Candidates for Degrees and Diplomas

Lists as approved by the Faculties and Schools are available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the Faculties and Schools, be granted the degree or diploma for which they were recommended, effective November 2013, and that a committee comprised of the Registrar, the appropriate dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments.

(2/3 majority required)

6. Academic Policy Committee – Dr Paul G. Harrison

Establishment of the Centre for Excellence in Indigenous Health and Disestablishment of the Institute for Aboriginal Health (approval) (circulated)

7. Admissions Committee – Dr Robert Sparks

Bachelor of Science in Pharmacy – Changes in Admission Requirements (approval) (circulated)

8. Joint Report of the Admissions & Curriculum Committees – Drs Robert Sparks & Peter Marshall

New Dual Degrees Program Option – Master of Physical Therapy and Doctor of Philosophy in Rehabilitation Sciences (approval)(circulated)

9. Curriculum Committee – Dr Peter Marshall

- a. Curriculum Proposals from the Faculty of Graduate & Postdoctoral Studies (approval) (circulated)
- b. New Certificate in Collaborative Practice for Health Professionals (information) (circulated)

10. Student Awards Committee – Dr Sue Grayston

New and Revised Awards (approval) (circulated)

11. Nominating Committee – Dr Rhodri Windsor-Liscombe

Changes to Committee Memberships (approval) (circulated)

12. Reports from the Provost – Dr David Farrar

- a. Flexible Learning – with Vice-Provost Angela Redish (information)
The Agenda Committee recommends that 30 minutes be allotted for this item.
- b. Report on 2013-2014 Enrolment (information) (circulated)

13. Report from the Librarian – Dr Ingrid Parent

Open Access Position Statement – with Ms Hilde Colenbrander (information) (circulated)

14. Reports from the Registrar – Dr Kate Ross

Notice of Email Approval of Senate Appointments to the President's Advisory Committee for the Selection of a Vice-Provost and Associate Vice-President Academic (information) (circulated)

15. Proposed Agenda Items

16. Other Business

17. IN CAMERA Tributes Committee – Dr Sally Thorne

Candidates for Honorary Degrees (approval) (to be circulated at the meeting)

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

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



VANCOUVER SENATE

MINUTES OF 18 SEPTEMBER 2013

DRAFT

Attendance

Present: Prof. S.J. Toope (President and Chair), Ms M. Hartley (Secretary), Mr T. Ahmed, Dr R. Anstee, Dean G. Averill, Dr K. Baimbridge, Mr G. Beales, Dr J. Belanger, Ms E. Biddlecombe, Dr J. Brander, Principal H. Brock, Mr B. Caracheo, Mr C. Chan, Dr G. Chapman, Dr P. Choi, Dr M. Coughtrie, Prof. B. Craig, Dr W. Dunford, Mr P. Edgcumbe, Dr D. Farrar (Provost and Vice-President, Academic), Mr D. Fernandez, Dean B. Frank, Rev. Dr C. Godwin, Ms V. Goyal, Mr S. Haffey, Dr W. Hall, Dr P. Harrison, Dean R. Helsley, Dr I. Ivanov, Ms J. Jagdeo, Ms N. Karimi, Ms A. Kessler, Dr U. Kumar, Mr J. Lee, Mr C. Leonoff, Dr P. Leung, Dr P. Loewen, Mr T. MacLachlan, Ms K. Mahal, Ms M. Maleki, Dr F. Marra, Ms N. Marshall, Dr W. McKee, Mr W. McNulty, Dr D. O'Donoghue, Dr I. Parent, Prof. M. Parlange, Dr K. Patterson, Dean S. Peacock, Dr N. Perry, Dean *pro tem.* S. Porter, Mr M. Prescott, Dr R. Reid, Dr A. Riseman, Ms T. Rosseel, Dr L. Rucker, Dean C. Shuler, Ms T. Shum, Dr R. Sparks, Ms S. Sterling, Rev. Dr R. Topping, Mr D. Verma, Dr L. Walker, Dr R. Windsor-Liscombe, Dr D. Witt.

Regrets: Dean M.A. Bobinski, Dr L. Burr, Prof. B. Goold, Dr S. Grayston, Rev. Dr M. Hagemoen, Dean J. Innes, Dean M. Isman, Dr S. Knight, Dr B.S. Lalli, Prof. B. MacDougall, Dr P. Marshall, Ms M. McKenna, Ms S. Morgan-Silvester, Principal L. Nasmith, Ms M. Patton, Dr J. Plessis, Dr D. Simunic, Dr S. Singh, Dean G. Stuart, Mr M. Thom, Dr S. Thorne, Dr M. Vessey, Dr R. Wilson.

Guests: Dr F. Andrew, Dr B. Bemmels, Ms S. Bigam, Mr O. Longman, Ms S. Nakata, Ms E. Stearman, Mr F. Wen.

Recording Secretary: Mr C. Eaton.

Call to Order

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

Senate Membership

The Secretary welcomed the following new members to Senate:

- Dr James Brander, Faculty Representative for the Faculty of Commerce & Business Administrator to replace Dr Ralph Winter (resigned).
- Dr Michael Coughtrie, Dean of the Faculty of Pharmaceutical Sciences to replace Dean *Pro Tem.* K Wayne Riggs
- The Rev. Dr Colin Godwin, Representative of Carey Theological College to replace Dr Brian Stelck
- Dr Marc Parlange, Dean of the Faculty of Applied Science to replace Dean *pro tem.* Eric Hall

- The Rev. Dr Richard Topping, Representative of the Vancouver School of Theology to replace the Rev. Dr Stephen Farris

Minutes of the Previous Meeting

Lance Rucker	}	<i>That the Minutes of the Meeting of 15 May 2013 be adopted as presented.</i>
William McNulty		

Approved.

Remarks from the Chair

The president apologised for the length of his remarks given the start of the year. He first commented on the Commerce Undergraduate Society (CUS) Frosh Week situation, noting that this was a sad set of events that the University will address with the utmost seriousness. Professor Toope advised that the CUS has accepted responsibility as have involved individuals. The president further noted that he did not just consider this to be an issue at Commerce and the response would be University-wide.

Professor Toope informed Senate that he had just returned from the Truth and Reconciliation Commission's West Coast Final National Event. The President expressed his thanks to Senate for suspended classes to allow for robust faculty and student participation.

Professor Toope noted that 7 824 new undergraduate students arrived at UBC Vancouver this year, this represented a small decrease from last year of about 3%. There are now 31 589 undergraduate students on the campus.

Dr Kathleen (Kate) Ross has been appointed Registrar; she is presently the Registrar at Simon Fraser University. The President commented that there is a strong focus in Dr Ross' career on student services and strategic enrolment management and that she has been a national champion on student aid issues.

The President noted that nominations for honorary degrees would close on 30 September and he urged Senators to nominate qualified persons. He suggested that UBC could do better in recognizing leading academics.

In terms of government relations, the President advised that he had met with our new Minister of Advanced Education three times and that Minister Virk has now visited both of our campuses. Professor Toope suggested that the minister seems engaging and open to discussing ideas, as does his new deputy minister. It was noted that both of these officials are new to these levels of office.

Professor Toope advised that the Association of Universities and Colleges of Canada (AUCC) has submitted its recommendations to the House of Commons budget committee. The AUCC has made recommendations in three key areas: increased funding for granting councils – with strong

emphasis on their core granting budgets, support for the indirect costs of research, and increased and continued support for infrastructure for the CFI for future budgets.

It was noted by the President that the arbitrator appointed has issued an award between UBC and the Faculty Association allowing for a 2.5% increase for faculty members. This is above the provincially mandated limited of 2%. The arbitrator's rationale for this was the importance of UBC maintaining its ratio with comparator institutions. The president did note that this award would mean increased pressures upon faculty operating budgets.

Professor Toope advised that he had recently visited China with the Vice-President Research & International and several deans, where he was able to meet with the Vice-Minister of Education who agreed to extend support for the China Scholarship Council students, to try to increase the number of PhD and to extend to masters and possibly undergraduate students. Professor Toope also signed an agreement with the City of Chongqing that designated as the principle academic partner for one of the largest cities in the world. It was noted that UBC is just one of many players in Beijing or Shanghai, but that Chongqing has been more selective in its choice of partners. The President went on to say that he concluded his visit by attending events in Shanghai and Hong Kong, with the latter having a strong alumni and development focus: a number of major gifts were made for the alumni centre and this has allowed us to go ahead with that project.

Finally, the President reminded Senate of his exchange of correspondence with the Writers' Union of Canada and UBC due to our approach on fair dealing and copyright. We have issued a letter that outlines our position and notes that we pay upwards of \$25M to authors and publishers, and only \$1M of this is course packs. He advised that UBC undertook a rigorous clearance system for course pack materials, and some of that is transactional or used under fair dealings. At UBC, the evaluation for fair dealings is undertaken by trained staff. There are a small number of publishers that refuse to provide transactional clearances for materials and this means that there are some materials that cannot be included in course packs. In conclusion he happily noted that UBC has managed to reduce the cost of course packs to students by 33%.

Dean Averill complimented the President for the clarity of his letter around the Writers' Union situation.

From the Board of Governors

The President confirmed that the following recommendations of Senate were approved by the Board of Governors:

Senate Meeting of April 17 2013

New awards

Curriculum proposals from the faculties of Applied Science, Arts, Education, Forestry, Graduate Studies (Arts, Medicine, and Applied Science), Pharmaceutical Sciences, and Science

Meeting of 15 May 2013

Awards

Curriculum proposals from the faculties of Arts, Commerce & Business Administration, Graduate and Postdoctoral Studies (Applied Science, Commerce & Business Administration Science), Land & Food Systems, and Medicine

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Paul Harrison, presented.

Paul Harrison	}	<i>That the Senate approve the attached Code of Conduct for the Faculty of Pharmaceutical Sciences.</i>
Philip Loewen		

Dr Harrison noted that the faculty wanted to make clear to all members of its learning community the expectation and terms for conduct.

Senator Belanger commended the faculty for the code, in terms of both the process and product. He asked how it would be incorporated into the curriculum.

Dr Harrison replied that this document would be reflected in the curriculum.

With permission of Senate, Dr Patricia Gerber advised that this would be included. This document was to frame professionalism in the faculty and there were many activities planned to ensure that this was a living integrated document.

Senator Edgcumbe asked if there would be consequences for violating the policy.

Dr Gerber advised that the document was intended to establish expectations and work with existing policies that apply to students in classrooms and labs.

Senator Edgcumbe asked if a student could be penalised for not following the policy.

Dr Gerber advised that the intent was not to penalise but to establish expectations.

Dr Harrison added that the policy applied to everyone, not just students.

Senator Witt asked what happens for those who violate it.

Dr Harrison advised that other policies would come into action.

Dean Coughtrie stated that this was a statement of expectations, not a document to supplant the existing policies around discipline.

Approved.

NB: Abstention noted for Philip Edgcumbe

Joint Report of the Admissions, Curriculum, and Academic Policy Committees

The Chair of the Senate Academic Policy Committee, Dr Paul Harrison, presented the join report on behalf of the committees.

Paul Harrison	}	<i>That Senate approve the proposed Dual Degrees Program Option in the Bachelor of Commerce, and its associated courses, to be offered in partnership by the University and L'Institut d'études politiques (IEP) (Sciences Po), and forward the terms of the affiliation to the Council of Senates for consideration.</i>
Robert Sparks		

Senator Mahal asked what Board policies would apply to students in this program.

The Associate Secretary advised that he would follow up with the Vice-President Student's office on this matter.

Senator Mahal noted that current UBC students would like the option to complete dual degrees with the Bachelor of commerce.

A student senator asked if this would limit option availability.

With permission of Senate, Dr Brian Bemmels confirmed that students could access any option, but two options would not be possible.

Approved.

Curriculum Committee

Dr Kenneth Baimbridge presented on behalf of Dr Peter Marshall, Chair of the Senate Curriculum Committee.

SUMMER CURRICULUM REPORT

See Appendix A: Curriculum Report

Kenneth Baimbridge	}	<i>That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.</i>
Katharine Patterson		

Senator Baimbridge advised that several of these courses were already being offered this term; the Committee has delegated authority from Senate to approve items over the summer, subject to Senate's ratification.

Approved.

CERTIFICATE PROGRAMS

Senator Baimbridge informed Senate that pursuant to the policy on Approval of Certificate Programs, the following new certificates in the Faculty of Education have been approved by the Senate Curriculum Committee on behalf of the University:

- Graduate Certificate in Adult Learning and Education
- Graduate Certificate in Orientation and Mobility

Nominating Committee

The Chair of the Senate Nominating Committee, Dr Rhodri Windsor-Liscombe, presented.

CHANGES TO COMMITTEE MEMBERSHIPS

Rhodri Windsor-Liscombe }
Kenneth Baimbridge

*That Senate approve the following revisions
to the membership of Committees of Senate:*

*Academic Policy Committee
Dr. Colin Godwin to replace Dr. Brian Stelck*

*Admissions Committee
Dr. James Brander to replace Dr. Ralph
Winter*

*Curriculum Committee
Dr. Bill McKee to replace Ms. Erin
Biddlecombe, Ms. Anne Kessler to replace
Mr. Casey Chan*

*Student Awards Committee
Dr. Colin Godwin to replace Dr. Brian Stelck*

*Tributes Committee
Dr. James Brander to replace Dr. Ralph
Winter*

Approved.

AMMENDMENTS TO BOARD/SENATE POLICY #21- APPOINTMENTS OF DEANS AND PRINCIPALS

Rhodri Windsor-Liscombe } *That Senate approve the amendments to*
Sean Haffey *Policy #21 – Appointment of Deans and*
Principals (Joint Senate and Board Policy) as
presented.

The Committee Chair briefly outlined the nature of the proposed amendments.

Senator Baimbridge asked if this would end his dean's term early and why extensions were not addressed.

Senator Windsor-Liscombe confirmed that this would not change any current appointments.

Mr Eaton advised that extensions to appointments were covered by another Board policy.

Approved.

CHANGES TO COMPOSITION OF SENATE

Rhodri Windsor-Liscombe } *That Senate amend Section 3.5 of the Rules and*
William McNulty *Procedures of Senate, effective as of the 2014 – 2017*
Vancouver Senate Triennium, as follows (additions
shown underlined, deletions shown in strikethrough):
Membership and Officers of the Senate
5. Membership of the Senate is as set out in Section
35.1 (2) the University Act, with such other members
with the following additions as permitted under Section
35.1 (2) (k) of the University Act:
a. Eight (8) additional representatives of the
Convocation, elected by and from the
Members of the Convocation who are not also faculty
members;
b. A representative of the professional librarians,
elected by and from the rofessional librarians;
c. The Principal of the College of Health Disciplines;
d. ~~The Principal of the College for Interdisciplinary~~
~~Studies;~~
e. Two (2) faculty members ~~from the College for~~
~~Interdisciplinary Studies,~~ elected by and from the
Joint Faculties ~~faculty members with appointments to~~
~~the College;~~ and
f. One (1) student ~~from the College for~~
~~Interdisciplinary Studies,~~ elected by and from
the graduate students at the Vancouver

*~~Campus. students in programs offered
through the College~~*

Approved.

Student Awards Committee

See Appendix B: Awards Report

Senator Nancy Perry presented on behalf of Dr Sue Grayston, Chair of the Student Awards Committee.

Nancy Perry
Lance Rucker

} *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.*

Approved.

Report from the President

ANNUAL REPORT OF THE OMBUDSPERSON 2012

The President introduced Ms Shirley Nakata, Ombudsperson for Students.

Ms Nakata presented some basic statistics to give the Senate an idea of the work her office had this year. She noted that in terms of caseload her office has had a constant increase each year but was expected to settle next year or the year after with 400 cases per year.

Last year, 40% of cases were graduate students and this year it is 36%. With the undergraduate students it is mostly the upper division. The time required is around the same for graduate and undergraduates. Undergraduate students mostly have process questions; with graduate students it is mostly navigating relationships.

Around 1/3rd of students seen by the Office have some out-of-Canada living experience; for Graduate students this is closer to 50%.

Ms Nakata noted that the bulk of Ombuds office work is giving students advice and information. Our goal is to build their capacity and confidence. We want them to build a skillset to move through conflict productively. The main business of the office is promoting fairness; at the nucleus of every conflict is a sense of fairness or unfairness. She went on to suggest that perceptions of fairness are cultural, asking how do we communicate? How do we view

authority? What is academic achievement? She further discussed the idea of a cultural baseline that was important when it came to tribunals assessing people giving evidence. As adjudicators why apply our own social norms to non-verbal expressions. It is not enough to just let people know that such issues exist; you have to tell them expressly what these things are.

The Ombudsperson noted that culture impacts on our roles and responsibilities and what expectations we have. She suggested that we needed to start at a place where we assume that differences to exist.

The Ombudsperson then went on outline some suggestions her office has recently made, suggesting that we need consistent practices around communicating important rules and practices:

- With our rules we should use a purposive approach. Sameness does not equal fairness.
- Have information accessible and easy to find
- Be Repetitive – if it's important
- Be explicit
- Talk about rules early.

Ms Nakata suggested that we have all had experiences with unreasonable complainant, be that a student or a faculty member. We can learn from these experiences. It could be that a complaint is trivial, but beyond the annoyance factor, there may be an opportunity there to improve what we do to change the circumstances for the next complainant.

The ombudsperson thanked those present for working with her office.

Senator Edgcumbe asked at what point did graduate students visit.

Ms Nakata replied that it was more towards the end of their programs or after watershed moments. Graduate students did not generally come early enough, tending to put up with a lot of adversary before taking action.

The President expressed his support and thanks for Ms Nakata's work. He reminded Senators that the Supreme Court of Canada has taken a purposive approach to its decisions as well.

Report from the Faculty of Forestry

David Farrar
Lance Rucker

}

*That Senate approve the amendments to the
Membership of the Faculty of Forestry as
amended:*

By general consent the motion was amended to correct the name of Faculty of Graduate and Postdoctoral Studies.

Approved.

Report from the Provost

DR PATRICIA CLUGSTON VGH & UBC HOSPITAL FOUNDATION CHAIR IN BREAST RECONSTRUCTION SURGERY

David Farrar
Peter Choi

} *That Senate approve the establishment of the
Dr Patricia Clugston VGH & UBC Hospital
Foundation Chair in Breast Reconstruction
Surgery.*

Approved.

INTEGRATION OF HEALTH DISCIPLINES

The Provost noted that this would be a short update on a long and complex issue. Conversations have been ongoing for the past year on this topic. The Provost stated that he chairs a group of health academic administrators and we have asked how we can approach health in a more integrated manner as we move towards a more integrated healthcare system.

The health imperative comes from our belief that the current healthcare system does not optimally address the needs of patients or funders. UBC could play an important role in moving changes in that system. Conversations are around a number of collaborative areas. On the research and educational sides we have groups looking at using technology.

Dr Farrar advised that we have another group led by the dean of medicine looking to form an academic health sciences centre to link us with the health authorities. This unit would stimulate research activities and provide for more seamless interaction between health researchers and providers. Another group is looking at integrating the financial support for health units and preliminary discussions around IT integration. This is driven by a desire to provide better support but also because the Board is asking for reduced risk exposure in these areas.

The Provost noted that invariably people wonder about structure, and this is the conversation – structure - we are about to start with the faculties; one idea to date would be to create new faculty: a faculty of health. This option would be a unified faculty that would have schools within it for disciplines. The Provost noted that this would be a very complex organization.

Senator Hall asked how a faculty of health would function with one school the size of SFU and many small ones could provide leadership around health.

Dave advised that in addition to the size of Medicine, there are large ranges of concerns around power dynamics. We started conversations around leaving Medicine as is and creating another faculty next to it. Perhaps we could move things out of medicine such as its constituent schools. This seemed acceptable to the schools. The size and power imbalance is a complex issue.

In our opinion the status quo is not acceptable. The current structure does not easily deal with issues such as curriculum development.

Senator Baimbridge asked what consultation would be with the faculty. This conversation has been at a high level; at what point would we actually engage faculty members and not just senior administrators.

Dr Farrar replied that we are just starting this process. We will be meeting with associate deans and unit heads next, and in a month or so start to meet with faculty members at large.

Senator Chapman asked what units would be involved.

The Provost stated that Medicine, Dentistry, Pharmacy, Kinesiology, Nursing were primary considerations. Health is a spectrum. Kinesiology was across a line in that it does not have a professional college, but Social Work and Food Nutrition and Health could be options. Dr Farrar suggested that UBC would not want a new unit that was almost all of the University however.

Senator Averill asked if we could provide leadership to the province with seven units, suggesting that the province has a singular notion around health at present.

The Dean of Applied Science expressed his pleasure from recent comments from Nursing suggesting their current happiness within the Faculty of Applied Science.

Adjournment

There being no further business, the meeting was adjourned at 7:30 pm.

Appendix A: Curriculum Report

Faculty of Applied Science

New courses:

MINE 591 (1)
MINE 592 (3/9)d
NAME 501 (2)
NAME 502 (4)
NAME 522 (3)
NAME 524 (3)
NAME 566 (3)
NAME 578 (3)
NAME 591 (4)
NAME 592 (2)

Faculty of Commerce & Business Administration

New courses:

EMBA 596 (3-6)d
EMBA 597 (1.5)

Faculty of Education

New course:

EDCP 392 (3)

Faculty of Graduate & Postdoctoral Studies

Applied Science:

New course:

MTRL 579 (3)

Arts

New courses:

HIST 595 (3-6)d
SOWK 516 (3)

Education

New courses:

EPSE 578 (3)
LLED 513 (3)

Land and Food Systems

Program Name Change:

Applied Animal Biology (Formerly Animal Science)

New Course Code:

AANB - Applied Animal Biology

New courses:

FOOD 512 (3); FRE 516 (3); FRE 585 (3)

Medicine

New courses:

AUDI 551 (1)

SURG 514 (3)

Faculty of Pharmaceutical Sciences

Revised course:

PHAR 299 (6)

Appendix B: Awards Report

New Awards:

ALEXANDER, Holburn, Beaudin + Lang Award in Law – The law firm Alexander, Holburn, Beaudin + Lang LLP has established a \$1,000 award for a student completing the second year of the JD program who has achieved high academic standing and demonstrated involvement in community or student affairs. This scholarship has been established to honour the memory of Ernest A. Alexander, Q.C. who passed away unexpectedly in 1983 and who, throughout his professional career, never lost sight of the human aspect of the practice of law. The recommendation will be made by the Faculty of Law. Students must apply for this award. (First Award Available in the 2013/2014 Winter Session)

Dr. Yusuf ALTINTAS Manufacturing Automation Graduate Scholarship in Mechanical Engineering – Scholarships totalling \$1,000 have been endowed in recognition of Dr. Yusuf Altintas, a faculty member in the Department of Mechanical Engineering who founded the Manufacturing Automation Laboratory (MAL) at UBC, for graduate students in the Department of Mechanical Engineering. Candidates must demonstrate interest and academic accomplishment in one of the fields of machine tool vibrations and control, metal cutting mechanics, Computer Aided Manufacturing (CAM) or precision engineering. To be considered, candidates must excel academically in four of the following graduate courses: Advanced Mathematics, Vibrations, Control Theory, Kinematics, Finite Element Methods, Metal Cutting Mechanics, Machine Tool Structures, Computer Control of Machines, Metrology, Mechatronics Instrumentation and Computer Aided Manufacturing. Recommendations are made by the Department of Mechanical Engineering in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

ARTS Aboriginal Valour Award – A \$5,000 award has been established to support an Aboriginal student pursuing his or her undergraduate degree in the Faculty of Arts who demonstrates leadership and has overcome adversity in completing their degree. The award is made on the recommendation of the Faculty of Arts, in consultation with the First Nations House of Learning. (First Award Available in the 2013/2014 Winter Session)

ASSOCIATION of Latin American Students International Student Award – A \$1,000 award is offered by the Association of Latin American Students at UBC to international undergraduate students in any year of study at the University of British Columbia (Vancouver campus), who are citizens of the following countries: Argentina, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, French Guiana, Guatemala, Guyana, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Suriname, Uruguay, and Venezuela. In addition to academic merit, consideration is given to qualities such as leadership skills, contribution to community service, and involvement in student affairs. The award is made on the recommendation of a selection committee comprised of international student advisors from the Faculties, in consultation with International Student Development and the International Student Initiative. (First Award Available in the 2013/2014 Winter Session)

Barbara and Bob ATKINSON Thunderbird Men's Basketball Award – One or more awards, ranging from a minimum value of \$500 to the maximum allowable under athletic association guidelines, are offered to members of Thunderbird Men's Varsity Basketball team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First Award Available in the 2013/2014 Session)

BLenheim Trust Men's Rugby Award – One or more annual awards, ranging from a minimum value of \$1,000 to the maximum allowable under athletic association guidelines are offered by Blenheim Realty to encourage, support and recognize academic excellence in varsity sport at UBC. The awards are offered to members of Thunderbird Men's Varsity Rugby team with preference first given to those who are recognized by the university as Academic All Canadians and secondly students in the Sauder School of Business. Awards are made on the recommendation of the Varsity Athletic Awards Committee. (First Award Available in the 2013/2014 Winter Session)

J. Armand BOMBARDIER Sustainable Transportation Fellowship – Three fellowships of \$5,000 each have been endowed by Bombardier for graduate students in the School of Community and Regional Planning who are who are focused on research in any one of the three areas: equity and community engagement, population and public health and environmental and sustainability issues associated with transportation. Each awardee is eligible for an additional \$800 in travel funding for research related activities. Recommendations are made by the School of Community and Regional Planning in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Available in the 2014/2015 Winter Session)

Velma T. and Lawrence G. Y. CHEN Graduate Award in Asian Studies – A \$1,750 award is offered, in memory of Velma T. and Lawrence G. Y. Chen, to a graduate student in the Department of Asian Studies whose research focuses on China. The award will support a student who plans to undertake fieldwork and short-term research stints in Asia; attend conferences, workshops and short courses; attend intensive language training courses, or the like. The award is made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

Reginald L. CLARKSON Memorial Award in Athletics – One or more awards with a minimum value of \$500 each have been established by Reginald L. Clarkson's family and friends, in recognition of Reg's impact on UBC Athletics and the community. The awards are available for outstanding student-athletes who have demonstrated excellent leadership skills and maintained good academic standing. In the spirit of Reg's lifelong passion for participation in team sports and for lending a helping hand to others who needed it, preference will be given to student-athletes who have a financial need that is not being met by other means. Awards are made on the recommendation of the Varsity Athletic Awards Committee. (First Award Available in the 2013/2014 Winter Session)

Wilhelmina Elizabeth and Herbert CRANER Memorial Bursary – Bursaries totalling \$4,500 have been endowed by the Estate of Willhelmina Elizabeth Craner for students pursuing studies in fine arts. Mrs. Craner passed away in 2010. Herbert Craner was an avid artist who painted and created First Nations' masks and totems as well as clay artwork. Recommendations are made by Enrolment Services. (First Award Available in the 2013/2014 Winter Session).

ECHORIDGE Education Foundation Southern Medical Program Scholarship – A \$1,500 scholarship is offered by the Echordidge Education Foundation for a student in the second year of the UBC Faculty of Medicine Southern Medical Program. Preference is given to students with a record of community and volunteer service and leadership. The award is made on the recommendation of the Faculty of Medicine Southern Medical Program. (First Award Available in the 2013/2014 Winter Session)

ETHIOPIAN Transit Workers' Association Award – A \$1,000 award is offered by the Ethiopian Transit Workers' Association to a graduate student in the School of Community and Regional Planning who exhibits excellence in academic, professional and community activities and most of all who has a vision for sustainable public transit planning. The Ethiopian Transit Workers' Association is a non-profit organization whose members are employed with TransLink's bus division and are engaged in community and youth empowerment programs and believe in building vibrant and sustainable community. This award is to support a student with strong interests and aptitudes enabling the promotion of transportation solutions that prioritize the linkages between walking, cycling, and public transit. The award is made on the recommendation of the School of Community and Regional Planning and in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

Gurdial S. GHAG Memorial Bursary in Pharmaceutical Sciences – Bursaries totalling \$1,000 have been endowed in memory of Mr. Gurdial S. Ghag by the Ghag Family of Chilliwack comprised of numerous Pharmacy

and other UBC alumni. The bursaries are offered to one or more undergraduate students in the Faculty of Pharmaceutical Sciences who graduated from a high school in British Columbia, with first preference given to those students who graduated from a high school outside of the metro Vancouver area. Recommendation is made by Enrolment Services. (First Award available in the 2013/2014 Winter Session)

Robert and Averil KENNEDY Forestry Graduate Scholarship – A \$5,500 scholarship has been established by Dr. Robert and Averil Kennedy to increase awareness of forestry, and the forest industry, in the Canadian context. The scholarship is awarded to a student who holds an undergraduate degree from the State University of New York College of Environmental Sciences and Forestry (SUNY-ESF), and is enrolled in a thesis-based Masters' program in the Faculty of Forestry. The scholarship may be given to the same recipient for a maximum of two years. The scholarship is made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in 2013/2014 Winter Session)

Jim and Helen HILL Memorial Service Award in Electrical Engineering – Awards totaling \$8,500 have been endowed by the estates of UBC alumni Helen Gray ('56 BSN) and Christopher James (Jim) Hill ('52 BASc). In recognition of the Hill's passion for volunteerism, the awards will go to outstanding undergraduate students in the Faculty of Applied Science studying Electrical Engineering who have demonstrated leadership through volunteerism, community service and campus activities. Financial need may be considered. The awards are made on the recommendation of the Department of Electrical & Computer Engineering. (First award available in the 2013/14 Winter Session)

Jim and Helen HILL Memorial Service Award in Nursing – Awards totalling \$8,500 have been endowed by the estates of UBC alumni Helen Gray ('56 BSN) and Christopher James (Jim) Hill ('52 BASc). In recognition of the Hill's passion for volunteerism in the community the awards will go to outstanding undergraduate nursing students who have demonstrated leadership through volunteerism, community service and campus activities. Financial need may be considered. The awards are made on the recommendation of the School of Nursing. (First award available in the 2013/14 Winter Session)

HUGILL Graduate Scholarship in Anesthesia – Scholarships totalling \$1,000 are offered to graduate students in the Department of Anesthesiology, Pharmacology and Therapeutics who are conducting research in anesthesiology. Scholarships are made on the recommendation of the Department of Anesthesiology, Pharmacology and Therapeutics, in consultation with the Faculty of Medicine and the Faculty of Graduate and Postdoctoral Studies. (First Award Available in 2013/2014 Winter Session)

HUGILL Research Award in Anesthesia - Awards totalling \$1,000 are offered to undergraduate and MD students undertaking research under the direction of the Dr. Jean Templeton Hugill Chair in Anesthesia. Awards are made on the recommendation of the Department of Anesthesiology, Pharmacology and Therapeutics, in consultation with the Faculty of Medicine. (First Award Available in 2013/2014 Winter Session)

MASTERCARD Foundation Scholars Award – Academic awards covering the full cost of tuition and living expenses are offered to outstanding international undergraduate students who are citizens of and residing in a Sub-Saharan African country. Candidates must present economically disadvantaged financial circumstances, and be able to show they lack financial means from family or other sources to pursue post-secondary (university) education in their home country or elsewhere. Candidates must furthermore have achieved academic excellence under difficult circumstances, and show leadership qualities or potential. Applicants must demonstrate an interest in and commitment to giving back to his/her home community in ways that enhance the economic growth and social development of Africa. Additionally, candidates must be graduating/recently graduated from a recognized senior secondary school and applying for their first undergraduate degree in one of the following Faculties at UBC's Vancouver campus: Arts, Applied Science Forestry, Land and Food Systems, Science, or Sauder School of Business. Candidates must also commit to returning to Africa immediately after graduation from UBC in order to apply their training and skills to the betterment of others. (First Award Available in the 2013/2014 Winter Session)

Peter MULLINS Thunderbird Men's Basketball Scholarship - One or more scholarships which may range from a minimum value of \$500 to the maximum allowable under athletic association regulations are to be offered to outstanding member(s) of the Thunderbird Men's Basketball Team in any year of study. The recipient(s) of this scholarship in the name of Dr. Peter Mullins, longtime U.B.C. basketball coach, should demonstrate a commitment

to basketball excellence, leadership and volunteering, along with good academic standing. Financial need will also be a consideration in the selection. The selection of the recipient(s) should be determined upon the recommendation of the Department of Athletics and Recreation. (First Award Available in the 2013/2014 Winter Session)

Ken PINDER Memorial Scholarship in Engineering - A \$1,000 scholarship is offered by Zeki and Gülgün Sözen as well as friends and family to honour the memory of Dr. Ken Pinder, a respected professor who dedicated 47 years to UBC, and was committed to its students and the larger community. This award is offered to an undergraduate student entering the second, third, or fourth year of Chemical and Biological Engineering in the Faculty of Applied Science. Preference is given to a student who is academically gifted and demonstrates leadership and social concern. Recommendations are made by the Department of Chemical and Biological Engineering. (First Available in the 2013/14 Winter Session)

POLLOCK Clinics Travel Award in Midwifery – Awards totalling \$2,000 are offered by Dr. Neil Pollock to assist midwifery students in financial need with the costs of their travel for a global clinical experience. Awards are made on the recommendation of the Division of Midwifery. (First Award Available in the 2013/14 Winter Session)

REICHWALD Family Foundation Southern Medical Program Award in Medicine - Two awards of \$10,000 are offered to MD students in the second year of the Southern Medical Program with first-class academic standing who also demonstrate financial need. Awards are made by the Faculty of Medicine, in consultation with the Office of Student Affairs of the Southern Medical Program. (First Award Available in the 2013/2014 Winter Session)

ROWLAND & Company Bursary in Law – A \$1,000 bursary is offered to a student in UBC Faculty of Law's JD program in financial need. It is open to students in any year of study who are residents of BC. The award is adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

SABITRI and Sudhin Memorial Student Scholarship – Scholarship totaling \$1,000 are offered by Swaraj K. and Gayatri Chattopadhyay in memory of their Aunt Sabitri and Uncle Sudhin for students in the Faculty of Medicine who are specializing in Oncology. Sabitri and Sudhin both passed away from cancer. Financial need may be considered in the awarding of the scholarship. Recommendations are made by the Faculty of Medicine, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

SOMERSET Foundation Award in Men's Rugby – One or more awards, ranging from a minimum value of \$500 each to the maximum allowable under athletic association guidelines are offered by Somerset Foundation to Thunderbird varsity rugby team members, in any year of study, upon their application to the head coach. Financial need will be taken into consideration. Award values are determined on the recommendation of the head coach to the Athletics Awards Committee, subject to funding availability to a maximum annual total of \$5,000 per calendar year and subject to the student maintaining good academic standing. (First Award Available in the 2013/2014 Winter Session)

Mary Alice SUTTER and Blake Wright Medicine Bursary – A \$2,500 bursary has been endowed by Dr. Mary Alice Sutter and Dr. Blake Wright. The bursary is awarded to a student in the Faculty of Medicine MD Program in financial need. Both doctors are graduates of UBC Faculty of Medicine. Dr. Sutter (MD 1960) completed her F. R. C. S. C. C. in Obstetrics and Gynecology and Dr. Wright (MD 1965) was a Fellow in the College of Family Practice. They met at the Seymour Medical Clinic where they practiced until retirement. Dr. Sutter was a Clinical Associate Professor at U. B. C. and is a member of the Alpha Omega Alpha Honor Medical Society. They are married with 2 children and 4 grandchildren. The award is adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

TD Aboriginal Student Award in Business – Awards totalling \$11,375 have been endowed by TD Bank Group to support Aboriginal students at UBC's Vancouver campus. Preference is given to Canadian Aboriginal students enrolled in the Sauder School of Business. The candidates' participation in community and university activities may be taken into account in selecting recipients. The awards are made on the recommendation of the School in consultation with the First Nations House of Learning. If there are no qualified students in the Sauder School of Business, the School can refer the award back to Enrolment Services so that it can be made on the recommendation of the Department of Economics in the Faculty of Arts to undergraduate Aboriginal students majoring in Economics. (First Award Available in the 2013/2014 Winter Session)

Bruce TODD Thunderbird Memorial Hockey Award – Two awards, each with a minimum value of \$500 to the maximum allowable under athletic association guidelines, are offered by family, friends, and colleagues in memory of Dr Bruce Todd. The awards are offered to outstanding members of UBC Thunderbirds Varsity Ice Hockey Team who have distinguished themselves both academically and athletically at UBC, with preference given to one male and one female student athlete in Science, Engineering, Medicine, or Education. Bruce had a long and distinguished association with UBC, starting in 1989 as a postdoctoral fellow in Chemistry Department and continuing as a lecturer and instructor during the 1990s. In 2000, he became the Manager and Director of the Instrumentation Prototyping and Development Facility at the UBC Laboratory for Molecular Biophysics. Over the next decade Bruce was involved in several major research initiatives at the Facility, in collaboration with research groups from Chemistry, Biochemistry, Applied Science and Medicine. His enthusiasm and passion for learning was evident in his academic and research work, as well as his outstanding contributions as a coach for the Vancouver Thunderbirds Minor Hockey. The awards are made on the recommendation of the Varsity Athletic Awards Committee. (First Award Available in the 2013/2014 Winter Session)

VANCOUVER Island Health Authority Aboriginal Award in Sciences – A \$1,000 award is offered by the Vancouver Island Health Authority for an Aboriginal student enrolled in one of the following programs: Physiotherapy, Occupational Therapy, Nutrition, Speech Language Pathology, or Pharmacy. The award is open to both undergraduate and graduate students. When possible, preference is given to a First Nation, Metis or Inuit student from Vancouver Island, and in the case that no student from the Island is eligible, to a First Nation, Metis or Inuit student from British Columbia. Adjudication is made by the First Nations House of Learning in consultation with Enrollment Services and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

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

#960 GOLDER Associates Ltd. Sustainability Award in Landscape Architecture – A \$1,000 award is offered by Golder Associates Ltd. to a student entering the second or third year in the Landscape Architecture Program. Preference is given to a student who has demonstrated outstanding design creativity and commitment to addressing sustainability, community well-being and resilience issues such as climate change, water management, ecosystem biodiversity, sustainable food systems, resource management and other related issues. The award is made on the recommendation of the Landscape Architecture Program, School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate Studies.

How amended: change in the award names and description to reflect the change in the organization donor's name.

#1431 INTERNATIONAL Undergraduate Study Preparation Program (IUSPP) Scholarship in Continuing Studies – Three scholarships of \$1,000 each are offered by Mr. Ming Cai to international students who have previously graduated from the International Undergraduate Study Preparation Program (IUSPP) of UBC Continuing Studies, are currently in the second year of any undergraduate degree program at the University of British Columbia, have completed no less than 27 credits in their first year at UBC with no failed courses, and achieved a minimum grade average of 75%. The awards are made to the top three candidates with the top grade averages on the recommendation of UBC Continuing Studies, in consultation with Enrollment Services.

How amended: change in the award name and description to reflect the new program name and increase in the number of awards.

#1609 WOLRIGE Mahon Scholarship – Four \$500 scholarships are provided by Wolrige Mahon, LLP, Chartered Accountants, to four students in the third year of the Accounting option in the Sauder School of Business. They are made on the recommendation of the School based on academic standing, leadership qualities and interest in pursuing careers as Chartered Accountants.

How amended: faculty name updated to current informal name: Sauder School of Business.

#2006 Agness PHILIPPS Scholarship in Education - Scholarships totalling \$2,600 have been endowed by the Estate of Agnes Philipps for students in the Faculty of Education who have completed or are enrolled in the Bachelor of Education program and have identified Visual Art as a teaching area. Recommendations are made by the Faculty of Education.

How amended: removed reference to Visual and Performing Arts program as being a diploma program

#2886 Joseph Atkinson STORROW and Caroline Mary Storrow Memorial Scholarship in Law – A \$200 scholarship has been endowed in memory of Joseph Atkinson Storrow and Caroline Mary Storrow by family and friends for the student with the highest standing in the first year of the Indigenous Legal Studies Program and is made on the recommendation of the Faculty of Law.

How amended: replaced “First Nations” with “Indigenous” to reflect the name change to the program.

#3548 Birgit and Ingrid CURREY Award in Nursing – Awards totalling \$12,500 are offered by H. David Currey, BSc (Agricultural Engineering), 1950 for students pursuing an undergraduate degree in Nursing in the Faculty of Applied Science. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs, extracurricular activities or community service. Preference will be given to students demonstrating financial need. These awards are established in memory of Mr. Currey’s wife, Birgit, a Swedish nurse, and in honour of their daughter, Ingrid, who is an active teacher in psychiatric nursing. No individual award shall exceed \$4,000. Awards are made on the recommendation of the School of Nursing.

How amended: reversed the order of the names “Ingrid” and “Birgit” in the title as per the donor’s request.

#3732 Finlay A. MORRISON Scholarship in Pharmaceutical Sciences - A scholarship of \$550 has been endowed by James Eng Wing (BSc(Pharm)’54), to honour Dr. Finlay A. Morrison's many years of service to the Faculty and to the profession of Pharmacy, and to mark his continuing interest in Pharmaceutics and Pharmacy Administration. The award is made to the student entering fourth year in the Faculty of Pharmaceutical Sciences and obtaining the highest standing in Pharmaceutics and/or Pharmacy Administration in the preceding 3 years of the program.

How amended: removed reference to Alpha Pharmaceutical Supplies Company.

#3772 Subhash C. VERMA Memorial Prize in Pharmaceutical Sciences – A \$500 prize is offered by Dr Subodh Verma, Sandra Del Signore, and Sujata Verma in memory of their father, Dr Subhash C. Verma for graduate students in Pharmaceutical Sciences. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences for the best paper published or presented in the area of Pharmacology or Toxicology.

How amended: added the name, Sandra Del Signore, to the first line of the description.

#3794 PHARMACEUTICAL Sciences Rural Communities Placement Award – A \$1,000 award is offered by the Pharmacy Alumni Group to assist a Fourth Year Entry-to-Practice student in their Experiential Education rotation in rural BC. To be eligible for the award, the candidate will have demonstrated their need for this funding as required by the Faculty of Pharmaceutical Science. The award will be made on the recommendation of the Faculty.

How amended: decreased number of awards to one and increased award value.

#5376 ALLNORTH Award of Excellence in Engineering – Two \$1000 awards are offered by Allnorth to third or fourth year undergraduate students studying Civil, Electrical, or Mechanical Engineering who exemplify both academic excellence and leadership qualities. Class participation and involvement in university and community organizations will be taken into consideration. The awards are made on the recommendation of the Departments of Civil, Electrical, and Mechanical Engineering in alternating years.

How amended: change in award name and description to reflect the donor's new name.

#5864 Harold F. and Anne Bedner UPHILL Scholarship in Law - Scholarships totalling \$30,300 have been endowed through a bequest by Anne Margaret Uphill for female students with high academic standing in the Indigenous Legal Studies Program. The awards are open to students in any year of the graduate (LL.M., Ph.D.) or undergraduate (J.D.) Program and on the recommendation of the Faculty of Law. In the case of graduate student nomination, the award is made in consultation with the Faculty of Graduate Studies.

How amended: replaced "First Nations" with "Indigenous" to reflect the name change to the program.

#6362 James and Setsuko THURLOW Scholarship in Disarmament Studies - Scholarships totalling \$5,000 have been endowed by James and Setsuko Thurlow and by The University of British Columbia for graduate students pursuing studies in disarmament or weapons of mass destruction (primarily nuclear weapons). The award is made on the recommendation of the Faculty of Graduate Studies.

How amended: removed "peace" from the title.

#6464 GOLDER Associates Ltd. Graduate Scholarship in Sustainability Planning – A \$1,000 scholarship is offered by Golder Associates Ltd. to a second year School of Community and Regional Planning student who demonstrates commitment and creativity in addressing sustainability challenges in community development planning and design. Specifically, this award favours a student who targets pragmatic solutions to sustainability challenges in ways that integrate planning and design in addressing climate change, urban habitat, active transportation, urban landscape design, sustainable food systems, water management, green infrastructure systems, innovative community dialogue methods, rural community solutions and First Nations development. The award is made on the recommendation of the School in consultation with the Faculty of Graduate Studies.

How amended: change in the award names and description to reflect the change in the organization donor's name.

#6475 Ibn BATTUTA Award for Field Research – A \$3,000 travel award is offered to a graduate student in any field of study who wishes to conduct field research in the following Muslim-majority countries: Afghanistan, Algeria, Comoros, Iraq, Iran, Jordan, Libya, Maldives, Mauritania, Morocco, State of Palestine, Pakistan, Saudi Arabia, Somalia, Syria, Tajikistan, Tunisia, Turkey, Xinjiang (Western China) and Yemen. To be considered, graduate students must have a minimum overall GPA of 80% in their last two years of study. Candidates should also have completed at least one course in field research methods, or be able to demonstrate equivalent knowledge. Award is made on the recommendation of the Faculty of Graduate Studies.

How amended: update one of the countries listed in the award criteria.

#6489 ELDORADO International Graduate Award in Mining Engineering - Awards totalling \$40,000 are offered by Eldorado to international students who are from a country that Eldorado operates. To be considered candidates must be enrolled in the Master of Engineering in Mining Engineering program. Candidates may have the opportunity to undertake a co-op work placement with Eldorado during their degree through the UBC Engineering Co-op Office. The nominating committee will take into account not only the student's academic record, but also other qualities which may lead to a successful career in mining. The award is made on the recommendation of the Norman B Keevil Institute of Mining Engineering.

How amended: donor wanted to include the caveat that the student be from a country that Eldorado has a site location.

#7523 BRITISH Columbia Medical Association Bursary – One hundred and twenty four bursaries of \$1,750 each are offered by the British Columbia Medical Association to undergraduate students in the Faculty of Medicine who are student members of the B.C. Medical Association, with demonstrated financial need. Preference for one award of \$1,750 is given to an Aboriginal student. The awards are adjudicated by Enrolment Services.

How amended: updated award description to reflect the change in the source of funding for the bursary.

#8044 PEO Sisterhood Chapter B Bursary For the Blind – Bursaries totalling \$600 have been endowed by the PEO Sisterhood Chapter B in memory of Helen Mitchell and by the Estate of Hazel Lena Wilson in memory of John Mortimer Patrick, to assist blind students. The bursary is awarded on the recommendation of the Committee on Awards for Students with Disabilities.

How amended: there was a \$70,000 bequest from the estate of Hazel Lena Wilson to augment this fund. We have updated the description to honour and reflect this gift.

#8105 Elaine S MCKENNA Kay Memorial Bursary - An \$800 bursary has been endowed in memory of Elaine S. McKenna by her family, friends and colleagues. Preference is given to a mature woman student registered in first or second year law.

How amended: decreased number of bursaries to one and increased award value.

#8358 William MCARTHUR Memorial Bursary - A \$600 bursary has been endowed by family and friends in loving memory of Dr. William (Bill) McArthur, who was the first Chief Coroner for British Columbia and, until his passing, pursued his love of medicine in part-time family practice. The award is offered to students in the Faculty of Science.

How amended: revised the description so that only a single bursary can be assigned to a student from the fund as per the donor's wish.

#8412 Glen and Margaret CARLSON Bursary in Medicine - Bursaries totaling \$17,875 have been endowed by Dr. Glen C. Carlson (B.A.1955, M.D.1960) and Dr. Margaret A. Carlson (B.Sc.1958, M.D.1964) for students in the M.D. program offered through the Faculty of Medicine. Each bursary will be \$5,000 or greater in value with the intent that this bursary provide a significant portion of each student's total bursary funding.

How amended: minimum of \$5,000 assignment included as per the donor's request

#5379 FACULTY of Applied Science International Student Scholarship - Scholarships of amounts of up to \$5,000 each are offered to continuing international students in the Faculty of Applied Science, Vancouver campus. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Applied Science.

How amended: This scholarship is new as of 2012. Feedback from the Faculty after the first year of recommending students for this scholarship indicates they would like to have the option to recommend second year students who excelled in their first year of study for this scholarship in addition to continuing to consider strong upper year students.

1392 FACULTY of Arts International Student Scholarship - Scholarships of amounts of up to \$5,000 each are offered to continuing international students in the Faculty of Arts, Vancouver campus. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Arts.

How amended: this scholarship is new as of 2012. Feedback from the Faculty after the first year of recommending students for this scholarship indicates they would like to have the option to recommend second year students who excelled in their first year of study for this scholarship in addition to continuing to consider strong upper year students.

#2408 FACULTY of Forestry International Student Scholarship – Scholarships of amounts of up to \$5,000 each are offered to continuing international students in the Faculty of Forestry. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Forestry.

How amended: this scholarship is new as of 2012. Feedback from the Faculty after the first year of recommending students for this scholarship indicates they would like to have the option to recommend second year students who excelled in their first year of study for this scholarship in addition to continuing to consider strong upper year students.

#4000 SCHOOL of Kinesiology International Student Scholarship – Scholarships of amounts of up to \$5,000 each are offered to continuing international students in the School of Kinesiology, Vancouver campus. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the School, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the School of Kinesiology.

How amended: this scholarship is new as of 2012. Feedback from the Faculty after the first year of recommending students for this scholarship indicates they would like to have the option to recommend second year students who excelled in their first year of study for this scholarship in addition to continuing to consider strong upper year students.

#809 FACULTY of Land and Food Systems International Student Scholarship – Scholarships of amounts of up to \$5,000 each are offered to continuing international students in the Faculty of Land and Food Systems. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Land and Food Systems.

How amended: this scholarship is new as of 2012. Feedback from the Faculty after the first year of recommending students for this scholarship indicates they would like to have the option to recommend second year students who excelled in their first year of study for this scholarship in addition to continuing to consider strong upper year students.

#3383 SCHOOL of Music International Student Scholarship – Scholarships of amounts of up to \$5,000 each are offered to continuing international students in the School of Music. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the School, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the School of Music.

How amended: this scholarship is new as of 2012. Feedback from the Faculty after the first year of recommending students for this scholarship indicates they would like to have the option to recommend second year students who excelled in their first year of study for this scholarship in addition to continuing to consider strong upper year students.

#1014 SAUDER School of Business International Student Scholarship – Scholarships of amounts of up to \$5,000 each are offered to continuing international students in the Sauder School of Business. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the

second year of their program. Students must demonstrate strong academic achievement, engagement in their faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Sauder School of Business.

How amended: this scholarship is new as of 2012. Feedback from the Faculty after the first year of recommending students for this scholarship indicates they would like to have the option to recommend second year students who excelled in their first year of study for this scholarship in addition to continuing to consider strong upper year students.

4451 FACULTY of Science International Student Scholarship - Scholarships of amounts of up to \$5,000 each are offered to continuing international students in the Faculty of Science, Vancouver campus. Students selected for these scholarships must have completed at least 30 credits towards their undergraduate degree or be entering the second year of their program. Students must demonstrate strong academic achievement, engagement in the Faculty, and the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the Faculty of Science.

How amended: this scholarship is new as of 2012. Feedback from the Faculty after the first year of recommending students for this scholarship indicates they would like to have the option to recommend second year students who excelled in their first year of study for this scholarship in addition to continuing to consider strong upper year students.



8 November 2013

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Establishment of the Centre for Excellence in Indigenous Health and
Disestablishment of the Institute for Aboriginal Health

The proposed UBC Centre for Excellence in Indigenous Health (CEIH) will provide a single coordinating point for Indigenous health initiatives within UBC and a contact for community organizations external to UBC. The CEIH will work together with Indigenous leadership to improve wellness, health care, and patient outcomes, and will advance the health of Indigenous people through innovative thinking, research, and education. Further background and details are set out in the attached proposal.

The Academic Policy Committee is pleased to recommend the following:

Motion:

1. *“That Senate approve and recommend to the Board of Governors the establishment of a new Centre for Excellence in Indigenous Health to be housed within the Faculty of Medicine’s School of Population and Public Health effective January 1, 2014;*
and;
2. *That Senate approve the transfer of the academic responsibility for the Aboriginal Health and Community Administration Certificate Program (non-degree) from the Institute for Aboriginal Health to the Centre for Excellence in Indigenous Health effective January 1, 2014;*
and,
3. *That Senate approve and recommend to the Board of Governors the disestablishment of the Institute for Aboriginal Health effective January 1, 2014.”*

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

Proposal for the Centre for Excellence in Indigenous Health and Disestablishment of the Institute for Aboriginal Health

Preamble

This proposal concerns the following recommendations:

1. The establishment of a new Centre for Excellence in Indigenous Health to be housed within the School of Population and Public Health in the Faculty of Medicine effective January 1, 2014;
2. The transfer from the Institute for Aboriginal Health to the Centre for Excellence in Indigenous Health the academic responsibility for the Aboriginal Health and Community Administration Certificate Program (non-degree) effective January 1, 2014; and,
3. The disestablishment of the Institute for Aboriginal Health effective December 31, 2013.

Executive Summary

The UBC Centre for Excellence in Indigenous Health (CEIH) will provide a single coordinating point for Indigenous health initiatives within UBC and a contact for community organizations external to UBC. The CEIH will work together with Indigenous leadership to improve wellness, health care, and patient outcomes, and will advance the health of Indigenous people through innovative thinking, research, and education. Key goals of the CEIH will be the recruitment and education of Indigenous health professionals to address persistent health disparities and to promote self-determination by increasing Indigenous leadership in health and health care, and the provision of the training necessary for all health professionals to work more effectively with Aboriginal people and organizations. The CEIH will promote the productive engagement of expertise from post-secondary institutions, communities, and practicing professionals. Recognizing that the most effective thinking comes from working together, the CEIH will build upon successful programs currently located in the Institute for Aboriginal Health, School of Population and Public Health (SPPH), Family Practice, and in many other locations at UBC.

The leadership of the CEIH will support the key priorities of students, research and education, and will align with Aboriginal community practices. The pillars of partnership, good governance, and reciprocal accountability will be built into all activities, supported by a Centre-wide evaluation unit. The Director, a senior established faculty member, will assume overall responsibility for the CEIH and will be supported by Associate Directors for Students, Research and Education (please see organizational chart). The primary purpose of the CEIH is to offer strategic coordination and guidance to functions already operating in many locations, and to provide assistance in developing initiatives that would otherwise be difficult to develop or maintain across units. In addition to a small number of core staff, the CEIH's strength will come from associated faculty, researchers and staff from across existing units. While maintaining their primary departmental affiliations, members of any Faculty, School and/or unit who are involved in and committed to Indigenous Health will be welcomed. Administratively efficient, the CEIH will provide critical gains in functionality across health disciplines.

This proposal has been more than two years in the making and reflects the work of contributors from across the health disciplines, and extensive consultations with faculty, staff and students at UBC, and community organizations from around the province. As the proposal developed, the proposed wider role for the CEIH was viewed positively by both students and faculty members across all disciplines. In this process, the development of a specific set of valuable programs in the Institute for Aboriginal Health was acknowledged, but general agreement reached that they would be better supported through the Centre and in other locations, and that the CEIH better reflects UBC's Place and Promise, and better supports the transformation of work across the health disciplines towards an integrated approach to Indigenous health. In summary, the creation of the CEIH offers significant benefits to students, to communities, and to the University.

Benefits to students will include improved access and support for Aboriginal students and support for the development of curricula across disciplines that more fully and effectively address Aboriginal health. The CEIH will offer significant systemic improvements to outreach to prospective Indigenous students, to work with donor partners to lower financial barriers and offer excellent mentoring programs. Further, the CEIH will be a resource for working collaboratively with Indigenous communities and organizations to develop and coordinate advanced research initiatives and highly functional clinical learning experiences. Successful existing programs will be continued, networked, and robustly supported.

Benefits to communities include better overall contribution to recruiting and training Indigenous and other expert health professionals to lead research and practice that addresses persistent health disparities in their communities. With a goal of long-term improvements in health outcomes, the CEIH will ensure that education and training of Indigenous and non-Indigenous health professionals is culturally aware and addresses key concerns of communities and the University.

Benefits to the University include a far greater level of coordination and collaboration among UBC's current initiatives and programs; constructive partnerships with other institutions; strong and enduring relations with the First Nations Health Authority and other entities; the promotion and modeling of fully collaborative research projects relevant to Indigenous people in BC, across Canada, and worldwide that acknowledge community priorities and expertise; and a clearly identified and visible point of contact for faculty and student researchers of Indigenous health.

Please refer to the following documents in support of this proposal:

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| Appendix A | Proposal to establish the Centre for Excellence in Indigenous Health |
| Appendix B | Centre for Excellence in Indigenous Health: Context for Developments in Indigenous Health |
| Appendix C | Review of the Consultative Process for the Centre for Excellence in Indigenous Health |
| Appendix D | Proposal to transfer from the Institute for Aboriginal Health to the Centre for Excellence in Indigenous Health the academic responsibility for the Aboriginal Health and Community Administration Certificate Program (non-degree) effective January 1, 2014; and, |
| Appendix E | Proposal to disestablish the Institute for Aboriginal Health |

Appendix A

Proposal to Open the Centre for Excellence in Indigenous Health within the School for Population and Public Health

Rationale

The rationale for the creation of the Centre for Excellence in Indigenous Health addresses several key priorities for UBC: improved engagement and partnership with Indigenous communities; the building of an excellent relationship with the new First Nations Health Authority; constructive partnerships with other institutions; enhanced coordination and collaboration among UBC's many current initiatives and programs; greater Indigenous student access and success; and the promotion of new approaches to research and education. All promote the advancement of the Aboriginal Strategic Plan in important ways. The CEIH will bring together the best thinking in Indigenous Health at UBC, in communities, and in partner institutions worldwide, and will be the main point of contact for the University and the local, national and international Indigenous communities to meaningfully engage and create partnerships addressing issues important to Indigenous people in BC and worldwide.

Engagement and partnership with Indigenous communities. UBC is in a unique position to build upon existing training opportunities with Aboriginal communities in BC. The creation of the First Nations Health Authority (FNHA) makes the creation of the CEIH particularly timely because, by providing a functional interface with the Authority, UBC will clearly demonstrate its commitment to Aboriginal health. The scope of the CEIH, however, is broader than that of the FNHA, and the CEIH will work with many partners to improve health outcomes for all Aboriginal people in BC and Canada, and Indigenous people worldwide.

One of the main goals is the recruitment and training of Indigenous health professionals to lead research and practice that addresses persistent health disparities in their own communities. Advancing understanding of traditional community practices, and accountability in health ethics, policy, and practice for all students in Indigenous health is also essential for long-term improvements in health outcomes. The CEIH will extend across the University, and embrace an integrated approach to health and wellness that includes physical, mental, emotional and spiritual health and recognizes and respects traditional healing.

The CEIH will ensure that the education and training of Indigenous and non-Indigenous health professionals is culturally sophisticated and aware, and that it addresses the need identified by Aboriginal communities and organizations for responsive curricula informed by collaborative consultation and development. Key priorities for the First Nations Health Authority (FNHA) are the training of Indigenous health professionals and the effective preparation of non-Indigenous health professionals who provide care to underserved First Nations communities. Many units

at UBC would like to develop more effective education and training, but are constrained by size and expertise: the CEIH will work collaboratively with units to develop approaches informed by CEIH expertise and tailored to their disciplinary circumstances, and to develop effective recruitment and retention programs for Aboriginal students. While some Indigenous communities may not wish to share detailed information about their traditional healing practices, it is also essential that graduates of programs in the health disciplines have an understanding of and respect for traditional healing practices that allows them to be taken into account, and have the skills to build the care relationships with Indigenous people, communities, and community practitioners that promote health and wellbeing in concert with community practices and values. While recognizing disciplinary specificity, the CEIH can assist in building that understanding.

Through its consultative processes and ongoing collaborative relationships, CEIH will be responsive to the Indigenous and non-Indigenous communities as well as to the UBC constituencies it serves. The CEIH evaluation unit will track the progress of CEIH initiatives and responsiveness to Indigenous concerns across disciplines and provide assessment of curricula co-developed with other units, program initiatives, efforts to improve Aboriginal recruitment and retention across programs and faculties, and efforts to coordinate and integrate research initiatives, and will work with other units across campus to contribute to the assessment of collaborative community-based research. The CEIH evaluation unit will issue regular reports on Indigenous health initiatives and contribute to reports on the university-wide Aboriginal Strategic Plan.

Evaluation processes will require the direct involvement and collaboration of advisory groups, including the President's Advisory Committee on Aboriginal Affairs, committees and boards established by collaborating units, those established by the CEIH, and those in which membership includes UBC faculty and/or staff as well as external members of the Indigenous communities in BC. Connection to remote communities across the province through the online Learning Circle operated by the Faculty of Medicine will provide a valuable form of assessment of the CEIH's reach. Indigenous community members who sit on advisory groups for the CEIH will support the efforts of the CEIH to develop and maintain relevance to communities across BC.

Building an excellent relationship with the new First Nations Health Authority. At a historic meeting of the First Nations Health Council in May 2011, BC Chiefs and Health Leaders resolved to play a greater role in their own health and wellness by creating a First Nations Health Authority (FNHA) and establishing a new health partnership with federal and provincial governments.¹ The development process of the FNHA has included discussions with post-

¹ Please see Appendix B, *Context for Developments in Indigenous Health*.

secondary institutions on how they might best respond to this new governance arrangement for Aboriginal health. Founded on the important value of partnerships, the CEIH will maintain existing and establish new relations with the FNHA, the Indigenous health leadership in the Provincial Health Service Authority (PHSA) and five regional health authorities, and other provincial and national Indigenous organizations that have a mandate in health education, service and research. The FNHA requests that academic institutions find ways to share information and work collaboratively and non-competitively, particularly around resource allocation. The CEIH will lead UBC's efforts to achieving that common goal.

Constructive partnerships with other institutions. The CEIH will be UBC's point of contact with other colleges and universities that are working towards a more robust and integrated system of addressing Indigenous priorities. A strong lateral partnership with the cognate Center for American Indian Health at Johns Hopkins University Bloomberg School of Public Health, based upon a recently signed memorandum of understanding between UBC and Johns Hopkins, will provide an important form of international co-development. Further, the CEIH will engage experts from around the world through its Visiting Scholars Program, participation in the Institute for National Health Research, and other existing national and international partnerships. Through conferences, Learning Circles, online resources, and other venues, the CEIH will learn from and share its expertise with individuals, community partners and other institutions.

Enhanced coordination and collaboration among UBC's current initiatives and programs. Existing and prior organizations and programs at UBC such as the Division of Aboriginal People's Health, the Institute for Aboriginal Health, Kloshe Tillicum, the Faculty of Medicine Aboriginal Admissions program, and other initiatives, such as programs for youth operated by the Faculty of Science and the First Nations House of Learning, and research projects, such as the CEDAR project based in SPPH, have been working independently to address recruitment and admissions policies, health service gaps, and health policy and practice. While these entities have increased UBC's capacity for research, curricula, and care, many challenges remain that can be addressed only with new strategies that recognize the potential of Indigenous people, engage community expertise and resources, and produce a higher level of functional integration and sustainability.

The CEIH will not replicate or control the existing efforts of UBC units and individuals in the field of Indigenous Health, but it will coordinate these efforts to build awareness of possibilities for collaboration. The CEIH will benefit all programs by providing economies of scale, a framework for collaboration rather than competition in securing resources, a single coordinating point for key initiatives across UBC, and a single point of referral for liaison and inquiry from community, government, institutional, and other groups and organizations.

Through its Advisory Board, Research Advisory Council, Faculty Associates, the support of faculty and university leadership, and linkages to experts at many levels, the CEIH will provide a network of connections for change across units and disciplines that supports faculty, researchers, and staff who can participate actively while maintaining their primary departmental affiliation. Members of any Faculty, School and Unit who are involved in and committed to Indigenous Health will be welcomed and connected to others under this umbrella.

Administratively lean and efficient in operating through a small number of core staff, the CEIH will have a wide effect and will provide critical gains in functionality and efficiency. The CEIH will co-report to the School of Public and Population Health in the Faculty of Medicine and the First Nations House of Learning. The orientation of SPPH to population health provides optimal alignment with the wellness-based approach embraced by the First Nations Health Authority and many other Indigenous organizations. SPPH's location in the research environment of the Faculty of Medicine, faculty expertise, and wide interdisciplinary reach in the health disciplines provides support for key aspects of the CEIH's intended mandate. The First Nations House of Learning, a coordinating and strategic planning unit for Indigenous initiatives across campus, provides alignment to the UBC Aboriginal Strategy and linkage to the President's Advisory Committee on Aboriginal Affairs, the President's Office, and Academic Affairs. The CEIH will be responsive to developments in the health disciplines, to the larger objectives of UBC's Aboriginal Strategy², and to the needs of communities.

The CEIH will assist units in creating opportunities for all learners to develop skills in working to improve the health of Indigenous people. Building upon existing curricula in some units, and through liaison with other campus units such as the Centre for Teaching, Learning, and Technology's Aboriginal Initiatives supporting curriculum design, the CEIH will serve as a resource for on-going curriculum and faculty development across disciplines. In addition, the CEIH will provide a forum where all faculties, schools, units, and individuals can learn from each other and from the communities they serve.

Clinical learning experiences are integral to the education of health care providers. UBC has some highly effective models, such as the 2-year Aboriginal Residency Program in Family Practice. While other Faculties, schools, and programs have established relationships with communities that host clinical experiences, these relationships are not coordinated across the university. The CEIH will be a resource for building and coordinating such programs across programs and disciplines and expanding their reach and creating additional opportunities for inter-professional collaboration.

² UBC Aboriginal Strategy: <http://aboriginal.ubc.ca/strategic-plan/>

Greater student access and success. The education of Indigenous students as expert practitioners in every aspect of health care is critical. The efforts to recruit and retain Indigenous students in the health sciences must begin in Kindergarten, continue through Grade 12, and extend to post-secondary and mature students. UBC has an array of programs across faculties and disciplines that work with younger Aboriginal learners: the CEIH will work to coordinate these programs and develop others.

In British Columbia, a significantly lower proportion of Indigenous students complete Grade 12 with the pre-requisites for the university undergraduate programs that will prepare them for advanced degrees in the Health professions. New and existing programs for younger Indigenous students will be a CEIH priority. For example, the Summer Science program has operated at UBC for 25 years in a succession of institutional homes: it will be transferred to the CEIH from the Institute for Aboriginal Health and continue as an important initiative. The Faculty of Medicine, Faculty of Science, Faculty of Arts, School of Population and Public Health, and School of Social Work also have active programs for recruiting Indigenous students. The CEIH will support these programs and extend them across other programs and disciplines. Similarly, highly successful retention and support programs for Aboriginal students operating in some units (notably Family Practice in Medicine), and addressing financial, personal and cultural support will be extended across disciplines and programs, and coordinated with other university initiatives, such as those operating through the First Nations House of Learning. New programs, for example, a bridging program to support mature students, and others to ensure students have the academic prerequisites to gain entrance into their chosen field of study, may be established, when possible in collaboration with other units.

Lack of financial resources and housing is a barrier to academic success for Indigenous students in health disciplines and in disciplines leading to them (e.g., science). The CEIH will work with UBC and donor partners to create scholarships and bursaries for Indigenous health sciences students across disciplines and units.

Many Indigenous people have left school, developed meaningful careers, and now want to return to further their education in health care fields. The CEIH will strengthen existing and develop new pathways to ensure there are opportunities for this important pool of potential health care workers. Further, these people may fill gaps currently existing in access to Indigenous mentorship at the university. Indigenous mentors can provide the guidance and support needed for personal and professional growth at all stages of career development. As the focus for Indigenous health at UBC, the CEIH will bring people together: beginning and advanced students, recent and established alumni and professionals, new and experienced researchers—all interested in Indigenous Health. All can benefit from mentoring relationships. In addition, the CEIH will expand mentorship opportunities and the cultural retreats developed

in Family Practice, and will provide support to expand these successful programs across the health professions.

Promotion of new approaches to research and education. Indigenous people in Canada and Indigenous people worldwide often have a mistrustful and uneasy relationship with outside researchers who fail to take their priorities into account and bypass meaningful community involvement. The CEIH will work to coordinate a fully collaborative research agenda that is relevant to Indigenous people in BC, across Canada, and worldwide, by encouraging collaborative research designs that acknowledge community priorities and expertise, and providing a point of contact for researchers from across the university and communities and organizations seeking productive relationships.

The CEIH will coordinate and support initiatives that include the acknowledgement of the principles of Ownership, Control, Access and Possession (OCAP) as well as the Revised Tri-Council Policy on Ethical Conduct for Research Involving Humans (TCPS 2³) that specifically addresses ethical research with Indigenous peoples in response to past practices that have been exploitive. These principles open pathways for Indigenous people to express self-determination, move toward self-governance, and build community capacity in research and understanding. Building upon the models developed at Johns Hopkins and existing programs here, the CEIH will help build research capacity within communities by developing training programs for community members. Where desired by communities, the CEIH will also promote research that explores traditional community healing practices.

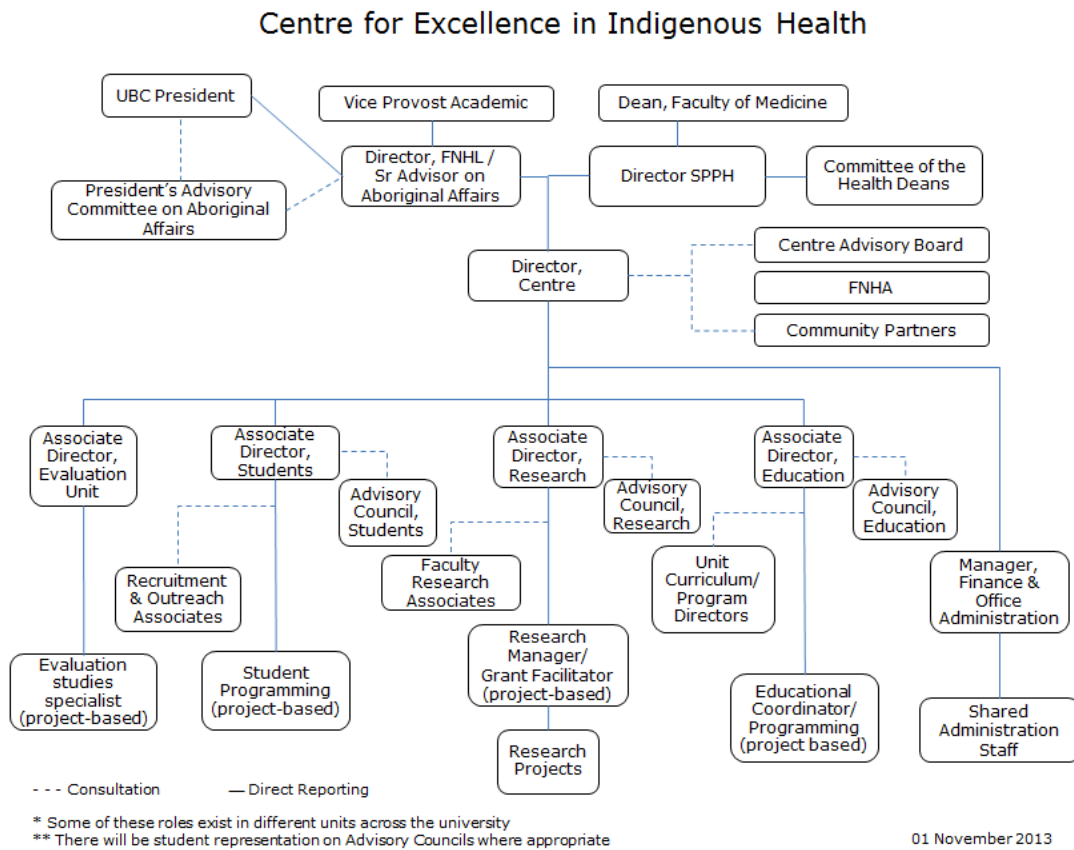
The CEIH will function as a point of contact for student researchers of Indigenous health. Indigenous and non-Indigenous students in many units across the University have worked on significant projects related to Indigenous health, but have often been unaware of each other's efforts. While some avenues, such as Kloshe Tillicum, the Network Environment for Aboriginal Health Research BC and Western Arctic (NEAHR BC WA), and the BC Aboriginal Capacity and Developmental Research Environment (BC ACADRE), have provided opportunities for collaboration in the past, all have operated independently and on vulnerable external funding. One of the mandates of the CEIH will be to ensure that opportunities continue, and that they bring students together in expanded opportunities for interdisciplinary partnerships.

The Aboriginal Health and Community Administration Program (AHCAP), a part-time continuing studies certificate program focused on knowledge and skills for effective administration of community-based Indigenous programs, operated by the Institute for Aboriginal Health, can serve as a model for other programs. In addition to that program, a Public Health Training Certificate in Indigenous Health, based on the successful program at Johns Hopkins University

³ TCPS2: <http://www.cihr-irsc.gc.ca/e/42877.html>

(CAIH), will be pivotal in building capacity to address disparities in public health and to support the vision of healthy and vibrant Indigenous communities. Such a certificate program will allow Indigenous health leaders, professionals, para-professionals and community members working or living in Indigenous communities both in Canada and abroad access to courses without the constraints of a degree program. Available on a credit or non-credit basis, it will truly bring the University to the community.

Organizational Chart



Appendix B

Centre for Excellence in Indigenous Health: Context for Developments in Indigenous Health

The First Ministers Meeting in Kelowna, 2005, secured the Transformative Change Accord that identified vital areas of action to help close well-documented health gaps between Indigenous people and other British Columbians over the next ten years. Subsequently, in late November 2006, the First Nations Leadership Council and federal and provincial governments signed a First Nations Health Plan: Memorandum of Understanding (MoU). The MoU acknowledged that maintaining the status quo will not close these health gaps, and that all levels of government must improve the health care programs and services currently in place. The Transformative Change Accord identified four areas of action to help close health gaps over the next ten years, including increasing the number of trained First Nations health professionals. In 2007, the Tripartite First Nations Health Plan was signed by the First Nations leadership Council, the Government of Canada and the Province of BC. This plan set out new commitments to create and implement a new structure for the governance of First Nations health services in British Columbia. On May 26th, 2011 the majority of First Nations communities in BC voted in favor of a new First Nations Health Authority that will establish a whole new health governance arrangement further highlighting the need to invest in the training and development of Indigenous healthcare professionals (both at the undergraduate and graduate levels). This landmark decision has galvanized provincial, federal and Indigenous governments to innovatively bridge the differences in health for Indigenous peoples through self-determination. The University of British Columbia is uniquely positioned to meaningfully partner with the new BC First Nations Health Authority (FNHA) in addressing the seven documented directives.

The BC Ministry of Health has recently taken steps to address the health needs and aspirations of the First Nations (Status and non-Status), Inuit and Métis in BC who have moved here from other parts of Canada, live off-reserve or in urban centers by naming Dr. Evan Adams as the new Deputy Provincial Health Officer, implementing Indigenous cultural competency training for health workers through the health authorities, and beginning other initiatives that share the primary goal of increasing strengths and reducing health disparities of BC's Indigenous people.

Appendix C

Review of Consultative Process for the Centre for Excellence in Indigenous Health

According to UBC's Aboriginal Strategy⁴ document, "relationships with Aboriginal communities and organizations are critical to every aspect of UBC's progress on Aboriginal initiatives." While particular initiatives may require an especially high level of engagement for specific purposes, it is critical that the process of building relationships be recognized as one that requires long-term commitment and frequent interactions. During the spring, summer and fall of 2013, an Aboriginal Health Strategy Working Group (AHSWG), responsible for the development of the proposal for the Centre for Excellence in Indigenous Health, sought a broad engagement with the health sectors of the campus community, including faculty, staff, and students, and Aboriginal community organizations, especially those contributing to the formation of the First Nations Health Authority. The AHSWG shared draft plans with the constituent communities and asked for their feedback in order to revise the plan prior to its finalization. This initial engagement presented an opportunity to begin a process of working in collaboration with these communities in the development and growth of a UBC Aboriginal Health Network, in accordance with the AHSWG Terms of Reference. Many individuals and organizations in Aboriginal communities on and off campus were also engaged in individual or continuing consultation and are listed below. Their input was invaluable in the preparation of this proposal.

UBC Indigenous Health Strategy Liaison & Engagement (L&E) Plan

The L&E Plan consisted of two processes: i) engagement with the UBC communities including Indigenous student communities; and, ii) engagement with rural and urban, on-reserve, off-reserve Indigenous communities in British Columbia. This engagement process was designed to ensure that there were no major gaps in the preliminary or final proposal. Most of the presentations involved at least one of the Co-Chairs (as lead) and the project manager (to record and synthesize the feedback).

Part I

The UBC process included consultation with the President's Advisory Committee on Aboriginal Affairs, the Indigenous Academic Caucus, Health Faculty deans, heads, faculty, and staff. Student communities, including Indigenous students at academic institutions other than UBC, were engaged through a meeting and meal at the UBC Longhouse and an online listserv.

⁴ <http://aboriginal.ubc.ca/files/2013/01/ASP-FinalComplete.pdf>

Part II

Following part I, a province-wide community engagement process was undertaken. Given the importance of the First Nations Health Council in the formation of the First Nations Health Authority in BC, Council leadership was consulted throughout both parts of the consultation process, and updated drafts of the proposal regularly provided for comment. As the First Nations Health Authority formed, a similar process of formal consultation was developed with leadership and staff. The First Nations Health Directors Association provides technical advice to the FNHA and is responsible for coordinating professional development and training among First Nations Health Centre staff: this association was consulted separately. Individual organizations that have particularly important roles in Aboriginal health, such as Vancouver Native Health, were also formally consulted.

It was important to identify the concerns of First Nations communities across the province, and especially those in more remote areas. A presentation of the proposal through the UBC online Learning Circle network that routinely reaches more than 70 communities provided valuable feedback and assured that the consultation had a wide geographic reach. Though the array of groups and individuals addressing Aboriginal health in BC is vast, and groups and agencies were not always able to accommodate a consultation within their schedules, the consultation process produced useful, representative, and remarkably consistent feedback.

Process and feedback. The university and community meetings took place concurrently in the spring and summer of 2013. A UBC Indigenous Health website [<http://health.aboriginal.ubc.ca>] was established that presented the draft proposal with multiple ways to comment. A link to this website was sent broadly to the university community and other partners through Faculty list-serves, UBC Learning Circle networks, and the FNHA weekly newsblast. Those at faculty/school, campus, and health authority meetings were given the website address to provide additional feedback. A basic presentation was prepared and taken to meetings. The presentation, like the website, included a background to the process, an outline for the Centre for Excellence, and contacts for further information. Revisions were made to the draft document as comments were received and evaluated, and revised versions posted to the website.

Faculty Engagement. The AHSWG consulted broadly on the draft proposal. Letters were sent to each of the faculty/school/department heads with a focus on health, informing them of the proposal. A co-chair and member of the AHSWG attended various faculty meetings to present the proposal and ask for comments and feedback as well as indicate a feedback option located on the website. Few suggestions for substantive changes to the document were received, and many possibilities for collaborative partnerships were identified.

A recurring theme of all discussions was that networking is needed and collaboration is desired. Assistance with curriculum development and the design of support structures for students is

also sought. The desirability of broader support and understanding of community-based research projects and relationships currently under way with UBC researchers was also identified. Meetings often included specific comments on the desirability of connecting existing research initiatives with others, often with reference to specific initiatives.

Student Engagement. At UBC there is an active and engaged Indigenous Students in Science and Health Association (ISSHA) that provided an Indigenous student perspective on the benefits of a CEIH. In Spring 2013, members of the AHSWG presented to the Aboriginal students in Medicine at a retreat in Kelowna, BC. An open discussion followed.

Students noted the expanded opportunity for networks and collaboration and encouragement for greater access to teaching assistantships and other forms of financial support in programs, and frequently commented that the projected approach of the CEIH to student support, research, and curricula was something they would have valued as part of their education.

Community Engagement. Consultations with community groups followed a largely similar pattern. A common observation was that an identified point of contact that could mobilize UBC resources would be valuable and was overdue. The Vancouver Native Health Society, an organization that has joint programs with the Institute for Aboriginal Health, expressed concern that these programs continue to be supported in the new structure. Their statement of concern reinforced the direction already underway in the revision of the proposal and implementation strategies being developed to ensure that support for those programs continue as before, or, since these programs were already on contingent funding, on more stable footing.

In October 2013, the yearly Gathering Wisdom Conference, which brings together practitioners, administrators, political leaders, and academic experts in Aboriginal health from across BC and beyond, provided another opportunity for consultation. The plans to form this Centre at UBC were the subject of a well-attended presentation and many conversations. Though no specific additions or changes to the proposal were suggested, many issues were identified for the CEIH's future action. They included providing training and support for health care workers returning to communities, the FNHA's need for academic support, and the need for health care professionals who are better equipped to work with Aboriginal communities. People who work in Aboriginal divisions of government administrative units observed that under present circumstances, it is falling to them to retrain practitioners, including graduates of UBC, to work effectively with Aboriginal people and communities: they would like the CEIH to fulfill its stated intent to address this training deficit across disciplines. The need to coordinate academic and research activities and outreach to youth was frequently mentioned.

With the exception of some feedback received during early consultations with the UBC Indigenous Academic Caucus (a collocation of UBC Indigenous faculty members and academic

staff) and subsequent discussions resulting from them as described below, feedback was consistently positive. Many of the comments directed to the AHSWG members during these presentations were requests for collaboration, thoughts and ideas around mentoring of students, and identification of the various type of research happening on campus and the need for coordination: they were, in other words, suggestions for operations in the context of an established Centre. A very common comment, on campus and off, was that such an initiative was long overdue. People consistently noted the value of a coordinating entity and saw it as addressing an absence and having the potential to provide both assistance and a context for their work.

We received only one comment for significant structural change to the proposal. A retired employee who had been directly involved with UBC Aboriginal health initiatives through many of the earlier stages of their development noted that the dual reporting structure devised for the Institute of Aboriginal Health when it was formed that included a report to the First Nations House of Learning in addition to the College of Health Disciplines had been valuable in giving a more direct line to the President's Office and to Aboriginal communities both on campus and off. After thorough consideration, the Working Group found the logic of this recommendation compelling and the reporting structure in the proposal was amended to include a dual report to FNHL, a structure later supported by the Committee of Health Deans.

Two consultations with the UBC Indigenous Academic Caucus (IAC) were held, and resulted in several smaller consultation sessions. The first consultation was held early on in the development of the proposal, and was part of a meeting in which other proposals were also considered. IAC members took note of the proposal and were generally supportive, but the discussion was not extensive at this preliminary stage. In a second meeting in the spring of 2013 at a more advanced stage of the process, a vigorous debate took place in which four IAC members in particular who had been associated with the Institute for Aboriginal Health challenged the emergence of the newer model, and especially its location in the Faculty of Medicine, which they argued pathologized Aboriginal people. Other members joined the discussion and one, less familiar with the IAH, questioned whether the IAH had been formally reviewed. He noted that his unit had been subject to review and had been relocated from an interdisciplinary unit (Centre for Interdisciplinary Studies) to a Faculty as a more stable location for its operation. After further heated discussion, the meeting concluded without recommendation.

Subsequent meetings were initiated by the AHSWG to better understand the concerns the four members expressed in this meeting and determine if there were a way in which they might be addressed. After considerable discussion, three IAC members agreed that support for Aboriginal health had not been significantly consolidated under existing arrangements and that the goals of the CEIH proposal were indeed the ones they considered most important. At the time of this later set of discussions, implementation plans for the CEIH were already in

advanced stages; members were assured that opportunities were being provided for all the programs and all the program staff associated with the IAH to continue in the new structure on favourable terms. Specifically, IAH staff supporting programs such as the Aboriginal Health and Community Administration Program, the Summer Science Program, and IAH supports for Aboriginal students will move to the CEIH, and staff and programs associated with the UBC Farm, such as the Medicinal Garden and the Culturally Relevant Urban Wellness Program, will move to the Faculty of Land and Food Systems, which has primary responsibility for the Farm and an Indigenous faculty member long associated with those programs.

The relationship between the Director of the Institute for Aboriginal Health and UBC did, however, come to an end in July. A protest led by the Director that included a few UBC faculty and students and some community members occurred at the College of Health Disciplines on July 30th. APTN coverage of this event included information that was not factually accurate in all respects. In addition, the Director made the allegation on camera that the proposed closing of the institute was part of a “concerted effort to close down all, many of the Native programs on this campus,” and that there was “an incredible backlash against Native culture” at UBC.⁵ Subsequent postings on social media by supporters included similar statements. This is certainly not the case. UBC Public Affairs responded with a news release directing attention to a statement about the CEIH proposal on the UBC Aboriginal Portal (aboriginal.ubc.ca), and APTN conducted a longer interview with a UBC spokesperson addressing some of the specific concerns raised in their earlier report, drawing attention to the CEIH proposal, and to all the other significant work on Aboriginal initiatives that has taken place in the last five years, though that interview was never aired.

It was noted then and should be recognized now that Aboriginal faculty and staff have led the development of this proposal, that a recognized and respected Aboriginal leader has been part of the development team, that input from the leadership involved in the formation of the First Nations Health Authority has informed the proposal, and that consultations with both Faculties on campus and organizations off campus saw this proposal as addressing an absence and a need. In the context of the UBC Aboriginal Strategic Plan, this proposal has always been designed to strengthen support for Aboriginal health initiatives and address needs and opportunities that all of our consultations persistently identified.

⁵ APTN National News, 30 July 2013, <http://aptn.ca/pages/news/video/>, accessible through the “Full Newscast” Tab, “dailynews2013-07-30_4_59_49 PM” entry, minutes 11:09-12:10.

Committee Roster [Aboriginal Health Strategy Working Group]:

Dr. Linc Kesler	Associate Professor, First Nations Studies and English, Director, First Nations House of Learning, Sr. Advisor to the President on Aboriginal Affairs (Co-Chair)
Dr. Kamal Rungta	Special Advisor to the Executive Associate Dean, Education, Faculty of Medicine (Co-Chair)
Dr. Martin Schechter	Professor and former Principal, School of Population and Public Health, Faculty of Medicine (Co-Chair)
Dr. Nadine Caron	Assistant Professor, Division of General Surgery (Northern Medical Program), Faculty of Medicine
Dr. Patricia Spittal	Professor, School of Population and Public Health, Faculty of Medicine
Dr. Brenda Loveridge	Associate Dean, Health Professions, Faculty of Medicine
Leah May Walker	Associate Director, Division of Aboriginal People's Health, School of Population and Public Health, Faculty of Medicine
Dr. David Patrick	Professor and Director, School of Population and Public Health, Faculty of Medicine
James Andrew	Aboriginal Student Initiatives Coordinator, Faculty of Medicine
Dr. Leanne Currie	Associate Professor, School of Nursing, Faculty of Applied Science
Dr. Lee Brown	Director, Institute for Aboriginal Health, College of Health Disciplines
Dr. Rod McCormick	Associate Professor, Educational and Counselling Psychology, and Special Education (ECPS), Faculty of Education
Dr. Shannon Waters	Director of Health Surveillance FNHIP
Dr. Jean Jamieson	Faculty Associate, Special Projects, Faculty of Medicine
Chief Wayne Christian	Chief, Słatsin First Nation (Co-PI with Dr. Spittal on major CIHR grant)
Dr. Shelly Johnson	Assistant Professor, School of Social Work, Faculty of Arts
Dr. Judith Soon	Assistant Professor, Faculty of Pharmaceutical Sciences
Dr. Debbie Fonseca	Clinical Instructor, Faculty of Dentistry
Dr. Bill Miller	Associate Dean, Health Professions Education, Faculty of Medicine

Consultations Conducted / Requested

Administrative Review:

Group	Date
College of Health Disciplines – Council meeting	May 16, 2013
Faculty of Medicine – Executive Meeting	July 16, 2013
Committee of the Health Deans	June 25, 2013 July 17, 2013

Invited Presentations and Engagement Opportunities:

A. UBC

GROUP	DATE
Indigenous Academic Caucus, First Nations House of Learning	January 2013
UBC President's Advisory Committee on Aboriginal Affairs	September 2012 January 2013 June 2013
Indigenous UBC Medical Students and Residents Retreat, Kelowna, BC	March 2-3, 2013
Faculty of Land and Food Systems – Faculty meeting	March 21, 2013
School of Audiology and Speech Sciences, Faculty of Medicine – Faculty Meeting	March 26, 2013
Faculty of Dentistry – Clinical and Faculty Meeting	March 28, 2013
School of Social Work, Faculty of Arts – Faculty Meeting	March 28, 2013
Dept. of Occupational Sci. and Therapy, Faculty of Medicine – Faculty Meeting	March 28, 2013
Medical Human Resources Taskforce – Meeting	April 25, 2013
School of Kinesiology, Faculty of Education – Faculty Meeting	April 25, 2013
Faculty of Pharmaceutical Sciences – Faculty Meeting	April 25, 2013
Indigenous Students in Sciences and Health Association, Student meeting	April 25, 2013 October 17, 2013
Department of Physical Therapy, Faculty of Medicine – Faculty Meeting	May 16, 2013
UBC Learning Circle, Div. Aboriginal People's Health, Faculty of Medicine. A bi-weekly webcast of invited guests who present on relevant topics related to Aboriginal people's health. Outreach is to communities across BC via video conference, computer webinar, or teleconference.	May 29, 2013
School of Nursing, Faculty of Applied Science – Faculty Meeting	May 30, 2013
Midwifery Program, Department of Family Practice, Faculty of Medicine – Faculty Meeting	June 20, 2013
School of Population and Public Health, Faculty of Medicine – Faculty Meeting	June 21, 2013
Graduate Students Society Council – Graduate Student Executive Council and Student Councilors	October 17, 2013

B. Community

Group	Date
Vancouver Native Health Society – Executive Director and staff members	May 14, 2013
Indigenous Faculty and community members: Nadine Caron, Rosalyn Ng, Linc Kesler, Leah May Walker, Lee Brown, Eduardo Jovel, Rod McCormick, Richard Vedan, Chief Wayne Christian	June 28, 2013
First Nations Health Authority - Advisors, Planners	July 5, 2013
UBC Learning Circle Mailing list – News and Events email blast Summer 2013.	July 23, 2013
First Nation Health Directors Association – Board of Directors meeting	September 11, 2013
Gathering Wisdom Forum – First Nations Health Authority, Vancouver, BC	Oct. 22, 23, 24, 2013
Provincial Health Services Authority – Aboriginal Health	October 23, 2013
Peter Vlahos, Director, Aboriginal Health, Vancouver Coastal Health and Chris Buchner, Vancouver Coastal Health	October 28, 2013

C. Personal Conversations or Meetings

Individual	DATE
Shannon MacDonald, Executive Director, Aboriginal Healthy Living Branch, BC Ministry of Health	May 30, 2013
Meeting with Dr. Karen Gardner, Clinical Associate Professor, Chair Dental Admission, Faculty of Dentistry	June 25, 2013
Grand Chief Doug Kelly, Chair, First Nations Health Council	August 8, 2012 September 10, 2012

Requests Initiated without Result:

A. Responses Received

Location	Event
Institute for Aboriginal Health	Engagement initiated by letter on March 14, 2013. Aug. 23, 2013 meeting cancelled by IAH staff. Individual meetings with staff conducted in August following departure of director.
Bruce Dumont, President Métis Nation of BC	Engagement initiated by letter Aug. 13, 2013. Follow up by various forms of communication. No date confirmed.
Pauktuutit Inuit Women of Canada	Engagement initiated by email in March 2013. Follow up by email and telephone. No date confirmed.
Aboriginal Steering Committee, Human Early Learning Project, SPPH	Engagement initiated July 23, 2013. Oct. 22, 2013 meeting cancelled due to scheduling conflict [Gathering Wisdom Forum].

Interdisciplinary Studies Graduate Program Students	Engagement initiated Aug. 27, 2013. Follow up by email but a meeting date has not been finalised.
Dr. Margo Greenwood, Vice-President Aboriginal Health, Northern Health	Engagement initiated by letter sent Aug. 6, 2013. Follow up by email. Request made by Dr. Greenwood's office to meet in the new year.
Brad Anderson, Director, Aboriginal Health, Interior Health	Engagement initiated by letter Sept. 10, 2013. Follow up by email but a meeting date has not been finalised.
Beth Hensler, Graduate Education Manager, School of Population and Public Health, Faculty of Medicine – MPH Students	Engagement initiated by email on Sept. 4, 2013. Follow up by various forms of communication to arrange for a meeting with MPH Students is ongoing.
Follow up to June 25, 2013 meeting with Dr. Karen Gardner, Clinical Associate Professor, Faculty of Dentistry	Engagement initiated Sept. 10, 2013. Follow up by email and phone to arrange a follow-up meeting but date not finalised.
Dr. Evan Adams Deputy Provincial Health Officer	Engagement initiated by letter on May 15, 2013. Follow up by various forms of communication but a meeting date has not been finalised.

B. No Response

Location	Event
Dr. Blye Frank, Dean, Faculty of Education	Engagement initiated by letter May 6, 2013. Follow up by email.
Dr. Alan Kingstone, Department Head, Department of Psychology, Faculty of Arts	Engagement initiated by letter March 14, 2013. Follow up by email.
Dr. Simon Peacock, Dean, Faculty of Science	Engagement initiated by letter Oct. 10, 2013.
Caroline Wong, President, UBC Alma Mater Society	Engagement initiated by letter Sept. 9, 2013. Follow up by email.
Lynda Gray, Executive Director, Urban Native Youth Association	Engagement initiated by letter April 30, 2013. Follow up by various forms of communication.
Tyrone McNeil, President, First Nations Education Steering Committee	Engagement initiated by letter on May 2, 2013. Follow up by various forms of communication.
Warner Adam, Executive Director Carrier Sekani Family Services	Engagement initiated by letter Aug. 8, 2013. Follow up by various forms of communication.
Karin Hunt, Executive Director Prince George Nechako Aboriginal Employment and Training Association (PGNAETA)	Engagement initiated by letter July 18, 2013. Follow up by various forms of communication.

Appendix D

Proposal to transfer from the Institute for Aboriginal Health to the Centre for Excellence in Indigenous Health the academic responsibility for the Community Administrator Certificate Program (non-degree) effective January 1, 2014.

The IAH currently serves as the administrative home of the Aboriginal Health and Community Administration Certificate Program. The IAH has major responsibility for coordinating the creation of content for this program.

The Aboriginal Health and Community Administration Program (AHCAP) was launched in September 2003 in partnership with UBC Continuing Studies. AHCAP is designed to address the need for Administration training for Aboriginal Health and Community positions in Aboriginal Communities both in rural and urban locations. The program is an innovative one for health care personnel who wish to acquire knowledge and skills in effective administration for Aboriginal Community-based programs.

It is proposed that this program be transferred to the CEIH, effective January 1, 2014. This will allow the program to be even more strongly supported, and to have greater community reach. The benefits to students mirror the benefits of creating the CEIH: better integration across campus, more opportunities to engage and collaborate with students across campus, opportunities to pursue interdisciplinary approaches, share experiences, seminars, research days, and bring in external speakers. Moreover, students will have opportunities to engage widely with Aboriginal communities across British Columbia.

Appendix E

Proposal to disestablish the Institute for Aboriginal Health

As noted in the motion and previous appendices, it is proposed to create a comprehensive, over-arching, single point of contact for Aboriginal health at UBC, the Centre for Excellence in Indigenous Health (CEIH). The CEIH embodies the University's commitment to Aboriginal engagement as detailed in the Aboriginal strategic plan, and has ambitious goals in pre-university recruitment and access initiatives, student support and retention, curriculum and public programming, recruitment and support of faculty and staff, research, study and work climate, internal and external communications, development initiatives, and, administration, evaluation, and resources. The CEIH will be linked to Aboriginal communities, the First Nations Health Authority, and will knit together valuable but less integrated units on campus whose missions complement those of the CEIH.

The Institute for Aboriginal Health was formally established in 1998, and evolved from two earlier programs: the First Nations Health Careers and the Health Care Professions Program (1988-1993). These precursor programs and the IAH demonstrated UBC's continuing commitment to Indigenous education, respect for Indigenous knowledge and cultures, and enhanced the University's resolve to build upon the strengths of the university to more fully address the needs of Indigenous communities in British Columbia, Canada, and the world. However, if the CEIH is created, it will subsume and expand on the majority of programs and activities that reside in the IAH. Leaving the IAH in place would perpetuate the lack of integration in existing UBC programs that the CEIH is intended to remedy. It would also perpetuate the problem that outside persons and bodies do not have a single point of contact at UBC for Aboriginal health initiatives.

In light of the recommendations above, we are recommending after transfer of its programs to the CEIH, that the Institute for Aboriginal Health be disestablished effective December 31, 2013.

Currently, the IAH has administrative responsibility for the program mentioned in Appendix D and four other initiatives: the Summer Science program, the Admissions Advisory Committee, the Indigenous Student Health Sciences Association and the Indigenous Garden.

The Summer Science program is a one-week summer camp for Aboriginal students in grades 8-11. The program, run in partnership with the First Nations House of Learning promotes interest in the health and human service field through first-hand experience at the University of British Columbia in Vancouver, BC.

The Admissions Committee was established as part of an Aboriginal Health Human Resources Initiative (AHHRI) grant and is composed of representatives from across the health professional programs who have been meeting regularly to discuss common issues related to the recruitment, admissions and retention of Aboriginal students to their programs with the goal of sharing policies and best practices.

The Indigenous Student Health Sciences Association offers camaraderie with fellow students in health and science, access to awards applications for Aboriginal students in health and science, a computer and lounge area, and leadership opportunities through monthly gatherings that feature good food and special guests.

If these proposals are approved, these strong and effective initiatives will be transferred to the CEIH, except for the Indigenous Garden, effective January 1, 2014.

The Indigenous Garden will be transferred to the Faculty of Land and Food Systems. Dr. Eduardo Jovel, the founder of the Indigenous Garden will continue to oversee it. This transfer will ensure better support and integration into the UBC Farm initiatives, and is widely supported by those we consulted because the Garden will have support and a sustainable future. Close collaboration between the Faculty of Land and Food Systems and the CEIH in support of the work of the Garden and its results will ensure that its work has maximum effect.



8 November 2013

To: Vancouver Senate

From: Admissions Committee

Re: Bachelor of Science in Pharmacy – Changes in Admission Requirements

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for the Bachelor of Science in Pharmacy program. The admission average will be calculated on the last 30 credits of course work and applicants will no longer be required to present the Pharmacy College Admission Test (PCAT) or PHYS 101 for admission to the program. The attached proposal also outlines revisions to the application process and a number of minor editorial changes to the Calendar entry.

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

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee

UBC Admissions Proposal Form

<p>Faculty: Pharmaceutical Sciences Department: N/A Faculty Approval Date: 3 Oct 2013 Effective Session (W or S): 2014W Effective Academic Year: For students entering the B.Sc.(Pharm.) program in Sept 2014.</p>	<p>Date: 19 September 2013 Contact Person: Marion Pearson Phone: 2-4933 Email: marionp@mail.ubc.ca</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Bachelor of Science in Pharmacy> Admission</p> <p>Admission</p> <p>To be considered for admission to the four-year program, a student must meet a minimum core average of 65% calculated on the required courses listed below, or their equivalents taken at an approved college or university and a minimum average of 65% calculated on the last 30 credits of coursework. All attempts at core courses (completed within the last 10 years) are used in the calculation of the core average. Because of the limitations in clinical clerkship sites, laboratory facilities, and resources, enrolment is limited.</p> <p>The Faculty will select for admission those students who not only demonstrate academic potential, but who also most aptly display a motivation to study pharmaceutical sciences and who demonstrate the qualities and skills most necessary to be a caring and competent pharmacist. Candidates may be invited for an interview at the discretion of the admissions committee.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,397,390</p> <p>Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Bachelor of Science in Pharmacy> Admission</p> <p>Admission</p> <p>To be considered for admission to the four-year program, a student must first achieve an average grade of at least 65% in the courses listed below, or their equivalents, at an approved college or university. Because of the limitations in clinical clerkship sites, laboratory facilities, and resources, enrolment is limited.</p> <p>The Faculty will select for admission those students who not only demonstrate academic potential, but who also most aptly display a motivation to study pharmaceutical sciences and who demonstrate the qualities and skills most necessary to be a caring and competent pharmacist. Candidates may be invited for an interview at the discretion of the admissions committee.</p>

<p>Note: Because enrolment in the program is limited and competitive, applicants should be aware that satisfying the minimum entrance requirements does not guarantee admission but only ensures eligibility for selection. Such selection shall be solely within the discretion of the Faculty. In the selection of applicants, preference is given to well qualified residents of BC who are Canadian citizens or permanent residents of Canada. Consideration may also be given to under-represented areas of BC.</p> <p>Applications received with incomplete documentation or without the correct fees will not be processed. Late applications will not be considered.</p> <p>Students are not admissible to the program directly from a high school or secondary school program (BC Grade 12 or equivalent obtained in any province). Admission to the program is to the first year of a four-year program following at least one post-secondary year. Students must complete at least 30 credits of coursework by the end of the academic term in which application is made. The required courses are:</p> <table> <tr> <td>Biology</td><td>BIOL 112 or MICB 201, plus BIOL 121 and BIOL 140</td></tr> <tr> <td>Chemistry</td><td>CHEM 111 & 113 or CHEM 121 & 123</td></tr> <tr> <td>English</td><td>1st year (6 credits)¹. ENGL 112 is recommended.</td></tr> <tr> <td>Mathematics</td><td>MATH 102 (recommended) or MATH 100, 104, 110, 120, 180 or 184, plus MATH 103 (recommended) or MATH 101, 105 or 121</td></tr> </table>	Biology	BIOL 112 or MICB 201, plus BIOL 121 and BIOL 140	Chemistry	CHEM 111 & 113 or CHEM 121 & 123	English	1st year (6 credits) ¹ . ENGL 112 is recommended.	Mathematics	MATH 102 (recommended) or MATH 100, 104, 110 , 120, 180 or 184, plus MATH 103 (recommended) or MATH 101, 105 or 121	<p>Note: Because enrolment in the Faculty is limited and competitive, applicants should be aware that satisfying the minimum entrance requirements does not guarantee admission but only ensures eligibility for selection. Such selection shall be solely within the discretion of the Faculty. In the selection of applicants, preference is given to well qualified residents of BC who are Canadian citizens or permanent residents of Canada. Consideration may also be given to under-represented areas of BC.</p> <p>Applications received with incomplete documentation or without the correct fees will not be processed. Late applications will not be considered.</p> <p>Students are not admissible to the Faculty directly from a high school or secondary school program (BC Grade 12 or equivalent obtained in any province). Admission to the Faculty is to the first year of a four-year program following at least one post-secondary year. Students must complete at least 30 credits of coursework by the end of the academic term in which application is made. The prerequisite courses are:</p> <table> <tr> <td>Biology</td><td>BIOL 112 or MICB 201, plus BIOL 121 and BIOL 140</td></tr> <tr> <td>Chemistry</td><td>CHEM 111 & 113 or CHEM 121 & 123</td></tr> <tr> <td>English</td><td>1st year (6 credits)¹. ENGL 112 is recommended.</td></tr> <tr> <td>Mathematics</td><td>MATH 102 (recommended) or MATH 100, 104, 120, 180 or 184, plus MATH 103 (recommended) or MATH 101, 105 or 121</td></tr> <tr> <td>Physics</td><td>PHYS 101</td></tr> </table>	Biology	BIOL 112 or MICB 201, plus BIOL 121 and BIOL 140	Chemistry	CHEM 111 & 113 or CHEM 121 & 123	English	1st year (6 credits) ¹ . ENGL 112 is recommended.	Mathematics	MATH 102 (recommended) or MATH 100, 104, 120, 180 or 184, plus MATH 103 (recommended) or MATH 101, 105 or 121	Physics	PHYS 101
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Physics	PHYS 101																		

<p>Elective(s)</p> <p>Sufficient credits to bring total to at least 30.</p>	
<p>¹ SCIE 113 will be accepted in lieu of 3 credits of first-year English.</p> <p>Also acceptable is the UBC Science One (plus 6 credits of first-year English Program).</p> <p>Applicants without these specific UBC courses need to present a full year each (i.e., 2 semesters) of:</p> <ul style="list-style-type: none"> • first-year university biology with a lab • first-year university chemistry with a lab • first-year university English (for which UBC gives transfer credit) • first-year university course in integral calculus • first year course in differential calculus <p>Students who have any doubts about their preparedness for the first-year Pharmacy program should consult an Advisor, 604.822.0344. Non-UBC students taking courses in BC may also wish to consult the BC Transfer Guide.</p> <p>Additional Requirements</p> <ul style="list-style-type: none"> • Pharmacy Online Undergraduate Application • Interview for selected applicants <p>Detailed information on admission requirements for all applicants is available from the Faculty.</p>	<p>¹ SCIE 113 will be accepted in lieu of 3 credits of first-year English.</p> <p>Also acceptable is the UBC Science One (plus 6 credits of first-year English) Program.</p> <p>Applicants without these specific UBC courses need to present a full year each (i.e., 2 semesters) of:</p> <ul style="list-style-type: none"> • first-year university biology with a lab • first-year university chemistry with a lab • first-year university English (for which UBC gives transfer credit) • first-year university calculus • first-year university physics with a lab (also acceptable is a one semester physics course that has a prerequisite requirement of PHYS 12) <p>Students who have any doubts about their preparedness for the first-year Pharmacy program should consult an Advisor, 604.822.0344. Non-UBC students taking courses in BC may also wish to consult the BC Transfer Guide.</p> <p>Additional Requirements</p> <ul style="list-style-type: none"> • Pharmacy College Admission Test (PCAT) • Pharmacy Online Undergraduate Application • Two letters of reference • Interview for selected applicants <p>Detailed information on admission</p>

	<p>requirements for all applicants is available from the Faculty.</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change the calculation of admission average to incorporate an average based on the last 30 credits of coursework. 2. Remove requirement for PHYS 101. 3. Add requirement for electives 4. Remove requirement for PCAT. 5. Remove requirement for 2 letters of reference. 6. Change “Faculty” to “program” where applicable. <p>Rationale for Proposed Change:</p> <ol style="list-style-type: none"> 1. Calculation of admission average: The inclusion of the last 30 credits in the calculation of the admission average will provide a fuller picture of the academic performance of applicants, the majority of whom have completed 2 or more years of pre-pharmacy studies. It will reduce reliance on marks in the first year of postsecondary studies, which for some students is a challenging transitional year and for others is not particularly difficult due to similarity with their high school studies (including IB and AP coursework). The determination of the average in the last 30 credits is a standard calculation, routinely performed by Admissions personnel. The B.Sc.(Pharm) is the only UBC program not using the last 30 credit average in the calculation of a student’s admission average. 2. Removal of PHYS requirement: The pharmacy curriculum does not draw explicitly on the specific knowledge and skills gained in PHYS 101; rather, this course was named mainly to ensure students had some university-level physics. Applicants to the program from institutions other than UBC have difficulty presenting a suitable equivalent to PHYS 101 because of the complexity of physics course articulations. This causes an inordinate number of inquiries, admissions refusals, and appeals. Virtually all applicants will have completed some university-level physics, which will be accepted towards the elective credit requirement. 3. Addition of electives requirements: Students must complete at least 30 credits of coursework by the end of the academic term in which application is made. This requirement is missed by some students who focus only on the
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	<p>named required courses. Repeating it in the table will help reinforce this minimum credit requirement.</p> <p>4. Removal of PCAT requirement: The literature suggests there is high correlation between GPA and PCAT scores; thus, the PCAT is not providing much unique information about applicants. However, the PCAT is a barrier to application, due to cost and inaccessibility of exam sites in BC, which is particularly problematic for applicants outside Metro Vancouver.</p> <p>5. Removal of letters of reference requirement: Letters of reference have not proved useful in the selection process for the program. The program will soon be included in the UBC Broad-based Admissions process, which allows for applicants to list phone numbers of referees that the program may use in consideration of their application, if it is felt necessary.</p> <p>6. Change from “Faculty” to “program”: Minor editorial change to clarify meaning.</p>
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a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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Vancouver BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

8 November 2013

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: Proposal for a Dual Degrees Program Option in the Master of Physical Therapy (MPT) and Doctor of Philosophy (Ph.D.) in Rehabilitation Sciences

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

“That Senate approve the Dual Degrees Program Option in the Master of Physical Therapy and Doctor of Philosophy in Rehabilitation Sciences.”

Respectfully Submitted,

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

PROPOSAL FOR A DUAL DEGREES PROGRAM: **Master of Physical Therapy (MPT)/** **Doctor of Philosophy (PhD) in Rehabilitation Sciences**

Abbreviations

MPT - Master of Physical Therapy
 RHSC - Rehabilitation Sciences

Introduction

We propose to provide a dual degrees program that combines a Master of Physical Therapy with a Doctor of Philosophy in Rehabilitation Sciences. The current MPT program is the entry-level program of clinical training for physical therapists to be licensed health care professionals in the province of BC. The PhD program in RHSC, however, is a doctoral degree that requires the performance of a major research program consistent with the doctoral requirements at the University of British Columbia. The dual degrees of an MPT/PhD should not be confused with the Doctoral of Physical Therapy (DPT) offered by American Universities as the entry-level professional degree. We propose the MPT/PhD to provide an educational avenue to prepare highly skilled clinical scientists.

Clinician scientists are essential for the promotion of the growth and development of physical therapy. These rare individuals have the unique skills of a highly-trained health care professional and the curious, investigative mind of a researcher. To date, many of the academic avenues offered to train such individuals are not effective because students are attracted to one stream of education or the other and rarely cross over to combine the two degrees as currently offered in series. Less than 1% (n= 24) of the 2,956 physiotherapists who hold active licenses to practice in British Columbia (Dec 31, 2010) hold PhD degrees.

In spite of an increasing enrolment in the MSc and PhD programs offered in Rehabilitation Sciences, most students are not licensed health professionals. As of May 2013, we have 16 MSc and 28 PhD students enrolled (10 of the MSc and 18 of the PhD students are supervised by faculty from the Department of Physical Therapy), but only four have a Physical Therapy license. Many of the applicants attracted to our current RHSC MSc and PhD programs hold baccalaureate or MSc degrees in related disciplines (i.e. human kinetics, neurosciences).

Statistics of admission offers to our professional MPT program indicate that our students are first class students. The average GPA for students offered admission to our MPT program from 2005 to 2012 inclusive ranged from 82.8 to 84.2%. These averages not only meet, but exceed the admission requirements for research graduate programs in the Faculty of Graduate Studies. Another indication of the advanced academic skills of our MPT students is reflected by a completion rate of 98% (past 4 years). As well, some of these students go on to publish their final paper in a peer reviewed journal, even though this is not a requirement of the MPT program.

Justification:

The Canadian health care system is in dire need of a broader approach to prevent chronic disease and to improve the health of Canadians. Physical therapy practice is focused towards optimizing movement and mobility after an acute injury, or subsequent to chronic disease, which may require continued intervention over years and even throughout the lifespan. Maintaining physical activity is essential for independent living and ensuring an adequate quality of life. Strong evidence supports many physical therapy interventions that facilitate movement such as therapeutic exercise, a cornerstone of physiotherapy practice. Exercise not only improves fitness but can also reverse precipitating factors and decrease morbidity in many different chronic conditions including low back pain, osteoarthritis of the knee, coronary heart disease, chronic heart failure, hypertension, chronic obstructive pulmonary disease, gerontology (Taylor 2005, 2007; Rydwik 2004; Schmidt 2005). Although at face value, exercise prescription appears straightforward, determining the therapeutic range of exercise is complicated for those with

chronic illness because of their low fitness levels and the multitude of potential untoward events, including those that are life-threatening. Even the recent Canadian Physical Activity Guideline (2011) avoided any recommendations for individuals over the lifespan who are symptomatic or have a health condition. In an aging population that lives with an increasing number of co-morbidities, physiotherapists are well positioned to promote and ensure maximum mobility, an essential capability that affords quality of life and independent living.

Given the limited financial and personnel resources in today's healthcare system, we need to ensure that the delivery of treatment is effective. As a result, there is a growing need for training physiotherapists in evidence-based practice. Development of an MPT/PhD dual degrees program would help to achieve this goal for students in the dual degrees program as well as the regular MPT cohort. Students in the MPT/PhD cohort will strengthen classroom discussion and group work based on their concurrent involvement in research-intensive work. As emerging experts in the field of physical therapy, including sound knowledge of current literature, students in the MPT/PhD cohort will be able to combine clinical skills training and research knowledge to provide a unique perspective to the training of all students in the MPT program.

Further, two of the research core pillars of the Faculty of Medicine at the University of British Columbia are centered on brain health, and heart and lung health. The Department of Physical Therapy has numerous world renowned experts in these fields; it is both a recognized and growing area of strength. The addition of new trainees from the MPT/PhD program with expertise in the fields of brain health, heart and lung health is in direct support of both the Faculty of Medicine and University's strategic research priorities. Given that the University of British Columbia is a highly-ranked research university, it is in the unique position to support a MPT/PhD program. An MPT/PhD program is only offered at one other Canadian University, the University of Western Ontario, and is only offered at eight American Universities.

The Department of Physical Therapy at the University of British Columbia has grown in terms of research skill and productivity. Grant funds obtained and faculty scholar numbers have increased exponentially over recent years. The history of principal investigator funding is illustrated below; it was nearly 8 million dollars in 2011 (Figure. 1). Total research trainee funding was \$1,442,065 in 2011; the main sources were CIHR (32%), MSFHR (31%), and NSERC (11%) (Figure. 2).

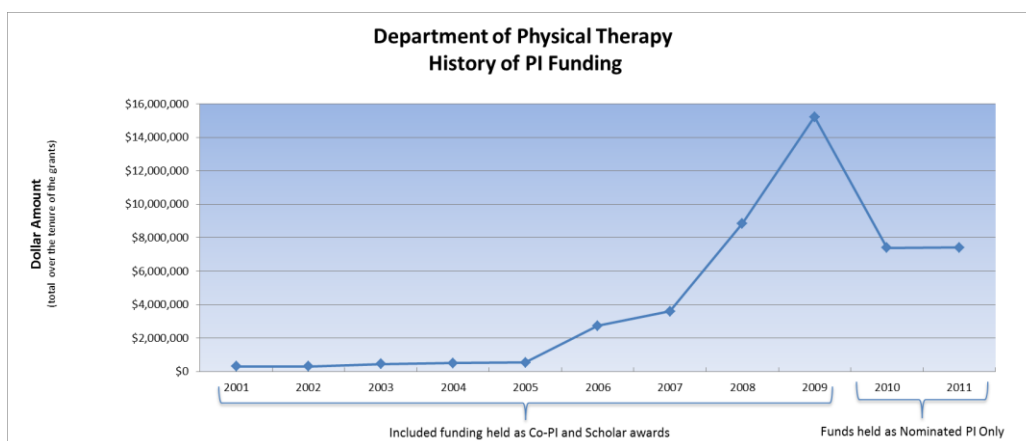


Figure 1. Department of Physical Therapy PI funding History.

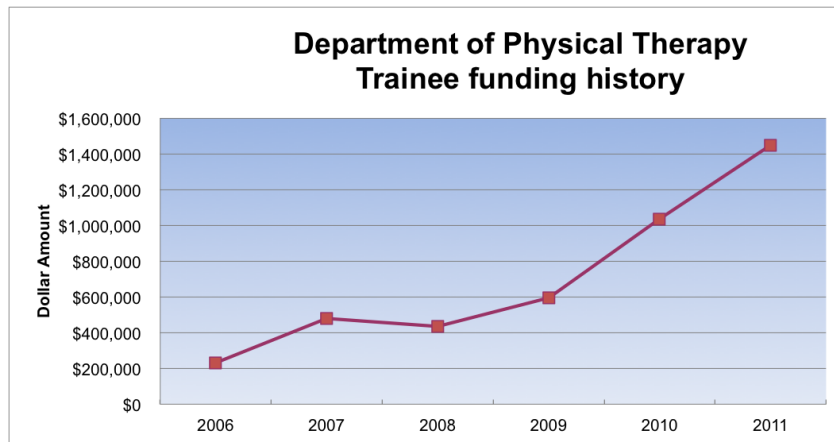


Figure 2. Trainee Funding History.

Of our fourteen FTE research faculty who have active research programs, eight have either held or currently hold career scholar funds:

- Dr. Michael Hunt, Michael Smith Foundation for Health Research Scholar (current),
- Dr. Pat Camp, Michael Smith Foundation for Health Research Scholar (current),
- Dr. Alex Scott, Michael Smith Foundation for Health Research Scholar (current),
- Dr. Lara Boyd, Canada Research Chair in Neurobiology of Motor Learning; Michael Smith Foundation for Health Research Scholar; Peter Wall Early Career Scholar (current),
- Dr. Janice Eng, Michael Smith Foundation for Health Research Senior Scholar (current),
- Dr. Linda Li, Harold Robinson-Arthritis Society Chair in Arthritic Diseases; Michael Smith Foundation for Health Research Scholar (current); CIHR New Investigator (2008-2012),
- Dr. Teresa Liu-Ambrose, Canada Research Chair in Physical Activity, Mobility (current), Cognitive Neuroscience; CIHR New Investigator (2010-2012); Michael Smith Foundation for Health Research Scholar (current),
- Dr. Darlene Reid, BC Health Research Foundation Scholar Award (1990-96)

Our faculty members are supported by their affiliations with research centres and institutes in the Faculty of Medicine. By working within these large research teams, they can provide unique contributions to rehabilitation research within thriving research environments.

Although the RHSC research graduate programs are relatively new (MSc since 1995 and PhD since 2002), the track record of the Physical Therapy Faculty demonstrates that we have the depth and trajectory to support a MPT/PhD program.

Details of Program to be offered:

1. **Credentials to be awarded** – Master of Physical Therapy (MPT) and Doctor of Philosophy (PhD) in Rehabilitation Sciences (RHSC)
2. **Location** - University of British Columbia (Vancouver)
3. **Faculties offering the new degree program** - Medicine, Graduate Studies
4. **Anticipated program start date** - September 2014

5. **Proponent:** Dr. Jayne Garland, Head and Professor

6. **Description of the proposed program**

6.1. Is there a need for the dual program? If so, what is it? Aims, goals and/or objectives

- 6.1.1. To provide clinical physical therapy education integrated with scientific training;
- 6.1.2. To provide this training in an accelerated fashion;
- 6.1.3. To prepare highly motivated and qualified individuals for leadership positions in academia and clinical research.

6.2. Anticipated contribution to the mandate and strategic plan of the institution

This proposal directly advances the core values outlined in *Place and Promise: The UBC plan*. Specifically, the Place and Promise plan endorses the core values of advancing and sharing knowledge, student learning and research excellence. Each of these values is embedded and advanced by the development of a dual degrees program that combines MPT and PhD degrees. This new degree combination expands educational enrichment opportunities by enabling learning from both clinical and research perspectives. Hence the learning that will take place in the two degrees will inform the other.

A central need in the education of rehabilitation research scientists is the harnessing of their intellectual talent in an academic setting *before* they embark upon a clinical career. Few physical therapy students return to obtain their doctoral degrees following their entry into practice degree. The net result is a dearth of clinical scientists who are capable of both training the next generation of practitioners and conducting cutting edge rehabilitation-related research. In addition, the traditional model of separately obtaining a MPT degree and then returning for a PhD is both time and cost inefficient for the student. A dual degrees MPT/PhD program would directly address the difficulty of attracting clinicians back for doctoral training by providing a time and cost efficient pathway to a clinically-informed research career.

Taken together, offering dual MPT and PhD degrees will directly facilitate both the field of rehabilitation science and advance clinical practice for Canadians. As this would be only the second such program in Canada, the combined degree will allow the Department of Physical Therapy at UBC to attract the best students. Further, increasing the pool of individuals with this specialized training will serve to both advance knowledge within the field of rehabilitation and directly lead to improved quality of life through the application of research findings into clinical practice. In total, these achievements directly advance the strategic plan of UBC by supporting outstanding learning and research excellence. Ultimately these will lead to better health and improved quality of life for Canadians.

6.3. **Target audience** – Outstanding applicants with an honors undergraduate degree or a masters degree who desire to perform clinical physical therapy combined with research during their career

6.4. Program of Study

Admission Requirements and Prerequisites

Students accepted into the dual degrees program must fulfill all of the requirements for both the current MPT and PhD in Rehabilitation Sciences programs. The applicant will go through the MPT admissions process and the PhD RHSC process in the usual manner. In addition, he/she will complete a written application and undergo a panel interview specific to the MPT/PhD program. Strong evidence of an aptitude to perform research must be demonstrated, which might include an honours research project, co-authorship on a research paper, presentation of a research poster, or other evidence of research experience.

MPT/PhD dual degrees Program Requirements and Program of Study:

Overview of MPT and RHSC PhD Programs

All students in the dual degrees program will complete all of the requirements for each program as if they were enrolled in each program separately, and coursework in each program will not be used for credit in the other program.

Master of Physical Therapy - The current requirements of the Master of Physical Therapy involves successful completion of all course work (7 academic terms) and clinical placements (six 5-week placements) as illustrated in the Appendix.

RHSC PhD Program - The current requirements of the PhD in Rehabilitation Sciences are outlined by policies of the Faculty of Graduate Studies and the Research Graduate Programs in Rehabilitation Sciences.

1. Requirements of the Faculty of Graduate Studies for PhD Degree:

- a. minimum of 3 committee members approved by Faculty of Graduate Studies;
- b. comprehensive exam; must achieve candidacy in 36 months.
- c. oral examination of dissertation that meets FoGS requirements;
- d. minimum full-time registration- 6 terms (2 years).
- e. maximum of 6 years.

Accessed at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1451>;

2. Requirements of Rehabilitation Sciences Program for PhD Degree:

- a. majority of supervisory committee members being graduate faculty in RHSC;
- b. RHSC 500 (Research Design) and RHSC 502 (Rehabilitation Theory);
- c. no other course requirements for the PhD degree program apart from the dissertation, however, the student's PhD dissertation committee has the prerogative to impose course requirements where course deficiencies are perceived;
- d. comprehensive examination procedure within the first 18 months and no later than 24 months of study.

Overview of Dual Degrees Program in MPT/PhD (RHSC)

The timeline and two possible MPT/PhD programs of study are shown below:

Cumulative Year of Study	Program of Study	
	Option 1 - Begins PhD first	Option 2 - Begins MPT first
Year 1	PhD 1	MPT 1
Year 2	PhD 2	MPT2
Year 3	MPT 1	MPT 3/PhD
Year 4	MPT 2	PhD
Year 5	MPT 3/PhD	PhD

** note that MPT3 refers to the 6 week clinical placement block that occurs in months 25 and 26 (September and October of the third year after entry) of the program.

While the MPT component is of fixed length (26 months) based on the structured timeline and scheduling for that program, the PhD component will be of varying length depending on the time required to complete all requirements for a doctoral degree. Thus, while students in the MPT/PhD dual degrees program will *ideally* complete the program

in 5 years, it is anticipated that some students may take longer or shorter depending on progress in the PhD component. This is similar to students currently completing a PhD degree alone.

Option 1: The student initially *enters PhD program and follows the usual course of study in Rehabilitation Sciences*. This program offers advanced research study and original investigation in Rehabilitation Sciences at the Doctor of Philosophy (PhD) level. This program is governed by the general requirements for the Doctor of Philosophy as described by the Faculty of Graduate Studies. The PhD program in Rehabilitation Sciences focuses on the discipline of rehabilitation sciences, the study of providing treatment and education to persons with temporary or permanent disability to return them to maximum function, well-being and personally-satisfying levels of independence. The primary goal of this program is to prepare students to conduct independent and collaborative research in this discipline.

During Year 3, the student will enter an integrated MPT and PhD program. The MPT program provides an evidence-based entry-level physical therapy training that utilizes an integrated, case-based approach to facilitate acquisition of problem-solving, critical thinking and clinical decision making skills. Major areas of study include:

- basic sciences
- clinical decision making
- clinical practice in the musculoskeletal, neurological and cardiorespiratory areas as well as specialties
- exercise and movement sciences
- rehabilitation research

This program is delivered over 26 months of full-time study organized in 7 blocks (5-6 weeks of break per year) interspersed with 30 weeks of clinical experience (6 x 5 week clinical education placements). An outline of the curriculum, with the research blocks highlighted, is provided in the Appendix. Students in the MPT program receive instruction from both academic and clinical faculty.

Option 2: The student will initially enter the MPT program and this will be integrated with the PhD program during Year 2 (PHTH 526/532/572 and research practicums) as described below. After completion of the MPT program (October of Year 3), the student will work full-time towards their PhD program.

Modifications of the MPT program of study for MPT/PhD students are:

1. *MPT/PhD students will perform the courses in the MPT research stream as individuals* rather than part of a group. The current research stream of the MPT program requires completion of three courses:
 - PHTH 526 focuses on research design. One component of evaluation is the performance of a search strategy that investigates the topic of a subsequent research project to be performed in PHTH 572, which is in part performed by groups of 2 to 5 students.
 - PHTH 532 provides learning in two main areas – methodology of systematic reviews and development of a research proposal. The formulation of a research proposal is a continuation of the search strategy performed in PHTH 526 and is carried out by the same groups of 2 to 5 students formed in PHTH 526.
 - PHTH 572 provides the opportunity to work with faculty supervisors to carry out a research project or systematic review. The final evaluation is a presentation (oral or poster) and a written paper that describes the completed research project or systematic review. Again, for students registered only in the MPT program, the research, and evaluations are performed by groups of students.

In contrast to the group assignments performed by MPT students, the MPT/PhD student will complete the requirements for PHTH 526/532/572 as individuals. This will enable the MPT/PhD student to develop their skills as an autonomous investigator as well as to carry out research directly related to their eventual PhD dissertation requirements. Another benefit for the student is that the performance of the research stream (PHTH

526/532/572) within the MPT program will ensure that students participating in the dual MPT/PhD remain actively engaged in their PhD research during the seven terms of the MPT component.

2. *The MPT/PhD student may take a research practicum as a clinical placement* during MPT2 to perform work on his/her PhD thesis project. Opportunities to conduct dissertation-devoted research can be undertaken during a 5-week clinical research placement (research placements are already available to current MPT students).

Progress timeline through PhD and MPT programs

It is expected that the PhD will comprise three years of study in addition to the MPT requirement of 7 terms, except in extenuating circumstances. It is expected that the equivalent of a minimum of 15 terms of full-time study will be needed to fulfill the requirements for both degrees. As this is a dual degrees program, after completion of the MPT component the graduates will receive their MPT degree and thus meet the academic requirements for licensure as a physical therapist.

Failure of courses within the PhD program will result in withdrawal from this component, according to current FoGS policy. Likewise, failure of courses or sections of courses within the MPT program will result in withdrawal from this component, according to current MPT and FoGS policy.

7. **Delivery methods** - as per current delivery methods of MPT and PhD (RHSC) Programs.
 - 7.1. In addition the MPT/PhD students will have an opportunity to participate in a special seminar series (not for credit) tailored to their academic training and development as well as social events that will provide a supportive environment and develop collegiality.
8. **Linkages between the learning outcomes and the curriculum design**, including an indication whether a work experience/work place term is required for degree completion – as stated above -
 - 8.1. The research stream of the MPT program consists of three courses that culminate in the completion of a group research project or a systematic review. The first course, PHTH 526, is provided in the second term of MPT 1 and focuses on research design and methodology that is relevant to rehabilitation health care issues. A major project for this course is the performance of a literature search strategy on the research project or systematic review that will be completed by the end of the MPT program. During the next term of study, PHTH 532 focuses on proposal development of the research project or systematic review. Classroom sessions are supplemented by small group tutorials to facilitate student groups to complete a written proposal and a proposal presentation as major requirements for course completion. The final research course, PHTH 572, provides student groups the opportunity to complete their systematic review or research project under the supervision of a faculty member. The major requirement for this course is submission of a major paper on the completed research study or systematic review that is in a format consistent with journal submission. As well, students provide oral presentations on their completed research projects or systematic reviews.

Dual degrees MPT/PhD students will be required to take these courses, however, his/her course assignments will be tailored to components of their PhD research rather than performance of group assignments that are the current requirements for MPT students.
 - 8.2. Student may take a research practicum as a clinical placement during MPT2 to continue work on PhD project. The MPT curriculum requires students to participate in six 5-week practicums that provide clinical experience under the supervision of licensed physical therapists in public and private facilities. A current

option for clinical placements is a research practicum that would be performed in a clinical setting under the supervision of a UBC Department of Physical Therapy Faculty member.

- 8.3. MPT program will provide a major component of coursework towards the foundation for the PhD dissertation. Though elective courses are not required for completion of a PhD in the RHSC program, coursework in the MPT will provide essential fundamental knowledge to ensure PhD work is clinically relevant. Note that students will not receive credit for any course in the MPT program towards a PhD degree.

9. Distinctive characteristics

9.1.1. Provides an integrated clinical physical therapy and research scientist education;

9.1.2. Provides accelerated completion time compared to completion time of the two courses of study if taken in series.

10. Anticipated completion time in years or terms - a minimum of 15 terms.

- 10.1. Progress of similar programs in Canada (University of Western Ontario): Students have been undertaking combined studies towards an MPT and PhD at UWO since 2005. Originally, students were permitted to structure the timing of the MPT and PhD components on an individual basis; one student completed 2 years of the PhD studies before commencing 2 years of combined PhD and MPT studies (both degrees completed in 4 years), while three students completed 3 years of PhD studies before commencing 2 years of MPT and PhD studies (both degrees completed in 5 years). In 2010, a structured timeline was instituted for all incoming students in the combined MPT/PhD program at UWO. Similar to the first option of our proposed program, students complete 2 years of PhD studies first, followed by 2 years predominantly in the MPT program, with a fifth year devoted to PhD studies as needed to complete all requirements of the PhD program. To-date, three students have dropped out of the MPT/PhD program at UWO. All students chose not to pursue the MPT component of the program, and instead focused on their PhD work.

- 10.2. Progress of an American program (University of Kansas): The University of Kansas has implemented a combined program more recently, which is similar to the second option outlined above. They have graduated 3 students, have 3 enrolled and have lost 2. Of the two who dropped out, one transferred to a full time PhD program and the other one quit to relocate to Denver to be with her spouse.

11. Enrolment plan for the length of the program – 1-4 students per year

12. Policies on student evaluation - as per current evaluation methods of MPT and PhD (Rehabilitation Sciences) Programs

13. Policies on faculty appointments (minimum qualifications) –

- 13.1. Supervisory Committee membership – The supervisor of the PhD dissertation must be a tenured or tenure-track faculty member in the professorial stream in the Department of Physical Therapy. The Supervisory Committee must have a minimum of two members who are graduate faculty in the RHSC. In addition, these faculty members must be members of the Faculty of Graduate Studies.
- 13.2. According to policy of the Faculty of Graduate Studies, members of the Faculty of Graduate Studies are eligible to supervise graduate students, chair examining committees, and to serve on supervisory committee members. These individuals must be tenured or tenure track (including grant tenured or grant tenure track) faculty members holding the rank of Assistant Professor, Associate Professor, or Professor.

They must be approved by their disciplinary Faculty (or functional equivalent) for membership in the Faculty of Graduate Studies and must meet the criteria established by the graduate program with which they are affiliated. Other individuals (e.g. clinical professors, adjunct professors, senior instructors or visiting professors) can apply to the Faculty of Graduate Studies for approval to supervise or co-supervise the dissertation of MPT/PhD students or to serve on the student's supervisory committees.

- 13.3. Optional: We will work with UBC-affiliated hospitals to be able to financially support students. In the event that the student is funded by the hospital agency, a clinical mentor from that hospital will be a member of the supervisory committee. In the event that the clinical mentor does not meet requirements of the Faculty of Graduate Studies, this person will be excluded from the "in camera" portion of the PhD examination. According to the Faculty of Graduate Studies current policy, a committee member who does not meet academic requirements, can facilitate the progress of the student including participation in the comprehensive exam and final oral defense, however, they will be excluded from the in camera session when the evaluation of the oral and written dissertation is determined.

14. Teaching –

- 14.1. Instruction of research graduate courses towards the PhD component will be performed according to policy of the Faculty of Graduate Studies and RHSC.
- 14.2. Instruction of graduate courses towards the MPT component will be performed according to policy of the Faculty of Graduate Studies and the Department of Physical Therapy.

The MPT program regularly undergoes accreditation at least every 7 years. This in-depth process critically evaluates curriculum content, faculty qualifications and research facilities. Accreditation authorizes the MPT program to grant a degree that graduates professional entry-level physical therapists who are eligible to be licensed practitioners. The MPT program received a very positive accreditation report from the external reviewers in January 2013 and the Department expects to receive full accreditation status in April 2013. Our faculty members meet Canadian accreditation standards for faculty in a physical therapy program as well as meeting faculty qualifications outlined by the Faculty of Graduate Studies. More information regarding Faculty qualifications for supervision and teaching can be accessed at <http://www.grad.ubc.ca/faculty-staff/policies-procedures/membership-faculty-graduate-studies>

15. Policies on program assessment – as per accreditation of Physical Therapy educational programs and Department reviews that include the assessment of graduate programs.
16. Level of support and recognition from other post-secondary institutions, (including plans for admissions and transfer within the British Columbia post-secondary education system) and relevant regulatory or professional bodies, where applicable.

Because of the Faculty expertise required, no transfers will be considered and we propose that enrolment will only be at the University of British Columbia.

17. Evidence of student interest and labour market demand –

- 17.1. The University of Western Ontario has the only other MPT/PhD program in Canada. They have had a pool of students to draw from since the inception of their MPT/PhD program;
- 17.1.1.1. In 2008 - accepted 2 of 4 applicants;
 - 17.1.1.2. In 2009 - accepted 4 of 7 applicants;
 - 17.1.1.3. In 2010 - accepted 2 of 5 applicants;
 - 17.1.1.4. In 2011 - accepted 4 of 8 applicants;

17.2. Approximately 150-200 applicants are reviewed annually for 80 positions in the current MPT program at UBC. The GPA cut-point for an interview is usually greater than 80%. Some of these applicants have the aptitude, academic ability, and desire to complete a PhD.

18. **Similar programs at UBC or other BC post-secondary institutions –**

18.1. MD/PhD program – fully integrated entry-to-practice MD degree with PhD degree

18.2. Diploma programs in Faculty of Dentistry combined with PhD in Craniofacial Sciences – fully integrated post-licensure diploma program (e.g., Orthodontics, Pediatric Dentistry, Prosthodontics) with PhD degree.

Note: No other BC post-secondary institutions currently offer an entry-to-practice physical therapy degree.

19. Name, title, phone number and email address of the institutional contact person in case more information is required.

Jayne Garland, Professor. 604-822-7414. Email: jayne.garland@ubc.ca

20. ***Briefly describe the resources that will be required for the program:***

Budget (including proposed tuition fee) –The budget was developed after extensive consultation with the Strategic Decision Support (SDS). This involved discussions with their personnel, follow-up meetings with our faculty and refinement of the budget prepared by SDS. Please see the attached Appendix for more specific details of the proposed budget and tuition fee as prepared by Diwen Gu (Financial Analyst, UBC Treasury).

In brief, the program costs of MPT/PhD students will be met by existing RHSC and MPT operating costs for enrolled domestic students and is based on a program launch in Year 2014/15. Domestic students enrolled in this program will be **within** yearly allocations of respective programs. We propose to admit an international cohort in future years that would be **above** the Government-funded MPT seats. At that time, the tuition of international students will comprise a full cost-recovery MPT tuition fee, including a fee to fund administrative assistance for these students. Note, there is currently no space in the MPT teaching laboratories to allow for international enrolment at this time. However, if the Government approves distribution of the MPT Program to other academic campuses in the future, then there could be the possibility to admit a limited number of international students at that time into a dual degrees program.

Current tuition fees for domestic MPT students are paid in 7 installments with \$1,841.18 per installment, with a continuing fee of \$662.33 after 7 installments. Current tuition fees for domestic PhD students are \$1,449.72 for a minimum of 6 installments, followed by a continuing fee of \$662.33.

We propose a blended tuition fee of \$1,711.92 for 15 installments for domestic students. This comprises 7 installments of the MPT tuition (\$12,888.26) and 8 installments of the PhD tuition (\$11,597.76) spread evenly over the 5 years (15 terms) as well as a 2% annual inflationary increase. Continuing fees of \$662.33 would apply after the 15th installment. All tuition fees are subject to the usual annual increase allowed by Government.

- a. **Space** - as required for MPT and PhD (Rehabilitation Sciences) Programs. Students enrolled in this program will displace enrollment of individuals within yearly allocations of respective programs. Students will be provided with space and research resources within the laboratory of their chosen supervisor.
- b. **Library** - as required for students currently enrolled in of MPT and PhD (Rehabilitation Sciences) Programs.
- c. **Other (please specify)** - none

Consultations

We have consulted with several individuals and groups during the development of this proposal;

- Jessica Iverson and Max Read of the Faculty of Graduate Studies, and Lindsey Kovacevic of Senate & Curriculum Services, reviewed this proposal and provided extensive feedback
- Diwen Gu, Financial Analyst UBC Treasury, prepared the Budget and Tuition fee Appendix
- Lynn Raymond, Director of the MD/PhD program reviewed our proposal, discussed the successes and challenges of their program and made recommendations.
- Viky Koulouris, Manager of Admissions, Faculty of Dentistry provided information about how their combined programs were offered, and how the timing and logistics of degree completion corresponded to meeting requirements for eligibility for licensure.
- David Snadden, Chair of the Faculty of Medicine Education Council in 2010, approved our letter of intent and made recommendations, which we have addressed. See attached letter (Appendix)
- Dean Gavin Stuart, Faculty of Medicine, approved our letter of intent.
- The Alliance, the national group of Canadian physical therapy licensing bodies, reviewed the proposal from the perspective of licensing requirements of our graduates. Given that licensing health professionals are governed by provincial legislature, the Registrar of the College of Physical Therapists in BC (Brenda Hudson) has provided a letter of support (Appendix) and graduates of the MPT/PhD program are approved to be eligible for licensure as physical therapy practitioners.
- Within our department, this proposal has been presented to the faculty several times and opportunity for discussion was provided during several faculty meetings. In addition, the Curriculum Committee, which includes student membership, has had the opportunity to provide input.

References

- Canadian Society for Exercise Physiology. Canadian Physical Activity Guidelines. Clinical practice guideline development report. January 2011: 1-36. Accessed May 10, 2011 at http://www.csep.ca/CMFiles/Guidelines/CPAGuideline_Report_JAN2011.pdf
- Kujala UM. Evidence for exercise therapy in the treatment of chronic disease based on at least three randomized controlled trials – summary of published systematic reviews. *Scand J Med Sci Sports* 2004; 14:339-345.
- Smidt N, de Vet HCW, Bouter LM, Dekker J. Effectiveness of exercise therapy: a best evidence summary of systematic reviews. *Australian J Physio* 2005; 51:71-85.
- Taylor NF, Dodd KJ, Shields N, Bruder A. Therapeutic exercise in physiotherapy practice is beneficial: a summary of systematic reviews 2002-2005. *Australian J Physio* 2007; 53:7-16.
- Taylor NF, Dodd KJ, Damiano DL. Progressive resistance exercise in physical therapy: A summary of systematic reviews. *Phys Ther* 2005;85(11):1208-1223

Attachments/Appendix

1. Letter of support from Faculty of Medicine Education Council regarding proposal notice of intent
2. Updated Calendar entries (Curriculum proposal change form)
3. Letter of support from the College of Physical Therapists in BC
4. Sign off from the library
5. Budget Appendix as prepared in consultation with UBC Treasury
6. Curriculum Map of MPT program

Appendix 2

UBC Curriculum Proposal Form Change to Course or Program

Category: (New Program)

Faculty: Medicine and Graduate Studies Department: Physical Therapy and Rehabilitation Sciences Faculty Approval Date: May 16, 2013 Effective Session: W14	Date: May 15, 2013 Contact Person: Dr. S. Jayne Garland Phone: 604-822-7414 Email: jayne.garland@ubc.ca
Proposed Calendar Entry: Physical Therapy Degrees Offered: M.P.T. ... Master of Physical Therapy ... Program Requirements ... <ul style="list-style-type: none"> fieldwork requirements Master of Physical Therapy (M.P.T.) and Doctor of Philosophy (Ph.D.) in Rehabilitation Sciences Dual Degrees Program Option Program Overview The M.P.T./Ph.D. program is a dual degrees program option. Its purpose is to provide selected and highly qualified students the opportunity to combine their physical therapy learning experience with intensive scientific training in pursuing a career as clinician-scientists. Graduates of the M.P.T./Ph.D. program option are	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1215 Present Calendar Entry: Physical Therapy Degrees Offered: M.P.T. ... Master of Physical Therapy ... Program Requirements ... <ul style="list-style-type: none"> fieldwork requirements Contact Information ... Type of Action: Create new dual degrees program and insert main entry on existing Physical Therapy Calendar page. Rationale for Proposed Change: The current MPT program is the only entry-level program of clinical training for physical therapists to be licensed health care professionals in the province of BC. The PhD program in RHSC, however, is a doctoral degree that requires the

trained as competent physical therapists as well as skilled scientists who can sustain a successful and competitive clinical investigative career.

Admission Requirements

Students wishing to pursue the dual M.P.T./Ph.D. degrees program option must meet the admission requirements for and be accepted by both the M.P.T. and Ph.D. programs.

Applicants must apply to both programs concurrently, and indicate that they are seeking admission into the dual degrees program option. This process can be noted on the online application.

Students already admitted to one or the other program may apply to the dual degrees program option during their first year of enrollment. Students wishing to transfer to the program from another UBC program must meet admission requirements and be accepted by both the M.P.T. and Ph.D. programs.

Potential candidates must be selected by the M.P.T. Admissions Committee prior to being accepted to the M.P.T./Ph.D. program option.

For details, see the [M.P.T. program](#).

For more details on the M.P.T./Ph.D. program, contact Dr. Michael Hunt, Program Director, 604-827-4721.

Program Requirements

Students must complete all the required courses in the [Master of Physical Therapy program](#) as well as the [Ph.D. program in Rehabilitation Sciences](#), including RHSC 500 and RHSC 502. Appropriate elective coursework for the

performance of a major research program consistent with the doctoral requirements at the University of British Columbia. We propose the MPT/PhD to provide an educational avenue to prepare highly skilled clinical scientists.

Clinician scientists are essential for the promotion of the growth and development of physical therapy. To date, many of the academic avenues offered to train such individuals are not effective because students are attracted to one stream of education or the other and rarely cross over to combine the two degrees as currently offered in series. Less than 1% (n= 24) of the 2,956 physiotherapists who hold active licenses to practice in British Columbia (Dec 31, 2010) hold PhD degrees.

Only one other MPT/PhD program exists in Canada (Western University) and UBC is uniquely positioned to capitalize on world-class research and award-winning clinical educators to train the next generation of clinician scientists and make UBC the preferred place for research-relevant physical therapy education in Canada.

<p>Ph.D. component is selected in consultation with the student's committee. The major requirement for the Ph.D. is completion of a research dissertation meeting the <u>Faculty of Graduate Studies requirements</u>.</p> <p>Contact Information</p> <p>UBC M.P.T./Ph.D. Program 212, Friedman Building 2177 Wesbrook Mall Vancouver, BC, Canada V6T 1Z3 Tel: 604.822.7050 Fax: 604.822.1870 Email: mpt.admissions@ubc.ca Sheila Williamson, Student Services Officer</p> <p>Contact Information</p> <p>...</p>	
<p>Proposed Calendar Entry:</p> <p>Rehabilitation Sciences</p> <p>Degrees Offered: Ph.D., M.Sc., M.R.Sc.</p> <p>...</p> <p>Doctor of Philosophy</p> <p>...</p> <p>Program Requirements</p> <p>...</p> <p>Master of Physical Therapy (M.P.T.) and Doctor of Philosophy (Ph.D.) in Rehabilitation Sciences Dual Degrees Program Option</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1222</p> <p>Present Calendar Entry:</p> <p>Rehabilitation Sciences</p> <p>Degrees Offered: Ph.D., M.Sc., M.R.Sc.</p> <p>...</p> <p>Doctor of Philosophy</p> <p>...</p> <p>Program Requirements</p> <p>...</p> <p>Master of Science</p> <p>...</p>

<p>For details, see the M.P.T./Ph.D. program option <<insert <insert http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1215>>>></p> <p>Master of Science...</p>	<p>Type of Action: Add link to proposed dual degrees program on relevant existing Calendar page.</p> <p>Rationale for Proposed Change: Insertion of a link to the new dual degrees program page for instances when students initially navigate to the existing RHSC program page.</p>
<p>Proposed Calendar Entry:</p> <p>Dual Programs</p> <p>Archival Studies</p> <p>...</p> <p>Medicine</p> <p>See M.D./Ph.D. (Combined Program) for the Doctor of Medicine with Doctor of Philosophy.</p> <p>See the M.P.T./Ph.D. program option<<insert <insert http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1215>>>> for the Master of Physical Therapy and Doctor of Philosophy in Rehabilitation Sciences (M.P.T./Ph.D.).</p> <p>Planning</p> <p>See Master of Arts in Asia Pacific Policy Studies for the M.A.A.P.P.S. with Master of Planning (M.A.A.P.P.S./M.A.P.).</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,903,0</p> <p>Present Calendar Entry:</p> <p>Dual Programs</p> <p>Archival Studies</p> <p>...</p> <p>Medicine</p> <p>See M.D./Ph.D. (Combined Program) for the Doctor of Medicine with Doctor of Philosophy.</p> <p>Planning</p> <p>See Master of Arts in Asia Pacific Policy Studies for the M.A.A.P.P.S. with Master of Planning (M.A.A.P.P.S./M.A.P.).</p> <p>Type of Action: Add link to proposed dual degrees program on relevant existing Calendar page.</p> <p>Rationale for Proposed Change: Insertion of a link to the new dual degrees program page for instances when students initially navigate to the existing Dual Programs page.</p>
	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,0,0</p>

<p>Proposed Calendar Entry:</p> <p>The Faculty of Medicine</p> <p>...</p> <p>Master of Physical Therapy</p> <p>Master of Physical Therapy and Doctor of Philosophy in Rehabilitation Sciences <<insert <insert <insert Master of Rehabilitation Science</p> <p>...</p>	<p>Present Calendar Entry:</p> <p>The Faculty of Medicine</p> <p>...</p> <p>Master of Physical Therapy</p> <p>Master of Rehabilitation Science</p> <p>...</p> <p>Type of Action: Add link to proposed dual degrees program on relevant existing Calendar page.</p> <p>Rationale for Proposed Change: Insertion of a link to the new dual degrees program page for instances when students initially navigate to the existing Faculty of Medicine page.</p>
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Appendix 6

Block A		Exams (2 weeks)	Break (2 weeks)	Block B		Exams (1 week)	Block C				Break (2 weeks)		
Orientation Week End of August	September 4 – November 30			January 2 – March 28			April 15 – July 19						
	ANAT 392 Gross Anatomy of the Limbs and Trunk (4)			RHSC 420 Elements of Neuroanatomy and Neurophysiology (4)			Break (1 week) PHTH 528 Case-based Integration (1) 1 week	PHTH 534 Clinical Practice III (4) Clinical Fieldwork Placements #1 & #2 2x 5 weeks		PHTH 538 Case-Based Integration II (1) 1 week			
	PHTH 511 Pathology for Physical Therapy I (2)			PHTH 521 Pathology for Physical Therapy II (2)						PHTH 532 Rehabilitation Research I (3) 2 weeks			
	PHTH 518 Exercise and Movement (6)			PHTH 518 Exercise and Movement (continued)						PHTH 531 Pathology for Physical Therapy III (2)			
	PHTH 514 Clinical Practice I (5) (includes 30 hours clinical fieldwork)			PHTH 524 Clinical Practice II (6)									
PHTH 516 Clinical Decision-Making I (2)		PHTH 526 Clinical Decision-Making II (2)											

Block D			Exams (1 week)	Break (2 weeks)	Block E	
August 6 – December 13					January 6 – February 21	
PHTH 544 Clinical Practice IV (11)		PHTH 554 Clinical Practice V (4) Clinical Fieldwork Placement #3 1 x 5 weeks				
PHTH 546 Clinical Decision-Making III (2)						
PHTH 531 Pathology for Physical Therapy III (continued)						
		PHTH 548 Case-Based Integration III (1) 2 weeks				

Block F		Exams (2 weeks)	Block G							
February 24 – May 23			June 9– September 26							
PHTH 564 Clinical Practice VIa (4)			PHTH 574 Clinical Practice VII (4) Clinical Fieldwork Placement #5 1 x 5 weeks		Break (2 weeks)	PHTH 558 Case Based Integration IV (1) 2 weeks	PHTH 572 Rehabilitation Research II (2) 2 weeks	PHTH 578 Case-Based Integration V (1) 1 week	PHTH 574 Clinical Practice VII (continued) Clinical Fieldwork Placement #6 1 x 5 weeks	
PHTH 565 Clinical Practice VIb (6)										
PHTH 566 Clinical Decision-Making IV (3)										
PHTH 572 Rehabilitation Research II (2) 2 weeks										



20 November 2013

To: Vancouver Senate
From: Senate Curriculum Committee
Re: November Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses and revised program brought forward by the Faculty of Graduate and Postdoctoral Studies (Forestry, Law) be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Forestry (Page 3 of 13)

Revised program and new courses

Master of International Forestry (MIF); FRST 522 (4); FRST 543 (4); FRST 553 (4);
FRST 560 (4)

Law (Page 11 of 13)

New courses

LAW 503 (5-6)d; LAW 504 (5-6)d



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forestry Graduate Programs Faculty Approval Date: May 13, 2013 Effective Session: Winter Effective Academic Year: 2014	Date: May 13, 2013 Contact Person: Cindy Prescott Phone: 2-4701 Email: cindy.prescott@ubc.ca
<p>Proposed Calendar Entry:</p> <p>Forestry</p> <p>...</p> <p>Master of International Forestry</p> <p>...</p> <p>Program Requirements</p> <p>The M.I.F. is a one-year course-based degree program consisting of 31 credits: 28 required credits and a 3-credit internship or project.</p> <p>The 28 course credits must include the following courses, or alternates as approved by the Program Director:</p> <ul style="list-style-type: none"> • FRST 522 (4) • FRST 534 (4) • FRST 542 (4) • FRST 543 (4) • FRST 553 (4) • FRST 559 (4) • FRST 560 (4) <p>Master of Sustainable Forest Management</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1164 </p> <p>Present Calendar Entry:</p> <p>Forestry</p> <p>...</p> <p>Master of International Forestry</p> <p>...</p> <p>Program Requirements</p> <p>The M.I.F. is a one-year course-based degree program consisting of 36 credits: 30 required credits, including 27 course credits and a 3-credit internship or project, in addition to 6 elective credits.</p> <p>The 27 course credits must include a 12-credit core of courses taken at UBC:</p> <ul style="list-style-type: none"> • FRST 555 (3) • FRST 559 (3) • One of FRST 542 (3), FRST 523 (3), or FRST 415 (3) • FRST 562 (3) <p>The remaining 15 course credits can be taken at UBC or at another approved university:</p> <ul style="list-style-type: none"> • FRST 519 (3) • FRST 534 (3) • FRST 535 (3) • FRST 543 (3) • FRST 554 (3) <p>Master of Sustainable Forest Management</p> <p>...</p>



	<p>Type of Action: Update program requirements to reflect: -increased credit levels of required courses (FRST 534, FRST 542, FRST 543, FRST 559); -the addition of another required course (FRST 522); -the addition of two new core courses (FRST 553 Forest Governance, and FRST 560 Forest and Business Enterprise); -the removal of five previously required courses (FRST 519, FRST 535, FRST 554, FRST 555, FRST 562); -the removal of electives from program requirements.</p> <p>Rationale: See attached memo.</p>
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Program Requirement Changes Master of International Forestry (MIF)

The MIF degree was approved by UBC Senate in November 2011. As part of the market research completed in preparation for recruitment, it became apparent that the content was not distinctive enough from some of the European competitors in approach (academic, biological). It was decided to reassess whom we are targeting as prospective students (formerly both recent graduates as well as those already working in the field), and focus the program towards early-to-mid career professionals who need to gain advanced and specific skills.

The overall aim of the MIF program will be to teach students to understand the points of view of, and pressures on, high-level decision makers who have responsibility for renewable natural resources, and how to influence decision-makers on forest-related matters. The UBC Faculty of Forestry aims to produce graduates who are 'agents of change and innovation' (Faculty's Strategic Plan 2012, commitment 1b). Accordingly, the instructors will have substantial practical and field experience in the relevant subject matters, sometimes at high levels in national governments and/or international convention processes and/or the management of international enterprises.

Four of the originally approved core courses remain the same, but with increased content and are thus being adjusted from 3 to 4 credits each:

- FRST 534 – Natural Resources Economics
- FRST 542 – Forest Policy and Law
- FRST 543 – Development of Forestry Institutions
- FRST 559 – Natural Resources Planning

An additional (existing) course is being added to core requirements:

- FRST 522 – Social, Community and Indigenous Forestry

This course has not been offered for several years due to Dr Ronald Trosper leaving UBC. With the recent edition of Dr Janette Bulkan to our Faculty, we are able to reactivate this course and adapt the content to the MIF program by incorporating greater international content.

Lastly, we are proposing the creation of two new 4-credit courses:

- FRST 553 – Forest Governance
- FRST 560 – Forest Business Enterprise

Forest Governance was formerly within FRST 543, but expansion of both areas was necessary to address the spread of skills demanded by the employment market. The new course on Forest Business Enterprise reflects the market demand for international



foresters to have a better appreciation of, and acquire an ability to manage, private-sector enterprises which are based on forest resources. With the addition of these new courses and the more focused direction of the MIF degree as a whole, we have removed electives as well as the following core courses from the original degree requirements (but will keep these in the calendar):

- FRST 519 – Forests and Society
- FRST 535 – Global Environmental Issues and Forests
- FRST 554 – Forest Products and Services
- FRST 555 – Fundamentals of Sustainable Forest Land Management (this remains a key component of the existing MSFM degree).



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Forestry Department: Forestry Graduate Programs Faculty Approval Date: May 13, 2013 Effective Session: Winter Effective Academic Year: 2014</p>	<p>Date: May 13, 2013 Contact Person: Cindy Prescott Phone: 2-4701 Email: cindy.prescott@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FRST 522 (4) Social, Community and Indigenous Forestry <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=FRST</p> <p>Present Calendar Entry:</p> <p>FRST 522 (3) Indigenous Peoples and Forest Land Management A survey of the conceptual and practical issues when indigenous peoples use forested lands and participate in the management of those lands. This course is not eligible for Credit/D/Fail grading.</p> <p>Type of Action: Replace current version of course with revised title and content; increase credit value; delete description.</p> <p>Rationale for Proposed Change: To accurately reflect the contact hours and content of the course. Description is removed as the new title will adequately reflect content and because descriptions are discouraged for graduate courses. There will be two 2-hour lectures and one 2-hour seminar per week.</p> <p>The MIF planning committee determined that the content of this course – particularly gaining a working understanding of the constraints on indigenous and traditional forest-dependent communities – is vital for students within this program to have a sound understanding of, and was missing from the original proposal.</p>



Proposed Calendar Entry:

FRST 543 **(4) Development of** Forestry
Institutions

*This course is not eligible for
Credit/D/Fail grading.*

Present Calendar Entry:

FRST 543 ~~(3) International~~ Forestry
Institutions, ~~Diplomacy, and Negotiations~~
~~Global forest diplomacy,~~
~~agreements/treaties/conventions~~
~~concerning natural resources and~~
~~conservation. Principles governing~~
~~inter-governmental negotiation~~
~~processes.~~ *This course is not
eligible for Credit/D/Fail grading.*

Type of Action:

Replace current version of course with
revised title and content; increase credit
value; delete description.

Rationale for Proposed Change:

To accurately reflect the contact hours and
content of the course. Description is
removed as title adequately reflects content
and because descriptions are discouraged
for graduate courses. There will be two 2-
hour lectures and one 2-hour seminar per
week.

The MIF planning committee determined
that the content of this course – particularly
gaining the ability to plan, analyse,
develop, promote, implement and evaluate
policies strategies and activities – is vital
for students within this program to have a
sound understanding of, and was missing
from the original proposal.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forestry Graduate Programs Faculty Approval Date: May 13, 2013 Effective Session (W): Winter Effective Academic Year: 2014	Date: May 13, 2013 Contact Person: Cindy Prescott Phone: 2-4701 Email: cindy.prescott@ubc.ca
Proposed Calendar Entry: FRST 553 (4) Forest Governance	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=9&code=FRST Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: This course will teach MIF students to understand and apply principles of governance and government, based on a rule of law and best international practices, and the ability to adapt and apply these principles constructively in non-optimal circumstances. MIF students will need the ability to plan, analyze, develop, promote, implement and evaluate policy strategies and activities; summarize and present the results to higher-level policy makers, including annual reporting to parliament or civil society.
Proposed Calendar Entry: FRST 560 (4) Forest Business Enterprise	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: This course will provide MIF students with an introduction to the principles of management, financial and marketing management most applicable to forest-based enterprises. MIF graduates must have this basic foundational knowledge and know how to apply it. A high proportion of forest-based businesses in developing countries fail at an early stage, but international agencies and donor countries continue to believe that forestry offers one of the opportunities for escaping poverty into sustainable development. Large forestry transnational companies operate much like other large enterprises in the globalized



neoliberal economy. This course addresses working with small- and medium-scale forest-based enterprises, and the special problems of working with community-managed and family-managed businesses, with limited access to capital and operating funds and perhaps a seasonal and unreliable supply base. Many of the failures, however, are not caused by these special factors but by basic lack of understanding of running a commercial business.



THE UNIVERSITY OF BRITISH COLUMBIA

**UBC Curriculum Proposal Form
Change to Course or Program**

Category: 1

Faculty: Law Department: Law Faculty Approval Date: April 18, 2013 Effective Session: S14	Date: April 18, 2013 Contact Person: Douglas Harris Phone: 604.822.1991 Email: harris@law.ubc.ca
Proposed Calendar Entry: LAW 503 (5-6) d Tort Law <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.204.828.1186 Present Calendar Entry: N/A Type of Action: Create new course Rationale: The Faculty of Law receives many requests from foreign-trained lawyers who seek training in foundational topics of Canadian law. Several years ago the Law Faculty created graduate-level courses in some of these foundational topics, which to that point had only been available to students in the first year of the JD degree program. These new graduate-level courses in Tort Law and Property Law will make more of the foundational subjects available to foreign-trained lawyers who seek training in Canadian law. Students will take these courses as optional electives in their course-based LL.M. (Common Law) degree programs or as unclassified graduate students. Students in the research-based LL.M. and Ph.D. degree programs may also audit these courses. LAW 503 (5-6) d Tort Law To provide graduate students in degree program s or as unclassified student s with a course on the principles of Canadian tort law. The Law Faculty currently offers a course on this subject as part of its first year JD cu rriculum, but that course is taught in a m anner appropriate to first-year JD students and is only open to first-year JD students. This proposed gr aduate-level course in



	<p>Tort Law would provide graduate students with an opportunity to learn the principles of tort law, and to engage in a graduate-level analysis of the various concepts developed in the course.</p> <p>A variable credit value is proposed for this course in order to allow the option of devoting either five or six classroom hours/week.</p>
<p>Proposed Calendar Entry:</p> <p>LAW 504 (5-6) d Property Law <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.204.828.1186</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale: The Faculty of Law receives many requests from foreign-trained lawyers who seek training in foundational topics of Canadian law. Several years ago the Law Faculty created graduate-level courses in some of these foundational topics, which to that point had only been available to students in the first year of the JD degree program. These new graduate-level courses in Tort Law and Property Law will make more of the foundational subjects available to foreign-trained lawyers who seek training in Canadian law. Students will take these courses as optional electives in their course-based LL.M. (Common Law) degree programs or as unclassified graduate students. Students in the research-based LL.M. and Ph.D. degree programs may also audit these courses.</p> <p>LAW 504 (5-6) d Property Law</p> <p>To provide graduate students in degree programs or as unclassified students with a course on the principles of Canadian property law. The Law Faculty currently offers a course on this subject as part of its first year JD curriculum, but that course is taught in a manner appropriate to first-</p>



year JD students and is only open to first-year JD students. This proposed graduate-level course in Property Law would provide graduate students with an opportunity to learn the principles of property law, and to engage in a graduate-level analysis of the various concepts developed in the course.

A variable credit value is proposed for this course in order to allow the option of devoting either five or six classroom hours/week.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate 20 November 2013
Item 9b Page 1 of 12

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

20 November 2013

To: Vancouver Senate
From: Senate Curriculum Committee
Re: November Certificate Program (information)

Please find attached the following certificate program from Continuing Studies for your information:

UBC Certificate in Collaborative Practice for Health Professionals



Certificate Program Under Development

UBC Continuing Studies, Life and Career Programs

UBC College of Health Disciplines

Proposed Name of Certificate Program: UBC Certificate in Collaborative Practice for Health Professionals

Sponsoring Faculty/Department/School: UBC Continuing Studies, Life and Career Programs

Contact Person:

Name: Deena Boeck

Title: Associate Director, Life and Career Programs, UBC Continuing Studies

Telephone: 604-822-8098

Email: deena.boeck@ubc.ca

Supporting UBC Partners: UBC College of Health Disciplines

Name: Lesley Bainbridge

Title: Director, Interprofessional Education, Faculty of Medicine

Associate Principal, College of Health Disciplines

Name: Christie Newton

Title: Associate Professor, UBC Department of Family Practice

Director, Continuing Professional Development and Community Partnerships,
College of Health Disciplines

Program Description

Health and human service professionals are increasingly working with people with complex needs due to, among other factors, chronic disease and aging. These complex needs require advanced-level training in collaborative practice skills including interprofessional communication, patient-centred care, and team functioning. The World Health Organization stresses the role of interprofessional education as a necessary step in supporting interprofessional collaborative practice, ultimately strengthening health systems and achieving positive patient outcomes¹.

¹ Health Professions Network Nursing, Midwifery Office (Department of Human Resources for Health, World Health Organization (WHO), Geneva, Switzerland). Framework of Action on Interprofessional Education and Collaborative Practice [Internet]. Geneva: WHO Press, World Health Organization (CH): 2010. 64 p. Report No.: WHO/HRH/HPN/10.3. Available from: http://www.who.int/hrh/resources/framework_action/en/

Certificate Program Under Development

As leaders in continuing education and interprofessional education respectively, UBC Continuing Studies and the College of Health Disciplines are in a prime position to work in partnership to provide continuing professional development in the area of collaborative practice in health. This partnership will support health and human service professionals in gaining the necessary interprofessional collaboration competencies to practice effectively in a changing health care system.

The proposed program will provide:

- Focused and relevant professional development for health and human service professionals building on current training in teamwork as well as discipline specific skills
- A foundation in interprofessional collaborative practice, with an emphasis on application in the practice context. Content builds on an existing professional development program – the Interprofessional Collaborative Learning Series (IP-CLS)
- Elective courses that strategically support the translation of interprofessional competencies into practice through several evidence-based approaches and promising practices
- Courses that are relevant across professions and contexts combining technical and generic competencies through the integration of knowledge, skills, attitudes and value-based learning
- Enhanced capacity for reflective practice and strengthened interprofessional collaboration.

Rationale for the Certificate Program

National health policy decisions and recommendations over the past few years have all signaled a need for an expansion of interprofessional education and training programs in Canada. In addition, health professional regulators have recognized the need for collaborative practice and in British Columbia, for example, all regulatory colleges are now required, through regulatory language in the Health Professions Act, to enhance and promote interprofessional collaborative practice.

This UBC Certificate in Collaborative Practice for Health Professionals builds upon the experiences and successes of the College of Health Disciplines' Interprofessional Collaborative Learning Series (IP-CLS) and UBC Continuing Studies courses focused on practice-based communications skill development which have been experiencing steady enrollments since 2008. The College of Health Disciplines receives regular requests from the health authorities for continued delivery of the IP-CLS and at this point requires a sustainable model to allow for ongoing delivery of this workshop series. Health authorities have also indicated a lack of confidence in their ability to offer the continuing education program independently. The Certificate Program therefore meets a need to develop sustainable continuing professional development in collaborative practice, builds capacity within the health authorities for providing collaborative practice training, and builds on the expertise of Continuing Studies.

The program design for the certificate has been guided by feedback from market research, including:

- Key informant interviews across a range of health professions

Certificate Program Under Development

- Online surveys in 2011 and 2012 exploring interprofessional education needs
- An environmental scan of existing continuing education in the lower mainland focused on health care communication
- A review of commonly required skills/abilities reflected in health authority (VCHA, PHSA, FHA) allied health and nursing employment requirements
- Feedback from approximately 200 participants from the health authorities who completed the IP-CLS program.

The new certificate, in combination with other learning initiatives, will meet the growing demand for interprofessional education related to collaborative practice in a sustainable and effective way.

Proposed Length/Duration

The certificate program will consist of core required courses and elective courses:

1. Core courses: six required courses totaling 110 hours. Courses 1 and 2 must be completed before the others. The remaining four core course can be completed in any order.
2. Elective courses: a minimum of 40 hours of elective courses that participants can tailor to suit their learning and practice needs.

Certificate courses are offered on a part-time basis and must be completed within two years. Required courses for this certificate program will start in Winter 2014. Some elective courses are currently being offered and will be acceptable in meeting the certificate program requirements.

Proposed Curriculum Topics

A) Core certificate courses

The following outlines the objectives for each of the core courses. In addition to the specific objectives described below, each course will build on a three-step learning model involving:

1. Application of course principles
2. Critical reflection
3. Sharing of learning based on experience in practice.

Course 1: Interprofessional Communication

Interprofessional collaboration requires skillful and purposeful communication. Learners will deepen their understanding of the necessity for effective interprofessional communication in an increasingly complex health care system. Through assessment, critical reflection and practice activities, learners will consider their current communication practices and identify ways to improve interprofessional communication in support of collaboration, reduced risk and increased patient safety.

Certificate Program Under Development

By the end of *Course 1*, learners will be able to:

- Describe the importance of effective communication in support of interprofessional collaboration
- Describe key concepts related to interprofessional collaboration
- Evaluate evidence to support the need for effective interprofessional communication within and across health care settings
- Analyze unique factors that influence interprofessional communication in a health care setting
- Assess and critically reflect on their own communication style and how this may influence an interprofessional work environment
- Evaluate various communication styles to identify approaches that best support strong interprofessional communication
- Practice using communication skills, strategies and tools to support interprofessional communication
- Engage in challenging conversations to support increased patient safety
- Integrate and apply frameworks to support overall learning and interprofessional communication development.

Course 2: Putting Patients at the Centre of Care

Expanding on the understanding of patient-centred care within the interprofessional context, this course assists learners to translate the principles of patient-centred care into practice using a variety of strategies and approaches, such as shared decision-making.

By the end of *Course 2*, learners will be able to:

- Contextualize patient-centred care within interprofessional practice
- Develop a common understanding of what it means to be patient-centred
- Apply approaches most effective to both interprofessional collaboration and patient-centred care
- Analyze strategies that support interprofessional groups of health care providers to communicate with patients and families effectively and collaboratively
- Explore and practice shared decision-making approaches to support patients and families in making informed decisions about their health care plan
- Practice collaborative approaches to sharing information that actively engage patients and families in their own care.

Course 3: Role Clarification and Negotiation

Aiming to reduce silos and improve interprofessional collaboration, this course enhances the learner's capacity to identify the similarities and differences between their own profession and the professional roles of others. In addition, learners will be able to apply this knowledge about roles in their daily collaboration to negotiate responsibilities according to patient needs.

Certificate Program Under Development

By the end of *Course 3*, learners will be able to:

- Distinguish similarities and differences between their own professional role and others' and translate what this might mean for interprofessional practice
- Implement communication strategies to ensure role understanding amongst all team members involved in specific cases
- Recognize how discipline-specific language can impact collaboration
- Use appropriate language to communicate roles, knowledge, skills, and attitudes
- Actively seek to understand others' knowledge, competencies and scope of practice
- Initiate purposeful collaborations and create opportunities to maximize the contributions of each discipline involved in care
- Share their professional culture and values to help others understand their point of view
- Demonstrate respect for others' professional cultures and values in order to understand their frame of reference
- Perform their own role in a culturally respectful way.

Course 4: Managing Conflicts to Promote Collaboration

Highlighting the value of conflict in support of interprofessional collaboration, learners explore and manage their own conflict situations through the application of a practical framework and key strategies.

By the end of *Course 4*, learners will be able to:

- Recognize the potential for conflict to occur and take constructive steps to address it
- Analyze the unique nature of interprofessional conflict
- Articulate the potential value of effectively managed conflict
- Critically reflect on their own communication style and how this may influence an interprofessional work environment
- Identify and practice conflict management strategies to deal with interprofessional conflicts effectively.

Course 5: Performing as an Effective Interprofessional Team

This course delves into the complexities of interprofessional teams, addressing stages of team development and the numerous variables that can influence functioning at both interpersonal and systemic levels. Learners consider their own experience in teams and identify ways to improve group effectiveness.

By the end of *Course 5*, learners will be able to:

- Describe the complex nature of 'teams' in health care and locate teams within their specific environments
- Outline the stages of team development
- Assess their team to identify areas for improvement
- Strategize ways to improve interprofessional team functioning and move within the stages of team development
- Critically evaluate systems issues that affect team functioning

Certificate Program Under Development

- Apply principles of effective team functioning in both formal and informal teams
- Collaborate with other professions to set common, patient-centred goals and share decision-making.

Course 6: Collaborative Leadership in Health Care

This course articulates the value of a collaborative leadership model within an interprofessional health context. It explores both formal and informal opportunities to integrate shared leadership models within learners' current practice settings.

By the end of *Course 6*, learners will be able to:

- Articulate the benefits of a collaborative leadership model and what this means for their practice
- Distinguish collaborative leadership from consensus building and traditional forms of leadership
- Articulate the key principles of collaborative leadership and provide examples of principles in practice
- Identify the unique processes and structures needed to support collaborative leadership
- Articulate how collaborative leadership supports shared decision-making and patient-centred care
- Strategize ways to bring collaborative leadership into health systems within your sphere of influence - in both formal and informal ways.

B) Elective Courses

Students select their electives based on their needs, interests and practice contexts. A minimum of 40 hours is required. A list of current electives is included in Appendix A. Additional electives may be added as new needs are identified.

Target Learners

The certificate program will offer advanced professional development opportunities to:

- Frontline health and human service professionals
- Those supporting frontline health care teams
- Recent graduates early in their careers
- Mid-career professionals looking to make changes or pursue higher education
- Professionals in both public and private health care settings
- Those who have completed the Interprofessional Collaborative Learning Series (IP-CLS) developed by the UBC College of Health Disciplines
- Professionals who have completed relevant UBC Continuing Studies courses, such as Motivational Interviewing.

Student Admission Criteria

To accommodate learners from a variety of backgrounds, the admission requirements for the Certificate in Collaborative Practice for Health Professionals are fairly broad. Participants must:

Certificate Program Under Development

- Have relevant education and work experience
- Submit a letter of intent and a resumé
- Be able to demonstrate academic, interpersonal and communications skills sufficient to allow active participation in this dynamic program
- Potentially participate in an admissions interview to assess readiness and the alignment of the program with individual learning goals.

Student Assessment/Grading Methods

Program participants will be assessed in individual courses according to the University of British Columbia grading practices to ensure successful acquisition of required skills and concepts.

Assessment will be based on:

- satisfactory participation in course discussions and learning activities as defined in the course syllabus
- satisfactory completion of assignments as defined in the course syllabus
- self- assessment of learning using reflection templates and processes
- short quizzes as identified in the course outline as a form of formative assessment
- summative assessment assignments or mini exams as outlined in the course syllabus.

Assessment criteria for each assignment and course will be described in each course outline. A passing grade of 60% will be required in each of the courses.

Program Delivery Format

The core required certificate courses will consist of both face-to-face delivery at UBC Robson Square and online components using discussion and case-based learning approaches. Elective courses will be offered as experiential workshops either at UBC's Point Grey campus, UBC Robson Square or online.

The overall pedagogical approach to the core courses will include:

- Pre-readings or preparatory work in advance of core courses to facilitate reflective practice
- Intersession engagement in reflection and online coursework to support practical applications of the learning throughout the program
- Completion of projects centred on the Institute of Healthcare Improvement, Model for Improvement (www.ihl.org) to solidify learning. This approach is currently widely used within the health care system.

Marketing/Promotion Strategy

This program will be promoted by UBC Continuing Studies and the College of Health Disciplines through course calendars, websites, email marketing, brochures, direct mail, print advertising, online advertising such as ad words, search engine optimization, events, and professional associations. The program will draw on established and developing relationships with Health Authorities and key professional contacts.

Certificate Program Under Development

Assessment of Impact on Departmental and University Resources

The program development costs have been accounted for and, based on projected earnings, are expected to be recovered within two years of the launch date. The program's management and support staffing requirements will be fair and balanced within individuals' current program responsibilities. The program will be supported by existing UBC Continuing Studies systems for student registrations, scheduling, certificate tracking and online learning management to benefit from economies of scale. Revenue generated by the program will be used to support (a) the costs of running the program, (b) ongoing research and development designed to strengthen the program and to add new elements as needed, and (c) ongoing relevant program delivery such as the IP-CLS.

Assessment of Financial Viability

The Certificate in Collaborative Practice for Health Professionals will be a cost-recovery program based on a shared financial model between UBC Continuing Studies and the College of Health Disciplines. Revenues from currently successful programs within UBC Continuing Studies will support the funding for the development, with the expectation that funds will be recovered through future earnings within two years of the launch date.

Current Program Advisory Committee Members

Lesley Bainbridge, PhD, Associate Principal, UBC College of Health Disciplines
Christina Berlanda, RN, BSN, Practice Consultant, Vancouver Island Health Authority
Deena Boeck, MSc, Associate Director, Life and Career Programs, UBC Continuing Studies
Kate Chase, PhD, Developmental Psychologist/Speech Language Pathologist, Loyst & Associates
Debbie McDougall, RN, BSN, MSN, Senior Leader, Provincial Health Services Authority
Christie Newton, MD, Associate Professor, UBC Faculty of Medicine
Wendy Sanders, RN, BSN, MN, Clinical Nurse Educator, Fraser Health
Linda Sawchenko, RN, BSN, MSc, Regional Practice Leader, Interior Health
Cristine Urquhart, MSW, RSW, Co-Founder, Change Talk Associates
Angela Wolff, PhD, RN, Director of Clinical Education, Fraser Health
Victoria Wood, MA, Project Manager, UBC College of Health Disciplines

A Patient Advisory Committee will be in place by Oct 31, 2013 to ensure a patient-centred approach throughout the program. Members of this committee are being selected based on consultation with the College of Health Disciplines' Division of Health Care Communication.

Final Approval Expected by the Following Deans/Department Heads

Dr. Judith Plessis, Executive Director, UBC Continuing Studies
Dr. Louise Nasmith, Principal, UBC College of Health Disciplines
Dr. Suzanne Hetzel Campbell, Director, UBC School of Nursing

Certificate Program Under Development**Appendix A****Proposed Electives in the UBC Certificate in Collaborative Practice for Health Professionals**

Participants may select from the courses below to complete a minimum of 40 hours. In order to meet the changing needs of health and helping professionals, these elective course offerings are subject to change. The delivery format varies – some are 100% online and others are in-class workshops.

Motivational interviewing <ul style="list-style-type: none"> ○ Level 1 & 2 ○ Motivational Interviewing in Psycho-Educational Groups
Knowledge Translation Strategies for Health and Helping Professionals
Mindfulness-Based Cognitive Therapy
Solution-Focused Brief Therapy
Working Intentionally with Hope in Counselling
Neuroscience in Practice: Coaching and Counselling with the Body in Mind
Advanced Neuroscience in Practice
Strategies for Effective Intercultural Communication
Group Leadership and Team Dynamics

Additional electives may be added as new needs are identified.



THE UNIVERSITY OF BRITISH COLUMBIA

**UBC Curriculum Proposal Form
Change to Course or Program**

Category: (1)

Faculty: Continuing Studies Department: Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2014	Date: 11/09/13 Contact Person: Deena Boeck Phone: 604.822.8098 Email: deena.boeck@ubc.ca
Proposed Calendar Entry: <u>UBC Certificate in Collaborative Practice for Health Professionals</u> This program aims to enhance communication, collaboration and leadership skills of health professionals and leaders in the health care system. Core courses and elective options offer practical skills to reduce conflict, build morale and ultimately enhance patient care.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=4,229,530,1479 Present Calendar Entry: None. Type of Action: New UBC Certificate in Collaborative Practice for Health Professionals Life and Career Programs, Continuing Studies Rationale for Proposed Change: National health policy decisions and recommendations over the past few years have all signaled a need for an expansion of interprofessional education and training programs in Canada. In addition, health professional regulators have recognized the need for collaborative practice and in British Columbia, for example, all regulatory colleges are now required, through regulatory language in the Health Professions Act, to enhance and promote interprofessional collaborative practice. This UBC Certificate in Collaborative Practice for Health Professionals builds upon the experiences and successes of the College of Health Disciplines' Interprofessional Collaborative Learning Series (IP-CLS) and UBC Continuing Studies courses focused on practice-based communications skill development which have been experiencing steady enrollments



since 2008. The College of Health Disciplines receives regular requests from the health authorities for continued delivery of the IP-CLS and at this point requires a sustainable model to allow for ongoing delivery of this workshop series. Health authorities have also indicated a lack of confidence in their ability to offer the continuing education program independently. The Certificate Program therefore meets a need to develop sustainable continuing professional development in collaborative practice, builds capacity within the health authorities for providing collaborative practice training, and builds on the expertise of Continuing Studies.



4 October 2013

To: Vancouver Senate

From: Student Awards Committee

Re: New Awards and Proposed Changes to Existing Awards
(September 2013)

The Student Awards Committee recommends:

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

AARON Carter Portfolio Management Foundation Scholarship – A \$1,000 scholarship is offered by Aaron Carter for a student entering the third or fourth year of the Bachelor of Commerce Program at the Sauder School of Business in the Portfolio Management Foundation program. This scholarship is made on the recommendation of the Sauder School of Business in consultation with the UBC Portfolio Management Foundation. Preference will be given to a student with demonstrated financial need. (First Award in the 2014/15 academic session)

GREENE Innovation Award – Awards totaling \$3,600 have been endowed by the family of Virginia Greene, the Business Council of British Columbia, and the Sauder School of Business in recognition of Virginia Greene and her dedication to community and lifetime of achievements. The awards recognize MBA candidates who have completed an internship in the not-for-profit and social enterprise sector. These internships will give promising MBA students a unique learning experience that will tap and further develop their potential while providing benefit to the non-profit and social enterprise sector. The award(s) are made on the recommendation of the Sauder School of Business. (First Award Available in the 2013/2014 Winter Session)

Martha Jane LUNSON Memorial Bursary – Bursaries totaling \$3,750 have been endowed by the Estate of Martha Jane Lunson. Ms. Lunson passed away in 2009 and was a resident of Sooke, BC. The bursaries shall be awarded to female students who are in need of financial assistance and who are pursuing a full-time course of studies at the undergraduate level in the Faculty of Land and Food Systems. (First Award Available in the 2013/2014 Winter Session)



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

#1534 SALES and Marketing Executives of Vancouver MBA Entrance Scholarship

– A \$3,000 scholarship is offered by the Sales and Marketing Executives of Vancouver to an outstanding student entering the M.B.A. Program and specializing in Innovation and Entrepreneurship Career Track. The award is made on the recommendation of the Sauder School of Business.

How amended: Award changed to an entrance scholarship for an MBA student specializing in Innovation and Entrepreneurship Career Track. Financial consideration removed from the criteria.

#1535 SALES and Marketing Executives of Vancouver Ben Benwell Scholarship – A

\$2,000 scholarship is offered by the Sales and Marketing Executives of Vancouver to a student in third year of the Marketing option. The award is made on the recommendation of the Sauder School of Business, with consideration given to character, industry and general academic record of the student. Due consideration will also be given to the student's financial need.

How amended: Slight change in wording to be consistent with the other SMEI awards; changed Faculty to Sauder School of Business.

#1590 SALES and Marketing Executives of Vancouver James B. Warren Entrance Scholarship

– A \$2,000 scholarship is offered by the Sales and Marketing Executives of Vancouver in honour of Professor James B. Warren for his 25 years of supervising and teaching and ensuring the continued outstanding success of the SME-UBC Diploma Program in Marketing and Sales Management, as well as for his 25 years of service as a Director of the SME Association. The award is available to a student entering the third year of the Sauder School of Business and is based on the student's superior academic achievement, character and industry, and interest in the field of marketing and sales management. Due consideration will also be given to the student's financial need. Recommendation is made by the Sauder School of Business.

How amended: Slight change in wording to be consistent with the other SMEI awards; added the word "Entrance" to the award name; changed Faculty to Sauder School of Business; removed renewal of award in the fourth year.

#1591 SALES and Marketing Executives of Vancouver Frederick H. Siller MBA Entrance Scholarship

– A \$3,000 scholarship is offered by the Sales and Marketing Executives of Vancouver in honour of Professor Fred Siller, to an outstanding student entering the M.B.A. program and specializing in Product and Service Management



Career Track. The award is made on the recommendation of the Sauder School of Business.

How amended: Award changed to an entrance scholarship for an MBA student specializing in Product and Service Management Career Track. Financial consideration removed from the criteria.

#3794 - Pharmaceutical Sciences Rural Communities Placement Award – An award of \$1000 has been endowed by generous supporters of the Faculty of Pharmaceutical Sciences to benefit a Fourth Year Entry-to-Practice student in their Experiential Education rotation in rural BC. To be eligible for the award, the candidate will have demonstrated their need for this funding as required by the Faculty of Pharmaceutical Sciences. The award will be made on the recommendation of the Faculty of Pharmaceutical Sciences.

How amended: This award is now endowed and the donor would like a single award to be assigned from the fund.

#7332 Peter M. Lansdorp Bursary – A bursary of \$1,650 has been endowed by Dr. Peter M. Lansdorp through his company, Camosun Biotechnology Inc., for a student in any year or faculty who is in need of financial assistance to begin or continue his or her post-secondary education.

How amended: Change of corporate name from Tetramerics Biotechnology Inc. to Camosun Biotechnology Inc. in the description.

Respectfully submitted,

Dr. Sue Grayston, Chair
Student Awards Committee



8 November 2013

To: Vancouver Senate

From: Senate Student Awards Committee

Re: New Awards and Proposed Changes to Existing Awards
(October 2013)

The Student Awards Committee recommends:

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

Gage AVERILL International Student Scholarship in Arts – A scholarship of \$2,400 is offered by Dean Gage Averill to an international undergraduate student in the Faculty of Arts, with a preference for those completing a dual degree. The award is made on the recommendation of the Faculty of Arts. (First Award Available in the 2014/2015 Winter Session)

The Honourable Lance FINCH Scholarship in Law – A \$1,300 scholarship has been endowed by family, friends and colleagues of The Honourable Lance Finch in recognition of his retirement from the British Columbia Court of Appeal. Lance Finch graduated from the UBC Faculty of Law in 1962. Throughout his career he was well-known for his hard work, thorough preparation and knowledge of the law. A skilled, compassionate, and fair professional, he is recognized for his integrity and keen awareness of the social realities that condition the operation of law. The award is made on the recommendation of the Faculty of Law to a JD student who demonstrates academic excellence. (First Award Available in the 2013/2014 Winter Session)

Janusz KORCZAK Association of Canada Graduate Scholarship in Children’s Rights and Canadian Indigenous Education – A scholarship of \$1,000 is offered to an outstanding graduate student in the Faculty of Education whose research is focused on children’s rights and/or Canadian Indigenous education in the field of Early Childhood Education. This award is to honour the legacy of Janusz Korczak’s life and work. A Polish-Jewish pioneer of child advocacy, Korczak was one of the great humanitarians of the 20th century who devoted his life to establishing and defining the rights of the child. Korczak’s ideas were adopted by the United Nations in the “Convention on the Rights of the Child” in 1959. This award is made upon the recommendation of the Faculty of



Education in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Emily LING Scholarship in Medicine – Scholarships totaling \$1,000 have been endowed by Dr. Emily Ling, a longtime neonatologist at BC Children’s Hospital and adjunct professor in the UBC Faculty of Medicine. Scholarships are awarded to students in the MD program with a strong academic record, with preference given to those who demonstrate financial need. Awards are made on the recommendation of the Faculty of Medicine. (First Award Available in the 2013/2014 Winter Session)

Shirley SNELGROVE and John Yule Scholarship in Science – Scholarships totaling \$2,100 have been endowed by Shirley Snelgrove and John Yule for undergraduate or graduate student(s) in the Faculty of Science who are Canadian Citizens. Shirley Snelgrove and John Yule met at UBC where they were part of the first graduating class in Computer Science in 1971. The recommendation is made by the Faculty of Science and, in case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014)

UNIVERSITY of British Columbia Medal in Applied Biology - A medal is awarded annually to the student standing at the head of the graduating class in the Bachelor of Applied Biology. The award is made on the recommendation of the Faculty of Land & Food Systems. (First Award Available in the 2013/2014 Winter Session)

WHITE Family Bursary in Medicine – A bursary of \$1,000 has been established through a gift by Drs. Patrick & Diana White administered by the University of Victoria. The bursary is offered to M.D. students with demonstrated financial need, in the Island Medical Program of The University of British Columbia’s Faculty of Medicine. Preference will be given first to an Aboriginal student, and if no Aboriginal student qualifies, preference will be given to a student who has graduated from a high school on Vancouver Island. The award is adjudicated by Enrolment Services. (First award available for the 2013/2014 Winter Academic Session)

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

#1378 Republic of China Student Mobility Award in Taiwan Studies – Two \$5,000 travel awards are offered by the Ministry of Education, the Republic of China (Taiwan) to students who wish to learn more about the culture and language of Taiwan. To ensure the award is granted to individuals who have had little experience with this part of Asia, eligibility is limited to candidates who have not resided in Taiwan or China for more than twelve months in the past ten years. The awards are made on the recommendation of the



Go Global Student Mobility Program Office in consultation with the Office of Student Financial Assistance and Awards.

How amended: Reference to Canadian Citizenship as necessary requirement has been removed.

#2800 Hon. Thomas A Dohm, QC Scholarship in Law - A scholarship of \$750 has been endowed by The Hon. Thomas A. Dohm, B.A., QC, LL.D., former Chairman of the Board of Governors of the University of British Columbia, for a student completing first or second year of studies in the Faculty of Law who (i) has achieved high academic standing in law courses concerned with human relations; (ii) is in financial need; and (iii) has demonstrated by his or her involvement in student or community affairs a concern for others.

How amended: Last line has been removed to allow students to apply in May/June, after grades have been posted.

Respectfully submitted,

Dr. Sue Grayston, Chair

Senate Student Awards Committee



01 October 2013

To: Vancouver Senate
From: Senate Nominating Committee
Re: **Changes to Committee Membership**

The following is recommended to Senate:

Motion: *“That Senate approve the following revisions of membership of the Committees of Senate.”*

1. Academic Building Needs Committee
Ms Nani Mohd Yahya to replace **Ms Veni Goyal**
2. Admissions Committee
Mr Cole Leonoff to replace **Mr Casey Chan**
3. Library Committee
Mr Casey Chan to replace **Mr Mark Prescott**
4. Student Awards Committee
Ms Nani Mohd Yahya to replace **Ms Veni Goyal**
5. Tributes Committee
Ms Mona Maleki to fill a vacancy
6. Budget Committee of the Council of Senates
Mr Mark Prescott to fill a vacancy

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair

Senate Nominating Committee



University of British Columbia

2013 Annual Report on Enrolment

Dr. David H. Farrar

Provost and Vice-President Academic

UBC Vancouver

Cynthia Mathieson

Interim Provost and Vice-Principal, Academic

UBC Okanagan



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Total Enrolment Summary

Total enrolment at both campuses (domestic and international) for 2013/14 is now at 58,284 students, an increase of 1% over last year. At the Okanagan campus, there are now 8,388 students enrolled, 8% (640 students) at the graduate level. At the Vancouver campus, there are 49,896 students enrolled, with 20% (9,912 students) at the graduate level. Enrolment trends by campus, status and program for the past six years can be found in Table 1 below.

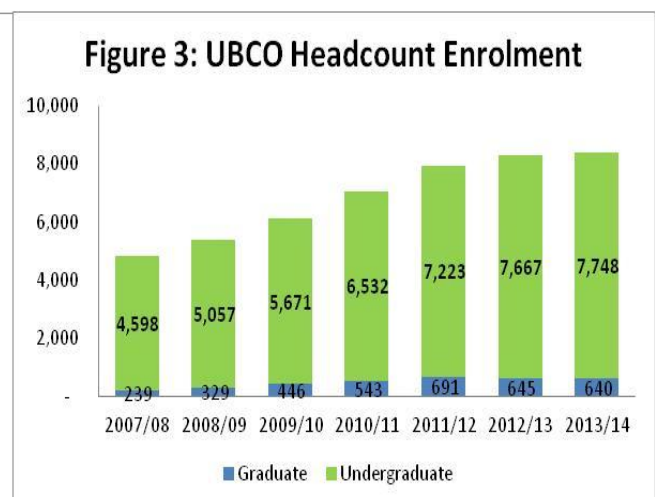
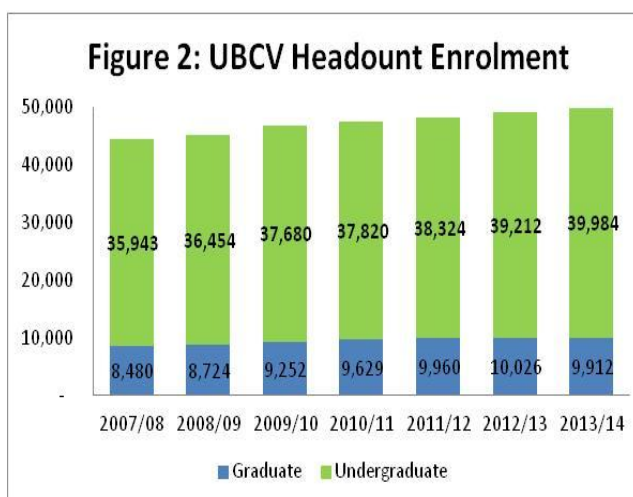
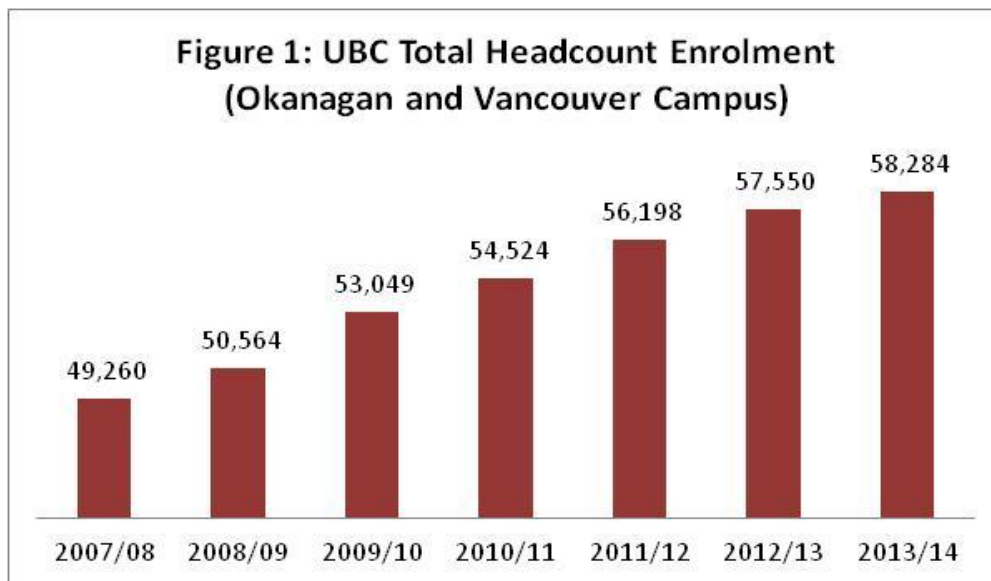


Table 1 : UBC Headcount Enrolment (at November 1st)

Table 1: UBC Headcount Enrollment (as of November 1st)			2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
UBC Vancouver									
Full-Time Headcount									
	Graduate	Doctoral	3,277	3,335	3,469	3,517	3,660	3,727	3,678
		Masters	3,627	4,034	4,481	4,694	4,813	4,823	4,889
		Total Graduate	6,904	7,369	7,950	8,211	8,473	8,550	8,567
	Undergraduate	Diploma & Certificate	109	102	56	67	53	59	67
		Non-Degree	259	275	253	223	283	266	265
		Post-Baccalaureate Degree	2,516	2,455	2,516	2,529	2,431	2,388	2,453
		Residents	988	1,056	1,122	1,158	1,202	1,232	1,266
		Undergraduate Degree	19,677	20,132	21,370	21,644	22,134	22,971	23,190
		Total Undergraduate	23,549	24,020	25,317	25,621	26,103	26,916	27,241
	Total Full-time Headcount		30,453	31,389	33,267	33,832	34,576	35,466	35,808
Part-Time Headcount									
	Graduate	Masters	1,576	1,355	1,302	1,418	1,487	1,476	1,345
	Undergraduate	Diploma & Certificate	2,165	2,376	2,413	2,269	2,163	2,113	2,102
		Non-Degree	2,240	2,269	2,417	2,500	2,428	2,200	2,142
		Post-Baccalaureate Degree	138	139	134	116	122	95	87
		Undergraduate Degree	7,851	7,650	7,399	7,314	7,508	7,888	8,412
		Total Undergraduate	12,394	12,434	12,363	12,199	12,221	12,296	12,743
	Total Part-Time Headcount		13,970	13,789	13,665	13,617	13,708	13,772	14,088
Total UBC-V Headcount									
	Graduate		8,480	8,724	9,252	9,629	9,960	10,026	9,912
	Undergraduate		35,943	36,454	37,680	37,820	38,324	39,212	39,984
	Total		44,423	45,178	46,932	47,449	48,284	49,238	49,896
	% Change over prior year			2%	4%	1%	2%	2%	1%
UBC-Okanagan									
Full-Time Headcount									
	Graduate	Doctoral	36	62	98	138	201	216	226
		Masters	145	133	224	233	375	309	329
		Total Graduate	181	195	322	371	576	525	555
	Undergraduate	Non-Degree	7	8	5	17	14	11	12
		Post-Baccalaureate Degree	202	208	207	184	175	178	178
		Undergraduate Degree	3,102	3,441	4,252	4,876	5,591	5,814	5,834
		Total Undergraduate	3,311	3,657	4,464	5,077	5,780	6,003	6,024
	Total Full-Time Headcount		3,492	3,852	4,786	5,448	6,356	6,528	6,579
Part-Time Headcount									
	Graduate	Masters	58	134	124	172	115	120	85
	Undergraduate	Diploma & Certificate	-	-	1	1	10	5	3
		Non-Degree	149	174	145	175	189	203	209
		Post-Baccalaureate Degree	4	3	8	4	7	5	5
		Undergraduate Degree	1,134	1,223	1,053	1,275	1,237	1,451	1,507
		Total Undergraduate	1,287	1,400	1,207	1,455	1,443	1,664	1,724
	Total Part-Time Headcount		1,345	1,534	1,331	1,627	1,558	1,784	1,809
Total UBC-O Headcount									
	Graduate		239	329	446	543	691	645	640
	Undergraduate		4,598	5,057	5,671	6,532	7,223	7,667	7,748
	Total		4,837	5,386	6,117	7,075	7,914	8,312	8,388
	% Change over prior year			11%	14%	16%	12%	5%	1%
UBC System (Vancouver & Okanagan)									
	Graduate		8,719	9,053	9,698	10,172	10,651	10,671	10,552
	Undergraduate		40,541	41,511	43,351	44,352	45,547	46,879	47,732
	Total		49,260	50,564	53,049	54,524	56,198	57,550	58,284
	% Change over prior year			3%	5%	3%	3%	2%	1%



University of British Columbia

2013 Annual Report on Enrolment:

Vancouver Campus

Dr. David H. Farrar

Provost and Vice-President Academic

UBC Vancouver



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

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I. Introduction

Enrolment planning and management at UBC consists of a wide range of decisions and procedures across the university. Academic plans and government funding decisions determine overall goals and strategies. Long term enrolment objectives are aligned with the University's overall strategic plan, *Place and Promise* and are developed to support UBC's reputation as a globally recognized research-intensive university, a strong belief in the value and importance of intercultural understanding, the University's responsibility to address the needs of qualified underserved populations, and the University's desire to align enrolment with the resources needed to provide an outstanding education to all of its students.

The Provost and Deans work in conjunction with staff in Enrolment Services and Planning and Institutional Research to translate these university-wide plans into specific faculty and program undergraduate enrolment targets using models and forecasts based on current trends and retention rates, along with assumptions about new intake.

The UBC Vancouver Annual Enrolment Report provides information on 2013-14 enrolments in programs across the campus, comparing actual enrolment to planned targets as well as providing information on enrolment projections. These enrolment projections form the basis for UBC Vancouver's long term budget planning.

The 2013W UBC Vancouver enrolment cycle marked our second year in the use of broader criteria in the undergraduate admission decision. The campus continues to attract highly qualified applicants with successful recruitment and enrolment management strategies resulting in increased qualified students from both domestic and international markets. Key enrolment objectives for the Vancouver campus include the following: maintain our intakes of new domestic undergraduate students, grow international student enrolment, and expand the proportion of undergraduate students from other Canadian provinces. Although we do not have specific numerical targets for graduate enrolment, it is expected that graduate enrolment will remain constant.

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

II. Enrolment

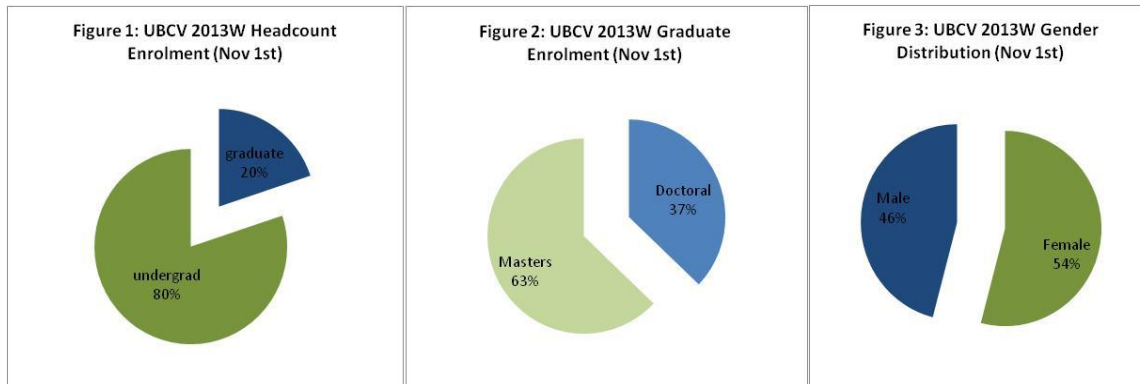
A. Enrolment at the Vancouver campus

Enrolment at the Vancouver campus continues to grow with 49,896 students now enrolled at the campus. Growth is primarily at the undergraduate level which increased by 2% while graduate enrolment remains stable and shows a very slight decrease (-1.1 %).

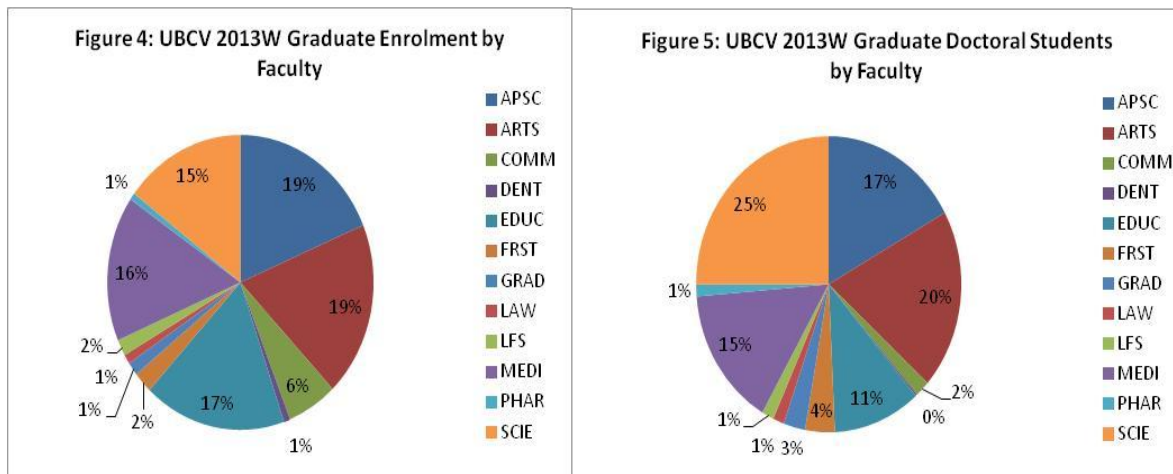
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Undergraduate	Diploma & Certificate		109	102	56	67	53	59	67
	Non-Degree		259	275	253	223	283	266	265
	Post-Baccalaureate Degree		2,516	2,455	2,516	2,529	2,431	2,388	2,453
	Residents		988	1,056	1,122	1,158	1,202	1,232	1,266
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	Total Undergraduate		12,394	12,434	12,363	12,199	12,221	12,296	12,743
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Total UBC-V Headcount									
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Total			44,423	45,178	46,932	47,449	48,284	49,238	49,896
% Change over prior year				2%	4%	1%	2%	2%	1%

Graduate students represent 20% of the total enrolment at the Vancouver campus (Figure 1) with 37% enrolled in a doctoral program (Figure 2). Gender distributions for both graduate and undergraduate programs are similar with females representing 54% of the student population in 2013W (Figure 3).



Of the total graduate student population at the Vancouver campus, the Faculty of Arts, Applied Science, Education, Science and Medicine have the highest proportion enrolled (15% to 19%). At the doctoral level, the Faculty of Science has the highest proportion of doctoral students registered with 25%, followed by Arts with 20%, Applied Science with 17% and Medicine with 15%.



Of the total graduate programs at the Vancouver campus, the majority are research programs (57%) followed by research optional programs (26%) and non-thesis programs (16%). Mix of programs vary within each faculty with Science, Pharmacy, Graduate Studies and Forestry having the highest proportion of doctoral students (as a proportion of their total graduate student enrolment) compared to Commerce with the highest proportion of non-thesis students at 86%.

Table 2: UBCV 2013W Graduate Student Enrolment by Program, Research Level and Faculty

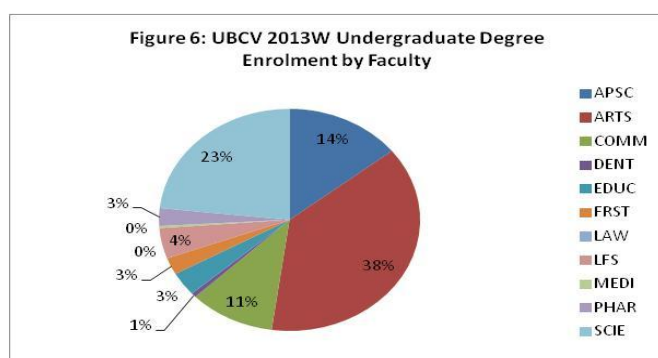
	Doctoral		Masters			Total			Total	% Doctoral	% Non-Thesis	% Research	% Research-Optional
	Non-Thesis	Research	Non-Thesis	Research	Research-Opt	Non-Thesis	Research	Research-Opt					
APSC	-	623	348	413	467	348	1,036	467	1,851	34%	19%	56%	25%
ARTS	-	725	72	536	562	72	1,261	562	1,895	38%	4%	67%	30%
COMM	-	65	521	19	-	521	84	-	605	11%	86%	14%	0%
DENT	-	8	-	19	50	-	27	50	77	10%	0%	35%	65%
EDUC	-	391	405	279	644	405	670	644	1,719	23%	24%	39%	37%
FRST	-	132	14	-	83	14	132	83	229	58%	6%	58%	36%
GRAD	-	97	17	27	4	17	124	4	145	67%	12%	86%	3%
LAW	-	50	18	35	-	18	85	-	103	49%	17%	83%	0%
LFS	-	54	51	72	-	51	126	-	177	31%	29%	71%	0%
MEDI	-	565	143	342	525	143	907	525	1,575	36%	9%	58%	33%
PHAR	16	32	-	28	-	16	60	-	76	63%	21%	79%	0%
SCIE	-	920	1	282	257	1	1,202	257	1,460	63%	0%	82%	18%
Total	16	3,662	1,590	2,052	2,592	1,606	5,714	2,592	9,912	37%	16%	58%	26%

At the undergraduate level, the mix of programs includes degree programs, diploma and certificate programs, post-baccalaureate degrees, residents and non-degree students.

Table 3: UBCV 2013W Undergraduate Enrolment by Program type and Faculty

	Diploma & Certificate	Non-Degree	Post-Baccalaureate Degree	Residents	Undergraduate Degree	Total	% of Total
APSC	-	-	-	-	4,531	4,531	11%
ARTS	38	-	-	-	11,964	12,002	30%
COMM	1,654	-	-	-	3,359	5,013	13%
DENT	-	-	217	12	198	427	1%
EDUC	460	-	618	-	1,094	2,172	5%
FRST	-	-	-	-	779	779	2%
LAW	-	-	564	-	-	564	1%
LFS	-	-	-	-	1,405	1,405	4%
MEDI	17	-	1,141	1,218	102	2,478	6%
PHAR	-	-	-	36	806	842	2%
SCIE	-	-	-	-	7,364	7,364	18%
Non-Degree (No Faculty)	-	2,407	-	-	-	2,407	6%
Total	2,169	2,407	2,540	1,266	31,602	39,984	100%

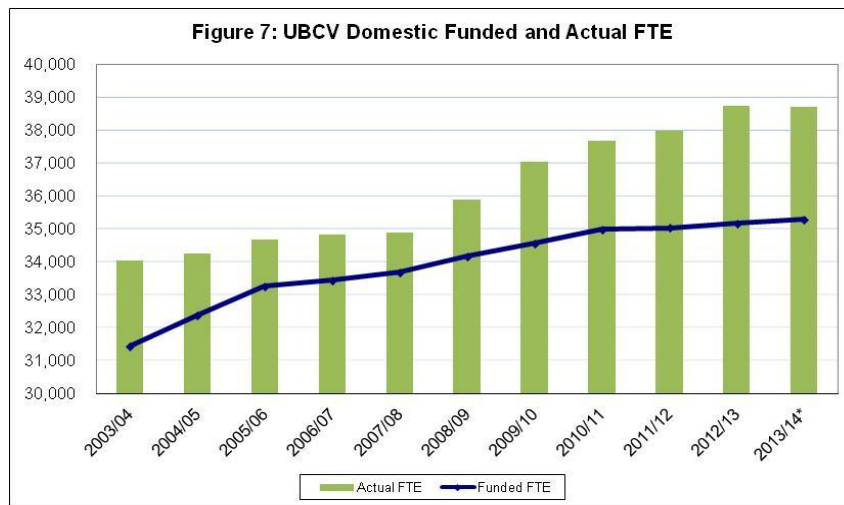
The Faculty of Arts has the highest proportion of undergraduate degree students with 38% of the student population, followed by Science (23%) and Applied Science (14%).



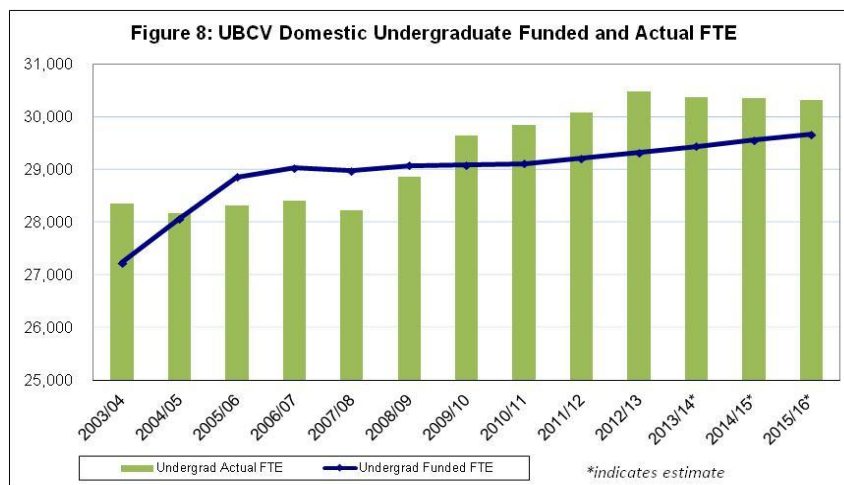
B. Domestic Enrolment: Actual FTEs against Funded Targets

The Government of BC provides funding up to targeted levels for all graduate students, both domestic and international, and for all domestic undergraduate students up to targeted levels. For enrolment planning purposes, this funded and actual enrolment is expressed as "Full-Time Equivalents" (FTEs) and is referred to as the Ministry's target. International undergraduate students who pay full-cost tuition are not included in the target.

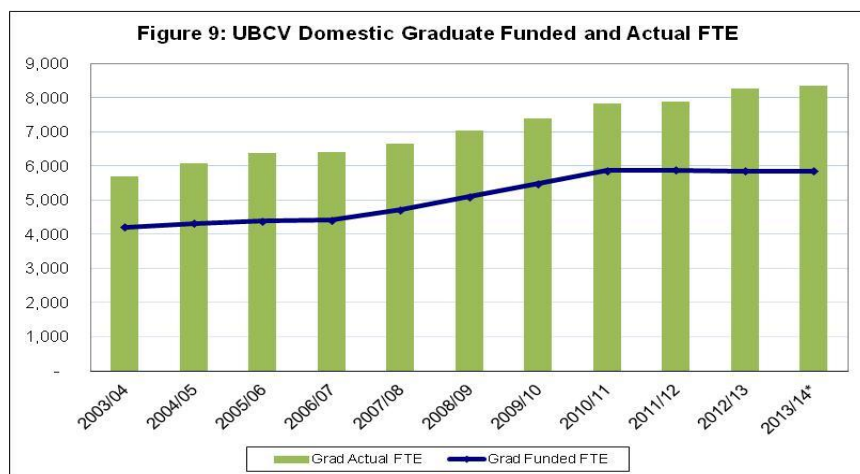
At the Vancouver campus, total enrolment is expected to be above government funded levels by 10% or approximately 3,500 FTEs, primarily due to graduate enrolment.



Starting in 2011/12, the provincial government provided additional undergraduate FTE increases at the Vancouver campus specifically for medical and pharmacy expansion. In 2012/13, additional funding was provided for the midwifery program. We expect that for 2013/14, undergraduate FTE enrolment at the Vancouver campus will be approximately 1,000 FTEs above government funded targets. We estimate that this over-enrolment against targets will decrease slightly over the next three years.



Over the past few years, we have intentionally grown graduate enrolment at the Vancouver campus. This growth was consistent with our strategic plan to continue to build strength as a major global research university, and reflects growing demand in some areas as well as some funded growth between 2007/08 and 2010/11. Graduate enrolment at the Vancouver campus will exceed government funded targets by approximately 2,400 FTEs in 2013/14. Even though UBC has significant unfunded graduate enrolment at the Vancouver campus, the university recognizes the importance of graduate education as an essential component of our research strength and the critical contribution of those with graduate degrees to a knowledge-based economy. As such, we have no plans to decrease graduate enrolment. We will strategically assess graduate enrolment in the longer term, however, considering factors that include our capacity, program and student quality, and workforce uptake.



C. International Enrolment

International enrolment continues to show strong growth at the Vancouver campus. UBC embraces the internationalization of our campus and student body by not only recruiting international students to UBC but also promoting learning opportunities for our students in other countries. Diversity within the student body and learning opportunities abroad will promote intercultural understanding, international engagement and enable our students to collaborate and communicate across communities and continents.

International students at Vancouver, registered in 2013 Winter, are drawn from 151 different countries. Some students undertake degree programs at UBC at either the graduate or undergraduate level while others undertake studies on exchange or as visiting students. Some students pay full cost fees (International Student Initiative, or ISI). In addition, UBC's International Student Initiative unit manages the International Undergraduate Scholars Program in order to attract exceptionally gifted undergraduate students who demonstrate leadership potential and who would be unable to achieve a post-secondary education without financial assistance.

In 2013W, there are 9,372 international students registered at Vancouver representing 19% of the total student enrolment (Table 5). International student enrolment in graduate programs has increased by 2% over last year while international enrolment in undergraduate programs has increased by 16%. International graduate students now represent 31% of the total graduate student population while international undergraduates represent 16% of the total undergraduate student population (Table 4).

Table 4: UBC Vancouver Headcount Enrolment at Nov 1

		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	% Change
Graduate	Domestic	5,358	5,483	5,670	5,761	6,084	6,250	6,386	6,503	6,665	6,907	7,081	7,133	7,048	6,866	-3%
	International	986	1,067	1,241	1,558	1,776	1,890	1,920	1,977	2,059	2,345	2,548	2,827	2,978	3,046	2%
	Total	6,344	6,550	6,911	7,319	7,860	8,140	8,306	8,480	8,724	9,252	9,629	9,960	10,026	9,912	-1%
	% Grad Intl	16%	16%	18%	21%	23%	23%	23%	23%	24%	25%	26%	28%	30%	31%	3%
Undergraduate	Domestic	27,557	29,560	30,219	31,071	31,491	31,759	32,135	32,044	32,426	33,256	33,341	33,357	33,751	33,658	0%
	International	1,359	1,666	1,998	2,474	2,937	3,567	3,688	3,899	4,028	4,424	4,479	4,967	5,461	6,326	16%
	Total	28,916	31,226	32,217	33,545	34,428	35,326	35,823	35,943	36,454	37,680	37,820	38,324	39,212	39,984	2%
	% Ugrad Intl	5%	5%	6%	7%	9%	10%	10%	11%	11%	12%	12%	13%	14%	16%	14%
Intl % of Total		7%	7%	8%	10%	11%	13%	13%	13%	13%	14%	15%	16%	17%	19%	10%

In 2006, international students represented 13% of the total student population at the Vancouver campus (10% at the undergraduate degree program level). In 2013, the proportion of international students has increased to 19% with 16% at the undergraduate degree program level. The proportion of international students at the doctoral level has also increased significantly from 30% in 2006 to 40% in 2013.

Table 5: UBCV 2013W Enrolment by Program Type and Visa Status compared to 2006W

	2006				2013			
	Domestic	Intl	Total	% Intl	Domestic	Intl	Total	% Intl
Diploma & Certificate	2,387	63	2,450	3%	2,039	130	2,169	6%
Doctoral Degree	2,215	941	3,156	30%	2,206	1,472	3,678	40%
Masters Degree	4,171	979	5,150	19%	4,660	1,574	6,234	25%
Non-Degree	1,762	935	2,697	35%	1,371	1,036	2,407	43%
Post-Baccalaureate Degree	2,578	10	2,588	0%	2,522	18	2,540	1%
Residents	824	95	919	10%	1,259	7	1,266	1%
Undergraduate Degree	24,584	2,585	27,169	10%	26,467	5,135	31,602	16%
Total	38,521	5,608	44,129	13%	40,524	9,372	49,896	19%

Source countries for international students have changed from 2006 to 2013 (Table 6 & 7). In 2006, international graduate students from the United States represented 22% of the international graduate student body at Vancouver, followed by China at 18%. For the current 2013 session, graduate students from China now represent 24% of the international student body followed by students from the United States at 20%.

Table 6: International Graduate Enrolment by Country of Citizenship

Country	2006	2006 % of Total	2013	2013 % of Total
China	345	18%	738	24%
United States	428	22%	600	20%
Iran	111	6%	274	9%
India	119	6%	216	7%
Germany	62	3%	86	3%
Mexico	92	5%	86	3%
United Kingdom	70	4%	76	2%
Saudi Arabia	20	1%	61	2%
Korea, South	84	4%	52	2%
Chile	24	1%	48	2%
Japan	60	3%	38	1%
France	23	1%	30	1%
Others	482	25%	741	24%
Total	1,920	100%	3,046	100%

At the undergraduate level, international students from China and the United States represented 18% and 19% of the total international undergraduate population in 2006. Now, in 2013, international undergraduate students from China represent 28% of the total international undergraduate student population.

Table 7: International Undergraduate Enrolment by Country of Citizenship

Country	2006	2006 % of Total	2013	2013 % of Total
China	682	18%	1,785	28%
United States	718	19%	750	12%
Korea, South	363	10%	429	7%
Japan	259	7%	280	4%
India	61	2%	200	3%
Hong Kong	158	4%	187	3%
United Kingdom	116	3%	181	3%
Malaysia	47	1%	178	3%
Indonesia	136	4%	158	2%
Singapore	73	2%	132	2%
Australia	89	2%	91	1%
Saudi Arabia	68	2%	46	1%
Germany	64	2%	84	1%
Others	854	23%	1,825	29%
Total	3,688	100%	6,326	100%

D. International Student Initiative (ISI)

“ISI” refers to international undergraduate students who are in Canada on student or visitor visas and who pay full-cost tuition. ISI includes both degree and non-degree students. Recruitment efforts for ISI students focus primarily on undergraduate direct entry programs¹. Exchange students are not counted in ISI numbers. ISI recruitment strategies for the Vancouver campus continue to be extremely successful showing a 14% increase in overall FTEs for 2013/14 (Table 8). This increase comes at a time when competition for international students continues to grow both nationally and internationally.

Table 8: ISI Undergraduate 30-credit FTE

Program	2010/11	2011/12	2012/13	2013/14 Plan	2013/14 March Forecast
APSC-BASC	491	533	597	654	705
ARTS (BA, BFA, BMUS, BIE)	1,334	1,468	1,633	1,850	1,784
COMM BCOM	502	572	696	783	835
KIN	40	42	48	58	54
FRST All Programs	89	109	140	151	159
LFS All Programs	108	120	128	141	156
SCIE BSC & BCS	376	377	429	477	527
Other (VISI, UNCL, non-direct entry, etc)	101	113	134	134	154
Summer	308	309	387	387	401
Total All	3,348	3,644	4,192	4,635	4,775
% Change over prior year		9%	15%		14%

ISI enrolment in direct entry programs at Vancouver now represents 17% of the total direct entry undergraduate enrolment (Table 9). The proportion of ISI students varies by faculty, as shown below.

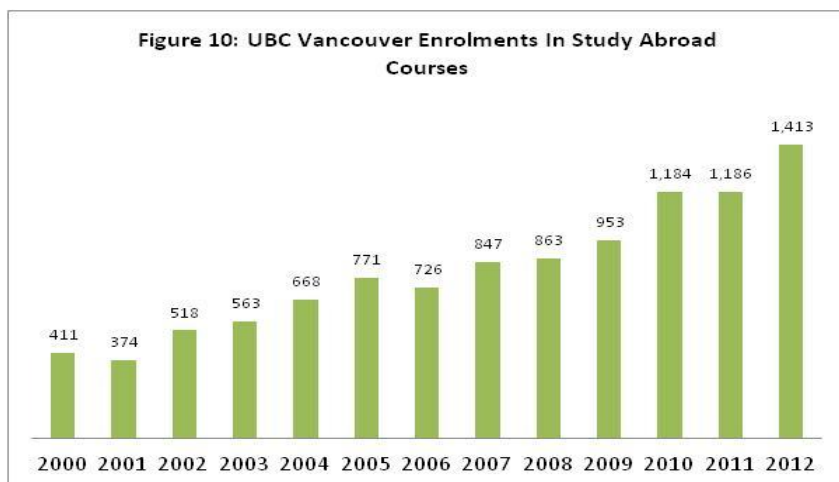
Table 9: ISI FTE as proportion of Total Direct Entry Undergraduate Degree Programs

	2010/11	2011/12	2012/13	2013/14
APSC-BASC	12%	13%	14%	17%
ARTS (BA, BFA, BMUS, BIE)	15%	16%	18%	20%
COMM BCOM	21%	24%	27%	31%
KIN	6%	6%	6%	6%
FRST All Programs	18%	19%	24%	25%
LFS All Programs	12%	12%	12%	14%
SCIE BSC & BCS	6%	6%	7%	9%
Total All	13%	14%	15%	17%

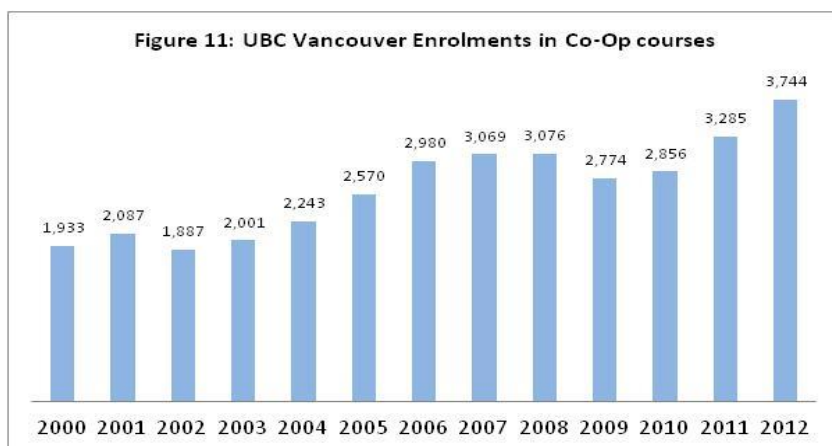
¹ Direct-entry refers to programs where students are able to start at UBC in first year. Many first year students come to UBC directly from a high school but there are also some students who enter into first year at UBC from another post-secondary institution

E. Experiential Learning Opportunities

UBC has also expanded international learning opportunities for students wishing to broaden their educational experience. Study abroad, service learning, research abroad and international co-op and internship programs offer both undergraduate and graduate students experiential learning experiences that promote global awareness, meaningful engagement and cross-cultural understanding. UBC has approximately 150 formal exchange agreements signed with partner institutions in 40 countries across the globe. Students can also learn about global issues first-hand by working on community-based projects in Africa and Latin America. In addition, graduate students undertake research at many institutions world-wide, and some are enrolled in joint international PhD programs. Since 2000, student enrolment in study abroad programs more than tripled (Figure 10). In 2012, approximately 1,400 exchange placements were made representing a 19% increase over 2011.



Co-op placements have also increased significantly since 2000 by 94%. In 2012, there were 3,744 co-op placements at both the graduate and undergraduate level, representing a 14% increase over 2011. The continued increase in study abroad and co-op placements reflects an intentional strategy to increase these experiential learning opportunities for our students.



F. Undergraduate Student Retention

Undergraduate retention is defined as the percentage of first time, first year, full-time, degree-seeking students who register in the following year. Students are considered to have been retained even if they switch degree programs.

At the Vancouver campus, retention rates are high for most programs, consistent with retention rates for highly selective institutions and not surprising given the strong correlation between high admission averages and retention rates. Retention rates vary by faculty, program and visa status (Table 10) but overall, retention rates are 94% for the 2012 cohort.

That said, retention rates for international students have historically been significantly lower than for domestic students and the university has developed focused programs to improve retention especially for international students. Recent enhancements to orientation, transition and student support programs, as well as guaranteed housing for first year students have resulted in improved retention rates for international students with retention at 90% for the 2012 cohort.

Table 10: UBC Vancouver: Retention of first year, full-time, first time students

	2006		2007		2008		2009		2010		2011		2012		
	Domestic	Intl	Domestic	Intl	Domestic	Intl	Domestic	Intl	Domestic	Intl	Domestic	Intl	Domestic	Intl	Total
Applied Science - BASC	89%	80%	88%	77%	88%	91%	88%	76%	91%	82%	95%	90%	96%	93%	96%
Arts - BA	93%	89%	91%	88%	93%	86%	93%	87%	93%	88%	94%	89%	93%	89%	92%
Sauder - BCOM	95%	78%	96%	84%	95%	76%	95%	85%	96%	83%	97%	88%	95%	88%	93%
Kinesiology - BKIN	98%	100%	96%	100%	96%	91%	94%	82%	94%	100%	98%	100%	97%	100%	97%
Forestry - All Programs	81%	70%	71%	91%	81%	93%	84%	92%	80%	78%	76%	69%	85%	85%	85%
LFS - All Programs	85%	75%	92%	80%	90%	79%	91%	82%	94%	78%	96%	81%	96%	94%	95%
Science - BSC	95%	80%	95%	87%	96%	88%	96%	88%	96%	83%	96%	88%	96%	93%	96%
All Programs	93%	84%	92%	86%	93%	85%	93%	85%	94%	85%	95%	88%	95%	90%	94%

G. Graduate Student Completion

Academic progression in the graduate studies realm is generally measured using the following outcomes over a specified time course: degree completion, withdrawal, transfer, or “still registered”. For research-based programs, both completion times and rates may be important indicators of program, environmental, and student quality, although many disciplinary and other complex factors contribute to these outcomes. Disciplinary differences of rates and times at UBC reflect trends observed world-wide,

with recent UBC values of times and rates for doctoral programs ranging from 5.3 years and 71% respectively in the engineering disciplines to 6.3 years and 62% respectively in the humanities. Relative to Canadian universities, UBC has one of the highest PhD completion rates, but has somewhat longer than average PhD completion times.

The following table and graphs represent 6 year outcome data for masters degrees (2003-06 cohorts), and 9 year outcome data for doctoral degrees (2000-03 cohorts).

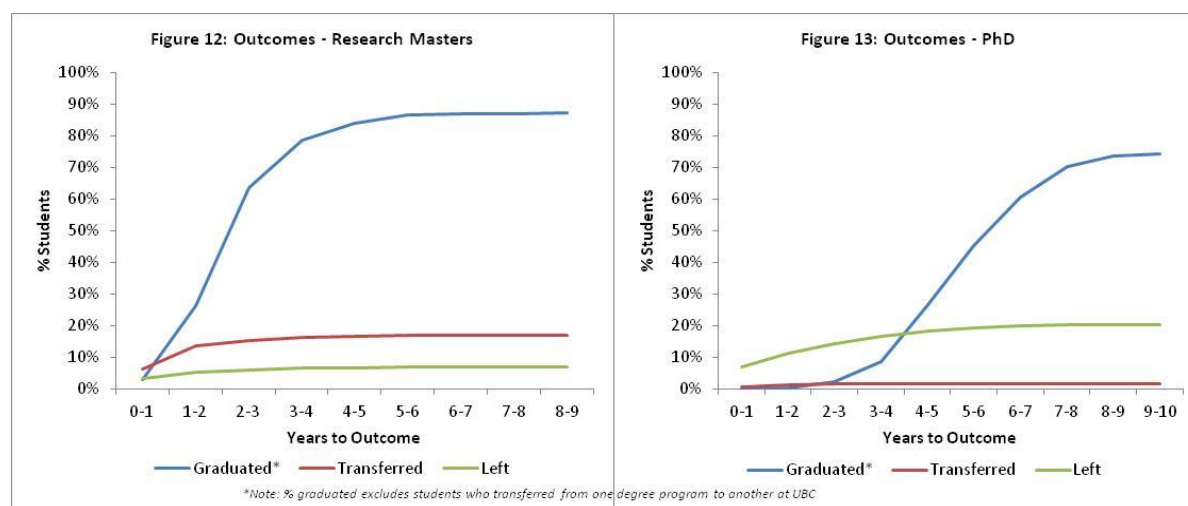


Table 11: Graduate Program Graduation Rates and Average Years to Completion

Degree Level	Program Type	Graduation Rate	Average Years to Graduation
Masters	Research Intensive	87%	2.6
	Thesis Optional	93%	2.3
	Course-Based	80%	2.2
Doctoral	PhD	74%	5.5

In addition to being potentially reflective of sub-optimal systemic attributes of programs or environment, long doctoral completion times have negative impacts in a number of areas: they are costly to both students and the institution, they reduce students' lifetime contribution to the workforce, and they potentially discourage students from even considering doctoral education. These issues are doubly relevant for those disciplines which commonly require completion of a masters degree prior to the PhD, and/or long postdoctoral fellowship times.

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

H. Aboriginal Enrolment

One of the key objectives in the UBC Plan, “Place and Promise” is to expand educational opportunities for Aboriginal people. UBC has developed an Aboriginal Strategic Plan, which includes, among many other goals, initiatives regarding the recruitment and admission of aboriginal students. A copy of the 2012 implementation plan can be found at:

<http://aboriginal.ubc.ca/strategic-plan/2012-implementation-report/>

Historically, university participation rates for Aboriginal Students have been low. In 2005/06, only 37% of Aboriginal secondary school graduates from B.C. high schools proceeded to some form of post-secondary education upon graduation. This compares to a participation rate of 52% for non-Aboriginal students. Examination of the five year transition rates of students who graduated from B.C. high schools between 2002 and 2006 shows that only 16% of aboriginal high school graduates transitioned to a B.C. university compared to 37% of the non-aboriginal participants.²

Every year since 2008, the Ministry of Advanced Education Student Transition Project (STP) produces data which merges undergraduate enrolment records at B.C. post-secondary institutions to B.C. high school records. In addition to the STP dataset, students can self-identify as ‘Aboriginal’ on student surveys, upon admission to the university and on the Student Information System (SIS). By combining data from all these sources, we can get an approximation of Aboriginal student participation rates at UBC. According to these datasets, there are 881 Aboriginal students registered at UBC-V in 2013, representing 2% of the total degree-seeking student population. Aboriginal student participation at both the graduate and undergraduate level remains constant at 2% since 2009.

Table 12 : Aboriginal Student Enrolment at UBC-Vancouver

		2009	2010	2011	2012	2013*
Graduate	Aboriginal	146	165	184	190	199
	Total	9,252	9,629	9,960	10,026	9,912
	% Grad Aboriginal	2%	2%	2%	2%	2%
Undergraduate	Aboriginal	573	670	707	703	682
	Total	37,680	37,820	38,324	39,212	39,984
	% UG Aboriginal	2%	2%	2%	2%	2%
Total UBC Vancouver Aboriginal Enrolment		719	835	891	893	881

**Note that 2013 data is preliminary*

The number of Aboriginal students graduating with a degree from UBC has increased from 117 students in 2010 to 184 students in 2012. Of those who graduated in 2012, 30% graduated with a graduate degree.

² http://www.aved.gov.bc.ca/student_transitions/documents/STP_aboriginal_report.pdf

Table 13 : Aboriginal Student Convocations

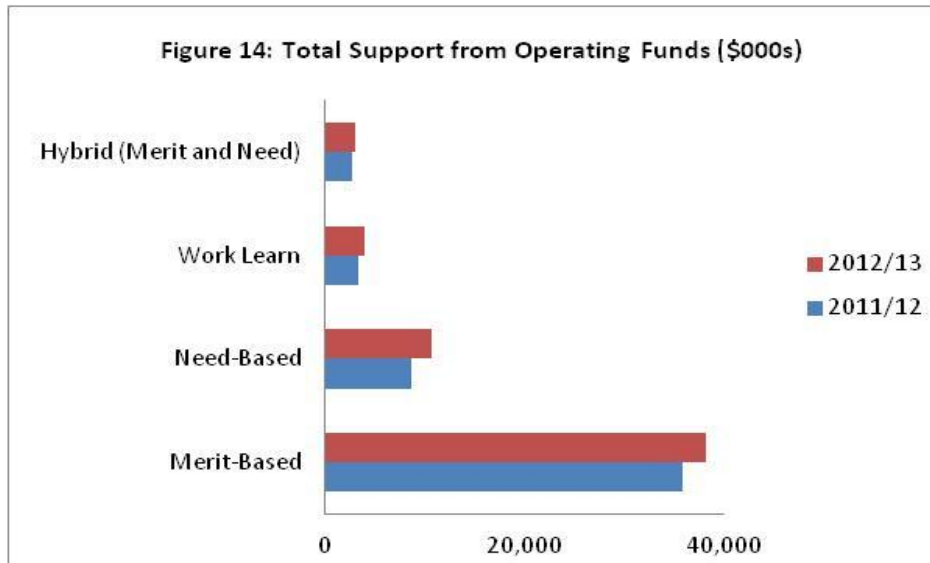
Degree Type	Convocation Year		
	2010	2011	2012
Diploma & Certificate	3	3	4
Graduate Degree	22	30	56
Post-Baccalaureate Degree	29	32	42
Undergraduate Degree	63	91	82
Total	117	156	184

I. Scholarships and Financial Support

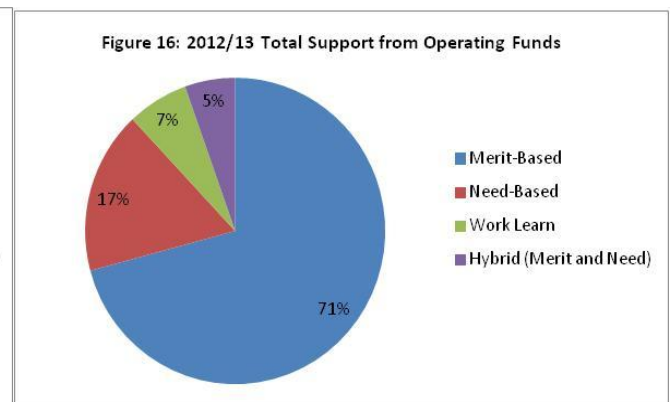
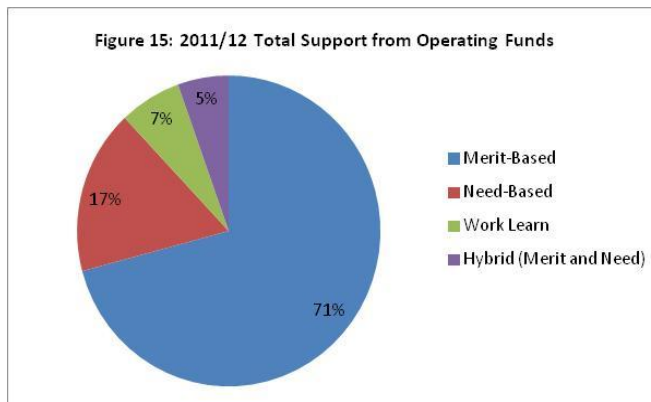
In 2012-13, UBC Vancouver students received total financial assistance of \$202.7 million. Of this amount, financial support from UBC operating funds accounted for \$55.7 million, an increase of \$5.1 million or 10% from the previous year (Table 14). Total bursary or need-based support for Vancouver students amounted to \$12.7 million of which \$10.6 million came from operating funds. Need-based financial support from operating funds increased by 22% from the previous year, while merit-based financial support from operating funds decreased by 6%. The reduction in merit-based support is largely due to the phase-out of the President's Entrance Scholarships and the shift in some of its funding to need-based support.

Table 14: Type of Support (Amounts in \$000s) - Domestic and International Students

	2011/12	2012/13	% Change
Merit-Based			
Graduate	28,918	32,217	11%
Undergraduate	6,926	5,886	-15%
Total Merit-Based	35,844	38,104	6%
Need-Based			
Graduate	855	889	4%
Undergraduate	7,815	9,694	24%
Total Need-Based	8,670	10,583	22%
Work Learn			
Graduate	536	745	39%
Undergraduate	2,796	3,217	15%
Total Work Learn	3,332	3,963	19%
Hybrid Awards			
Undergraduate	2,753	3,009	9%
Total Support from Operating Funds	50,599	55,658	10%



Figures 15 and 16 below show the relative share of each type of support for the years 2011/12 and 2012/13.



J. Ethno-racial distribution of new undergraduate degree students

For the past four years, we have surveyed New to UBC undergraduate direct entry and transfer students in order to measure characteristics of our incoming students, including their expectations prior to their arrival at UBC. Approximately 52% of all new incoming direct entry students responded to the survey in 2013.

At the Vancouver campus, ethno-racial distributions vary between the direct entry and transfer cohorts. Approximately one-third of direct entry students at Vancouver self-identify as “White” and 36% self-identify as “Chinese”. For the transfer cohort, 42% self-identify as “White” and 24% as “Chinese”.

Table 15 : New to UBC (NUBC) Student Survey - Ethno-racial distributions

	Direct Entry					Transfer				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Aboriginal	1%	1%	1%	1%	1%	2%	2%	3%	2%	3%
Arab	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Black	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
Chinese	35%	32%	33%	35%	36%	19%	18%	21%	23%	24%
Filipino	2%	2%	2%	2%	3%	3%	2%	2%	3%	4%
Japanese	2%	1%	2%	2%	2%	1%	1%	1%	1%	1%
Korean	7%	6%	5%	4%	4%	3%	3%	2%	2%	3%
Latin American	2%	2%	2%	2%	2%	3%	2%	2%	4%	3%
South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	6%	6%	7%	8%	7%	5%	3%	3%	4%	5%
Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)	3%	3%	4%	4%	4%	3%	2%	2%	3%	4%
West Asian (e.g., Iranian, Afghan, etc.)	2%	2%	2%	1%	2%	2%	2%	1%	2%	2%
White	34%	37%	33%	31%	29%	51%	56%	51%	49%	42%
Other	5%	6%	6%	6%	7%	7%	6%	8%	5%	8%

K. Geographic location of new undergraduate degree students

The vast majority of new domestic undergraduate degree students at the Vancouver campus are from BC secondary and post-secondary institutions (77% in 2013, Table 16). In addition to domestic students living in BC and the rest of Canada, UBC also attracts domestic students who are living abroad (8%). One of UBC's goals is to increase the proportion of domestic students from other Canadian provinces and yet this remains largely unchanged over the past five years.

The majority of new international undergraduate degree students are from international locations (71% in 2013). UBC also attracts international students who are studying in secondary schools and colleges in BC and other Canadian provinces. Recruitment strategies for international students will continue to focus on international students who are living outside Canada, particularly in the following areas: India, Brazil, the United Kingdom, and countries in Southeast Asia and the Middle East. UBC also remains committed to recruiting in Africa where the numbers of international students are also increasing.

Table 16: UBC Vancouver: Geographic Location of New Direct Entry Students

Domestic	2006	2007	2008	2009	2010	2011	2012	2013
BC Post-Secondary	26%	24%	26%	23%	22%	21%	21%	22%
BC Secondary	54%	57%	55%	55%	56%	56%	55%	54%
Canada Post-Secondary (excl. BC)	5%	5%	5%	5%	5%	4%	5%	4%
Canada Secondary (excl. BC)	7%	7%	6%	9%	8%	9%	9%	9%
International Post-Secondary	2%	2%	2%	2%	2%	2%	2%	1%
International Secondary	5%	5%	5%	5%	6%	7%	6%	7%
Other	2%	1%	1%	1%	2%	1%	2%	2%
International	2006	2007	2008	2009	2010	2011	2012	2013
BC Post-Secondary	32%	28%	24%	19%	15%	17%	18%	16%
BC Secondary	10%	13%	11%	13%	14%	13%	9%	9%
Canada Post-Secondary (excl. BC)	1%	1%	1%	1%	2%	1%	0%	1%
Canada Secondary (excl. BC)	1%	2%	1%	4%	4%	4%	4%	4%
International Post-Secondary	11%	11%	10%	9%	9%	8%	9%	10%
International Secondary	44%	45%	53%	54%	55%	57%	61%	61%
Other	1%	1%	0%	0%	0%	0%	0%	0%

III. Admissions

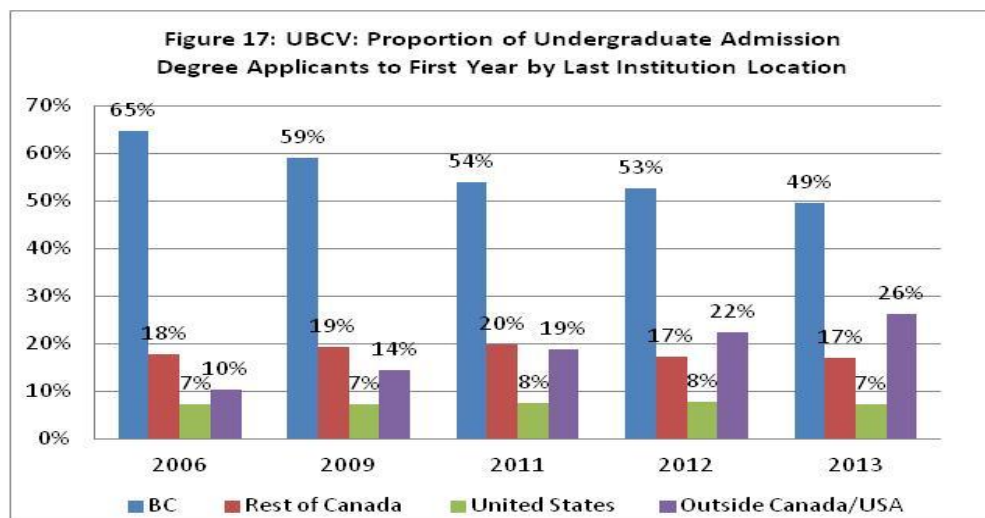
A. Undergraduate Applicant Pool

Demand for undergraduate programs at the Vancouver campus continues to increase, primarily due to international applicants. The number of applicants, for admission into first year, who completed their application to UBC increased by 9% (2013 compared to 2012). Conversely, transfer applicants from other post-secondary institutions decreased by 2% over last year. Yield rates for both groups decreased slightly compared to last year.

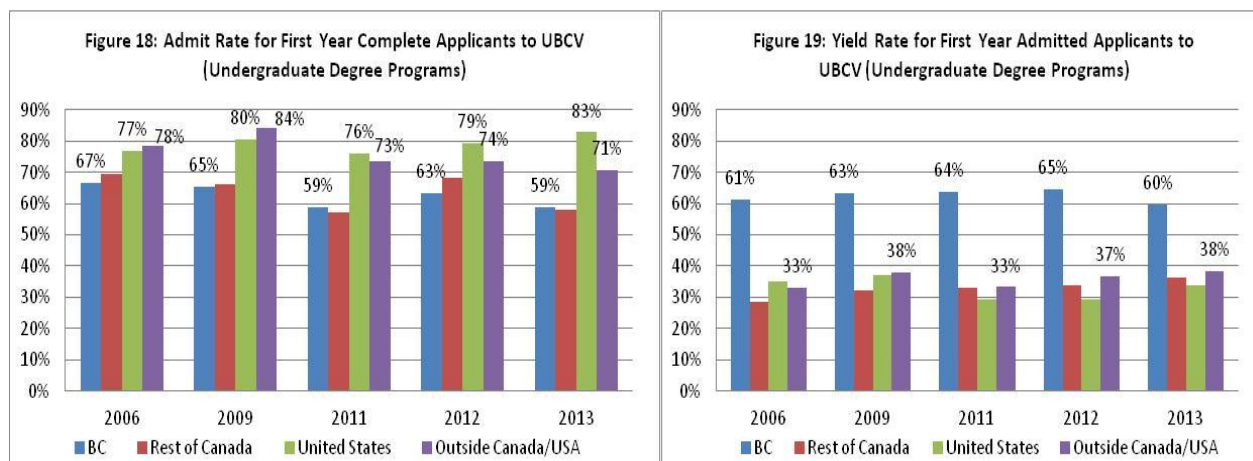
Table 17 : Undergraduate Degree Program Admission Applicants to UBC-Vancouver

First Year	2006	2007	2008	2009	2010	2011	2012	2013
Completed Applicants	14,034	14,785	15,499	16,422	17,868	18,934	18,207	19,895
Admitted	9,693	10,520	11,085	11,382	11,108	11,832	12,331	12,658
Registered	4,849	4,950	5,268	5,782	5,451	5,709	6,071	5,993
% Admitted	69%	71%	72%	69%	62%	62%	68%	64%
Yield Rate	50%	47%	48%	51%	49%	48%	49%	47%
Transfer								
Completed Applicants	3,839	3,738	3,398	3,623	3,759	4,197	3,801	3,747
Admitted	2,622	2,714	2,517	2,441	2,155	2,235	2,378	2,256
Registered	1,850	1,938	1,763	1,769	1,597	1,648	1,800	1,670
% Admitted	68%	73%	74%	67%	57%	53%	63%	60%
Yield Rate	71%	71%	70%	72%	74%	74%	76%	74%

In 2013, first year applicants from B.C. schools represent 49% of the total applicant pool compared to 65% in 2006. The actual number of BC applicants to first year programs increased slightly (from 9,077 in 2006 to 9,839 in 2013) but proportions have changed dramatically due to the large increase in the number of international applicants from outside Canada and the United States. The proportion of applicants from outside Canada and the United States increased from 10% of the pool in 2006 to 26% of the pool in 2013.



Yield rates for admitted applicants vary by location of their last institution. Applicants from B.C. institutions have the highest yield rate at 60%, although this yield rate has decreased over the past three years. Despite increased competition for international applicants, UBC continues to meet its enrolment objectives and yield rates for applicants outside Canada has increased over the past three years from 33% in 2011 to 38% in 2013.



In 2013, applicant demand for engineering and kinesiology programs increased by 18% and 16% respectively. Applicants for science programs increased by 9%, followed by business at 8% and arts at 7%. After significant double-digit increases from 2010 to 2012, demand for Land and Food System programs increased by 1% in 2013. The only program to experience a decline in the applicant pool was Forestry with a 4% decrease over 2012.

B. Broad Based Admissions

The 2013 admission cycle represented the second year where all direct-entry applicants to the UBC Vancouver campus were required to submit a personal profile for consideration in the undergraduate admission decision. Although grades still play a very important role in selecting the incoming class of UBC students, the use of the personal profile allows for a more holistic admissions evaluation. The profile consists of 3-5 short answer questions where applicants identify significant personal or academic experiences, describing what they have learned from their experiences.

Personal profiles are scored by two readers against a faculty-specific rubric. Readers are mostly UBC faculty and staff. To prevent against bias, profiles are scored via a “blind read”; readers are unaware of the applicant’s identity, where they go to school, what their grades are, and the extent to which the profile score will impact the admission decision. If the readers’ scores differ by too wide a margin, a third read is initiated. In total, 41,509 reads of applicant personal profiles were conducted to select the 2013 incoming class of UBC students. The applicant’s personal profiles scores are combined with his/her admission average to determine competitiveness within the applicant pool and to render an admission decision.

In 2013, the mean admission average of a first-year student on the Vancouver campus was 89.5%. This figure increased slightly over the previous year. Admission averages vary by program and visa type and are shown below in Table 18.

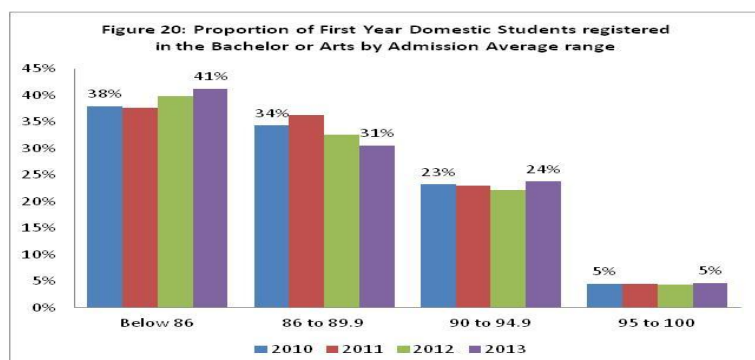
Table 18: Mean Admission Average for 1st year Students admitted to Undergraduate Direct Entry Programs

		2006		2007		2008		2009		2010		2011		2012		2013	
		Domestic	Intl	Domestic	Intl	Domestic	Intl	Domestic	Intl	Domestic	Intl	Domestic	Intl	Domestic	Intl	Domestic	Intl
APSC	BASC	86.4	87.5	85.6	89.0	85.6	88.7	87.2	89.3	88.7	89.9	89.4	90.8	90.4	91.6	91.7	91.5
ARTS	BA	85.5	86.2	85.4	86.5	84.7	86.1	85.7	86.8	87.2	87.8	87.1	87.9	87.1	87.6	87.1	87.7
	BIE															91.8	90.3
	BMUS	85.5	73.0	85.1	76.8	81.7	89.0	81.0	87.6	85.4	85.0	86.6	87.0	86.9	91.7	87.9	84.8
COMM	BCOM	89.5	88.1	89.5	88.7	89.7	89.0	90.3	89.9	90.6	90.0	91.3	89.9	91.7	91.2	92.2	90.5
EDUC	BKIN	87.3	90.9	86.1	87.3	86.1	85.4	87.6	88.1	89.2	88.2	88.2	85.5	88.2	88.3	89.6	88.6
FRST	BSCN	81.3	82.3	82.6	82.2	82.6	85.0	83.8	84.3	82.9	87.4	84.0	86.2	83.9	84.0	85.3	86.0
	BSCW	77.9	76.8	76.6	82.9	78.6	79.7	81.3	76.3	82.3	77.8	80.0	79.9	84.2	85.7	83.3	85.2
	BSF	77.5	76.7	79.2	76.9	77.4	78.3	76.6	80.9	78.5	81.8	80.4	81.2	80.7	82.3	80.5	82.4
	BSFS			75.1	79.0	76.7	81.8	80.5	86.9	80.6	82.3	79.2	77.5	78.3	79.2	79.2	78.2
LFS	BSAB							85.9	99.9	88.9	90.4	88.1	91.2	89.5	90.4	88.8	89.8
	BSFN	83.4	83.2	83.7	85.4	83.2	85.0	85.5	87.6	88.1	89.1	87.6	88.5	87.3	89.3	89.0	89.8
SCIE	BSC	90.9	90.3	90.2	89.8	89.8	90.5	91.0	91.5	91.7	91.2	91.9	91.3	92.1	91.5	91.9	91.7
All Programs		87.2	86.6	86.9	87.2	86.5	87.3	87.8	88.3	88.9	88.8	89.1	89.0	89.3	89.3	89.5	89.5

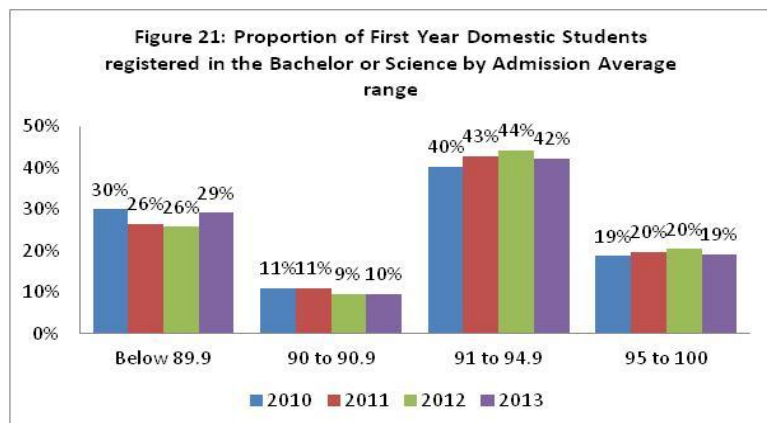
Note: only includes students admitted to first year directly from a high school

UBC's increased use of broader criteria continues to be well received by schools on both a local and a national level. Nevertheless, some applicants and schools struggle with the idea that a formerly empirical and quantitative admission decision (i.e. based solely upon an academic average) is now made with an element of subjectivity.

The use of the personal profile was implemented primarily to increase access to UBC for qualified students using a holistic assessment approach. We would therefore expect that some students with slightly lower grades but strong profile scores may gain admission while some with higher grades and weaker profiles may be refused admission. Faculties have employed the use of broad based admission criteria for some groups of students for a number of years but in 2012, UBC implemented the use of the personal profile for all applicants to first year programs. As seen in Figure 20 below, prior to 2012, approximately 38% of the first year domestic BA class had admission averages below 86% (which was the admission GPA cut off in 2011). In 2013, this proportion has increased to 41%. The proportion of students between 91% and 100% has remained constant but students in the 86% to 89.9% range have been displaced by students with slightly lower averages.



We see similar patterns for students registered in the Bachelor of Science Program. In 2011, the admission GPA cut-off for entry into Science was 90% and 26% of the first year domestic cohort had mean averages below 90%. By 2013, the proportion has increased to 29% while proportions of students in the high GPA ranges have decreased.



IV. Strategic Initiatives

A. Enrolment planning

Enrolment targets for the next five years reflect the long-term enrolment strategy developed by Deans & Associate Deans in conjunction with the Provost's Office. In the absence of additional government funding, undergraduate domestic enrolment at the Vancouver campus will gradually decrease while remaining over government funded levels by approximately 600 FTEs by 2016/17 (Table 19). Intake targets for undergraduate ISI students are still under consideration and will be submitted to the Senate Admissions Committee for approval once we have agreement on the numbers. We expect that overall graduate enrolment will remain relatively constant.

With respect to undergraduate admissions and recruitment, we plan to increase efforts to better support BC students in accessing UBC. These supports include increased UBC advisor visits to local high schools, additional outreach to secondary school counsellors, better access to information about how admission decisions are made, and online webinars to help students prepare their personal profiles.

B. Vantage College

UBC Vantage College will accept its first cohort of 300 International Program students in August 2014. Students will choose from three academic streams, equivalent to the first year of a Bachelor of Arts or Bachelor of Science program in Computational Sciences, Physical Sciences or Global Citizenship. Those who successfully complete the 12 month program will transition directly into the second year of an Arts or Science degree.

Although UBC is already a leader in international education, the structure of the International Program at UBC Vantage College will allow students from a greater diversity of backgrounds to study at UBC. The program will integrate additional English language and cultural transition support into its curriculum, allowing academically outstanding students who need additional academic English and cultural transition support to pursue a degree here. UBC Vantage College students will live in on-campus residences, have access to a wide range of student awards, and be supported by the full breadth of services and facilities available to all UBC undergraduate students.

Diversifying the UBC student population by bringing in students from a wider range of countries and school systems, different educational backgrounds and perspectives, will provide even richer educational experience and global learning opportunities for all UBC students.

UBC Vantage College has also been mandated as a 'living lab', a place of innovation and excellence in teaching and learning using leading pedagogical, administrative and ethnological approaches to better understand how international students learn. The core faculty, mostly tenure-track PhD's with cross-appointments to the relevant UBC departments, have been selected for teaching excellence. A core team is now in place and will spend this academic year developing innovative curriculum and pedagogy.

Target enrolment for 2015/16 will be 600 students and at steady-state (i.e., 2016/17 onwards) there will be 1,000 students enrolled in the program.

C. Bachelor of International Economics (BIE)

The Bachelor of International Economics (BIE) is a new degree program in the Faculty of Arts, introduced with the creation of the Vancouver School of Economics. The BIE program, offered with the Sauder School as a supporting partner prepares students to understand, and build a career in, the global economy of the 21st century. Students completing the BIE program may work in the public sector, non-government organizations, or the private sector as economists with empirical and analytical skills. The program provides an education that builds a global perspective on economics through both the curriculum and the composition of the student body.

Despite a relatively late start in recruiting for the program, which was only approved in December 2012, applications for the program were strong – a total of 420 completed applications. The target enrolment for the program was 82 students split evenly between domestic and international. A total of 84 students registered in the program (43 domestic students and 41 international). Approximately 39% of both domestic and international applicants were admitted to the program. One challenge for this first year of operation of this unique program was to estimate the yield rates. The yield rate for domestic students was 49% (compared to 59% for the BA and 60% for the BCOM program). The yield rate for international students was 35% compared to BA at 38% and BCOM at 48%. Mean admission averages for all first year programs can be found in Table 18 above.

V. Appendices


Table 19: UBCV Undergraduate Program Normal Load FTE Forecast (Domestic)								
	2010/11	2011/12	2012/13	2013/14	2013/13	2014/15	2015/16	2016/17
Faculty				Nov 1	March Forecast			
APSC	3,356	3,393	3,480	3,383	3,367	3,296	3,276	3,251
ARTS	7,485	7,560	7,646	7,662	7,449	7,283	7,209	7,180
COMM	2,338	2,316	2,377	2,246	2,324	2,299	2,263	2,228
DENT	346	334	331	334	330	318	314	310
EDUC	1,937	1,774	1,731	1,857	1,837	1,867	1,875	1,870
FRST	398	454	434	465	470	495	522	535
LAW	519	540	528	550	539	532	530	530
LFS	827	916	954	956	934	946	938	925
MEDI	1,093	1,137	1,179	1,221	1,241	1,269	1,271	1,270
PHAR	497	673	741	806	806	868	879	879
SCIE	5,453	5,450	5,644	5,821	5,636	5,740	5,808	5,843
Non-Degree	2,085	2,195	2,121	2,145	2,154	2,154	2,154	2,154
ALL UG Programs	26,334	26,742	27,165	27,447	27,087	27,067	27,039	26,975
Summer	3,514	3,326	3,311	3,274	3,274	3,274	3,274	3,274
Total Winter plus Summer	29,848	30,068	30,476	30,721	30,362	30,341	30,314	30,249
Funded	29,110	29,214	29,323	29,437	29,437	29,551	29,665	29,665
Actual - Funded FTE	738	854	1,153	1,284	925	790	649	584

Table 20: UBCV Headcount Enrolment by Faculty and Degree Program

		2012			2013		
		Domestic	Intl	Total	Domestic	Intl	Total
Applied Science	Bachelor of Applied Science	3,591	593	4,184	3,550	686	4,236
	Bachelor of Environmental Des.	45	6	51	49	7	56
	Bachelor of Science in Nursing	238	3	241	234	5	239
	Doctor of Philosophy	303	324	627	309	314	623
	MA (Asia Pacific) and MAP	2	1	3	1	1	2
	Master of Adv.Studies in Arch.	6	10	16	4	8	12
	Master of Applied Science	210	195	405	178	215	393
	Master of Architecture	139	28	167	134	33	167
	Master of Arts (Planning)	49	11	60	47	7	54
	Master of Engineering	180	109	289	194	119	313
	Master of Landscape Arch	37	18	55	38	18	56
	Master of Nursing	30	-	30	31	-	31
	Master of Science	1	2	3	4	2	6
	Master of Science (Planning)	14	6	20	22	6	28
	Master of Science in Nursing	136	4	140	127	4	131
	Master of Software Systems	-	-	-	13	35	48
	Master,Adv.Stud Landscape Arch	2	4	6	2	4	6
	Total	4,983	1,314	6,297	4,937	1,464	6,401
Arts	Bachelor of Arts	9,332	1,979	11,311	9,051	2,186	11,237
	Bachelor of Fine Arts	235	39	274	236	36	272
	Bachelor of Intl Economics	-	-	-	43	41	84
	Bachelor of Music	243	16	259	251	19	270
	Bachelor of Social Work	77	-	77	100	1	101
	Certificate of Advanced Study	2	-	2	1	-	1
	Combined M.A.S. & M.L.I.S.	31	18	49	29	15	44
	Dip.Collab.Piano Studies	1	-	1	-	-	-
	Dip.Music Perf.Studies	5	-	5	5	-	5
	Diploma in Art History	20	3	23	18	4	22
	Diploma in Film Production	3	-	3	1	-	1
	Diploma in Linguistics	7	1	8	8	1	9
	Doctor of Musical Arts	21	13	34	23	9	32
	Doctor of Philosophy	458	262	720	420	273	693
	MA (Asia Pacific) and JD	-	1	1	-	1	1
	MA (Asia Pacific) and MAP	-	-	-	1	-	1
	Master of Archival Studies	21	11	32	23	8	31
	Master of Arts	267	148	415	262	145	407
	Master of Arts (Asia Pacific)	27	16	43	28	11	39
	Master of Fine Arts	214	24	238	206	27	233
	Master of Journalism	50	12	62	58	13	71
	Master of Library & Info Stud	130	54	184	115	56	171
	Master of Music	47	21	68	49	18	67
	Master of Science	21	6	27	16	9	25
	Master of Social Work	70	5	75	75	6	81
	Total	11,282	2,629	13,911	11,019	2,879	13,898
College of Interdisc. Studies	Doctor of Philosophy	143	59	202	-	-	-
	MA (Asia Pacific) and JD	1	-	1	-	-	-
	Master of Arts	3	-	3	-	-	-
	Master of Arts (Asia Pacific)	1	-	1	-	-	-
	Master of Science	111	39	150	-	-	-
	Master of Software Systems	12	26	38	-	-	-
	Total	271	124	395	-	-	-

		2012			2013		
		Domestic	Intl	Total	Domestic	Intl	Total
Commerce	Bachelor of Bus in Real Estate	13	-	13	15	-	15
	Bachelor of Commerce	2,312	844	3,156	2,329	1,015	3,344
	Cert in Residential Valuation	-	-	-	49	-	49
	Combined J.D. & M.B.A.	1	-	1	1	-	1
	Diploma in Accounting	481	92	573	524	113	637
	Diploma in Urban Land Econ.	843	5	848	732	3	735
	Doctor of Philosophy	27	45	72	27	38	65
	Executive MBA	38	2	40	47	3	50
	Master of Business Admin.	209	108	317	208	117	325
	Master of Management	53	26	79	36	30	66
	Master of Scie(Business Admin)	7	13	20	3	16	19
	MBA International	6	70	76	6	74	80
	PG Cert Real Prop Valuation	234	4	238	231	2	233
	Total	4,224	1,209	5,433	4,208	1,411	5,619
Dentistry	B.D.Sc.(Dental Hygiene)	216	4	220	193	5	198
	Combined MSC/Dip Endodontics	6	3	9	7	4	11
	Combined MSC/Dip Orthodontics	9	-	9	9	1	10
	Combined MSC/Dip PediatricDent	9	-	9	9	-	9
	Combined MSC/Dip Periodontics	9	-	9	8	1	9
	Combined MSC/Dip Prosthodontic	9	1	10	10	1	11
	Combined PHD/Dip Orthodontics	-	-	-	1	-	1
	Combined PHD/Dip Periodontics	1	2	3	1	1	2
	Combined PHD/Dip Prosthodontic	-	-	-	1	-	1
	Comined PHD/Dip. Endodontics	-	1	1	-	-	-
	Doctor of Dental Medicine	212	-	212	217	-	217
	Doctor of Philosophy	3	2	5	3	1	4
	Master of Science	12	1	13	14	5	19
	Residents	12	-	12	12	-	12
	Total	498	14	512	485	19	504
Education	Bachelor of Educ (Elementary)	302	-	302	280	3	283
	Bachelor of Educ (Middle)	19	-	19	19	-	19
	Bachelor of Educ (Sec)	281	3	284	315	1	316
	Bachelor of Human Kinetics	81	4	85	24	1	25
	Bachelor of Kinesiology	873	54	927	1,006	63	1,069
	Cert.Tech Based Distr.Learning	17	2	19	23	1	24
	Cert.Tech.Learning for Schools	10	-	10	5	-	5
	Diploma in Education	423	1	424	425	6	431
	Doctor of Education	52	1	53	42	-	42
	Doctor of Philosophy	270	72	342	268	81	349
	Master of Arts	223	36	259	225	33	258
	Master of Educ Technology	283	17	300	279	9	288
	Master of Education	682	68	750	654	74	728
	Master of Human Kinetics	2	-	2	-	-	-
	Master of Kinesiology	14	3	17	14	5	19
	Master of Museum Education	4	13	17	7	8	15
	Master of Science	18	3	21	19	2	21
	Total	3,554	277	3,831	3,605	287	3,892
Forestry	Bach of Sci(Wood Prods Proc)	84	45	129	75	54	129
	Bach of Scie(Naturl Res Cons)	247	70	317	266	80	346
	Bachelor of Science Forestry	144	40	184	172	53	225
	Bachelor of Science(Forest Sc)	65	16	81	61	18	79
	Doctor of Philosophy	63	64	127	65	67	132
	Master of Applied Science	2	4	6	-	5	5
	Master of Forestry	9	4	13	9	3	12
	Master of Science	46	24	70	41	25	66
	Master Sustainable Forest Mgt	10	4	14	10	4	14
	Total	670	271	941	699	309	1,008

		2012			2013		
		Domestic	Intl	Total	Domestic	Intl	Total
Graduate Studies	Doctor of Philosophy	89	25	114	76	21	97
	Master of Arts	18	-	18	18	1	19
	Master of Science	24	7	31	7	-	7
	Master of Science (Planning)	1	-	1	-	-	-
	Total	132	32	164	101	22	123
Law	Doctor of Philosophy	37	17	54	33	17	50
	Juris Doctor	558	7	565	551	13	564
	Master of Laws	21	15	36	21	14	35
	Master of Laws (Common Law)	13	2	15	14	4	18
	Total	629	41	670	619	48	667
Land and Food Systems	Bachelor of Scie (Agroecology)	13	-	13	5	-	5
	Bachelor of Scie (FNH)	849	111	960	796	128	924
	Bachelor of Scie (Global Res)	95	18	113	97	15	112
	Bachelor of Science (APBI)	272	36	308	310	54	364
	Doctor of Philosophy	27	26	53	27	27	54
	Master of Food & Res. Economic	12	16	28	8	17	25
	Master of Food Science	8	14	22	5	18	23
	Master of Land & Water Systems	-	-	-	3	-	3
	Master of Science	56	26	82	52	20	72
	Total	1,332	247	1,579	1,303	279	1,582
Medicine	Bachelor of Medical Lab Scie	38	1	39	46	1	47
	Bachelor of Midwifery	48	-	48	55	-	55
	Combined M.D. & Ph.D.	18	-	18	20	-	20
	Doctor of Medicine	1,082	1	1,083	1,120	1	1,121
	Doctor of Philosophy	298	87	385	409	156	565
	Grad Cert in Rehab Sciences	18	-	18	17	-	17
	Master Health Administration	78	2	80	77	5	82
	Master of Health Science	33	6	39	32	4	36
	Master of Occupational Therapy	96	3	99	101	6	107
	Master of Physical Therapy	237	-	237	237	-	237
	Master of Public Health	62	10	72	61	11	72
	Master of Rehab Science	56	1	57	48	1	49
	Master of Science	269	36	305	358	69	427
	Residents	1,177	9	1,186	1,211	7	1,218
	Total	3,510	156	3,666	3,792	261	4,053
Pharmacy	Bachelor of Science(Pharmacy)	739	-	739	806	-	806
	Doctor of Pharmacy	16	-	16	16	-	16
	Doctor of Philosophy	14	16	30	11	21	32
	Master of Science	16	9	25	22	6	28
	Residents	34	-	34	36	-	36
	Total	819	25	844	891	27	918
Science	Bachelor of Computer Science	116	7	123	175	11	186
	Bachelor of Science	6,476	531	7,007	6,522	656	7,178
	Doctor of Philosophy	452	437	889	474	446	920
	Master of Applied Science	6	1	7	10	2	12
	Master of Arts	9	7	16	10	3	13
	Master of Engineering	2	-	2	1	-	1
	Master of Science	284	201	485	302	212	514
	Total	7,345	1,184	8,529	7,494	1,330	8,824
Non-Degree	Access Studies	240	32	272	176	28	204
	Exchange	8	677	685	12	729	741
	Qualifying	2	-	2	-	-	-
	Unclassified	1,103	39	1,142	1,001	51	1,052
	Visiting	197	168	365	182	228	410
	Total	1,550	916	2,466	1,371	1,036	2,407
UBCV Total		40,799	8,439	49,238	40,524	9,372	49,896

Open Access Position Statement

Prepared by the UBC Scholarly Communications Steering Committee, March 18, 2013

Whereas:

- A. One of the enduring goals of the University of British Columbia is to create and disseminate knowledge;
- B. UBC is committed to disseminating the research performed at the university in ways that make it widely accessible, while protecting the intellectual property rights of its authors;
- C. Changes in technology offer opportunities for new forms of both creation and dissemination of scholarship through Open Access; which is broadly defined as free availability and unrestricted use of scholarly works;
- D. Open Access also offers opportunities for UBC to fulfill its mission of creating and preserving knowledge in a way that opens disciplinary boundaries and facilitates sharing knowledge more freely with the world; and
- E. UBC has operated an Open Access repository since 2007 in cIRcle which is operated and maintained by the University Library.

The Senates of the Okanagan and of the Vancouver Campus endorse the following statements.

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

Open Access Position Statement: the Context

The Statement was prepared by the UBC Scholarly Communications Steering Committee
Co-Chairs: Ingrid Parent, University Librarian; Wesley Pue, Professor, Law Faculty

Background

- The Provost at UBC Vancouver establishes the Scholarly Communications Steering Committee¹ in September 2010 in response to recommendations from the *Canadian University Publishing in a Digital Age Symposium* (hosted by David Farrar at UBC in March 2010) and the earlier UBC Library-based Scholarly Communications Steering Committee.
- Purpose of the Committee is to create a wider forum for discussion and consideration of changes to the system of scholarship and to recommend appropriate action.
- In 2010, the Committee reflects UBC's commitment to develop a campus strategy to:
 - enhance UBC's scholarly communications on global issues
 - increase the quality and impact of UBC's research and scholarship
 - support mechanisms to enhance knowledge exchange and mobilization
 - support making UBC's research open and accessible
- Currently, UBC's strategic plan envisions²:
 - "Being a world leader in knowledge exchange and mobilization"
 - "Develop a system for making UBC research accessible in digital repositories, especially open access digital repositories"
 - "Draft statement of Open Access principles ..."
- UBC Library Strategic Plan³:
 - "Increase the impact of UBC research by making it widely available in open access digital repositories"
 - "Develop cIRcle⁴ into a showcase for research ..."

Open Access

"Open-access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions. What makes it possible is the internet and the consent of the author or copyright-holder."⁵

Some Benefits of Open Access⁶

- For researchers:
 - Increases the visibility, readership and impact of researchers' work
 - Increases the ability of readers to find and use relevant literature
 - Presents enhanced opportunities for interdisciplinary research
- For educational institutions:
 - Contributes to the core university mission of advancing and disseminating knowledge
 - Democratizes access to knowledge for all educational institutions
 - Enriches the quality of student education
- For the public:
 - Provides access to previously unavailable (and frequently publicly funded) research materials
 - Can create a better-educated public

¹ <http://scholcomm.ubc.ca/what-is-scholarly-communications/>

² The UBC Plan, Research Excellence: <http://strategicplan.ubc.ca/the-plan/research-excellence/>

³ UBC Library Strategic Plan 2010-2015: <http://about.library.ubc.ca/strategic-plan/strategic-directions/research/>

⁴ UBC's digital open access repository: <http://circle.ubc.ca/>

⁵ Peter Suber. A Very Brief Introduction to Open Access: <http://legacy.earlham.edu/~peters/fos/brief.htm>

⁶ The Scholarly Publishing and Academic Resources Coalition (SPARC). Why Open Access? <http://www.sparc.arl.org/resources/open-access/why-oa>
See also: Duke University Libraries. Benefits to Open Access: <http://library.duke.edu/openaccess/benefits.html>

Open Access Funder Mandates/Policies⁷

- Research funders around the world are increasingly requiring that the research they fund via public tax dollars should be openly accessible to the public:
 - Consultation on draft Canadian Tri-Agency Open Access Policy:
http://www.nserc-crsng.gc.ca/NSERC-CRSNG/policies-politiques/OpenAccess-LibreAcces_eng.asp
 - National Institutes of Health Public Access policy: <http://publicaccess.nih.gov/>
 - Research Councils UK (RCUK) Policy on Open Access:
<http://www.rcuk.ac.uk/research/Pages/outputs.aspx>

Open Access Institutional Mandates/Policies

- Educational institutions around the world are also developing open access mandates:
 - University of California: <http://osc.universityofcalifornia.edu/openaccesspolicy/>
 - Duke University: <http://library.duke.edu/openaccess/duke-openaccess-policy.html>
 - Concordia University: <http://library.concordia.ca/research/openaccess/SenateResolutiononOpenAccess.pdf>

Vehicles for Open Access

- Institutional repositories:
 - 2,500 academic open access repositories worldwide⁸
 - Canadian examples include:
 - University of Toronto: <https://tspace.library.utoronto.ca/>
 - University of British Columbia: <http://circle.ubc.ca/>
 - Universite de Montreal: <https://papyrus.bib.umontreal.ca/xmlui/>
- Disciplinary repositories include:
 - PubMedCentral/PubMedCentral Canada:
<http://www.ncbi.nlm.nih.gov/pmc/> and <http://pubmedcentralcanada.ca/pmcc/>
 - arXiv.org (Physics, Mathematics, Computer Science ...): <http://arxiv.org/>
 - Social Sciences Research Network (SSRN): <http://www.ssrn.com/>
- Open Access journals⁹
- Hybrid journals: only some articles are Open Access (typically requires payment)¹⁰

UBC Open Access Position Statement

- Supports UBC's goal of knowledge dissemination
- Encourages faculty members to deposit legal copies of their research output and creative work in cIRcle, UBC's top-ranked digital repository¹¹
- Has been endorsed by UBC Okanagan Senate (April 24, 2013)¹²
- Participation is voluntary
- Authors maintain ownership of their rights in their works

Resources for UBC Authors

- Scholarly Communications and Copyright Office:
<http://scholcomm.ubc.ca/>
<http://copyright.ubc.ca/>
- cIRcle Office: <http://circle.ubc.ca/>

November 4, 2013

⁷ ROARMAP. Registry of Open Access Repositories Mandatory Archiving Policies: <http://roarmap.eprints.org/>

⁸ <http://www.openaccess.org/> and <http://roar.eprints.org/>

⁹ See Directory of Open Access Journals: <http://www.doaj.org/>

¹⁰ http://en.wikipedia.org/wiki/Hybrid_open_access_journal

¹¹ http://repositories.webometrics.info/en/North_america/Canada

¹² http://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/ok_materials_20130424.pdf



1 November 2013

To: Vancouver Senate

From: Dr Kate Ross, Registrar

Re: Notice of Email Approval of Senate Appointments to the President's
Advisory Committee for the Selection of a Vice-Provost and Associate
Vice-President Academic

As you are aware, under Section 23 of the *Rules and Procedures of Senate* business may be approved via email between meetings. Such an email was sent on 10 October 2013 and no negative responses were received from senators by the deadline of 17 October 2013. Therefore, the motion distributed to appoint Dr Richard Anstee, Dr Ian Cavers, Ms Melissa Patton (student) and Dr Allen Sens to the President's Advisory Committee for the Selection of a Vice-Provost and Associate Vice-President Academic was carried.