

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

Enrolment Services
Senate and Curriculum Services
2016-1874 East Mall
Vancouver, BC V6T 1Z1
www.senate.ubc.ca

Vancouver Senate

AGENDA

THE SIXTH REGULAR MEETING OF THE VANCOUVER SENATE

WEDNESDAY, FEBRUARY 27, 2008

7:00 P.M.

ROOM 102, GEORGE F. CURTIS BUILDING (LAW), 1822 EAST MALL

1. Senate Membership -- Mr. Brian Silzer

- a. The Rev. Dr. Wendy Fletcher replaces the Rev. Dr. Stephen Farris as representative of the Vancouver School of Theology (information)

2. Minutes of the Meeting of January 23, 2007 (approval) (circulated)

3. Business Arising from the Minutes

4. From the Board of Governors

Confirmation that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act* Sections 27(2)(f), 37(1)(i), (o) and 38 (information)

Senate Meeting of December 12, 2007

1. Curriculum proposals from the Faculties of Applied Science, Arts, Graduate Studies (Faculty of Arts), Law and Science.
2. New Awards.

Senate Meeting of January 23, 2008

3. UBC Policy #17: Appointment of Registrar and Librarians

4. Academic Policy Committee -- Dr. Paul G. Harrison

- a. One-Year Suspension of Thursday Noon-Hour Break (approval) (circulated)
- b. Establishment of a Department of Emergency Medicine in the Faculty of Medicine (approval) (circulated)
- c. Establishment of a School of Population and Public Health in the Faculty of Medicine (approval) (circulated)

.../continued

5. Admissions Committee -- Dr. James Berger

- a. Enrolment Targets 2008/2009 (approval) (circulated)
- b. Prior Learning Assessment and Recognition – Executive Master of Business Administration (approval) (circulated)
- c. Faculty of Land and Food Systems Admission Changes (approval) (circulated)
- d. Student Mobility Agreements with Freiburg University of Education, North American Mobility Exchange Program – Harvard University, University of Notre Dame & El Colegio de Mexico, Universidad de Granada, Universitaet Konstanz, Ludwig-Maximilians – University of Munich, Victoria University of Wellington, Wellesley College, Zurich University of Teacher Education (information) (circulated)

6. Joint Report from the Curriculum and Admissions Committees -- Dr. Peter Marshall

- a. New Program: Master of Public Health (approval) (circulated)

7. Curriculum Committee -- Dr. Peter Marshall

- a. Curriculum proposals from the Faculties of Commerce & Business Administration, Graduate Studies (Faculties of Applied Science, Arts, Education, Medicine, and Pharmaceutical Sciences, and the College for Interdisciplinary Studies), and Pharmaceutical Sciences (approval) (circulated)
- b. Approval of Certificate Programs (approval) (circulated)

8. Student Awards Committee -- Dr. George Bluman

- a. Graduate Support Initiative Award Guidelines (approval) (circulated)
- b. Expanding Scholarship Opportunities for ISI Students (approval) (circulated)
- c. New Awards (approval) (circulated)

9. Tributes Committee -- Dr. Sally Thorne

- a. Memorial Minute for the Hon. Allan McEachern (approval) (circulated)

10. Ad-hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body-- Dr. Elizabeth Dean

- a. Co-option of One Additional Ad-hoc Committee Member (approval) (circulated)

11. Proposed Agenda Items

12. Other Business

Senate regulation 3.1.2 of the Rules and Procedures of Senate states that meetings will adjourn no later than 9:30 p.m.

Regrets: Lisa Collins, telephone 604.822.2951 or e-mail: lisa.collins@ubc.ca

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

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Vancouver Senate

MINUTES OF JANUARY 23, 2008

Attendance

Present: Dr. R. Windsor-Liscombe (Vice-Chair), Mr. B. J. Silzer (Secretary), Dr. B. Arneil, Mr. J. Aulakh, Dr. N. Banthia, Dr. J. D. Berger, Dr. G. Bluman, Prof. C. Boyle, Ms. S. Brkanovic, Dr. M. Bryson, Dr. L. Chui, Dr. E. Dean, Dr. J. Dennison, Ms. D. Diao, Dr. W. Dunford, Vice-President D. Farrar, Dr. D. Fielding, Dr. W. Fletcher, Ms. M. Friesen, Dean N. Gallini, Mr. C. L. Gorman, Dr. S. Grayston, Dr. L. Gunderson, Dr. P. G. Harrison, Dr. R. Irwin, Dean M. Isaacson, Dean M. Isman, Dr. B. S. Lalli, Mr. T. Leaver, Mr. A. Lee, Mr. R. Lowe, Dr. M. MacEntee, Dr. P. L. Marshall, Dr. W. McKee, Dr. D. McLean, Mr. W. McNulty, Mr. A. Mohan, Mr. R. Pan, Dean S. Peacock, Dr. J. Plessis, Mr. L. Powell, Mr. G. Rawle, Ms. E. Rennie, Dr. K. Russell, Dr. J. Sarra, Ms. A. Shaikh, Dean C. Shuler, Dean R. Sindelar, Dr. R. Sparks, Dr. B. Stelck, Mr. R. Taddei, Principal *pro tem*. J. Thompson, Dr. S. Thorne, Mr. H. Tse, Dr. P. Ward, Dr. D. Weary, Dr. R. Wilson, Dr. R. A. Yaworsky, Dr. J. Young.

Regrets: President S. J. Toope, Dr. P. Adebar, Mr. T. Ahmed, Dean M. A. Bobinski, Mr. P. T. Brady, Dr. J. Brander, Dr. H. Burt, Dean B. Evans, Dr. C. Friedrichs, Dr. D. Griffin, Dr. R. Harrison, Dr. R. Helsley, Mr. A. Ionescu, Ms. J. Khangura, Ms. W. King, Dr. S. B. Knight, Mr. D. Leung, Dr. A. McAfee, Dr. T. McDaniels, Dean D. Muzyka, Principal L. Naismith, Dr. P. Potter, Dean J. Saddler, Mr. B. Simpson, Dean G. Stuart, Ms. M. C. Tee, Dean R. Tierney, Dr. M. Upadhyaya.

Recording Secretaries: Mr. C. Eaton and Ms. G. Vallée.

Call to Order

Vice-Chair Dr. Windsor-Liscombe called the Senate to order in the absence of the President.

Chancellor Allan McEachern and Chancellor Emeritus William L. Sauder

Dr. Windsor-Liscombe noted with sadness the recent passing of Chancellor Allan McEachern, and also remarked that Chancellor Emeritus William L. Sauder had passed away only one month

Chancellor Allan McEachern and Chancellor Emeritus William L. Sauder, continued

earlier. Senators observed a moment of reflection in memory of both Chancellors' great service to the University and to the Senate.

Senate Membership

Secretary Brian J. Silzer presented the membership items.

REPRESENTATIVES OF THE CONVOCATION AND THE JOINT FACULTIES TO THE SENATE

Mr. Silzer had circulated the following report for information.

Pursuant to Section 16 (1) of the University Act, this memorandum is to inform you that as a result of the Calls for Nomination issued on 12 November 2007, we have received and accepted twelve (12) nominations for the position of Convocation Senator and ten (10) for the position of Joint Faculties Senator. The deadline for nominations was 7 December 2007.

Twelve positions were available for Convocation Senators; as such, pursuant to Section 15 of the Act I am happy to inform you that the following persons are acclaimed as elected as Convocation Senators from 1 September 2008 until 31 August 2011 and thereafter until their successors are elected:

Mr Gavin LI Dew, BA (Brit. Col.)
Ms Andrea A Dulay, BA, BEd, MEd (Brit. Col.)
Mr Christopher L Gorman, BA (Brit. Col.)
Ms Deborah Herbert, BA (Carleton), MA (Brit. Col.)
Dr Stanley B Knight, BEd (Brit. Col.), MEd, PhD
Dr Bikkar S Lalli, PhD (Brit. Col.)
Mr Dean Leung, BAsC (Brit. Col.)
Mr William McNulty, BPE, MPE, MA (Brit. Col.)
Mr Clint F Meyers, BComm (Brit. Col.)
Mr Gerald W Podersky Cannon, BA, MA (Brit. Col.)
Mr Des Verma, MEd (Brit. Col.)
Dr Ronald Yaworsky, BAsC (Windsor), MEng, PhD (Brit. Col.)

Ten positions were available for Joint faculties Senators; as such, pursuant to Section 15 of the Act. I am happy to inform you that the following persons are acclaimed as elected as Joint Faculties Senators from 1 September 2008 until 31 August 2011 and thereafter until their successors are elected:

Senate Membership, continued

Dr Yusuf Altintas, Faculty of Applied Science
Dr Richard Anstee, Faculty of Science
Dr Robert Gardiner, Faculty of Arts
Dr Paul Harrison, Faculty of Science
Dr André Ivanov, Faculty of Applied Science
Dr William McKee, Faculty of Education
Dr Katherine Patterson, Faculty of Arts
Dr Robert Sparks, School of Human Kinetics, Faculty of Education
Dr Sally Thorne, School of Nursing, Faculty of Applied Science
Dr Rhodri Windsor-Liscombe, Faculty of Arts

DECLARATION OF VACANCY

Mr. Silzer declared a vacancy for one representative of the Joint Faculties to replace resigning Senator Dr. Donald Paterson for the remainder of the Senate term ending August 31, 2008.

Minutes of the Previous Meeting

<i>Dr. McKee</i>	}	<i>That the minutes of the meeting of December 12, 2007 be adopted as circulated.</i>
<i>Dr. Ward</i>		

Carried.

Business Arising from the Minutes

REPORT FROM THE ADMISSIONS COMMITTEE ON BC PROVINCIAL EXAMINATIONS

PROVINCIAL EXAMINATIONS DECISION TIMELINES

As a member of both the Vancouver Senate and the Okanagan Senate, Dean Isaacson reported that the Okanagan Senate had discussed the proposal to remove provincial examinations as admission requirements for BC students at its January 2008 meeting. Okanagan Senators had suggested that, if either Senate wished to take action on any future proposal, it would be necessary to reach a decision in the spring of 2008 so as to permit publication of the changes in the University's recruitment publications and to give sufficient notice to prospective students with

Business Arising from the Minutes, continued

respect to September 2009 admissions. Dean Isaacson recalled that the Vancouver Senate had requested that its Admissions Committee undertake a review of admissions policies and report back by December 2008. In light of the Okanagan discussion, Dean Isaacson suggested that an earlier report would be necessary.

PROVINCIAL EXAMINATIONS AND THE UBC SYSTEM

Dean Isaacson stated that some Senators had suggested that the question of whether to require provincial examinations should be decided for the UBC system, rather than separately by each of the campuses. Dean Isaacson reminded Vancouver Senators that system-wide matters could be either referred to the Council of Senates for decision or considered jointly by the two campus-based Senates through collaboration between their respective Committees. Dean Isaacson suggested that the Admissions Committee engage the latter of the two mechanisms to deal with the matter of provincial examinations. Admissions Committee Chair Dr. Berger reported that he was working to establish a sub-committee of the Admissions Committee to conduct the review requested by the Vancouver Senate.

Dean Isaacson referred to a recent discussion at a meeting of chairs of Senate Committees about an apparent “blurring” of the distinctions between Senate policies, procedures, and the implementation thereof. The consensus had been that the Senate’s role in each of these areas should be more clearly defined. Dean Isaacson expressed concern that, even though the Senate had defeated motions to implement Option C and to consider Option B, as outlined in the Admissions Committee report on provincial examinations, one of these options might be implemented through changes to letters of offer or other admissions procedures. He suggested that the Admissions Committee monitor the situation to ensure that changes amounting to new policies were not inadvertently implemented without the oversight of the Senate. Dr. Berger described these issues as pertinent to the work of the Admissions Committee. Dr. Windsor-Liscombe suggested

Business Arising from the Minutes, continued

that the Admissions Committee could also consider proposing revisions to its terms of reference in order to clarify the Committee's role.

In response to a question, Dean Isaacson clarified that he was not proposing that the December 2008 deadline for a report from the Admissions Committee be changed because the deadline did not preclude the Committee from reporting earlier.

Admissions Committee

Committee Chair Dr. Berger presented the reports.

CONDITIONAL ADMISSION PROGRAM FOR INTERNATIONAL APPLICANTS TO GRADUATE PROGRAMS

The Committee had circulated a proposal to establish a Conditional Admission Program (CAP) for International Applicants to Graduate Programs for highly qualified applicants who did not meet the English Language Admission Standard. CAP participants would be offered conditional admission and would be expected to successfully completed a prescribed term of study in the Intensive Academic English Program (IAEP) at the UBC English Language Institute prior to entry to a graduate program.

<i>Dr. Berger</i>	}	<i>That the Senate approve the Conditional Admission Program for International Applicants to Graduate Programs, commencing September 2008.</i>
<i>Dr. MacEntee</i>		

DISCUSSION

Dr. Arneil noted that minimum scores for three of the tests were listed as "under determination." Vice-President Farrar responded that one of the tests was still in development, and that UBC staff were working to determine minimum scores for all three of the tests in question.

*Admissions Committee, continued***AMENDMENT BY CONSENT**

Referring to Vice-President Farrar's memorandum to the Admissions Committee dated December 7, 2007, Dr. Bluman drew attention to the phrase, "do not quite meet the UBC English language admission standards." In the interest of clarity, Dr. Bluman asked that "quite" be deleted. Dr. Berger agreed.

The motion was put
and carried.

ADMISSION REQUIREMENTS FOR THE FACULTY OF SCIENCE

The Committee had circulated a proposed Calendar entry on International Baccalaureate (IB) and Advanced Placement (AP) credit for first-year Physics courses in the Faculty of Science. The proposed changes were intended to make more specific the recognition given for IB and AP courses and to distinguish Higher Level from Standard Level IB courses.

<i>Dr. Berger</i>	}	<i>That the Senate approve the revised Calendar entry on International Baccalaureate and Advanced Placement credit for applicants to the Faculty of Science, commencing September 2008.</i>
<i>Mr. Lee</i>		

DISCUSSION

Dr. Paul G. Harrison noted that this change would constitute the first time that UBC would recognize specific Standard Level IB courses, and that the change would assist in recruiting qualified high school students. In response to a question from Dr. Bluman, Mr. Silzer indicated that Enrolment Services could provide data about how many students enter UBC with IB credit. In response to a question about practices at other universities, Dr. Harrison stated that, while many other universities recognized Higher Level IB courses, some also recognized Standard Level courses.

The motion was put
and carried.

Admissions Committee, continued

ADMISSION REQUIREMENTS FOR THE FACULTY OF FORESTRY

The Committee had circulated a proposal to slightly broaden the range of high school science courses that could be presented by applicants to the Bachelor of Science in Forestry, the Bachelor of Science in Natural Resources Conservation, and the Bachelor of Science in Forest Sciences programs.

<p><i>Dr. Berger</i> <i>Dr. Marshall</i></p>	}	<p><i>That the Senate approve the changes to the admission requirements for applicants to the Faculty of Forestry, commencing September 2008.</i></p>
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AMENDMENT OF THE REPORT BY CONSENT

Dr. Bluman suggested that the Calendar entries for the Bachelor of Science in Natural Resource Conservation and the Bachelor of Science in Forest Sciences be amended as follows (addition in bold): "...Principles of Mathematics 12 and **one of** Biology 12 or Chemistry 12 or Physics 12,..."

The amendment was accepted by consent.

The motion was put
and carried.

Library Committee

MACMILLAN LIBRARY CLOSURE

Committee Chair Dr. Gunderson presented an oral report on the closure of the Macmillan Library, as requested at the September 2007 Senate meeting. The Committee had discussed the matter at a meeting held in January 2008. Dr. Peter Ward, University Librarian *pro tem.*, had advised the Committee that the closure of both the Macmillan and the Mathematics Libraries was the result of the need for the UBC Library to operate within budgetary constraints while still meeting its overall mandate for service to the University and the community. Dr. Ward had reported that it cost approximately \$100 000 per annum to staff a branch library, and the decision had been taken to reallocate those resources. Dr. Ward had indicated that all affected academic

Library Committee, continued

units had been consulted prior to the closures. The Macmillan Library collection had been relocated to Woodward Library. Dr. Gunderson noted that, while some students then needed to walk further to access the collection, the Woodward Library offered longer hours of service than had the Macmillan Library.

Dr. Gunderson reported that student members of the Library Committee had expressed great concern about an apparent lack of consultation with students. Students were also displeased with the timing of the closure, which occurred just prior to a final examination period. One Library Committee member had observed, however, that budget cuts sometimes required quick decision making. Dr. Ward had acknowledged that there may be the need for additional closures in the future.

Dr. Gunderson recalled from the meeting of the Library Committee a consensus among Library Committee members that the closure of the Macmillan Library had been managed in a reasonable manner. Members also felt that, should it become necessary to consider future closures, the University must make every effort to be consultative and transparent in its decision-making processes. Dr. Ward had agreed.

DISCUSSION

In response to a question from Dr. McKee, Dr. Ward stated that there had not been the opportunity to consult the Library Committee prior to the closure because the January 2008 Library Committee meeting had been the first scheduled meeting of that Committee in over a year.

Ms. Brkanovic expressed concern that the oral report delivered by Dr. Gunderson did not articulate clearly enough the lack of consultation with students and the Library Committee prior to the closure. Dr. Ward stated that he understood the issues raised by the students and that the Library would endeavour to make future processes as open as possible.

Library Committee, continued

Dr. Marshall stated that, although he could not speak for the Faculty of Land and Food Systems, the Faculty of Forestry had been consulted prior to the closure. The Faculty had discussed the potential closure at a Faculty council meeting, where student representatives had been present.

<p><i>Ms. Rennie</i> <i>Ms. Brkanovic</i></p>	}	<p><i>That the Senate direct the Library Committee to develop a procedure for consultation with student constituencies in the case of any future library closures.</i></p>
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DISCUSSION ON THE MOTION

There was some discussion about whether the motion ought to require the development of a policy or a procedure. Dr. Paul Harrison stated the opinion that it would be more reasonable to request that the Library Committee develop a policy or statement of principles. Dr. Bryson expressed the opinion that the Senate was not the place to set policy for the Library, and suggested that the Senate should instead serve in an advisory role to the Library on such matters.

AMENDMENT TO THE MOTION BY CONSENT

The motion was amended as follows, by consent:

<p><i>Ms. Rennie</i> <i>Ms. Brkanovic</i></p>	}	<p><i>That the Library Committee be directed to make recommendations to the University Librarian on a policy for consultation with student constituencies in the event of any future library closures.</i></p>
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The amended motion was put and carried.

Tributes Committee

Committee Chair Dr. Thorne presented the reports.

MEMORIAL MINUTES

The Committee had circulated the following memorial minutes for former Senators who had recently passed away.

Dr. John James Ramsay Campbell

A native of Vancouver, Dr. Jack Campbell was born on March 29, 1918. He obtained a Bachelor of Science in Agriculture from the University of British Columbia in 1939 and a Ph.D. from Cornell University in 1944. In the late 1940s, he accepted a position at UBC in the Faculty of Agriculture and quickly rose to the rank of Professor and eventually became the Head of the Department of Dairying. In 1965, Dr. Campbell was appointed the Head of the Department of Microbiology, where he remained until his retirement in 1983. Under his leadership, the Department of Microbiology earned the reputation of being one of the best in its field in Canada. Dr. Campbell was also an active member of the UBC Senate, serving a total of three terms as a representative of the Faculty of Agriculture and the Joint Faculties.

Beyond his administrative and scientific work, Dr. Campbell influenced UBC in other ways. He was an early president of the Faculty Association and played a key role in setting up the Biomedical Discussion Group. Through the Discussion Group and because of his conviction of the importance of biochemistry in the biological sciences, Dr. Campbell was instrumental in ensuring the viability of the discipline at UBC.

Outside of the University, he was a charter member of the Canadian Society of Microbiologists and served as President of the Society in 1974. He was also a member of the American Society for Microbiology and was elected a Fellow of the Royal Society of Canada in 1961.

Dr. Campbell's legacy is rich and far-reaching, both on a personal and professional level. He will be greatly missed by all who shared his life.

Dr. Benjamin Nelson Moyls

Dr. Benjamin Moyls was born in Vancouver on May 1, 1919. After attending Kitsilano Secondary School, he went on to continue his education at UBC and Harvard University. Dr. Moyls served in the Royal Canadian Navy as an officer during World War II. Upon completion of his Ph.D. in Mathematics, he began his storied teaching career at UBC and went on to become the department Head. He also served as the Acting Dean of the Faculty of Graduate Studies and the Director of Ceremonies and was a member

Tributes Committee, continued

of the UBC Senate as a representative of the Joint Faculties and the Acting Dean of the Faculty of Graduate Studies.

Dr. Moyls enriched the lives of many UBC students and was an outstanding teacher and mentor. His scholarly contributions, along with selfless administrative services to the university are accomplishments that bring tremendous pride to all those who have known him.

Dr. William L. Sauder O.C., O.B.C.

Dr. William L. Sauder was an honorable and generous individual whose immense contributions have had a profound impact on higher education in British Columbia, benefiting students for generations to come. Dr. Sauder graduated in 1948 with a Bachelor of Commerce degree. He returned to UBC as a member of the Board of Governors, and was later appointed Chair of the Board. He was awarded an honorary Doctor of Laws from UBC in 1990 and served as Chancellor of the University from 1996 to 2002.

Dr. Sauder's contributions to education and health research at UBC are almost immeasurable. He served the university in several capacities, including two terms as Chancellor. Thanks to his and his family's generosity, UBC has two Chairs and two Professorships in infectious and viral disease research, cardiology and stroke research. In 2003, he endowed the Faculty of Commerce and Business Administration with the largest single private donation ever made to a Canadian business school with a gift of \$20 million. From 2003 onward, he continued to be involved in the growth of the business school and served on its faculty advisory board.

Among his other contributions, Dr. Sauder served as a director of the Toronto Dominion Bank, the British Columbia Development Corporation, the Heart and Stroke Foundation of B.C. and the Yukon, and on the executive committee of the board of directors of BC Hydro. He was also a director of the World Presidents' Organization. In 2004, he was a recipient of the Order of British Columbia and, in 2005, was awarded the Order of Canada for his services and contributions.

Dr. William Sauder was an exemplary citizen. He was one of the builders of modern British Columbia in business, in education and in community life and a strong advocate for creating opportunities which will benefit students for generations to come.

*Dr. Thorne
Dr. Sparks*

} *That the Memorial Minutes for Dr. John. J. R. Campbell, Dr. Benjamin N. Moyls and Dr. William L. Sauder be entered into the Minutes of Senate and that a copy of the memorial minutes be sent to the families of the deceased.*

Carried

Reports from the Vice-President, Academic & Provost

Vice-President Farrar presented the reports.

UBC POLICY #17: APPOINTMENT OF REGISTRAR AND LIBRARIANS

Dr. Farrar had circulated a proposed revision to UBC Policy #17: Appointment of the Registrar and Librarians as the most recent in a series of senior appointments policies requiring approval of both the Senates and the Board of Governors.

<i>Vice-President</i>	}	<i>That the Senate rescind the previous Policy 17 and approve the new Policy 17 as presented.</i>
<i>Farrar</i>		
<i>Dr. Ward</i>		

Carried.

UBC POLICY #18: APPOINTMENT OF DESIGNATED SENIOR ACADEMIC ADMINISTRATORS

Vice-President Farrar had circulated a proposed revision to UBC Policy #18. As part of the revision, the Policy would be retitled from “Appointment of Vice-Presidents and Deputy Vice-Chancellors” to “Appointment of Designated Senior Academic Administrators.” The Vice-President **withdrew the proposal from Senate consideration**, explaining that students had raised some issues that he wished to take some time to consider. He indicated that he hoped to have the Policy ready for consideration for approval at the next regular meeting of the Senate.

Dean Isaacson noted that the draft Policy did not pertain to Vice-Presidents other than the Vice-President, Academic and the Vice-President, Research. Upon recognition by the Chair, Mr. Eaton explained that, although the Board had determined that Senate approval was not required for policies on the appointment of non-academic vice-presidents, he understood that it was the intent of the Chair of the Board of Governors to consult the Senate on such policies prior to their consideration for approval by the Board of Governors.

Reports from the Vice-President, Academic & Provost

Dean Isaacson also pointed out that the advisory committee for the selection of the Vice-President, Academic & Provost did not necessarily include a dean, and that this had caused some discussion on one previous occasion when a dean was not appointed. He expressed the opinion that, in order to ensure consistency with the committee structure for other vice-presidents (where advisory committees include at least one direct report), this advisory committee should also specify the inclusion of one dean.

In response to a question from Dr. Windsor-Liscombe, Vice-President Farrar confirmed that the revised version of Policy #18 would be circulated to the Nominating Committee prior to presentation to the Senate for approval.

Reports from the Associate Vice-President, Enrolment Services & Registrar

Mr. Silzer presented the reports.

ENROLMENT 2007/2008

Mr. Silzer had circulated for information a series of reports on domestic and international, undergraduate and graduate, and headcount and full-time equivalent enrolment statistics by Faculty and program across the UBC system.

Mr. Lee expressed appreciation for the comprehensive nature of the report and asked whether there were available statistics on financial support for students from low-income families. Mr. Silzer stated that this issue was monitored by the office of Student Financial Assistance and Awards. He drew attention to UBC Policy #72, which stated that no qualified student would be turned away from UBC for financial reasons alone, adding that UBC was one of only two universities in Canada to have such a policy. He suggested that interested Senators contact Ms. Barbara Crocker in the Office of Student Financial Assistance & Awards for more information.

Reports from the Associate Vice-President, Enrolment Services & Registrar, continued

Mr. Aulakh noted the relatively low rate of participation by Aboriginal students and asked what was being done to address this concern. Mr. Silzer agreed that this was an important issue, adding that it had been cited in the recent *Campus 2020* report. He stated that components of the solution would include making enhancements to the K-12 education system to better support Aboriginal students, finding ways to more accurately determine how many Aboriginal students there were in the UBC community, improving financial assistance, and considering modifications to the admissions process.

Mr. Aulakh asked what efforts were being made to address under-enrolment at UBC Okanagan. Mr. Silzer stated that the initial UBC Okanagan growth targets had been overly ambitious, given the finite number of prospective students in the Okanagan region. UBC Okanagan continued to strive to recruit as many qualified students as possible, and improvements to on-campus housing and other facilities were proving helpful in that endeavour. Mr. Silzer noted that the post-secondary arena within BC had become more competitive in recent years, and that students had more choices than ever before.

In response to a question from Dr. Paul Harrison about UBC Vancouver, Mr. Silzer stated that UBC Vancouver continued to meet its funded enrolment targets. Considering both Okanagan and Vancouver statistics, the UBC system was at 98% of its funded capacity.

ACADEMIC YEAR 2008/2009

Mr. Silzer had circulated for information key dates for the 2008/2009 UBC Vancouver Academic Year.

Report from the University Library *pro tem*.

University Library *pro tem*. Dr. Peter Ward presented the report.

2006/2007 REPORT OF THE UNIVERSITY LIBRARIAN TO THE SENATE

Dr. Ward had circulated a link to the electronic version of the 2006/2007 Report of the University Librarian to the Senate, which was available at: www.library.ubc.ca/home/UBC_RS_2006-07_fa.pdf.

Themes from the 2006/2007 year for the Library included the following:

- The continued growth of the distinctly different UBC Okanagan branch within the unified UBC Library system.
- The enormous and pervasive impact of information technology (IT) on the Library. Approximately two-thirds of the Library's budget was spent on IT-related expenses, compared to less than one third five years earlier.
- The need to refresh technical infrastructures approximately every five years.
- The institutional context for funding libraries. The Library's funding over the previous five years had remained relatively constant over the previous five years, with some areas of the system suffering cutbacks.
- The closure of the Macmillan and Mathematics branch libraries, with most of the staff receiving offers of other positions within the system. The plan was to reduce staff incrementally, while also redistributing staff resources to maintain service levels.
- Reductions in funding for collections, due to funding remaining constant during a period of inflation. Dr. Ward noted that the recent strength of the Canadian dollar had been of some benefit with respect to acquisitions.
- The planned opening of the south wing of the Irving K. Barber Learning Centre. Within three to four years, a fully functional Learning Centre would offer the UBC community a wide new range of services.

Despite the challenges, Dr. Ward described the report as a "good news" story about a library system responding to substantial changes. While remaining optimistic, he acknowledged that the Library had a great deal more to accomplish than it was currently able.

Report from the University Librarian, continued

DISCUSSION

Dr. Dennison noted that the manual cranks on the shelves in the Koerner Library were somewhat difficult to operate. Dr. Ward acknowledged the issue, but noted that the power-driven version of those shelving units were less reliable and more expensive to maintain.

Report from the Faculty of Medicine

Dr. McLean presented the report in the absence of Dean Stuart.

VOTING MEMBERSHIP IN THE FACULTY OF MEDICINE

The Faculty had circulated a proposed change to the voting membership in the Faculty of Medicine. Dr. McLean explained that the changes related to student representation on Faculty Council, in light of the recent disestablishment of the School of Rehabilitation Sciences and the establishment of two new departments in its place.

<i>Dr. McLean</i>	}	<i>That Senate approve the proposed revisions to membership in the Faculty of Medicine.</i>
<i>Dr. Sparks</i>		

Carried.

Proposed Agenda Items

None.

Other Business

MEETING OF CHAIRS OF SENATE COMMITTEES

Dr. Windsor-Liscombe reported for information about a recent meeting of the chairs of all standing committees of the Senate. Issues of interest to the group included:

- Committee terms of reference.
- A problem identified by Student Senators involving scheduling conflicts between their academic responsibilities and meeting times for the Committees of Senate, including the feasibility of permitting student committee members to send proxies or alternates.

Other Business, continued

- The central role of the Senate in university governance, and the importance of the Senate being made aware about upcoming policy changes early enough to allow for meaningful participation.
- The need for ongoing communication between representatives of the Senate and, *inter alia*, the Office of the President, the Office of the Vice-President, Academic & Provost, the Board of Governors, the Okanagan Senate, and the Committee of Deans.
- Academic building needs, and the permeability of the academic perspective into all areas of UBC business.
- Student mobility between UBC campuses.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled for February 27, 2008.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

February 14, 2008

Memo to: Vancouver Senate

From: Academic Policy Committee

Re: One-Year Suspension of the Thursday Noon-Hour (12:30-2:00 p.m.)
Break (approval)

The proposal for a one-year suspension of the Thursday noon-hour break forms an integral part of a coordinated strategy to address classroom shortage issues arising from the renewal of key academic buildings on the UBC Vancouver campus. The resulting reduction in teaching space will leave approximately 400 course sections without assigned classroom space, and Enrolment Services is working with Faculties and Departments to find appropriate space for these sections.

Upon extensive consultation and careful consideration of each of the alternative recommended strategies, the Academic Policy Committee recommends that Senate approve as follows:

“That a one-year suspension of the Thursday noon-hour break be approved for the 2008-2009 academic year.”

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

MEMORANDUM

To: Senate Academic Policy Committee

From: Classroom Services

Re: Request for One-Year Suspension of Thursday Noon-Hour (12:30-2:00 p.m.) Break

Historically, recognizing that special noon-hour events are a vital part of the intellectual and cultural life of the University community, Senate has requested that the Registrar ensure that as few classes as possible are scheduled in the Thursday Noon-Hour Break (12:30-2:00pm). This policy recognizes the University's responsibility to optimize use of its infrastructure and accommodate the needs of its community. It provides students the opportunity to engage in athletic, recreational and cultural events on the campus, and provides the academic community ample time for reflection and debate.

This request forms an integral part of a coordinated strategy to address issues arising from the renewal of key academic buildings on the UBCV campus. During the Winter 2008 session, construction in the Henry Angus and Buchanan buildings will preempt access to more than 60 teaching rooms (more than 3,200 seats, or 15% of total classrooms teaching space). This reduction in teaching space amidst sustained academic program space demands will result in approximately 400 course sections without assigned classroom space unless mitigating action is taken. In response, several remedial strategies have been adopted, one of which call for suspending the Thursday Noon-Hour Break. As such, the Registrar and AVP, Enrolment Services, requests that Senate approve this proposal to suspend the Thursday Noon-Hour Break for a period of one academic year, with the possibility of an additional one-year extension to be considered following a report from Classroom Services to the Academic Policy Committee by November 2008.

BACKGROUNDTeaching Space

Renovation and renewal of the Henry Angus and Buchanan B Block buildings will result in a significant teaching space deficit at UBCV during the 2008-2009 academic year (Winter 2008). The projects will result in major enhancements for students, instructors and staff in the learning environment. However, the projects will temporarily remove approximately 15% of UBCV's overall classroom space – 57 classrooms (3,277 seats) (refer to Table 1).

Table 1:

Building	Construction Timeline	Total Classrooms (seats)	Course Sections Supported
Henry Angus	August 2007 – June 2009	28 classrooms (1,932 seats) (2 large lecture theatres: 320 + 240 seats)	400
Buchanan – B Block	June 2008 – April 2009	29 classrooms (1,345 seats)	400

The overlap of these two projects will eliminate access to 15% of the classroom space pool (including two of only 11 large lecture theatres) for the entire Winter 2008 session. As a result, approximately 800 courses sections will be displaced. Of the 800 displaced course sections, an estimated 300 can be reassigned to the Swing Space Building. Additionally, 100 courses sections can be absorbed within other teaching space across campus. However, according to current scheduling needs and practices, up to 400 course sections will be without teaching space.

Funding structures and constraints on these projects precludes the possibility of rescheduling either.

Academic Course Scheduling

In support of course scheduling needs, academic units follow a set of Academic Course Scheduling Guidelines (ACSG) (see Appendix 1). These include space use targets and timeframes such as:

- 80% seat occupancy use
- Standard Time and Day Sequences
 - M-W-F: 1 hour sections; top of the hour starting 8:00 a.m.
 - T-Th: 1.5 hour sections starting 8:00 a.m.
 - 40% M-W-F and 60 % T-Th course distribution
- Manage Peak Time Use (9:00 a.m. – 3:00 p.m.):
 - No new (net) sections
 - 70% maximum of total unit courses sections scheduled in large classrooms (>100 seats).

While recognizing the benefits of the ACSG, academic units struggle with various constraints and competing demands that work against these guidelines. These include: proximity of class with respect to academic unit/instructor office location; time of day (e.g. 8:00AM, Thursday Noon Hour Break, Friday afternoon), curriculum structure (e.g. standard timetable), classroom technology, etc. These constraints vary from academic unit to academic unit, as does each unit's ability and desire to conform to the ACSG. As a result, current course scheduling practices lead to inefficient space utilization.

Current experiences show:

- Peak Time between 9:00 a.m. – 3:00 p.m. saturated
- There are entrenched practices and preferences throughout UBCV resulting in:
 - a) Not on Standard Time or Sequence
 - b) Gaps in Scheduling Week
 - c) Poor use of Restricted classrooms
- Inadequate number of large lecture halls
- Pressures to increase section sizes

Remedial Action

In order to manage the situation, Classroom Services has worked with academic units to identify adjustments to scheduling practices and additional strategies that will alleviate the Winter 2008 scheduling challenge. These recommendations were presented to and endorsed by the Strategic Enrolment Management (SEM) Steering Committee, the Associate Deans, the Student Information Systems Advisory Committee, and the more than 150 academic unit Timetable Representatives. Consultation with students is in progress. Preliminary discussion with senior student representatives indicates acknowledgement of the issues and support for the recommended strategies.

The SEM recognized the need for development of a communication plan detailing the actions to be taken. The Communication Plan currently being implemented involves the following components:

- A. Communication and consultation with Student groups – AMS, Faculty Undergraduate Presidents, UBYSSEY, etc. – in progress
 - a. Posting message on Student website, FSC, SSC, etc.

- B. Communication (from Vice Provost & AVP Academic Resources pro tem) to Deans/Department Heads/Timetable Representatives
 - a. Communication to Instructors (from Departmental Chairs) - completed
- C. Communication with Translink – in progress
- D. Communication and coordination with UBC Service Units (i.e., Food Services, Security, Student Services) – in progress

Faculty Deans will be communicating their endorsement and support of the recommendations through letters to their respective Academic Heads of Units, confirming expectations of the necessary accommodation, flexibility and cooperation required to minimize the various constraints noted above.

RECOMMENDED STRATEGIES

All academic units on campus have been requested to work collaboratively, both within their respective units and across academic boundaries, to adopt and implement the strategies identified to address the Winter 2008 scheduling 'crunch' issues. These include, but are not limited to:

1. Schedule on Standard Time Sequence

Academic unit timetable representatives are asked to schedule classes according to standard time-sequences (i.e. one hour sessions, starting at 0800 on Monday, Wednesday, and Friday and one and one half hour sessions, starting at 0800 on Tuesday and Thursday).

2. Increase use of Restricted classrooms

Restricted space (i.e. space that is not centrally scheduled) should be fully used, so as to ensure high utilization of these spaces and to liberate centrally controlled classrooms. Currently, only 25% of the Restricted classrooms are listed on the scheduling system. Utilization data indicates these rooms are used less than 30% of the available times (Monday–Friday, 8:00am–5:00pm).

3. Suspend Thursday Noon Hour Break (12:30-2:00pm)

Thursday 12:30–2:00pm has been traditionally considered as “club” and “meeting” time. By way of the T-Th scheduling sequence, reduced course activity midday on Thursday has a direct impact on classroom utilization at this time on Tuesday, thus doubling the negative impact on classroom use.

The Thursday Noon-Hour Break creates a significant amount of unused space Thursdays. Utilization rates demonstrate the low degree of classrooms in use during this period (45% and 32%). In addition, the Thursday Break time has an equally negative impact on classroom use at this time on Tuesday. (See Table 2)

TABLE 2: Room Utilization

Room Utilization Rate (COU Reference Range Target: 56 - 67%)									
	8:00	9:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00
MON.	24%	65%	71%	73%	61%	64%	66%	48%	39%
TUE.	22%	51%	70%	70%	48%	44%	69%	57%	47%
WED.	24%	61%	68%	74%	63%	61%	64%	58%	45%
THU.	21%	49%	67%	71%	45%	32%	63%	56%	45%
FRI.	20%	62%	70%	71%	58%	59%	53%	36%	20%
WEEK AVG.:	22%	57%	69%	72%	55%	52%	63%	51%	39%

Academic units require time for administrative meetings, seminars and other activities. Traditionally, many of these activities are scheduled at the Thursday Noon-Hour Break time. Clearly, these activities are too important to simply be dropped in light of the Winter 2008 scheduling pressures. However, it is suggested adjustments to the times and formats of these

activities may be seen as reasonable and feasible in order that course may be scheduled at the Thursday Noon-Hour Break and corresponding Tuesday times.

4. Target classroom utilization at 85% throughout the normal teaching day (8:00am to 6:00pm).
5. Coordinate non-standard sections. Non-standard time and non-standard sequence activity leads to inefficient space use. Nonetheless, some non-standard activity is necessary. Where unavoidable, academic units will be asked to identify additional course activity to fill the unused classroom times.
6. Increase courses scheduled in non-peak times, including 8:00am, evenings, Fridays and/or weekends. While less preferable to other strategies, this strategy may prove feasible and desirable for some units. And, to the extent that implementation of other strategies do not fully provide the space needed for unassigned course sections, exercising this option may be necessary.
7. Develop additional classroom space
Campus and Community Planning is exploring sites that carry the potential to be renovated as classrooms. One site has been identified that could accommodate up to 20% of the unassigned course sections. The proposal is subject to funding availability and Board of Governors approval.

SENATE APPROVAL

The Registrar and AVP Enrolment Services is seeking Senate approval of a one-year Suspension of Thursday Noon-Hour Break (12:30-2:00pm). The impact of this change in scheduling protocols will be reviewed after one year, with a report from Classroom Services to the Academic Policy Committee by November 2008.

The Thursday Noon-Hour Break time presents a major impediment to efficient use of classrooms. A temporary suspension of this scheduling barrier is integral to the scheduling adjustments that must be made if regular academic programs are to be sustained through the Winter 2008 academic session.

Implementation of this strategy would provide an added benefit to students through: (1) reduced reliance on strategy 6, scheduling during non-peak times, (a preferred outcome given anecdotal evidence of students' dislike for early am or evening classes); and (2) reduced impact on transit peak periods (4:00 – 6:00pm) that would result from increased scheduling activity during non-peak scheduling times.

As it is with all the strategies outlined, this change alone will not achieve the schedule goal. It is part of a coordinated plan involving the use of several of the strategies to achieve the goal of placement of the approximately 400 orphaned sections.

In recognition of the importance of the University time, there may be an opportunity to explore a temporary shift to a non-peak hour for the one-year duration.

APPENDIX 1**University of British Columbia
Academic Course Scheduling Guidelines
September 2005**

In order to create a course schedule that will best accommodate the needs of the Faculties, the following guidelines have been developed. The guidelines below apply only to sections scheduled in “non-restricted” classrooms. Non-restricted rooms are managed by Classrooms Services and available for use by all departments.

1. 80% Seat Utilization Rate

Section enrolment should fill at least 80% of classroom seating capacity.

2. Standard Times

- a. The following times are to be used when scheduling sections. Please note that labs are exempt from standard times as they run longer than fifty minutes and are typically scheduled into restricted space. When scheduling labs standard start times should be observed.

Monday/Wednesday/Friday	Tuesday/Thursday
8:00am – 8:50am	8:00am – 9:20am
9:00am – 9:50am	9:30am – 10:50am
10:00am – 10:50am	11:00am – 12:20pm
11:00am – 11:50pm	12:30pm – 1:50pm
12:00pm- 12:50pm	2:00pm – 3:20pm
1:00pm – 1:50pm	3:30pm – 4:50pm
2:00pm – 2:50pm	5:00pm – 6:20pm
3:00pm – 3:50pm	
4:00pm – 4:50pm	
5:00pm – 5:50pm	

- b. Sections scheduled on Monday/Wednesday/Friday should run no longer than fifty minutes and always start at the top of the hour. Sections scheduled on Tuesday/Thursday should run eighty minutes starting at the appropriate time listed above.
- c. Sections scheduled outside standard times must have the approval of Classroom Services. Classroom Services will provide guidance as to where non-standard time courses could best be accommodated in the course schedule.
- d. Sections scheduled Monday/Wednesday/Friday lasting longer than one hour may not be scheduled between 11am and 2pm. Sections scheduled Tuesday/Thursday lasting more than one and half hours cannot be scheduled between 11am and 2pm.
- e. Sections starting or ending outside of standard times that are requesting assistance in finding a room may be required to change their class time to adhere with standard times.
- f. Any section that requires a room with a capacity of 100 or more must strictly adhere to standard days and times. Any section wishing to run longer than standard times must receive approval from Classroom Services.

3. Evening Sections

- a. Any section scheduled after 5pm is considered an evening section. Evening sections can run three hours in length or can be distributed over two or three days of the week based on standard times.

4. Distribution of Sections

- a. Departments must make every effort to equally distribute their courses between Monday/Wednesday/Friday and Tuesday/Thursday. Equal distribution of sections is defined as fifty percent of a department's sections scheduled on the Monday/Wednesday/Friday combination and the remaining fifty percent would occur on the Tuesday/Thursday combination.
- b. Departments must ensure they are not scheduling more than 70% of their sections during peak times in rooms with a seat capacity of 100 or more. Sections must move outside peak times in order to facilitate growth in the course schedule. Classroom Services can provide each department the exact number of sections that would need to move outside peak times in order to achieve the necessary reduction.

5. Irregularly Scheduled Sections

- a. A section with five meetings or less per term must be booked as an "ad-hoc" booking through Classroom Services.
- b. Requests for irregularly scheduled section bookings should be submitted to Classroom Services by May 1st. Requests received after May 1st will not receive priority-booking status.
- c. Irregularly scheduled sections will be booked in May prior to all academic and non-academic ad-hoc bookings.

6. Registration

- a. In order to retain the room assigned, students must be registered in the section by August 1st. Sections with no registrants will have their rooms re-assigned unless sufficient reason is expressed to Classroom Services. Non-academic activities should not be booked through the Faculty Service Centre. Graduate courses are exempt from this guideline.
- b. Sections should have registration reflected on the Faculty Service Centre in order to track utilization. The practice of creating several sections but allowing students to register in only one prevents proper utilization tracking and is therefore is discouraged.

7. Room Assignment

- a. Holding classroom space for anything other than credit courses in the Faculty Service Centre will result in the space being dropped.

8. Course Moves

- a. A section scheduled into a room with a capacity of 100 or more seats will have their room assignment reviewed in March prior to the course roll. Sections that are under utilizing the assigned space based on past enrolments may be relocated.

- b. Sections often need to be moved to accommodate over-enrolled courses, Access and Diversity needs as well as Audio Visual requests. Sections that have more registrants than can be accommodated by the assigned classroom capacity will be moved. Classroom Services should be contacted when assistance in finding a larger room is required.
- c. In the case of requests for course moves for Audio Visual equipment, Classroom Services will attempt to find an appropriate classroom but due to the limited number of classrooms equipped with Audio Visual equipment we are unable to guarantee an A/V equipped classroom.
- d. Classroom Services may not accommodate requests to change section room assignments based on the proximity of the section to the department/faculty building or the instructor's office.
- e. Any section that is not using its assigned room to its capacity may be re-assigned a smaller room
- f. In cases where courses are moved to accommodate classroom upgrades or maintenance, Classroom Services will make every effort to find a suitable classroom in the same building or vicinity and with equivalent room features.

9. Large Sections

- a. When significantly increasing enrolment or consolidating multiple sections into one larger section, Classroom Services should be consulted prior to student registration to ensure that a classroom is available. The consultation process allows faculties/departments to see various date and time options in order to schedule the section that best meets the needs of the instructor(s).

10. Classroom Seating and Capacity

- a. Classroom capacities are determined by UBC's Regulatory Services (Land and Building Services). Furniture in classrooms should not be removed from classrooms. The removal or displacement of classroom furniture affects all sections and gives the false impression that the official room capacities are incorrect and is prohibited.
- b. Departments and Faculties should review the capacities of non-restricted rooms when determining the appropriate number of released seats. Scheduling based on room capacities will prevent under-utilization as well as over-enrolment of classrooms.

11. Breaks Between Classes

- a. The ten-minute break time between classes is to be shared between the instructors occupying the classroom space. Whether the instructor has finished their class or setting up for their class, neither party "owns" the ten-minute break. The purpose of the ten-minute break is to allow students to get to their next class in a timely manner.
- b. Instructors should finish class promptly and ask students to use designated office hours for questions. If conflicts arise with regards to the department, instructors should contact their department or faculty to assist with the resolution of the conflict.

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
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Vancouver, BC V6T 1Z1

February 14, 2008

Memo to: Vancouver Senate

From: Academic Policy Committee

Re: Department of Emergency Medicine (approval)

The Academic Policy Committee has reviewed the proposal to establish the Department of Emergency Medicine in the Faculty of Medicine, including the proposed department's academic mandate, organizational structure and budgetary information. Currently, the Division of Emergency Medicine at UBC is apportioned among three parent departments: Family Medicine, Surgery and Pediatrics. The Committee agrees that a unified Department of Emergency Medicine will facilitate the development of a coherent, coordinated emergency medicine program through collaborative linkages with the Departments of Family Medicine, Surgery and Pediatrics.

As such, we recommend that Senate approve and recommend to the Board of Governors as follows:

That the Department of Emergency Medicine be established in the Faculty of Medicine;

That the emergency medicine academic and research programs in the Departments of Family Medicine, Surgery and Pediatrics be transferred to the Department of Emergency Medicine;

That Senate recommend to the Board of Governors that all faculty members in the discipline of emergency medicine with current appointments in the Departments of Family Medicine, Surgery and Pediatrics have their appointments transferred to the Department of Emergency Medicine with such faculty members to be specified by the Dean of Medicine in consultation with the relevant department heads.

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Provost and Vice President Academic
6328 Memorial Road
Vancouver, BC Canada V6T 1Z2
Tel: 604-822-4948
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MEMORANDUM

January 15, 2008

To: Senate Academic Policy Committee
c/o Lisa Collins, Assistant Registrar, Senate and Curriculum Services

From: David H. Farrar
Provost and Vice President Academic

A handwritten signature in blue ink, appearing to read 'DAF', followed by a horizontal line.

Re: Establishment of the Department of Emergency Medicine within the Faculty of Medicine

Recommendation:

I recommend that Senate approve the establishment of the Department of Emergency Medicine within the Faculty of Medicine, effective as of the date of the last approval (approval by UBC Vancouver Senate and the Board of Governors is required).

Rationale:

The proposal to create a Department of Emergency Medicine was considered carefully and supported by the Emergency Medicine leadership in the Departments of Surgery, Family Medicine and Pediatrics as well as the External Review panel. The proposal was approved by the Faculty Executive on October 16, 2007 and by the Faculty of Medicine on November 26, 2007.

The detailed rationale is contained in the attached Proposal to Create UBC Department of Emergency Medicine, forwarded to me together with Dean Gavin Stuart's letter dated November 27, 2007, which is also attached.

There will be no financial implications to the University. Any additional resources will be the responsibility of the Faculty.

Attachment: 1. *Full Faculty Meeting, November 26, 2007: Proposal to Create UBC Department of Emergency Medicine: Background Information.*
2. Letter from Dr. Gavin Stuart, Dean, Faculty of Medicine to Dr. David Farrar, Provost and Vice President Academic, dated November 27, 2007

/cp

FULL FACULTY MEETING, NOVEMBER 26, 2007

PROPOSAL TO CREATE UBC DEPARTMENT OF EMERGENCY MEDICINE

BACKGROUND INFORMATION

At the Faculty Executive meeting on October 16, 2007, the Faculty Executive Committee passed the following motion: *"That the Faculty Executive recommend the proposal for a new Department of Emergency Medicine and that it be taken to the Full Faculty for approval."* This document provides some background information for your perusal.

The Academic Emergency Medicine program at UBC has been growing rapidly for the last 2 ½ decades. Divisions of Emergency Medicine were formed in the Department of Family Practice and the Department of Surgery in 1982. Concurrently, the Canadian College of Family Practice, Emergency Medicine (CCFP-EM) and the Royal College of Physicians and Surgeons (RCPC) Residency Training programs were created. The Division of Emergency Medicine in the Department of Pediatrics established the Pediatric Emergency Medicine Fellowship Program in 1998. All of these postgraduate programs have increased dramatically in size. There are now 15 residents in the Royal College Training Program, 6 residents in the CCFP(EM) Program and 4 fellows in the Pediatric Fellowship Program.

Emergency Medicine has been a compulsory rotation in Phase IV of the Medical School Curriculum for all medical students since 1997. Many students complete electives in Emergency Medicine in addition to their mandatory training. Each year the Emergency Medicine faculty provide over 80,000 hours of teaching while providing clinical care. In the Self-Study report prepared for the upcoming accreditation of the Faculty of Medicine, medical students ranked the Emergency Medicine training very highly. Faculty Members in Emergency Medicine provide significant levels of Continuing Medical Education, including two nationally recognized conferences annually. Researchers in Emergency Medicine at UBC are very productive. In the last seven years, UBC EM principal investigators have been successful in obtaining 124 grants worth \$ 13.1 million. They have collaborated with other researchers to obtain an additional \$ 10.3 million in research funding. In the same time period, faculty members in Emergency Medicine have been the primary or co-author of 226 peer review publications. They have also written 78 book chapters and 9 books. Emergency Medicine faculty members have also presented 309 research abstracts.

Four universities have already created Departments of Emergency Medicine in Canada. Two other Canadian universities (Calgary and Manitoba) have formally announced their intention to create Departments of Emergency Medicine. In the United States, Departments of Emergency Medicine have been created at 69 universities.

In April 2007, an External Review of the proposal was completed. The external reviewers were Dr. Martin Schechter, Head of the Department of Healthcare and Epidemiology, UBC, Dr. Brian Holroyd, Professor and Acting Head of the Department of

Emergency Medicine at the University of Alberta and Dr. David Walker, Dean, Faculty of Medicine, Queen's University. The external review process was both rigorous and comprehensive. Members of the External Review Committee were convinced that they had a good understanding of the administrative organizational and financial challenges faced by the Faculty of Medicine at this time. In this context they were unequivocal in their support for the creation of a Department of Emergency Medicine.

In response to the question of whether realigning the Division of Emergency Medicine to a Department would enhance the overall academic value and follow the strategic plan within the Faculty of Medicine, they stated:

...there was significant and consistent acknowledgement of the potential benefits and support for the proposed Department of Emergency Medicine at UBC amongst all of the individuals interviewed. The committee felt that the very significant contributions of the Emergency Medicine faculty have very significant potential to contribute to the achievement of the strategic goals of the UBC Faculty of Medicine. Furthermore, the proposal for creation of a Department of Emergency Medicine provides support for accomplishing the goals of the UBC TREK 2010 – A Global Journey and its pillars of People, Learning, Research, Community and Internationalization.

In particular, contributions in knowledge creation and transmission in Emergency Medicine pertaining to health systems, trauma and conflict, disaster and public health, and the care of vulnerable populations can be generalized to a global context and align well with the vision and strategic goals of the University.

The External Review Committee further stated that, "they strongly support the Division of Emergency Medicine becoming a full academic Department at UBC as did virtually all of the respondents they interviewed. The Committee took special note of the strong support of the proposal offered by the Heads of the three academic departments most directly affected (Surgery, Family Practice, Pediatrics).

An extensive departmental consultation process was conducted in the process of developing this proposal. The leadership in Family Medicine and Emergency Medicine developed and approved the document entitled: *Emergency Medicine Family Medicine Collaboration*. This document is a detailed description of how the collaborative interaction between the Department of Family Medicine and the Department of Emergency Medicine would occur. Similarly, the leadership in Emergency Medicine and Paediatrics developed and approved a document providing a detailed description of how the collaborative interaction between the Department of Pediatrics and the Department of Emergency Medicine would occur. The leadership in Emergency Medicine also consulted with numerous academic leaders at UBC including the Heads of Departments in the Faculty of Medicine.

The External Committee reviewed the inventory of scholarly output produced by Emergency Medicine faculty and felt that the research output of the current Division of Emergency Medicine at UBC was impressive.

They indicated that, *"The availability of recurring academic funding from the Ministry of Health in recognition of the research of the academic EM group provides an excellent resource for the establishment of a formal professoriate to facilitate and enhance academic development in the field of EM."*

There will be no financial impact on either the Faculty of Medicine or the University of British Columbia as a whole. Recurring academic funding from the Ministry of Health will be used to create the necessary infrastructure in the Faculty of Medicine. This recurring funding will also be used to establish a formal professoriate to facilitate and enhance academic development in the field of Emergency Medicine at the University of British Columbia.

In summary the External Review Committee recommended:

That the proposal to create a Department of Emergency Medicine be approved.

In summary, we believe there exists:

- *A Critical mass of faculty to support the academic mission*
- *A sufficient and distinctive body of knowledge*
- *Active undergraduate, post-graduate and continuing professional programs in EM*
- *Research success and national recognition*
- *Broadly based support for the initiative to create a Department of Emergency Medicine at the University of British Columbia.*

We respectfully request that you vote to create a Department of Emergency Medicine at UBC, making it the fifth such Department in Canada.

Thank you for your consideration of this proposal.

Dr. Julian Marsden - Head Division of Emergency Medicine, Department of Family Medicine (Email: marsden@telus.net)

Dr. Ran Goldman - Head Division of Emergency Medicine, Department of Paediatrics (Email: rgoldman@cw.bc.ca)

Dr. Roy Purssell - Head Division of Emergency Medicine, Department of Surgery (Email: roy.purssell@vch.ca)

The following documents are available on request:

- Information package sent to the External Review Committee (150 pages)
- External Review Report (9 pages)
- Response to the External Review (6 pages)

THE UNIVERSITY OF BRITISH COLUMBIA



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Dean's Office

November 27, 2007

Dr. David Farrar
Vice President, Academic and Provost
University of British Columbia

Dear Dr. Farrar:

I am writing to request that you arrange for UBC Senate to approve a new Department in the Faculty of Medicine. The proposal to create the new Department of Emergency Medicine within the Faculty of Medicine is enclosed, and an electronic copy will also be forwarded to your office. This proposal was approved by Faculty Executive on October 16, 2007 and by the Faculty of Medicine on November 26, 2007.

I would appreciate it if this could be brought forward to the next meeting of Senate for approval.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Gan".

Gavin C.E. Stuart, MD, FRCSC
Dean

enclosure



**External Review Report
of the Proposal for a
UBC Faculty of Medicine
Department of Emergency Medicine**

External Reviewers

**Brian Holroyd
Professor and Acting Chair
Department of Emergency Medicine
University of Alberta**

**David Walker
Dean, Faculty of Health Sciences
Queen's University**

University Chair

**Martin Schechter
Professor and Head
Department of Health Care and Epidemiology
University of British Columbia**

April 12-13, 2007

The Review Committee is pleased to provide its input in answering the focus questions provided as a basis for this review process.

The Committee would like to acknowledge the dedication and enthusiasm of the UBC Emergency Medicine faculty in their work to develop an academic presence and contribution at UBC and to further that progress with the development of an academic Department of Emergency Medicine (DEM).

The Committee greatly appreciates the many respondents whom we interviewed who provided us with their thoughtful and candid opinions and guidance. The Committee wishes to express its appreciation to all concerned for the site arrangements and especially to Dean Stuart for his hospitality and to Darcie Prosser and Dee dee Wall for their care and attention.

Context

Prior to addressing the focus questions, it is important to consider the context within which this proposal is being made.

- a) Like other clinical departments and divisions, the organizational framework within which the Division of Emergency Medicine functions is complex, involving multiple governing authorities. Major operational sites include St. Paul's Hospital (within Providence Health), Vancouver Hospital (within Vancouver Coastal Health), Children's Hospital (within PHSA), and Royal Columbian Hospital (within Fraser Health Authority), not to mention a number of distributed sites in the other Health Authorities in the province.
- b) While the latter is also a complicating factor for most other clinical divisions and departments at UBC, a unique characteristic of Emergency Medicine concerns the multiple streams within training and practice. Emergency Medicine physicians may be trained and credentialed through several routes including Royal College residency programs (FRCPC), through the College of Family Physicians of Canada as Family Physicians with additional EM training (CCFP-EM), and as Pediatricians with additional EM training (FRCPC Pediatrics-EM). The presence, within a cognate clinical discipline, of separate types of qualifications and training can present significant challenges. At the same time, the diversity of qualifications and training offers significant opportunities.
- c) The proposal also comes at a time of some unrest among emergency physicians in BC. Negotiations are currently underway between the BCMA and the Ministry of Health for a new master agreement for emergency physicians. There remains considerable controversy about appropriate recognition for clinical teaching in this discipline, and some key emergency medicine training sites are currently disengaged from the

academic enterprise. While the same is true in other clinical departments, it appears to be more acute in emergency medicine at the present time.

- d) There is a growing consensus that the long-standing and complex departmental structure of the Faculty of Medicine may not be optimal for the decades ahead and should undergo significant revision. At the same time, two new departments have recently been created (while two have been removed through mergers). The proposal for a DEM follows on these recent changes and of recent GPOF cuts, cash calls and a recently announced university GPOF deficit. It thus comes at a time when the appetite for further departmental expansion may have significantly lessened. The Committee was cognizant of this overall context and took special efforts to consider this case on its own merits, focusing on the following specific questions posed to us by the Faculty of Medicine.

1. Would re-aligning the Division of Emergency Medicine to a Department enhance the overall academic value and follow the strategic plan within the Faculty of Medicine?

There was significant and consistent acknowledgement of the potential benefits and support for the proposed DEM at UBC amongst all of the individuals interviewed. The committee feels that the very significant contributions of the Emergency Medicine faculty have very significant potential to contribute to the achievement of the strategic goals of the UBC Faculty of Medicine. Furthermore the proposal for creation of a DEM provides support for accomplishing the goals of the *UBC TREK 2010 – A Global Journey* and its pillars of People, Learning, Research, Community, and Internationalization.

In particular, contributions in knowledge creation and transmission in Emergency Medicine pertaining to health systems, trauma and conflict, disaster and public health, and the care of vulnerable populations can be generalized to a global context and align well with the vision and strategic goals of the University.

2. Would you recommend this Division be altered to departmental status?

The Committee strongly supports the Division of Emergency Medicine becoming a full academic Department at UBC as did virtually all of the respondents we interviewed. The Committee took special note of the strong support for this proposal offered by the Heads of the three academic departments most directly affected (Surgery, Family Practice, Pediatrics).

The proposed goals of the new DEM at UBC are comprehensive and laudable. We would suggest that with the creation of a DEM a realistic series of goals and

related timelines be developed to ensure the DEM has optimal impact and success.

Initially, we would suggest that the DEM focus on creating a presence within the Faculty and at the current 4 core hospital sites (St. Paul's, Vancouver Hospital, BC Children's and the Royal Columbian). Once appropriate milestones have been met with this foundation, the DEM should embark on an incremental series of steps to achieve their articulated goal of a provincial DEM. DEM leadership and the Faculty of Medicine should jointly develop performance metrics that will allow measurement of achievement of these goals.

The committee recognizes there are very significant expectations for the DEM to "solve" multiple problems facing the Faculty, related to delivery of the clinical teaching of Emergency Medicine in the province. With current resources and the realities of the startup of the DEM it is unrealistic to anticipate these issues being resolved in the short term and we do not believe that granting of Departmental status should be conditional on resolving issues beyond the control of this academic unit.

The Faculty of Medicine, academic leaders of Emergency Medicine and the Ministry of Health should articulate the goals in creation of the DEM and support creation of realistic expectations (particularly expectations that creation of a DEM will immediately have financial resources to resolve funding shortfalls i.e. funding for clinical teaching).

Many external to Emergency Medicine commented on the current structural complexity of EM within UBC and the consequent difficulty in engaging the discipline in an efficient and productive fashion. In particular, those in the expanded regional domain find frustrating the absence of a singular receptor site. Uniformly, there was consensus that a DEM would help to address this issue.

Similarly, the current structure of three divisions of three separate cognate Departments present recurring challenges to those working in the field of EM; the parent Department is of a different discipline, recognition and appreciation of the field may be problematic, and advocacy for discipline development in teaching and research is fragmented, lacking coherence, and dependent on other disciplines within the organizational structures.

The discipline of EM is now well established and functions within a discrete departmental structure in many universities including four others in Canada. Cognate coherence, simpler and more efficient organizational structure, and the resulting enhancement of academic profile and productivity will facilitate growth and recruitment and contribute to the mission of the Faculty and University.

Addressing the challenges related to clinical and academic deliverables within the complexities of the health authority structures in the province will be facilitated by a unified Department structure.

The committee acknowledges the nurturing environment of the Departments of Surgery, Family Practice and Pediatrics that have facilitated the academic growth of the discipline of EM at UBC.

3. Are the current activities in Emergency research at UBC appropriate and relevant to an academic health science department?

The Committee reviewed the inventory of scholarly activity produced by Emergency Medicine faculty and felt that the research output of the current Division of Emergency Medicine at UBC is impressive (particularly when it is considered that there are no GFT Emergency Medicine faculty). The Committee was independently aware of a number of seminal research contributions produced by UBC EM faculty and wondered whether the EM group might have a greater profile externally than it does within its own organizational structures.

4. What are the new academic opportunities available to the proposed department that should be focused upon?

The availability of recurring academic funding from the Ministry of Health in recognition of the research of the academic EM group provides an excellent resource for the establishment of a formal professoriate to facilitate and enhance academic development in the field of EM.

The development and enhancement of joint academic activities across sites (journal club, rounds, synergy of core elements of RCPSC/CCFP-EM programs) will enrich the research and training environment.

Creation of a regional academic teaching plan to achieve the educational objectives of the undergraduate, postgraduate and continuing professional development programs with eventual evolution to a provincial scope, will help address human resource issues related to training.

As the DEM develops in the future as an academic health science department, there is potential for a greater level of involvement in graduate student training. There exists remarkable opportunity for interdisciplinary collaborative research across a broad range of important health research issues.

Emergency medical treatment is a critically important interface between the public and the health care system. Leadership in health systems evaluation and

change in this highly complex organizational environment will be an asset to the Faculty, to decision-makers and to society.

5. What are the potential impediments to success?

It is essential that the Emergency Medicine faculty and core clinical sites comprising the DEM have a very high level of cooperation and cohesiveness with the initial creation of the DEM. The committee notes that UBC clinical and academic Emergency Medicine leaders have made significant progress in addressing collaboration between clinical sites. However, in the Committee's interviews, there were commonly expressed perceptions that the cooperation between clinical sites still has considerable opportunity for improvement. It is essential that more formal and objective evidence of collaboration (particularly between Vancouver Hospital and St Paul's clinical Emergency Medicine groups) be implemented in the process of creation of the DEM. This increased academic and clinical collaboration will also create a climate that will facilitate more widespread Emergency Medicine collaboration provincially.

Lack of alignment between the academic leadership and corresponding decision-making positions in the relevant health authorities is an important potential impediment. The academic, teaching and clinical care missions will all be better served if the academic leader of the DEM also occupies key decision making positions in the academic hospitals and regional health authority. We recommend the Department Head should have a seat at the regional Emergency Services Council and hold an equivalent key operational role for Emergency Services at VCH.

It is critical that the objectives and expectations of the Department be clearly enunciated. The enthusiasm for this initiative has led to very high levels of expectation. Success should be measured by achievement of realistic goals and be accompanied by appropriate expectation management.

6. Is there sufficient depth in terms of leadership and faculty membership?

The committee complements the UBC academic and clinical Emergency Medicine leaders, and the Academic Working Group, that have moved their specialty to a status where it can transition to a full academic DEM. It is assumed that the designation of a Head of the newly formed DEM will be consistent with UBC policies on Search and Selection processes. A newly created Department will require experienced leadership. We recommend that the Head of the Department have a physical presence and practice role in more than one of the core sites and site management (perhaps delegated) responsibilities.

The committee strongly supports feedback from interviews that emphasized the importance of Emergency Medicine creating GFT positions within the funding envelope described in the DEM proposal. In order for the DEM to “have the look” of a UBC academic department, the DEM will need to define several key roles as being GFT positions. The committee understands and supports the use of part time positions and resources for support of educational initiatives at key clinical sites; however, this should not be accomplished at the exclusion of creation of GFT positions.

Otherwise, the review team acknowledges extensive clinical and academic resources within the discipline, more than sufficient for the establishment of an academic Department.

7. What is the optimal coordination of the Family Practice components of Emergency Medicine, the Pediatric components and the Royal College Program EM components in a proposed Departmental structure?

The proposal for creation of a UBC DEM articulates the relationships and coordination between the academic departments of Emergency Medicine, Family Medicine and Pediatrics. Uniformly in the interviews, representatives of all three constituencies strongly supported these arrangements and felt that this approach offered significant support for the success of a DEM. The Faculty appointments of individuals practicing rotation duty, full-time Emergency Medicine in sites around the province (whether certified through the Royal College or the CFPC), upon meeting Faculty qualifications, would logically fit into the DEM. Physicians in family practice who occasionally provide rural Emergency Department coverage and contribute to the Faculty of Medicine mandate, may be best served with continuing their appointment in the Department of Family Practice. Similarly, Pediatricians practicing Pediatric Emergency Medicine will be effective partners as a Division of Emergency Medicine within the Department of Pediatrics. Cross appointments will further strengthen these relationships.

A stronger central DEM will foster greater core site and post-graduate program integration and allow greater synergy and enhancement of educational programs and research development.

8. What are the key strengths?

Key strengths of this academic group and this proposal include:

- Enthusiastic and committed EM faculty
- Excellent training environments and extensive capacity for clinical medical education in the ED
- Strong highly-rated UGME and PGME medical education programs

- High level of national recognition for the UBC academic EM program
- Unique knowledge related to EM - core EM content and sub-specialties (e.g. toxicology, hyperbarics, pre-hospital care, emergency medical services) adds depth to the faculty
- Willingness of EM clinical groups to dedicate resources to develop academic EM mandates
- Strong collaborative arrangements and explicit supportive proposed interactions and mechanisms with Pediatrics and Family Medicine

9. What are the key challenges?

Key challenges that will need to be addressed include:

- Ensuring DEM goals and timelines are realistic within the limited resources available
- Potential for perception that creation of a DEM will allow for an immediate and widespread distribution of resources
- Creation of realistic expectations of DEM by various stakeholders
- Levels of cooperation and cohesiveness among Emergency Medicine faculty and clinical sites
- Pressures created by reluctance of selected clinical Emergency Department to provide clinical teaching, some of which may not be within the direct sphere of influence of a DEM
- Need to ensure strong cooperation between academic DEM at UBC and regional health authorities and consideration of formalization of representation of EM leadership in regional structures.

10. Any further recommendations?

A clear opportunity exists with respect to expansion of Emergency Medicine (RCPSC EM and CFPC-EM) postgraduate programs. There exist enormous untapped clinical and faculty resources. A vibrant and expanded postgraduate establishment enhances the academic mission, allows deployment throughout sites, and supports the expanded undergraduate responsibilities. There is also a serious PHR issue in EM in the province.

As noted above, funding in the amount of \$1.27 m provided annually by the Ministry of Health in support of EM research can provide an important foundation for the DEM and obviate the need for scarce faculty funds. The review team was reassured by the Ministry project lead that the academic funding provided to date was to be sustained and its use in infra-structural academic development was appropriate. We recommend that a component of this be used to create F-slot equivalents. This will require expert and careful technical budgetary construction

with consideration of a grace period of funding protection from the usual revenue sharing formulae.

Resolution of the issues surrounding clinical teaching funding must be reached by the key stakeholders (EM, UBC, MOH) if a distributed DEM is to succeed and achieve its full potential.

Summary of Recommendations

- R1. We recommend that the proposal to create a Department of Emergency Medicine be approved. In summary, we believe there exists:
- A critical mass of faculty to support the academic mission
 - A sufficient and distinctive body of knowledge
 - Active undergraduate, post-graduate and continuing professional programs in EM
 - Research success and national recognition
 - Broadly-based support for the initiative to create a Department of Emergency Medicine at the University of British Columbia
- R2. We recommend that the DEM focus on creating a presence within the Faculty and at the current 4 core hospital sites (St. Paul's, Vancouver Hospital, BC Children's and the Royal Columbian). Once appropriate milestones have been met with this foundation, the DEM should embark on an incremental series of steps to achieve their articulated goal of a provincial DEM. DEM leadership and the Faculty of Medicine should jointly develop performance metrics that will allow measurement of achievement of these goals.
- R3. The availability of recurring academic funding from the Ministry of Health in recognition of the research of the academic EM group provides an excellent resource for the establishment of a formal professoriate to facilitate and enhance academic development in the field of EM. We recommend that a component of this be used to create F-slot equivalents. This will require expert and careful technical budgetary construction with consideration of a grace period of funding protection from the usual revenue sharing formulae.
- R4. It is essential that more formal and objective evidence of collaboration (particularly between Vancouver Hospital and St Paul's clinical Emergency Medicine groups) be achieved in the process of creation of the DEM. This increased academic and clinical collaboration will also create a climate that will facilitate more widespread Emergency Medicine collaboration provincially. The development and enhancement of joint academic

activities across sites (journal club, rounds, synergy of core elements of RCPSC/CCFP-EM programs) will enrich the research and training environment.

- R5. The academic, teaching and clinical care missions will all be better served if the academic leader of the DEM also occupies key decision making positions in the academic hospitals and regional health authority. We recommend the Department Head should have a seat at the regional Emergency Services Council and hold an equivalent key operational role for Emergency Services at VCH.
- R6. A newly created Department will require experienced leadership. We recommend that the Head of the Department have a physical presence and practice role in more than one of the core sites and site management (perhaps delegated) responsibilities.
- R7. Serious consideration should be given to expansion of both Emergency Medicine (RCPSC-EM and CFPC-EM) postgraduate programs. A vibrant and expanded postgraduate establishment enhances the academic mission, allows deployment throughout sites, supports expanded undergraduate responsibilities, and helps address the serious PHR issue in EM in the province.
- R8. Resolution of the issues surrounding clinical teaching funding must be reached by the key stakeholders (EM, UBC, MOH) if a distributed DEM is to succeed and achieve its full potential.

Respectfully submitted,

Martin Schechter, Head, Department of Health Care and Epidemiology, UBC
[Chair]

Brian Holroyd, Professor and Acting Chair, Department of Emergency Medicine,
University of Alberta

David Walker, Dean, Faculty of Health Sciences, Queen's University

April 24, 2007

Response to the External Review Report on the Proposal for a UBC Faculty of Medicine Department of Emergency Medicine

The Emergency Medicine Academic Working Group is pleased to provide this response to the report of the External Review held April 12-13th 2007 regarding the development of an academic Department of Emergency Medicine (DEM) at UBC.

We would like to formerly thank the members of the External Review Committee, Drs. Brian Holroyd, David Walker and the Chair, Dr. Martin Schechter for their time and commitment to this review. Their erudite comments, feedback and recommendations clearly demonstrated a comprehensive grasp of the key issues that we are faced with and will undoubtedly prove to be extremely helpful in our progression to, and we hope ultimate success in, becoming an academic Department. We also wish to express our appreciation to all involved who made this External Review possible and in particular to Dean Stuart, Darcie Prosser and Dee Dee Wall.

Finally, we wish to acknowledge and thank the UBC Department Heads of the three current Emergency Medicine Divisions, Drs. Bob Woollard of the Department of Family Practice, Dr. Bob Armstrong of Pediatrics and Dr. Garth Warnock, of Surgery, for their support and advice regarding this proposal in general and this External Review in particular.

We are very pleased that the External Review Committee strongly supported the proposal to create a UBC Department of Emergency Medicine. In this document, we provide point-by-point responses to the points raised by the reviewers. Of particular note, it should be pointed out that all the recommendations of the External Review Committee have now either been implemented or can be implemented promptly.

We first wish to concur with the perspective of the review committee regarding the context within which this review occurred. Although some challenges exist among emergency physicians in BC, we are confident that an Academic Department will strongly contribute to a successful resolution of the complex issues surrounding such things as emergency medicine teaching. In fact it is our belief that the current issues have, in part, arisen as a result of not having an organized DEM to coordinate the discussion and mitigate issues so that they don't become problems in the first place. We agree with the reviewers that the resolution of these issues, which exist in many medical disciplines across Canada, should not be a precondition to the granting of Departmental status.

Finally, we wish to acknowledge their statement on page 2 (d.) that: "the long-standing and complex departmental structure of the Faculty of Medicine may not be optimal for the decades ahead and should undergo significant revision." We again believe this possibility should not delay the formation of a DEM as we wish to continue to progress forward rather than be placed in academic limbo. We believe that it is essential for us to be granted Departmental status to achieve this.

We will now address each of the specific recommendations made by the External Review Committee.

Recommendation 1. We recommend that the proposal to create a Department of Emergency Medicine be approved.

We are very pleased with this recommendation. The external review committee was clearly convinced that the criteria set out by the UBC FOM were met and that the necessary resources are in place. We believe that the creation of the Department of Emergency Medicine would provide the organizational structure required to proceed with a number of academic initiatives in Emergency Medicine. A robust Academic DEM would support the academic goals of the Faculty of Medicine as outlined in Health Trek 2010.

Recommendation 2. We recommend that the DEM focus on creating a presence within the Faculty and at the current 4 core hospital sites (St. Paul's, Vancouver Hospital, BC Children's and the Royal Columbian). Once appropriate milestones have been met with this foundation, the DEM should embark on an incremental series of steps to achieve their articulated goal of a provincial DEM.

We are ultimately striving to have a provincial DEM but appreciate the importance of the careful development of a core structure prior to expanding from that. We have created the necessary committee structure to ensure Emergency Medicine has a strong presence within the Faculty of Medicine and the current core hospitals. This committee structure will ensure that Members of Faculty based at various institutions work together to support a single UBC academic entity. We have come to consensus on an incremental series of steps and a challenging but realistic timeline to achieve the goal of the creation of a Department of Emergency Medicine. We look forward to working with the Faculty of Medicine to develop mutually agreeable performance metrics.

Recommendation 3. The availability of recurring academic funding from the Ministry of Health in recognition of the research of the academic EM group provides an excellent resource for the establishment of a formal professoriate to facilitate and enhance academic development in the field of EM. We recommend that a component of this be used to create F-slot equivalents. This will require expert and careful technical budgetary construction with consideration of a grace period of funding protection from the usual revenue sharing formulae.

We carefully reviewed our Departmental budget in light of the recommendation of the external review committee to create F-slots for UBC academics. We will be able to create at least two F-slot research positions at the time a department is launched. As such, we have revised our financial plan to include funding for at least two F-slot equivalents and we have created a search and selection committee select candidates for these F-slots. We intend to carry out an international search for each of these F-slot positions.

Recommendation 4. *It is essential that more formal and objective evidence of collaboration (particularly between Vancouver Hospital and St Paul's clinical Emergency Medicine groups) be achieved in the process of creation of the DEM. This increased academic and clinical collaboration will also create a climate that will facilitate more widespread Emergency Medicine collaboration provincially. The development and enhancement of joint academic activities across sites (journal club, rounds, synergy of core elements of RCPSC/CCFP-EM programs) will enrich the research and training environment.*

We have already worked to enhance the research, educational and clinical collaborations between the core hospitals and in particular between St. Paul's Hospital and Vancouver General Hospital. The following collaborative initiatives are underway:

Research

- i) We have struck an Emergency Medicine Research Coordination Committee.
- ii) A Cross-Division Research Retreat is planned for the fall of 2007.
- iii) A Faculty wide Emergency Medicine "Research Day", involving a visiting professorship by an internationally respected researcher in Emergency Medicine, has been scheduled for the spring of 2008.
- iv) A Scholarly Activity Advisor Program, involving academics from different hospital sites, will commence in the fall of 2007 for all residents in the FRCPS-EM and CCFP-EM Programs
- v) Methodology and Statistics education is currently given at both sites. The communication and collaboration on this has been enhanced, and in the future we will provide combined research methodology grand rounds.
- vi) Emergency Medicine Journal clubs are attended by physicians from several academic sites. Specific future journal clubs in 2007-2008 will be devoted to discussions publications on local research, and will also involve discussions about planned and ongoing research.
- vii) We are exploring the establishment of a formal UBC medical student elective in Emergency Medicine Research which will involve both sites.

Education

- i) The Undergraduate program is already run in a way that aggregates members from across institutions in an effective and functional manner. Rotations, seminars courses are planned centrally and utilize Faculty from multiple sites
- ii) Postgraduate rotations – St Paul's ED will be included as a compulsory rotation for FRCPC residents. CCFP EM residents will be accommodated at VGH if they desire.
- iii) Postgraduate rounds – We will have agreed to have a common set of rounds involving Faculty from VGH and St. Paul's and residents from both the FRCPC and CCFPEM Programs. We already have regular rounds involving Faculty from

- all sites in the lower Mainland. We have had several rounds where over 25 sites participated by telemedicine links and the rounds were also webcasted.
- iv) Postgraduate seminars – We have polled program directors from all over Canada to determine how they achieve appropriate integration of FRCPC and CCFPEM Programs. We adopted a new system in September 2007 in which we have one set of seminars for junior residents in FRCPC Program and CCFP EM Residents and an advanced series of seminars for senior residents in the FRCPC Program
 - v) We have agreed to advertise all new CME courses and conferences as UBC EM, rather than hospital-specific, initiatives.

Clinical

- i) Several physicians will work clinical shifts at both St. Paul's and VGH. A request for applications in this regard has already gone out, and has received favourable responses.

Recommendation 5. The academic, teaching and clinical care missions will all be better served if the academic leader of the DEM also occupies key decision making positions in the academic hospitals and regional health authority. We recommend the Department Head should have a seat at the Regional Emergency Services Council and hold an equivalent key operational role for Emergency Services at VCH.

| The senior leadership in the Faculty of Medicine, the Vancouver Coastal Health Authority and the Academic Leaders in Emergency Medicine at UBC have all indicated support for the concept of having the Academic Leader of the Department of Emergency Medicine occupying key decision making positions in the academic hospitals and the Regional Health Authority.

Recommendation 6. A newly created Department will require experienced leadership. We recommend that the Head of the Department have a physical presence and practice role in more than one of the core sites and site management (perhaps delegated) responsibilities.

The Faculty Members in Emergency Medicine agree that a newly created Department of Emergency Medicine will require experienced leadership. We recommend that an International search be conducted to find and select the best candidate. The chosen candidate would be expected to work at both VGH and SPH and hold an administrative title in both Departments. The final structure for this is currently being reviewed.

Recommendation 7. Serious consideration should be given to expansion of both Emergency Medicine (RCPSC-EM and CFPC-EM) postgraduate programs. A vibrant and expanded postgraduate establishment enhances the academic mission, allows deployment throughout sites, supports expanded undergraduate responsibilities, and helps address the serious PHR issue in EM in the province.

We strongly support expansion of both Emergency Medicine (RCPSC-EM and CCFP-EM) postgraduate training programs, and see this as important to meet the human resource needs in the discipline. We intend to be careful to ensure that the academic rigor of the Programs is maintained while we are implementing the innovative expansion strategies.

Recommendation 8. *Resolution of the issues surrounding clinical teaching funding must be reached by the key stakeholders (EM, UBC, MOH) if a distributed DEM is to succeed and achieve its full potential.*

We agree. We take great pride in the fact that despite the acknowledged challenges in clinical teaching and the recognition that clinical teaching needs to be resourced fairly, appropriate educational opportunities have been provided for all medical students and residents in Emergency Medicine and other specialties while negotiations have continued. This highlights the commitment that EM Faculty place on teaching and their affiliation with UBC, and underscores the desire on the part of EM faculty to work with the UBC Faculty of Medicine to ensure appropriate education of students and residents is sustained.

It merits noting that the reviewers themselves made the following statement which we wholeheartedly agree with:

Page 3: “The committee recognizes there are very significant expectations for the DEM to “solve” multiple problems facing the Faculty, related to delivery of the clinical teaching of Emergency Medicine in the province. With current resources and the realities of the startup of the DEM it is unrealistic to anticipate these issues being resolved in the short term and we do not believe that granting of Departmental status should be conditional on resolving issues beyond the control of this academic unit.

The Faculty of Medicine, academic leaders of Emergency Medicine and the Ministry of Health should articulate the goals in creation of the DEM and support creation of realistic expectations (particularly expectations that creation of a DEM will immediately have financial resources to resolve funding shortfalls i.e. funding for clinical teaching).”

In conclusion, we are in complete agreement with the recommendations made by the reviewers and thank them for their considered delineation of the essential steps that must take place. We are confident that we are well along the road in establishing the necessary structure, both financial and administrative, to ensure that we create a progressive, productive and sustainable UBC Department of Emergency Medicine that is in keeping with the expectations of the UBC Faculty of Medicine Health Trek 2010 and we hope this important initiative to establish an Academic Department of Emergency Medicine at UBC will continue to be advanced.

Respectfully Submitted on behalf of the Emergency Medicine Academic Working Group

Roy Purssell
Co-Chair
EM Academic Working Group

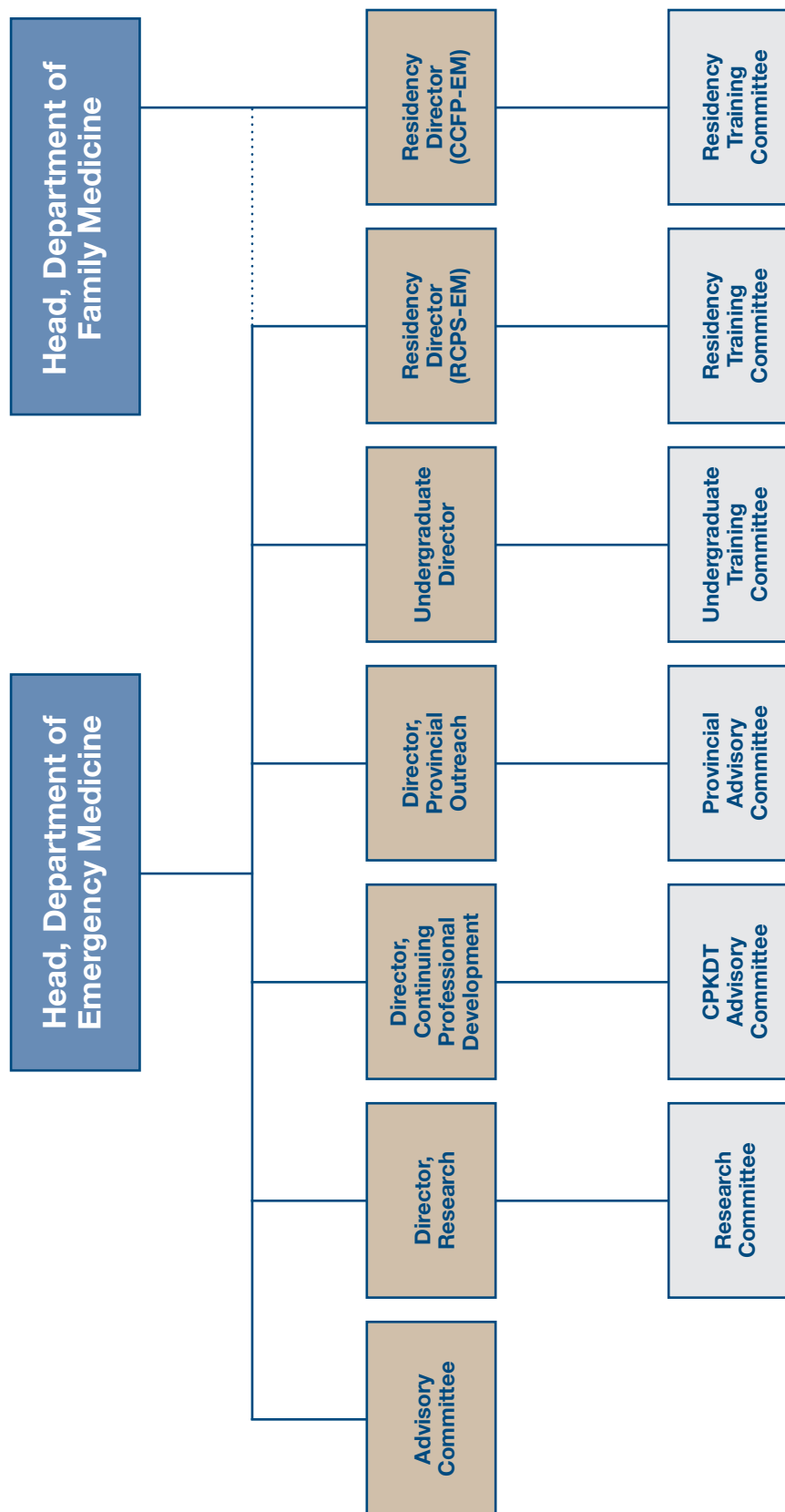
Julian Marsden
Co-Chair
EM Academic Working Group

cc. David Ostrow
Ida Goodrow



AN ACADEMIC DEPARTMENT OF EMERGENCY MEDICINE AT UBC: TOWARDS A COORDINATED AND INTEGRATED FUTURE

Appendix L: Proposed Administrative Structure Department of Emergency Medicine





AN ACADEMIC DEPARTMENT OF EMERGENCY MEDICINE AT UBC: TOWARDS A COORDINATED AND INTEGRATED FUTURE

Appendix M: Emergency Medicine Financial Plan FY2006/2007

	Total	Ministry of Health	Practice Plan	UBC	Other Sources
REVENUES					
Ministry of Health	\$1,269,877.00	\$1,269,877.00			
Practice Plan	\$290,411.00		\$290,411.00		
UBC - Department of Pediatrics	\$152,904.00			\$152,904.00	
UBC - Other Sources	\$264,263.00			\$264,263.00	
Other Sources - C&W, BCOHF	\$119,352.92				\$119,352.92
Total Revenues	\$2,096,807.92	\$1,269,877.00	\$290,411.00	\$417,167.00	\$119,352.92
EXPENSES					
Central Office	\$237,000.00	\$223,000.00	\$0.00	\$14,000.00	\$0.00
Postgraduate Program	\$238,253.00	\$55,875.00	\$10,813.00	\$171,565.00	\$0.00
Undergraduate Program	\$447,298.00	\$237,002.00	\$131,598.00	\$78,698.00	\$0.00
Pediatric Program	\$484,256.92	\$212,000.00	\$0.00	\$152,904.00	\$119,352.92
Research	\$690,000.00	\$542,000.00	\$148,000.00	\$0.00	\$0.00
Total Expenses	\$2,096,807.92	\$1,269,877.00	\$290,411.00	\$417,167.00	\$119,352.92
Surplus/ (Deficit)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



AN ACADEMIC DEPARTMENT OF EMERGENCY MEDICINE AT UBC: TOWARDS A COORDINATED AND INTEGRATED FUTURE

Appendix M: Emergency Medicine Detailed Financial Plan per Category FY2006/2007

	Total	Ministry of Health	Practice Plan	UBC	Other Sources
CENTRAL OFFICE					
Revenues					
Ministry of Health	\$223,000.00	\$223,000.00			
UBC - Undergrad Expansion	\$14,000.00			\$14,000.00	
Total Revenues	\$237,000.00	\$223,000.00	\$0.00	\$14,000.00	\$0.00
Expenditures					
Head, Department of Emergency Medicine	\$100,000.00	\$100,000.00			
Secretary to Department Head	\$50,000.00	\$50,000.00			
Department Manager	\$70,000.00	\$70,000.00			
Office supplies, mail, phone	\$10,000.00			\$10,000.00	
Travel	\$7,000.00	\$3,000.00		\$4,000.00	
Total Expenditures	\$237,000.00	\$223,000.00	\$0.00	\$14,000.00	\$0.00
Excess of Revenues over Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
POSTGRADUATE PROGRAM					
Revenues					
Ministry of Health	\$55,875.00	\$55,875.00			
UBC - PGME Program (coursed through SURG)	\$171,565.00			\$171,565.00	
Practice Plan	\$10,813.00		\$10,813.00		
Total Revenues	238,253.00	\$55,875.00	\$10,813.00	\$171,565.00	\$0.00
Expenditures					
Postgraduate Director (FRCPC)	\$50,000.00	\$16,875.00	\$6,045.00	\$27,080.00	
Postgraduate Secretary	\$63,232.00	\$15,000.00		\$48,232.00	
Academic Education Positions ⁴	\$28,768.00	\$24,000.00	\$4,768.00		
Simulator - Stipend - Director of Program	\$0.00				
• Development Scenarios	\$0.00				

AN ACADEMIC DEPARTMENT OF EMERGENCY MEDICINE AT UBC: TOWARDS A COORDINATED AND INTEGRATED FUTURE

27 February 2008
Item 04b



• Scheduled Simulator Teaching	\$0.00								
• Other	\$0.00								
Telemedicine - Stipend - Director	\$0.00								
• Development of Scenarios	\$0.00								
• Scheduled Teaching	\$0.00								
• Other	\$0.00								
DSSL	\$0.00								
Admin Support	\$0.00								
Scheduled Teaching	\$26,000.00							\$26,000.00	
Clinical Teaching - Patient Care	\$48,450.00							\$48,450.00	
Resident Activity	\$21,803.00							\$21,803.00	
Total Expenditures	\$238,253.00	\$55,875.00	\$10,813.00	\$0.00	\$171,565.00	\$0.00	\$0.00	\$0.00	\$0.00
Excess of Revenues over Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
UNDERGRADUATE PROGRAM									
Revenues									
Ministry of Health	\$237,002.00	\$237,002.00							
UBC - Undergrad Program	\$78,698.00				\$78,698.00				
Practice Plan	\$131,598.00		\$131,598.00						
Total Revenues	\$447,298.00	\$237,002.00	\$131,598.00		\$78,698.00				\$0.00
Expenditures									
Undergraduate Director	\$50,000.00	\$36,666.00	\$5,000.00		\$8,334.00				
Undergraduate Secretary	\$25,000.00				\$25,000.00				
Academic Education Positions ⁴	\$42,000.00	\$24,000.00	\$6,598.00		\$11,402.00				
DSSL - VGH	\$17,500.00	\$8,334.00	\$5,000.00		\$4,166.00				
• SPH	\$17,500.00	\$8,334.00	\$5,000.00		\$4,166.00				
• RCH	\$17,500.00	\$8,334.00	\$5,000.00		\$4,166.00				
• UBC	\$17,500.00	\$8,334.00	\$5,000.00		\$4,166.00				
• LGH	\$17,500.00	\$11,500.00	\$5,000.00		\$1,000.00				
• RGH	\$17,500.00	\$11,500.00	\$5,000.00		\$1,000.00				
Admin Support - VGH	\$35,000.00	\$20,000.00	\$15,000.00						
• SPH	\$35,000.00	\$20,000.00	\$15,000.00						



AN ACADEMIC DEPARTMENT OF EMERGENCY MEDICINE AT UBC:

TOWARDS A COORDINATED AND INTEGRATED FUTURE

UNDERGRADUATE PROGRAM					
	Total	Ministry of Health	Practice Plan	UBC	Other Sources
Expenditures con't					
• RCH	\$35,000.00	\$20,000.00	\$15,000.00		
• UBC	\$35,000.00	\$20,000.00	\$15,000.00		
• LGH	\$35,000.00	\$20,000.00	\$15,000.00		
• RGH	\$35,000.00	\$20,000.00	\$15,000.00		
Teaching Phase IV Seminars	\$0.00			-	
Phase V Clinical Teaching with Patient Care	\$13,298.00			\$13,298.00 ¹	
Wound Management Course	\$2,000.00			\$2,000.00	
Total Expenditures	\$447,298.00	\$237,002.00	\$131,598.00	\$78,698.00	\$0.00
Excess of Revenues over Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EMERGENCY MEDICINE - PEDIATRICS					
Revenues					
Ministry of Health	\$212,000.00	\$212,000.00			
Practice Plan	\$0.00		\$0.00		
UBC - Postgrad Funding (coursed through PAED)	\$69,480.00			\$69,480.00	
UBC - Undergrad Funding (coursed through PAED)	\$20,000.00			\$20,000.00 ²	
UBC - Pediatrics	\$28,896.00			\$28,896.00 ³	
UBC - MSC (coursed through PAED)	\$34,528.00			\$34,528.00	
Other Sources - PHSA	\$119,352.92				\$119,352.92
Total Revenues	\$484,256.92	\$212,000.00	\$0.00	\$152,904.00	\$119,352.92
Expenditures					
Pediatric EM Division Head	\$84,352.92				\$84,352.92
Pediatric EM Division Secretary 0.3 FTE x \$50K	\$15,000.00			\$15,000.00	
Pediatric EM Subspecialty Director	\$18,750.00			\$18,750.00	
Pediatric EM Emergency Physicians CTO Patient Care	\$3,400.00			\$3,400.00	
Pediatric CME Director	\$40,000.00	\$40,000.00			
Undergraduate Director	\$28,896.00			\$28,896.00	
Simulator Director	\$35,000.00				\$35,000.00
Undergrad Teaching - 50 hrs @ 80/hr	\$4,000.00			\$4,000.00 ²	

AN ACADEMIC DEPARTMENT OF EMERGENCY MEDICINE AT UBC: TOWARDS A COORDINATED AND INTEGRATED FUTURE

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Undergrad Teaching - 50 hrs @ 80/hr	\$4,000.00				\$4,000.00 ²	
Undergrad Teaching - ER Physicians	\$12,000.00				\$12,000.00 ²	
Trauma/Transport & Critical Care Director	\$40,000.00			\$40,000.00		
Injury Prevention Research Director	\$40,000.00			\$40,000.00		
Quality and Safety Director/Clinical Pathways	\$34,528.00				\$34,528.00	
Postgrad Scheduled Teaching	\$20,000.00				\$20,000.00	
Subspecialty Resident Activity Funds	\$1,530.00				\$1,530.00	
International Medical Graduate Funds	\$10,800.00				\$10,800.00	
Academic Education Positions ⁵						
Major Projects - 100K (2 projects) ⁵						
Projects - 50 K (5 projects)						
New Investigator - 15K (4 proj) ⁵						
<i>Pediatrics- future requirements⁴</i>						
Research Director	\$50,000.00			\$50,000.00		
IT Director	\$42,000.00			\$42,000.00		
Total Expenditures	\$484,256.92	\$212,000.00⁶	\$0.00	\$0.00	\$152,904.00	\$119,352.92
Excess of Revenues over Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
RESEARCH						
Revenues						
Ministry of Health	\$542,000.00			\$542,000.00		
Practice Plan	\$148,000.00				\$148,000.00	
Total Revenues	\$690,000.00	\$542,000.00	\$148,000.00	\$0.00	\$0.00	\$0.00
Expenditures						
Research Director	\$50,000.00			\$10,000.00		
Major Projects - 100K (2 projects) ⁵	\$200,000.00			\$60,000.00		
Projects - 50K (5 projects)	\$250,000.00			\$50,000.00		
New Investigator - 15K (4 proj) ⁵	\$60,000.00			\$8,000.00		
CME/DPD Director	\$50,000.00			\$10,000.00		
Provincial Outreach	\$50,000.00			\$10,000.00		



AN ACADEMIC DEPARTMENT OF EMERGENCY MEDICINE AT UBC: TOWARDS A COORDINATED AND INTEGRATED FUTURE

Appendix M

RESEARCH	Total	Ministry of Health	Practice Plan	UBC	Other Sources
Expenditures con't					
Travel & Meetings	\$30,000.00	\$30,000.00			
Total Expenditures	\$690,000.00	\$542,000.00	\$148,000.00	\$0.00	\$0.00
Excess of Revenues over Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Summary					
Revenues	\$2,096,807.92	\$1,269,877.00	\$290,411.00	\$417,167.00	\$119,352.92
Expenditures	\$2,096,807.92	\$1,269,877.00	\$290,411.00	\$417,167.00	\$119,352.92

NOTES

- 1 Amount could change based on the number of students enrolled in the electives/selectives.
- 2 Amount still to be confirmed.
- 3 Soft funding from PAED to end June 30/2007. Funding is from McCreary Chair endowment at \$25,800 pa and benefits of \$3,096 pa.
- 4 Pediatrics future requirements (\$50,000 for Rsch Director and \$40,000 for IT Director = \$90,000) is a future commitment so not included in the sources and uses of funds, but need to be disclosed.
- 5 Academic Education Position, Major Projects. New Investigator are funds available by "competition." These funds should be available to Pediatrics.
- 6 Year 1 of the proposal. Subsequent years allocation will be based on principles agreed to by AWG.

Appendix M: Emergency Medicine Financial Plan FY2006/2007

Use of Funds	Total Funds	Source Funds						Location Activity
		MOH	PP	UBC Postgrad	UBC Undergrad	UBC Pediatrics Soft	UBC MSC	Other
PEDIATRIC EM-CURRENT								
Pediatric EM Division Head	\$15,000							\$15,000 C&W
Pediatric EM Division Head	\$25,000							\$25,000 BCCHF
Pediatric EM Division Head	\$44,353							\$44,353 C&W
Pediatric EM Division Secretary 0.3 FTEx\$50K	\$15,000			\$15,000				UBC
Pediatric EM Subspecialty Director	\$18,750			\$18,750				UBC

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NOTES:

Pediatrics future requirements (\$50,000 for Risch Director + \$42,000 for IT Director = \$92,000) is a future commitment so not included in the report, but need to be disclosed.

Postgrad Medical Education 06/07 funding for EM Pediatrics is:

CTO Patient Care	\$3,400.00
CTO Scheduled	\$20,000.00
Resident Activity Fund	\$1,530.00
Program Director/Admin Support	\$33,750.00
Total	\$58,680.00

Source of information: Lois Moen , Postgrad Ed office

. As discussed: August 31, 2006, Dr. Purssell's office.

1 Pediatrics future requirements (\$50,000 for Rsch Director + \$42,000 for IT Director = \$92,000) is a future commitment so not included in the report, but need to be disclosed.

- CTO Patient Care	\$3,400.00
- CTO Scheduled	\$20,000.00
- Resident Activity Fund	\$1,530.00
- Program Director/Admin Support	\$33,750.00
Total	\$58,680.00

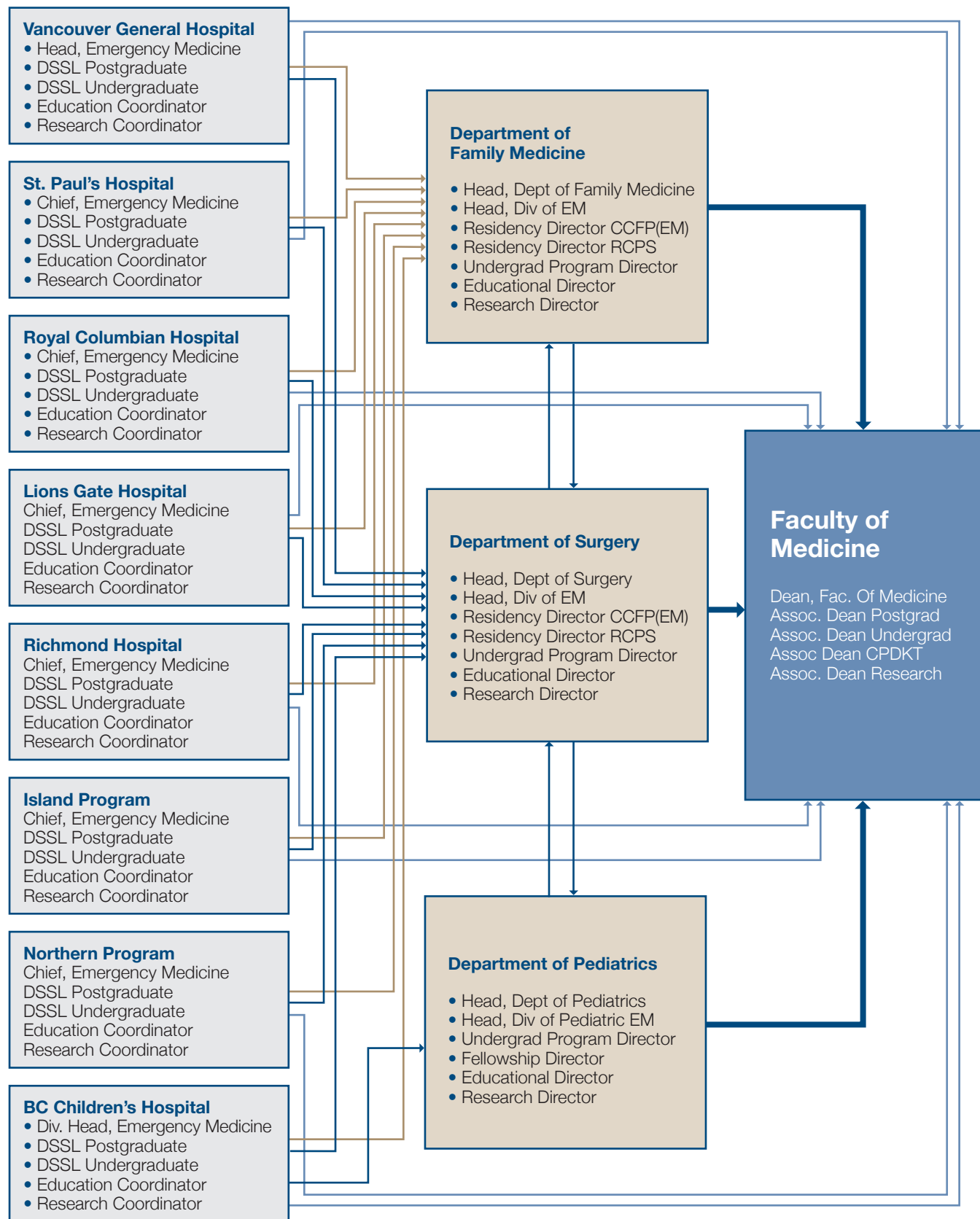
Source of information: Lois Moen , Postgrad Ed office

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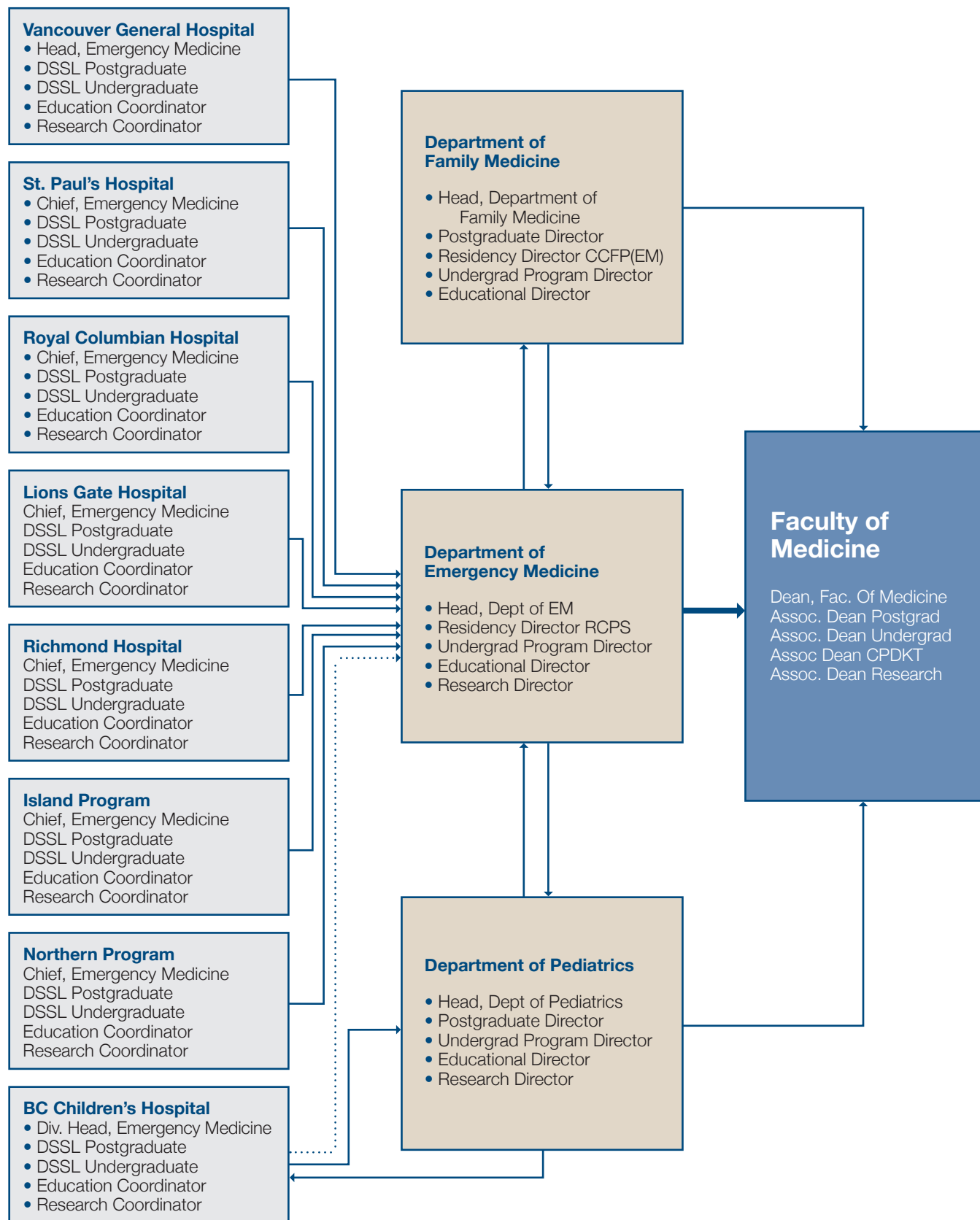
Appendix N – Current Organizational Model





AN ACADEMIC DEPARTMENT OF EMERGENCY MEDICINE AT UBC: TOWARDS A COORDINATED AND INTEGRATED FUTURE

Appendix O – Proposed Organizational Model



THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

February 14, 2008

Memo to: Vancouver Senate

From: Academic Policy Committee

Re: School of Population and Public Health (approval)

The Academic Policy Committee has reviewed the final proposal for the establishment of the School of Population and Public Health in the Faculty of Medicine, including the academic governance and advisory structure of the school, its budgetary and funding implications for the University and its ability and mandate to offer academic programs.

The School will collaborate with the Provincial Health Services Authority, Vancouver Coastal Health Authority, the University of Northern British Columbia, Simon Fraser University (SFU), the University of Victoria, and four other regional BC Health Authorities to create a Province-wide network that will focus on ensuring rapid deployment of new discoveries to enhance and maintain the health of the population, and to strengthen the provincial healthcare system, as well as training public health practitioners and researchers. The School will focus on six broad theme areas with the aim of turning new knowledge concerning the biological, psychological, social, occupational and environmental determinants of health into improved health and quality of life for all.

As such, we recommend that Senate approve and recommend to the Board of Governors as follows:

That a School of Population and Public Health be established in the Faculty of Medicine;

That all academic and research programs offered by or through the Department of Health Care and Epidemiology - including the Master of Health Administration, Master of Health Science, Master of Science, Doctor of Philosophy and Royal College Residency programs - be transferred to the School of Population and Public Health and the subject code for all courses currently offered as HCEP be amended to be SPPH, effective May 1, 2008

That the Centre for Health Services and Policy Research and all associated research programs be transferred from the College of Health Disciplines to the School of Population and Public Health;

That the Senate recommend to the Board of Governors that all faculty members with current appointments to the Department of Health Care and Epidemiology have their appointments transferred to the School of Population and Public Health; and

That the Department of Health Care and Epidemiology be disestablished.

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

Proposal for the Creation of a UBC School of Population and Public Health

Background

The 21st Century is a time of profound system-wide change, from individual mobility, information technology-enabled advances in information utilization, technological advances in health care delivery, to the genomics led understanding of human health. The consequences of these system wide changes on the environment, communities and populations is to magnify risk – whether through the consequences of climate change on the rapid spread of pathogenic organisms, increased disparities in health or challenges to privacy through the IT revolution. This is also a time of unprecedented opportunity to address the challenges caused by system-wide change. For the first time we have the appropriate tools to undertake the relevant research to provide evidence based solutions to health and environmental problems. What we lack at UBC is a single, unifying focus for the researchers and educators engaged in population and public health research and education.

The UBC-SPPH will provide this unified focus. The academic units involved in the School cross seven Faculties and two Colleges. The planning for the School has engaged representatives from all of these constituencies. The creation of the SPPH allows UBC to capitalize on new opportunities for funding from the Public Health Agency of Canada and other Provincial and Federal government agencies. The UBC-SPPH possesses a significant advantage over other new academic developments in public health as it is building on strength *in situ*. By integrating the efforts of individual academic units based at UBC and in the Health Authorities we will instantly become one of the most significant Schools of Public Health in North America, particularly with the additional focus on Population Health. The increased profile and critical mass provided by the SPPH will enable the research units to attract additional funding through grants and contracts, provide the capacity to offer an interdisciplinary Masters of Public Health, create undergraduate programs in population and environmental health and provide one-stop shopping for knowledge exchange between UBC and external stakeholders.

The SPPH will collaborate with the Provincial Health Services Authority (PHSA), Vancouver Coastal Health Authority (VCHA), the University of Northern British Columbia (UNBC), Simon Fraser University (SFU), the University of Victoria (UVic), and the four other regional BC Health Authorities to create a Province-wide network that will focus on ensuring rapid deployment of new discoveries to enhance and maintain the health of the population, and strengthen the provincial health care system, as well as training the next generation of public health practitioners and scientists. The School will focus on six broad areas of emphasis with the aim of turning new knowledge concerning the biological, psychological, social, occupational and environmental determinants of health into improved health and quality of life for all. The School will be founded on contributions from multiple existing units, thus making it truly interdisciplinary and inter-professional in nature. In addition, we will involve community groups throughout the Province.

By bringing together our outstanding UBC and Health Authority-based community health science professionals, academic researchers and learners, we will create one of the most advanced and integrated Schools of Population and Public Health in the world.

The School will remove barriers to successful interdisciplinary and inter-professional collaboration and will address the isolation of individuals and small research units. By integrating the disparate groups, we will significantly strengthen UBC/Health Authority activities in population and public health and provide higher visibility to these entities. At the same time, the increased cohesion and integration across units will enhance learning and educational opportunities and will further galvanize research and service. The intention is to create new, relevant undergraduate and graduate courses in population and public health, which are focused on local and global challenges and on meeting the growing need for interdisciplinary training of public health practitioners. The BC wide collaboration will enable students and researchers in the School to engage with communities throughout the province, and we envision the ability of students to undertake work experiences in all six Health Authorities thus providing exposure to the complex health challenges facing BC.

Goal: To create a new school of population and public health focused on training the next generation of researchers and practitioners, to generate new knowledge and to rapidly translate it into action to improve and sustain the health of the population.

Areas of Emphasis

1. *Social and Life Course Determinants of Health*
2. *Occupational and Environmental Determinants of Health*
3. *Health Care Services and Systems*
4. *Global Health and Vulnerable Populations*
5. *Public Health, Emerging Threats and Rapid Response*
6. *Epidemiology and BioStatistics*

Strong foundational educational programmes will underpin these areas of emphasis and will be delivered by members of the six Divisions. Many courses are already offered by individual units and would be integrated as appropriate to meet the needs of the expanded mandate. The collective strength of the new School will allow for the creation of exciting new graduate programs and specialty options. Unique strengths in BC that support a vibrant health research community include the population health registries and other population-based and longitudinal data sources. These data bases will be pivotal to our ability to expand and strengthen research in many areas including health services and policy research, the control of infectious diseases, occupational and environmental health, disease prevention, improving the health of aboriginal communities, global health and informing knowledge translation strategies.

1. *Social and Life Course Determinants of Health:* This Division recognizes that early child development and youth health are of fundamental importance in determining long-term health, well-being and general competence; that many of the key determinants of health are found outside the health care system, and include such wide-ranging factors as genetic endowment; early childhood experiences, socio-economic integration and education; and that experiences of everyday life in the social hierarchy can significantly compromise psychosocial and material health. The academic units involved in this Division will cross five Faculties and one College: the Human Early Learning Partnership, the Centre for Population Health and Health Promotion, the Centre for Health Care Management, the Population Health and Learning Observatory, the Schools of Nursing and Human Kinetics, the Departments of Health Care and Epidemiology (HCE), Medical Genetics, Paediatrics, Psychology and Sociology and the Faculty of Pharmaceutical Sciences.

2. *Occupational and Environmental Health:* The core of this Division will be composed of members of the Division of Public, Environmental and Occupational Health of the Department of Health Care and Epidemiology and the School of Environmental Health with partners including the Centre for Health and Environment Research and the School of Community and Regional Planning (Faculties of Applied Science, Pharmaceutical Sciences, Medicine and CFIS). Recognizing the importance of the community and workplace environments as determinants of health, the theme's primary objective is to evaluate and determine risks and to develop preventative strategies to protect individuals from work and/or environmentally related impacts on their physical and mental health.

3. *Health Care Services and Systems:* Recognizing that Canada's health care system continues to be a source of national pride, while facing significant, structural, financial, organizational and regulatory challenges, this Division will focus on a sustainable future for Health Care. The activities are consistent with Trek 2010 with respect to the development of evidence-informed health policy, improving service delivery and information systems through research, training and knowledge translation. The core of this Division will be members of the Division of Population Health and Health Services of the Department of Health Care and Epidemiology along with the Centre for Health Services and Policy Research and it will draw on major contributions and commitments from the Western Regional Training Centre in Applied Health Services. Collaborators include the Centre for Health Care Management (Sauder School of Business) and research units embedded in the Health Authorities (Centre for Health Evaluation & Outcomes Sciences at St. Paul's, Centre for Clinical Epidemiology and Evaluation at VGH, Centre for Applied Health Research and Evaluation at Children & Women's Hospital) and the Collaboration of Outcomes Research and Evaluation, and Pharmaceutical Outcomes and Policy Innovations Units. A sustainable health care

system also requires disease prevention and health promotion both of these will be addressed by investigators from BC Cancer Research Centre and the Departments of Family Practice, Pathology, Psychology, Sociology and Surgery.

4. *Global Health and Vulnerable Populations:* This Division will examine the local-global interconnections that now underpin the health sector. The aim is to understand how to promote and sustain health equity system wide whether in BC or internationally. Analysis of BC's vulnerable populations in relation to global cases of health disparities will involve partnerships with communities and researchers throughout the Province as well as projects and needs around the world. Specific settings will include Aboriginal communities at home and abroad as well other community-based efforts to adapt to change and enhance well-being. Partners include: BC Centre for Excellence in HIV/AIDS in the Downtown Eastside, First Nations Studies Program, Liu Centre and the Centre for International Health and the School of Human Kinetics.

5. *Public Health, Emerging Threats and Rapid Response:* In the era of SARS, West Nile virus, pandemic influenza etc, the importance of public health has never been greater. UBC-SPPH will provide leadership in research and training aimed at improving Canadian and global readiness to both prevent and rapidly detect and control emerging threats. The core of this Division will be the UBC Centre for Disease Control with partners including the Collaboration for Outcomes Research and Evaluation group who are looking at the cost effectiveness of vaccines and drugs to treat infectious diseases. Adverse drug reactions (ADRs) rank as the fifth leading cause of death in the U.S. and have been a public health concern for decades. New genomic technology provides the ability to predict serious ADRs, investigators in the Faculty of Pharmaceutical Sciences and Child and Family Research Institute will use these technologies to determine the impact of therapeutics on both effective and harm-related patient outcomes with the aim of reducing the incidence of ADRs. Partners include the Medical Health Officers in the Health Authorities, the BC Ministry of Health and the Public Health Agency of Canada.

6. *Epidemiology and Biostatistics:* This Division is moving from the Department of Health Care and Epidemiology and has membership from several Health Authority-based research groups : Centre for Health Evaluation and Outcomes Sciences (CHEOS), the Canadian HIV Trials Network, Centre for Community Health and Health Evaluation Research and Centre for Clinical Epidemiology & Evaluation. In an era of extraordinary advances in scientific knowledge and methods, epidemiology and biostatistics provide essential tools for understanding disease etiology and disease distribution, and for identifying effective and efficient approaches to prevention, screening and treatment. The Division of Epidemiology and Biostatistics will provide training in the foundational skills of population and public health to the majority of students in the SPPH and will be leading the planning of the Certificate in Evaluation Studies. In addition, some students will wish to specialize in these disciplines. In the area of biostatistics, the Biostatistics group is currently collaborating with the Department of Statistics in the Faculty of Science to develop and implement a jointly-offered MSc / PhD program in Biostatistics.

Educational Programmes

Undergraduate Learning: The UBC-SPPH is committed to supporting the introduction of new curricula into undergraduate Arts and Sciences as part of the **cross-disciplinary Health and Society** offerings. The emphasis will be on exposing undergraduates to key issues in health care and population/public health. We envision 200 – 300 students per course. These courses will attract the students into expanded graduate training programs within the School. We are currently in the planning and consultation stages for an interdisciplinary undergraduate training program in Environmental Health in response to a request from the Directors of Health Protection of the five BC Health Authorities; enrollment would be 40-50 students/yr.

Graduate Education: Existing research and project-based MSc programs (including internships and applied training in the community) and a PhD program in each Division form the foundation of graduate training. We expect these to expand by 10-15 students/yr with the increase in capacity. The UBC-SPPH will collectively house or is affiliated with five CIHR-funded strategic training programs.

Professional Education: The UBC-SPPH will offer the **Master in Health Administration (MHA)** program currently housed in the Department of Health Care and Epidemiology that is designed for post-graduate students and Canadian and international health care system executives and senior staff interested in skills/training upgrading. The UBC MHA is already the second largest program in Canada, and will continue to attract students from across the

country and around the world. The new **Master of Public Health (MPH)**, coming to Senate for approval in Spring 2008 for a September 2008 initial intake, is a cornerstone of the educational mission of the UBC-SPPH. Worldwide, the Master of Public Health degree is the most widely recognized professional credential for leadership in public health. The MPH is being built around the six Divisions of the UBC-SPPH and will include both coursework and practical placements in the real world of public and population health. The programme design is based on 36 students/yr. Initially, it will utilize a campus-based format, but within two years the intention is to offer the degree in distance format so learners can remain based in their communities. This program was developed on the basis of extensive consultations with the BC public health community, and follows the Public Health Agency of Canada guidelines. We are in the early planning stages for an MSc in Health Informatics and a Certificate programme in Evaluation Studies to be offered possibly in the 2009-10 academic year, and specialty options in health services and health care policy within the Masters and Ph.D. programs envisioned for the UBC-SPPH.

Transforming the student experience: The UBC-SPPH will be committed to education that involves practical experiences embedded in the health care and public health sectors. The project-based MSc, the MHA and the MPH all involve practicum placements in Vancouver, British Columbia and beyond. The MHA already utilizes a modular approach based at Robson Square that recognizes the realities of students who remain within their careers while studying. Within two years, the MPH will offer a distributed format that will allow learners to remain based in their communities and practices, increasing the likelihood they will continue to serve their communities after their studies are complete. Establishing practice placements will be facilitated by use of the current process established by the Faculty of Medicine that has active Joint Liaison Committees with all six Health Authorities to manage programmes such as the MHA.

International learning and global service: A major aim of *Global Health and Vulnerable Populations* is to foster improvements and equity in health around the world. For this to occur, developing countries require professionals to manage and upgrade their health care and public health systems. The MPH program will attract students from around the world to train here in BC and then return home for the benefit of their native countries. Their presence will immeasurably enrich the education of North American-born students and make them far better global citizens.

Community outreach

Engaging and supporting aboriginal students, faculty, staff and communities: The UBC-SPPH is committed to being the most Aboriginal-friendly school of its kind. We recognize that with the transition to Aboriginal self-government and the transfer of responsibility for health care, Aboriginal communities will need abundant training (e.g., MHA, MPH, public health nursing). We are in discussion with FoGS to create flexible admission policies that accommodate aboriginal student backgrounds and needs. Research will continue to focus on aboriginal health (e.g. a current study involves HIV/AIDS among Aboriginal youth in BC) and on environmental health issues that are crucial to Aboriginal communities. The HELP Aboriginal Steering Committee is facilitating research with several key Aboriginal child development agencies in BC.

Serving alumni and community: A core value of the UBC-SPPH will be to work with communities to promote and protect health and well-being. This includes working with partners, whether in the public health sector, in occupational groups or in Aboriginal communities, to identify problems, frame questions, and translate knowledge into actions. Interaction with the community is thus endemic to the educational and research work of the UBC-SPPH, for example through dialogue with communities, speaking at public forums, opinion editorials and engaging system decision-makers in the educational process.

Funding: Both the Canadian Institutes of Health Research and the Michael Smith Foundation for Health Research have two of their four pillars devoted to precisely the themes of the School. In addition, CIHR has an Institute of Health Services and Policy Research, and an Institute of Population and Public Health. The Public Health Agency of Canada has funds dedicated for training public health professionals and discussions are currently underway at a Federal level to support Public Health education and research at UBC. The high visibility of the School will provide new opportunities for private fundraising. The School will enhance UBC's ability to capitalize on funding opportunities by fostering a level of multi-disciplinarity unparalleled in other Canadian settings. It is anticipated that launching the School will require no further GPOF resources beyond those currently allocated to the Department of HCE and other affiliated units, and funds available from graduate program expansion. On approval of the SPPH the Faculty of Medicine will dissolve the Department of Health Care and Epidemiology and transfer the faculty

positions, students and current courses to the SPPH with the attendant budget. The Centre for Health Services and Policy Research will also transfer its budget from the College of Health Disciplines to the SPPH. It is proposed that the Head of the Department of Health Care and Epidemiology would become the Interim Director of the SPPH. The funding available through the transfer of resources from Health Care and Epidemiology and the Centre for Health Services and Policy Research along with the creation of the MPH graduate programme will be sufficient to launch the SPPH.

To enable the SPPH to expand we will be initiating a major fundraising effort and approaching local and national agencies for support. In addition, in anticipation of the creation of the SPPH an application was made to the UBC internal competitions; the Strategic Priorities Fund and the University Investment Fund for resources to expand the reach of the SPPH. The requests include funding for a Director and six junior faculty to join the new Divisions. The funding of these individuals will promote integration across the Divisions by creating new opportunities for interdisciplinary collaboration at UBC. The searches for the Director and new faculty members will be open competitions with a focus on a fit with the SPPH. The individuals may be appointed in any of the partner Faculties/Colleges/Schools/ Departments with the proviso that the majority of their teaching and research efforts are devoted to the SPPH. To further strengthen the interdisciplinary nature of the SPPH the six Division leaders will build bridges across disparate academic and Health Authority based units. With these new positions it will be possible to enhance the SPPH using an interdisciplinary model building from the base of the Department of Health Care and Epidemiology.

The SPPH received \$300,000.00 in funding from the SPF competition contingent on the final approval of the SPPH proposal, these funds will be used to augment the faculty in the SPPH as previously indicated. The applications to the University Investment Fund requested funding for a Functional Plan for academic space for the SPPH and funding. New space is an urgent need as the Mather building currently housing the Department of Health Care and Epidemiology is slated to be demolished in the near future providing the opportunity to plan for core academic space for the new SPPH rather than replicating the academic space in the Mather Building. In addition, funding was requested to create two additional educational programmes, a Masters in Health Informatics and a Certificate in Evaluation Studies. The UIF proposal received \$250,000.00.

Prestige: In the era of SARS, West Nile virus, and bird flu, the importance of public health has never been greater or more visible. UBC has already shown itself to be world class in being first to sequence the SARS genome. The School will further enhance UBC's international reputation for leading population and public health research, education and service.

Linkages: The main feature of UBC and British Columbia that makes this concept so much more viable and exciting here than elsewhere in Canada, is the existence of a number of outstanding partners that are being bridged to form the Divisions within the School. The SPPH will interact with the College of Health Disciplines with respect to a joint focus on inter-professional education and training and with the College for Interdisciplinary Studies and the Faculty of Graduate Studies in the creation of new interdisciplinary courses and graduate degrees. We expect that research and educational programmes offered by individual Faculties and Colleges will benefit from the added reach of the SPPH and the Health Authorities will benefit from the increased numbers of health professionals trained in Public Health and related specialities (community medicine).

Governance:

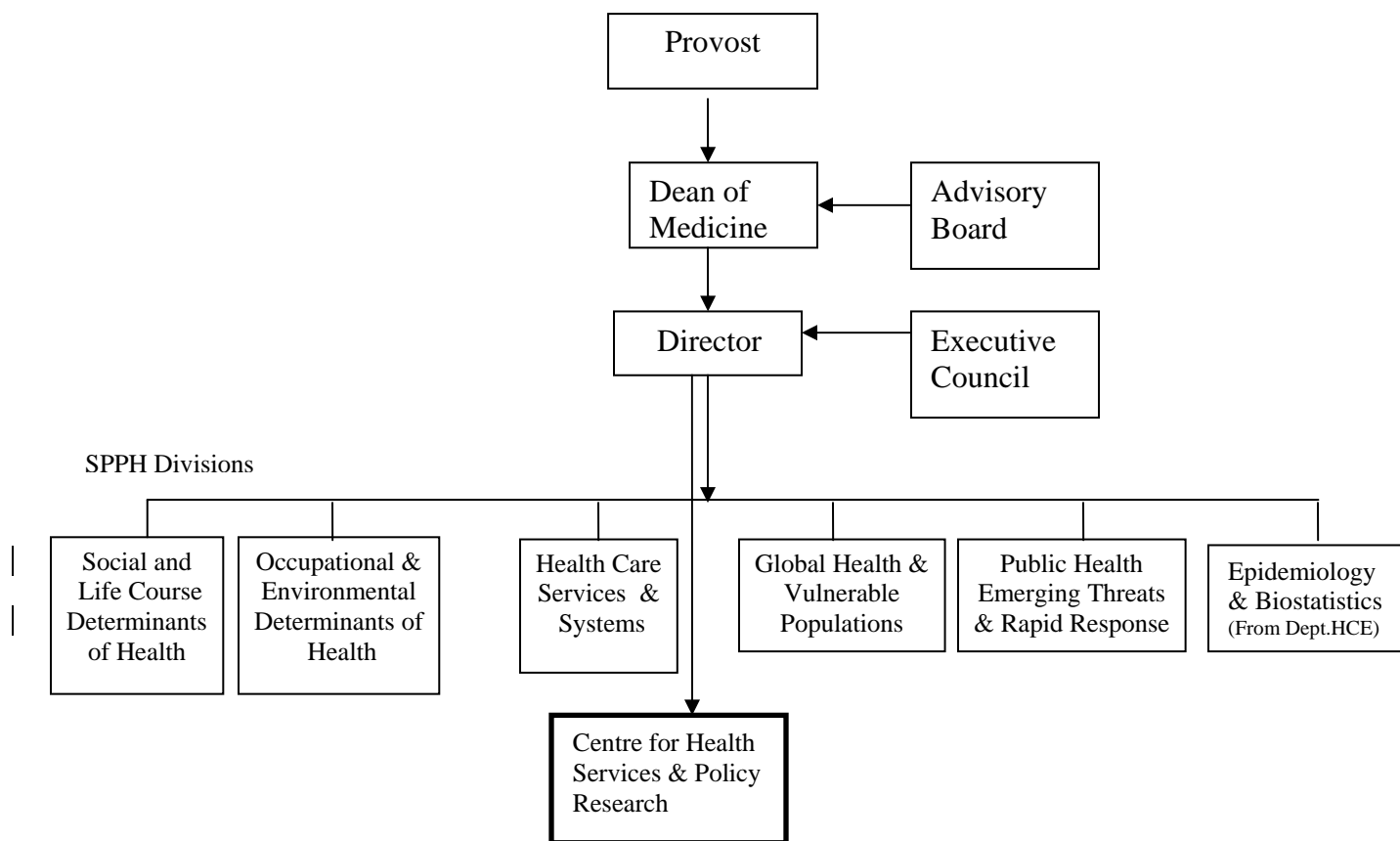
The governance model for the School of Population and Public Health is depicted below. The School will report to the Dean of Medicine who remains accountable to the Provost. An Advisory Board composed of representatives from those UBC academic units involved with the School (e.g., Applied Science, Arts, Sauder School of Business etc.), a representative from a BC Health Authority, a Community Leader with a successful history of fundraising, an aboriginal community representative and student representatives, chaired by an individual elected by the members will advise the Dean of Medicine. The Director of the SPPH will serve on the Board as an ex-officio member. The Board will offer advice concerning the direction and scope of the SPPH with respect to education, research and community involvement. For the first five years the Advisory Board will meet at least bi-annually to assess progress after which the frequency of meetings will be re-assessed.

The SPPH within the Faculty of Medicine will be formed from members of the current Divisions in the Department of Health Care and Epidemiology and the Centre for Health Services and Policy Research with affiliate members distributed in Faculties and Colleges at UBC and partner Health Authorities thus retaining the inter-faculty, interdisciplinary focus of the SPPH without creating a new “silo”. An Executive Council consisting of the Director, Division Heads, and leaders of key affiliated units will lead and administer the day to day operations of the School. To offer maximum flexibility to existing units, current administrative relationships will not be disturbed unless there is agreement with the affiliated units and faculties. Specifically, affiliated units currently outside the Faculty of Medicine can choose to retain their current administrative relationships (e.g., the School of Nursing in the Faculty of Applied Science). The terms of appointment of affiliate members of the SPPH will follow UBC policy and will be governed by memoranda of understanding between the Faculty of Medicine and the host Faculty.

What will success look like?

The UBC PAIR data uses the ratio of external research funds : GPOF funding as a measure of research effectiveness. The data for 2006 show that the five highest UBC Faculties/Colleges ratios range from 0.9 to 3.8, with UBC as a whole at 1.2. The strength of SPPH based research is illustrated by the Dept of HCE with \$10.35M research: \$1.5 M GPOF, ratio 6.9! This represents one of the highest values at UBC and we expect the SPPH overall to achieve a high research:GPOF ratio. The goal of the SPPH will be to exceed UBC’s overall research:GPOF ratio by a factor of three.

We will also evaluate the impact of SPPH research and educational programs by monitoring student enrolment and subsequent career pathways, uptake and implementation of SPPH research by Health Authorities and policy makers, and the usual metrics of publication quality and citations, patents, grant and contract revenue, and presentations by faculty and students at national and international conferences. The Advisory Board will assess the SPPH on a bi-annual basis for the first five years to provide input to the Dean of Medicine with respect to progress on education, research and community outreach goals. After five years there will be an external review of the SPPH followed by periodic reviews at five year intervals.



NB. Affiliate units are not shown due to the numbers involved and complexity of the interactions.

Budget of SPPH derived from Dept of HCE

Faculty Salaries	1,309,096
Sessional & TAs	2,176
Admin staff	212,474
Supplies	1
Non-GPO Salaries Settlement	55,825
One-time Budget Reallocations	(77,800)

TOTAL	1,501,772
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plus
income from MPH
\$300,000 from Strategic Priorities Fund
Admin support from CHSPR



Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

February 14, 2008

Memo to: Vancouver Senate

From: Admissions Committee

Re: **Enrolment Targets 2008-2009 (approval) and Faculty of Commerce and Business Administration Admission Changes (approval) and Faculty of Land and Food Systems Admission Changes (approval)**

a. Enrolment Targets 2008/2009 (approval) (circulated)

Please find attached proposed undergraduate enrolment targets for the 2008/2009 academic year for each Faculty, division and year level. The tables show targets for new and continuing students as both head counts and full-time equivalents (FTEs).

The proposed enrolment targets have been reviewed by the Vice-President Academic & Provost and the Committee of Deans.

Motion: That Senate approve the 2008/2009 enrolment targets, as per section 27(2)(r) of the University Act.

b. Change to admission requirements for applicants to the Executive Master of Business Administration program in the Faculty of Commerce and Business Administration (approval) (circulated)

The Admissions Committee has reviewed and approved the proposed Calendar entry on Prior Learning Assessment and Recognition for applicants to the Executive Master of Business Administration program in the Faculty of Commerce and Business Administration.

Motion: That Senate approve the changes to the admission requirements for applicants to the Faculty of Commerce and Business Administration.

c. Change to admission requirements for applicants to programs in the Faculty of Land and Food Systems (approval) (circulated)

The Admissions Committee has reviewed and approved the proposed Calendar entry on admission requirements to the Dietetics Major, Food Science Major, Food and Nutritional Sciences Double Major, and Human Kinetics Minor programs in the Faculty of Land and Food Systems.

Motion: That Senate approve the changes to the admission requirements for applicants to programs within the Faculty of Land and Food Systems.

Respectfully submitted,

Dr. James Berger, Chair
Senate Admissions Committee

University of British Columbia - Forecast

Note: New = "New to UBC" or "New to Program"

Excludes ISI Students; Includes Tech de Monterrey and Korean Exchange

PROGRAMS			2008W Plan						
			New		Cont	Total	New	Cont	Total
FACULTY	DIVISION	Year Lvl	HC 2008/09	HC 2008/09	HC 2008/09	FTE 2008/09	FTE 2008/09	FTE 2008/09	
APSC	BASC	1	649	46	695	701.2	33.7	734.8	
		2	157	605	762	177.3	672.4	849.7	
		3	28	1050	1078	35.9	946.5	983.4	
		4	0	786	786	0.0	760.0	760.0	
		5	0	81	81	0.0	79.2	79.2	
	Engineer Total		834	2568	3402	915	2496	3412	
	BEND	3	21		21	25	0	25	
		4	1	19	20	1	19	20	
	BEND Total		22	19	41	26	19	46	
	Nursing BSN	1	0	0	0	0.0	0.0	0.0	
		2	0	0	0	0.0	0.0	0.0	
		3	117	3	120	87.8	3.0	99.1	
		4		109	109	0.0	99.7	99.7	
	BSN Total		117	112	229	87.8	104.7	199.7	
	Nursing PRN		0	97	97	-	24.7	24.7	
	PRN Total		0	97	97	0	24.9	24.9	
	Total Nursing		117	209	326	87.8	120.0	198.4	
	Other Total		62	1	63	32.8	0.6	33.4	
APSC Total			1035	2797	3832	1072.4	2596.9	3664.6	
ARTS	Arts BA	1	1760	391	2151	1547.9	285.1	1827.0	
		2	473	1427	1900	369.8	1194.4	1562.1	
		3	494	2198	2692	387.8	1677.5	2066.7	
		4	0	2572	2572	0.0	1715.8	1716.6	
	Arts Total		2727	6589	9316	2287	4878	7167	
	FineArts BFA	2	15	6	21	12.3	4.6	16.9	
		3	39	13	52	32.1	11.3	43.5	
		4	0	61	61	0.0	42.9	43.0	
	FineArts Total		54	80	134	44	58	102	
	Music BMUS	1	41	0	41	42.6	0.0	42.6	
		2	13	43	56	13.1	41.9	55.0	
		3	17	57	74	18.0	54.4	72.0	
		4	0	78	78	0.0	61.4	61.4	
	Music Total		71	178	249	73.6	157.9	231.2	
	Other Total		310	33	343	166.0	11.0	177.0	
	SocWork	1 (3)	30	7	37	30.9	2.3	34.5	
		2 (4)		32	32	0.0	21.2	25.4	
	SocWork Total		30	39	69	30.9	24.0	54.1	
ARTS Total			3192	6919	10111	2600.7	5129.4	7730.9	
COMM	Comm BCOM	1	307	2	309	300.9	1.1	301.9	
		2	183	287	470	175.8	267.8	443.6	
		3	92	508	600	87.2	446.4	534.1	
		4		623	623	0.0	441.6	441.6	

	Comm Total		582	1420	2002	563.7	1159.8	1726.7
	BBRE Total		9	0	9	2.4	0.0	2.6
	Diploma/Other Total		916	862	1778	301.3	136.2	437.5
COMM Total			1507	2282	3789	869.0	1280.0	2149.5
DENT	DentSci BDSC	1	28	3	31	22.6	2.1	24.9
		2		1	1	0.0	0.9	0.9
		3	20	25	45	7.1	9.3	16.5
		4	36	59	95	9.6	20.6	29.8
	DentSci Total		84	88	172	39.3	32.5	72.5
	DMD	1	38	3	41	38.0	3.0	41.0
		2		41	41	0.0	41.0	41.0
		3	10	37	47	10.0	37.0	47.0
		4		42	42	0.0	42.0	42.0
	DMD Total		48	123	171	48.0	123.0	171.0
	Other Total		1	1	2	0.2	0.0	0.4
	Resident Total		13	4	17	13.0	4.0	17.0
DENT Total			146	216	362	100.5	166.4	266.6
EDUC	BEDE Total		397	152	549	503.5	143.2	648.0
	BEDM Total		36	1	37	47.0	1.1	48.1
	BEDN Total		0	0	0	0.0	0.0	0.0
	BEDS Total		340	39	379	487.6	20.4	513.1
	HKIN	1	125	13	138	108.8	8.9	118.4
		2	26	118	144	20.9	107.3	126.7
		3	63	141	204	52.4	120.1	172.4
		4	1	342	343	0.6	245.4	246.0
	HKIN Total		215	614	829	182.3	481.5	666.3
Diploma / Other		274	344	618	84.4	68.0	152.5	
EDUC Total			1262	1150	2412	1295.8	710.5	2023.3
FRST	BSFS (BSCF)	1	15	5	20	13.3	4.4	17.8
		2	1	2	3	0.9	1.7	2.6
		3	1	7	8	1.1	6.4	7.3
		4		10	10	0.0	6.9	6.9
	BSFS Total		17	24	41	15.5	19.8	34.8
	BSCN	1	52	38	90	46.6	31.6	78.3
		2	1	11	12	0.9	9.1	10.1
		3	1	16	17	1.0	12.3	13.2
		4		25	25	0.0	19.7	19.7
	BSCN Total		54	90	144	48.5	72.2	119.9
	BSF	1	62	30	92	57.5	23.2	82.1
		2	5	23	28	4.3	21.4	25.5
		3	1	27	28	0.9	21.1	22.0
		4		26	26	0.0	20.4	20.4
	BSF Total		68	106	174	62.7	85.2	149.3
	BSCW	1	26	10	36	25.8	7.9	33.6
		2	0	6	6	0.0	4.6	4.6
		3	1	17	18	0.0	13.1	13.9
4			37	37	0.0	27.7	27.7	
BSCWTotal		27	70	97	26.8	53.4	79.4	
Other Total		13	2	15	8.6	0.6	9.2	
FRST Total			179	292	471	161.7	231.1	392.0
LAW	Law	1	171	7	178	198.8	6.3	205.5
		2	4	198	202	4.0	198.3	202.3

			3		198	198	0.0	187.5	187.5
	Law Total			175	403	578	202.9	392.4	598.5
	Other Total			56	3	59	33.6	1.7	35.3
LAW Total				231	406	637	239.2	394.1	634.4
LFS	BSGR		1	0	0	0	0.0	0.0	0.0
			2	26	3	29	25.3	2.5	27.8
			3	9	22	31	8.1	12.4	20.7
			4	2	32	34	1.8	18.3	20.2
	BSGA/BSGR Total			37	57	94	35.3	33.2	69.0
	BSFN		1	193	37	230	170.3	20.5	190.4
			2	58	149	207	47.5	116.7	164.1
			3	31	157	188	26.4	129.3	155.6
			4	0	192	192	0.0	132.7	132.8
			5		36	36	0.0	21.2	21.2
	BSFN Total			282	571	853	243.9	423.7	667.5
	BSAG		1	39	13	52	32.9	8.2	40.6
			2	11	32	43	9.8	23.6	33.2
			3	1	20	21	0.7	17.4	18.1
			4	1	19	20	0.2	14.4	14.7
	BSAG Total			52	84	136	43.6	63.3	106.5
	Diploma / Other Total			12	0	12	6.0	0.0	6.0
LFS Total				383	712	1095	328.7	521.1	849.2
MEDI	MD		1	253	6	259	253.0	6.0	259.0
			2		255	255	0.0	255.1	255.1
			3		226	226	0.0	225.7	225.7
			4		219	219	0.0	218.8	218.8
	MD Total			253	706	959	253.0	705.6	958.6
	MedLab		3	24	1	25	29.6	0.8	30.4
			4		22	22	0.0	20.6	20.6
	MedLab Total			24	23	47	29.6	21.4	51.2
	Midwifery BMW		1	10		10	5.9	0.0	5.9
			2		9	9	0.0	6.9	6.9
			3		10	10	0.0	10.4	10.4
			4		10	10	0.0	10.0	10.0
	Midwifery Total			10	29	39	5.9	26.9	32.9
Resident Total			311	710	1021	311.0	710.0	1021.0	
Other Total			4	10	14	0.6	1.4	2.0	
MEDI Total				602	1478	2080	600.1	1464.4	2064.6
PHAR	Pharmacy BSCP		1	142	2	144	143.8	0.0	145.8
			2		155	155	0.0	160.2	160.1
			3		155	155	0.0	169.8	169.8
			4		147	147	0.0	141.2	141.2
	Pharmacy Total			142	459	601	143.8	473.5	617.1
Resident Total			22	0	22	22.0	0.0	22.0	
PHAR Total				164	459	623	165.8	473.5	639.1
	Science (BSC)		1	1307	149	1456	1334.6	117.0	1455.2
			2	414	1391	1805	336.4	1268.0	1600.7
			3	78	1200	1278	68.9	1052.4	1121.3
			4		1546	1546	0.0	1165.4	1165.4
	BSC Total			1799	4286	6085	1739.8	3566.7	5305.4
	BCS	2-3		25	9	34	20.0	3.7	23.8
4			0	42	42	0.0	23.6	23.8	

	BCS Total	25	51	76	20.1	27.2	47.5
	Other Total	79	3	82	40.9	0.9	41.8
SCIE Total		1903	4340	6243	1801.0	3596.1	5396.2
UNCL/Other/Unknown Total		1226	460	1686	379.8	90.6	470.4
Grand Total		11830	21510	33340	9616	16641	26261

	0.965 adjusted for march/normal load	25,347.1
	+20 at UCC	25,367.1
	Summer	3,078.7
	March Forecast FTE	28,425.9
	Enrolment Target:(funded)	29,036.0
	UBC Plan Target	28,344.0
	Forecast - funded	(610.1)
	Forecast - UBC Plan target	81.9
	March Grad Forecast FTE	6,714.0
New = new to ubc and new to program, but not	Enrolment Target:(funded)	4,757.0
Diplomas/Certificate/Licentiates = last year's N	Forecast - funded	1,957.0
Other (Exch/Visi) = last year's November figure		
Residents = last year's November figure	UBCO Forecast FTE	3,982.0
BBRE = last year's November figure	Enrolment Target:(funded)	6,373.0
BCS = last year's November figure	Forecast - funded	(2,391.0)
DMD: Headcount = FTE		
	TOTAL SYSTEM FTE	39,121.9
	Enrolment Target:(funded)	40,166.0
	Forecast - funded	(1,044.1)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce Department: Sauder School of Business Faculty Approval Date: Sept. 6, 2007 Effective Session <u>W</u> Term <u>2</u> Year <u>2008</u> for Change	Date: October 19, 2007 Contact Person: Brian Bemmels Phone: 2-8372 Email: brian.bemmels@sauder.ubc.ca
Proposed Calendar Entry: EXECUTIVE MASTER OF BUSINESS ADMINISTRATION <p>The Executive Master of Business Administration (E.M.B.A.) is intended for mature students with prior management work experience. The degree program is offered as open enrollment or as a custom designed program for corporate or government clients. The program includes a minimum of 30 credits. The curriculum includes courses that cover the fundamental areas of business, more advanced courses, and may include applied projects. Applicants must be sponsored by their employer or organization in order to participate, have successfully completed an undergraduate degree or equivalent, and have a minimum of eight years of full-time work experience, including five years of management work experience. Applicants must be interviewed prior to acceptance. International applicants must have a minimum TOEFL of 550 (paper) or 213 (computer) or equivalent. GMAT test scores are not required for</p>	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,506,1336 Present Calendar Entry: EXECUTIVE MASTER OF BUSINESS ADMINISTRATION <p>The Executive Master of Business Administration (E.M.B.A.) is intended for mature students with prior management work experience. The degree program is offered as a custom designed program for corporate or government clients. The program includes a minimum of 30 credits. The curriculum includes courses that cover the fundamental areas of business, more advanced courses, and may include applied projects. Applicants must be sponsored by their employer or organization in order to participate, have successfully completed an undergraduate degree or equivalent, and have a minimum of eight years of full-time work experience, including five years of management work experience. Applicants must be interviewed prior to acceptance. International applicants must have a minimum TOEFL of 550 (paper) or 213 (computer) or equivalent. GMAT test scores are not required for admission; however, an applicant</p>



admission; however, an applicant may submit GMAT test scores to support their application. **Students may apply for prior learning assessment and recognition to obtain up to 6 credits toward the degree.** Details of the program are available at the Faculty [website](#).

may submit GMAT test scores to support their application. Details of the program are available at the Faculty [website](#).

Type of Action:

Add prior learning assessment and recognition to EMBA program.

Rationale:

The Sauder School of Business is planning to launch an offering of our EMBA program focused on health care. The BC health care authorities and the BC government are concerned about the lack of adequately trained senior managers in the health care field in view of the anticipated retirements of current executives in the "baby boom" cohorts. We are launching this program in response to this expressed need, and have received numerous commitments of financial support for the program from the provincial government and other organizations.

The average age of students in most EMBA programs is 38-40 years. We expect the students in our EMBA program will be similar. We also anticipate that most will have professional degrees in health care, such as MD or nursing, but few will have prior degrees in business or management. Our marketing research has also indicated, that in addition to the prior work experience including management work experience required for admission, some potential students have completed executive education programs at UBC or other universities (see link below for examples), or completed "in-house" management training programs. Executive education programs provide management training but these are not part of a degree program and consequently formal academic credit is not given for completion of these programs. Many organizations arrange



	<p>customized in-house executive education programs for groups of their managers, and Sauder provides many of these customized programs as well.</p> <p>Many of our executive education programs include content comparable to what is included in our MBA courses. A key difference, however, is that no evaluation (tests, papers, etc.) is included in executive education programs. Consequently, assessment is necessary to determine if credit is warranted.</p> <p>We are proposing to offer prior learning assessment and recognition to EMBA students who have a combination of prior management experience and completed non-credit executive education programs (or equivalent) for up to 6 credits out of the minimum 30 credits required for the EMBA program. Our proposed assessment will include the following:</p> <ol style="list-style-type: none"> 1. A Prior Learning Assessment and Recognition Committee will review all applications for PLAR credit. The Committee will include the Associate Dean for Academic Programs, the Academic Director of the EMBA program and the Director of the EMBA program. In addition, other faculty will help with assessment of prior learning specific to certain disciplines within business (such as accounting, marketing, or finance). 2. The Committee will review all information available regarding any programs completed, such as the instructors and their qualifications, the duration of the program, the organization offering the program, the specific topics and material covered, and recency of completion. 3. If the Committee is not satisfied that credit should be granted, an examination or other formal assessment completed satisfactorily may be required
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>prior to granting credit.</p> <p>4. If deemed appropriate, the Committee will indicate that PLAR credit will be substituted for specific required courses in the EMBA program and students will not be required to take these courses. If PLAR credit is granted but is not linked to any specific required courses, the PLAR credits will be counted toward EMBA elective credits.</p> <p>Given the nature of the program and the maturity of students in the EMBA program we believe PLAR is fair and reasonable. Although this is not common in most programs at UBC, we note that PLAR has been approved by UBC Senate in other programs, such as Nursing (see link below).</p> <p>Please let me know you require any further information.</p> <p>Link to Sauder executive education open enrolment programs: http://www.sauder.ubc.ca/Programs2/ExecutiveEducation/RegisterforaProgram/ViewByCategory/</p> <p>Link to Senate approval of PLA for Nursing program: http://www.students.ubc.ca/senate/minutes.cfm?article=minute04-05/1204/1204.html</p>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Land and Food Systems Department: Food, Nutrition and Health Faculty Approval Date: September 13, 2007</p> <p>Effective Session 2007 W Term 1 Year 2007 for Change</p>	<p>Date: September 13, 2007 Contact Person: Gwen Chapman Phone: 604-822-3453 Email: gwen.chapman@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>The Dietetics Major is a professional program planned to meet the national dietetic education accreditation standards set by Dietitians of Canada. Graduates are eligible to write a national exam to qualify to register with provincial dietetic regulatory bodies and practice as Registered Dietitians. The program involves five years of study: two prerequisite years and three program years (year five is spent in internship placements at various British Columbia locations). The curriculum includes general courses in both biological and social sciences, as well as courses more directly related to dietetics such as basic and applied human nutrition, food and food systems, management, and professional dietetic practice.</p> <p>The Dietetics Major differs from the Nutritional Sciences Major in that it is a professional program. The Dietetics Major has specific applicant selection procedures and includes courses and internship placements to assist students to develop knowledge and skills for dietetic practice.</p> <p>Admission</p> <p>Admission to the Dietetics major is to third-year and is based on three components:</p> <p>1. Academic Performance (60% of Admission Score)</p> <p>Admission to the Dietetics Major is limited to students who will have completed a minimum of 54 credits of university or college coursework by April 30 of the year in which they are applying for admission. This must include the</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12.194.261.11</p> <p>Present Calendar Entry:</p> <p>The Dietetics Major is a career-preparation program. Graduates are eligible to write a national exam to qualify to register with provincial dietetic regulatory bodies and practice as Registered Dietitians. The program involves five years of study: two prerequisite years and three program years (year five is spent in internship placements in various British Columbia locations). The curriculum includes general courses in both biological and social sciences, as well as courses more directly related to dietetics such as basic and applied human nutrition, food and food systems, management, and professional dietetic practice.</p> <p>The Dietetics Major differs from the Nutritional Sciences Major in that it is a specific career-preparation program. The Dietetics Major has specific applicant selection procedures that include courses and fieldwork placements to assist students in developing knowledge and skills for dietetic practice.</p> <p>Admission</p> <p>Admission to the Dietetics major is to third-year and is based on three components:</p> <p>1. Academic Performance (60% of Admission Score)</p> <p>Admission to the Dietetics Major is limited to students who will have completed a minimum of 54 credits of university or college coursework by April 30 of the year in which they are applying for admission. This must include the</p>

<p>following prerequisites (or their equivalents): ENGL 112; BIOL 112, 121, 140, 200, and 201; CHEM 111/113 or 121/123, and CHEM 205/233 or 203/204; AGSC 250¹; AGSC 252²; FNH 200¹ and 250; Social Science¹ (6 credits; e.g., PSYC 100, SOCI 100). All of these prerequisites can be met by following years one and two of the Nutritional Sciences Major or Food, Nutrition and Health Major.</p> <p>¹Note that up to 9 credits of AGSC 250, FNH 200, and Social Science (6) can be deferred until a student has been accepted into the Dietetics Major, as long as 54 credits of university or college course work, including all other prerequisite courses, have been completed.</p> <p>²Students who transfer into third-year Dietetics from other institutions may take a 3-credit statistics course in lieu of this requirement.</p> <p>Admission is based on a minimum academic standing of 70% , calculated as a cumulative average of grades from all prerequisite (year 1 and 2) and program courses (year 3 and 4) taken. Elective courses are not included in this calculation. Note that due to enrollment limitations, the academic standard required for admission is typically higher than the published minimum.</p> <p>2. Test of Critical Thinking, Reading, and Writing (20% of Admission Score)</p> <p>Candidates write a formal academic essay, of at least 300 words, in response to a proposition drawn from a short reading. The topic of the essay is not directly related to dietetics. Applicants are required to attain a minimum level of achievement on the test to gain consideration in the final selections (regardless of the performance in other criteria). This test can be written at UBC or at another institution if the applicant can arrange for it to be proctored.</p> <p>Essays are assessed on four main criteria:</p> <ul style="list-style-type: none"> the precision and relevance of the response to the topic, the clarity and depth of thought about the topic expressed in the response, the coherence and development of the argument, and the command of expression, grammar, and punctuation demonstrated in the response. <p>Each essay is assessed anonymously and</p>	<p>following prerequisites (or their equivalents): ENGL 112; BIOL 112, 121, 140, 200, and 201; CHEM 111/113 or 121/123, and CHEM 205/233 or 203/204; AGSC 250¹; AGSC 252²; FNH 200¹ and 250; Social Science¹ (6 credits; e.g., PSYC 100, SOCI 100). All of these prerequisites can be met by following years one and two of the Nutritional Sciences Major or Food, Nutrition and Health General Major in Food, Nutrition and Health.</p> <p>¹Note that up to 9 credits of AGSC 250, FNH 200, and Social Science (6) can be deferred until a student has been accepted into the Dietetics Major, as long as 54 credits of university or college course work, including all other prerequisite courses, have been completed. Admission is based on a minimum academic standing of 70% calculated on the basis of 12 credits of second-year biology and chemistry, and the best 24 credits of the remaining prerequisite courses.</p> <p>²Students who transfer into third-year Dietetics from other institutions may take a 3-credit statistics course in lieu of this requirement.</p> <p>Admission is based on a minimum academic standing of 70%, calculated as follows:</p> <ul style="list-style-type: none"> First-time applicants: GPA is calculated on the basis of 12 credits of second-year biology and chemistry and the best 24 credits selected from the remaining prerequisite courses. Second-time applicants: GPA is calculated on the basis of 12 credits of second-year biology and chemistry and the best 24 credits selected from the remaining prerequisite courses and third- and fourth-year Dietetics Program courses. <p>2. Test of Critical Thinking, Reading, and Writing (20% of Admission Score)</p> <p>Candidates write a formal academic essay, of at least 300 words, in response to a proposition drawn from a short reading. The topic of the essay is not directly related to dietetics. Applicants are required to attain a minimum level of achievement on the test to gain consideration in the final selections (regardless of the performance in other criteria). This test can be written at UBC or at another institution if the applicant can arrange for it to be proctored. An administrative fee will be assessed; contact the Faculty of Land and Food Systems for details.</p>
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<p>independently by two reviewers. The review process is overseen by an expert facilitator and completed over a short time. It is not possible to re-evaluate essays.</p> <p>This is not the type of test for which applicants can study. However, activities or courses that promote development of reading, writing, and critical thinking skills may assist applicants to perform well on this test.</p> <p>3. Personal Profile (20% of Admission Score)</p> <p>At the time of writing the test of critical thinking, reading, and writing, candidates also complete a written Personal Profile. This has two components:</p> <ul style="list-style-type: none"> ▪ a brief (maximum two page) Summary of Experience, prepared in advance (using a template available on the faculty website) and brought to the testing session; and ▪ a short set of questions that allow candidates to explain why they have chosen to pursue a career in dietetics, their understanding of the role of the dietitian, and why they think their background and skills are appropriate for the profession. The specific questions vary from year to year. Candidates who have researched the profession and/or have volunteer or work experience in nutrition/dietetics will be better able to answer the questions. <p>Application</p> <p>The annual application date is February 28 for September admission. Application procedures:</p> <ol style="list-style-type: none"> 1. Students not already enrolled in the B.Sc. (FNH) program in UBC's Faculty of Land and Food Systems must apply for this program by February 28 through UBC Enrolment Services. 2. All applicants must submit a completed program application form (available on the faculty website) to the Faculty of Land and Food Systems, along with a cheque for the application fee of \$50. <p>Only those applicants who meet minimum academic requirements for admission are invited to participate in the March applicant testing session. All testing participants are required to bring a completed Summary of Experience Form (listing relevant educational,</p>	<p>Essays are assessed on four main criteria:</p> <ul style="list-style-type: none"> ▪ the precision and relevance of the response to the topic, ▪ the clarity and depth of thought about the topic expressed in the response, ▪ the coherence and development of the argument, and ▪ the command of expression, grammar, and punctuation demonstrated in the response. <p>Each essay is assessed anonymously and independently by two reviewers. The review process is overseen by an expert facilitator and completed over a short time. It is not possible to re-evaluate essays.</p> <p>This is not the type of test for which applicants can study. However, activities or courses that promote development of reading, writing, and critical thinking skills may assist applicants to perform well on this test.</p> <p>3. Personal Profile (20% of Admission Score)</p> <p>At the time of writing the test of critical thinking, reading, and writing, candidates will also complete a Personal Profile. This has two components:</p> <ul style="list-style-type: none"> ▪ a brief (maximum two page) chronological resumé, which candidates can prepare in advance and bring along to the testing session; and ▪ a short set of questions that will allow candidates to explain why they have chosen to pursue a career in dietetics, their understanding of the role of the dietitian, and why they think their background and skills are appropriate for the profession. The specific questions may vary from year to year. Candidates who have researched the profession and/or have volunteer or work experience in nutrition/dietetics will be better able to answer the questions. <p>Application-Fee</p> <p>The application form must be accompanied by an application processing fee of CAD\$50.00.</p> <p>Integrated Internship Administration-Fee</p>
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work and volunteer experience) to the testing session. The template for the form is available on the faculty website.

Applicants are informed about their admission status by mid-June.

Program Information

All students accepted to the program are admitted to year 3. The program involves three full-time years of study, including two campus-based years (3 and 4) and a 39-week internship year (year 5) involving placements at BC health care facilities. Relocation may be required for part or all of year 5.

All students admitted to the program are required to obtain FoodSafe I and II certificates, and prior to the internship year, a criminal records check and proof of immunization are required.

To cover extra administrative costs associated with the program, an administration fee of CAD \$1,500.00 is applied to students in each year (years 3, 4 and 5) of the program.

Dietetics Major

Third Year

AGSC 350	3
BIOC 302	3
FNH 340	3
FNH 341	3
FNH 350	3
FNH 351	3
FNH 370	2
FNH 380	1
FNH 381 ¹	3
PHYL 301	6
Unrestricted Elective	3
Total Credits	33

Fourth Year

AGSC 450	3
COMM 329	3
FNH 371	3
FNH 440	3
FNH 470	4
FNH 473	3

~~An administration fee of CAD \$1,500.00 per year will be applied to students in the Dietetics major.~~

Dietetics Major

Third Year

AGSC 350	3
BIOC 302	3
FNH 340	3
FNH 341	3
FNH 350	3
FNH 351	3
FNH 370	2
FNH 380	1
FNH 381 ¹	3
PHYL 301	6
Unrestricted Elective	3
Total Credits	33

Fourth Year

AGSC 450	3
COMM 329	3
FNH 371	3
FNH 440	3
FNH 470	4
FNH 473	3
FNH 475	3
FNH 480 ²	3
Unrestricted Electives	9
Total Credits	32

Fifth Year

FNH 481 ^{1,2}	18
FNH 482 ³	6
Total Credits	24
Overall five-year total credits	145

¹ FNH 381 and FNH 481 are offered beginning in May each year.

² FNH 481 is a full-time internship placement in BC healthcare facilities between September and April.

³ FNH 482 is a full-time internship placement in BC healthcare facilities between May and June.

FNH 475	3
FNH 480 ²	3
Unrestricted Electives	9
Total Credits	34
Fifth Year	
FNH 481 ^{1,2}	18
FNH 482 ³	6
Total Credits	24
Overall five-year total credits	146

¹ FNH 381 and FNH 481 are offered in May.

² FNH 481 involves full-time internship placements at BC healthcare facilities between September and April.

³ FNH 482 involves full-time internship placements at BC healthcare facilities between May and June.

Type of Action:

1. Minor calendar entry edits
2. Change in method for computing academic performance at admission.

Rationale:

1. Minor calendar entry edits:
 - a) To improve clarity.
 - b) To correct typographical and calculation errors.
2. Change in method for computing academic performance at admission.
 - a) This change is being made to obtain a more accurate assessment of applicant performance in prerequisite (and if applicable) program courses.

When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.

THE UNIVERSITY OF BRITISH COLUMBIA



<p>Proposed Calendar Entry:</p> <p>Admission</p> <p>The first two years of the Double Major are comprised of the standard core of the FNH program. Students may apply after completing at least 24 credits of the listed first-year courses (or their equivalent) by April 30 of the application year.</p> <p>To apply for admission after second year, the student should have completed at least 48 credits of listed first and second year courses (or their equivalent) by April 30 of the application year.</p> <p>Admission to the Food and Nutritional Sciences Double Major is based on two components:</p> <ol style="list-style-type: none"> 1. Academic Performance (85% of Admission Score) <p>Admission to the Food and Nutritional Sciences Double Major is based on a minimum academic standing of 70%, calculated based on the best 21 credits per year of post-secondary courses required in this program. The student must have completed ENGL 112 or equivalent. Elective courses and AGSC 100, AGSC 250, AGSC 350 or AGSC 450 are not included in this calculation.</p> <ol style="list-style-type: none"> 2. Letter of Intent (15% of Admission Score) <p>The student must submit a 500 word (maximum) Letter of Intent which addresses the following:</p> <ol style="list-style-type: none"> a) why the student wishes to enroll in the Food and Nutritional Science major b) the student's career aspirations c) any personal, volunteer, or work experiences that demonstrates the student's interest in food and/or nutrition. d) for students who have taken less than 24 credits per year, a brief explanation of why. <p>Admission after third year or a subsequent year will be considered on a case-by-case basis. Meeting the minimum requirements for application to the major does not guarantee admission. Students admitted to the Major will be required to maintain an average of</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,261,13</p> <p>Present Calendar Entry:</p> <p>Admission</p> <p>The first two years of the Double Major are comprised of the standard cores of the FNH program. Students may apply after completing at least 21 credits of the listed first-year courses (or their equivalent), including courses in each of Biology, Chemistry, Physics, English, and Math.</p> <p>Admission is limited to students who have achieved an academic standing of at least 70% calculated on the best 21 credits of required courses taken in the previous year.</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Minor calendar entry edits 2. Change to the number of credits that students must complete to be eligible for application 3. Description of application eligibility after first year. 4. Change to application procedure to require students to submit a 500 word Letter of Intent <p>Rationale:</p> <ol style="list-style-type: none"> 3. Minor calendar entry edits:
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<p>at least 70% in required courses in each year, to remain in the program. Students who are not accepted into the major or do not maintain the required average would be eligible to complete the FNH general major, or select another program if appropriate.</p>	<ul style="list-style-type: none"> a) To correct typographical errors and improve clarity. 4. Change to the number of credits that students must complete to be eligible for application <ul style="list-style-type: none"> a) This has been increased from 21 to 24 credits to self-select students applying to the program. We receive approximately double the number of applications compared to eligible positions for the major. 5. Description of application eligibility after first year. <ul style="list-style-type: none"> a) This information is being added to clarify admission requirements for students applying later in their program. 6. Change to application procedure to require students to submit a 500 word Letter of Intent <ul style="list-style-type: none"> a) This change is to give another index for assessing student suitability for the major, since many students who apply to the major have a very similar academic average 7. Description of the average that must be maintained to remain in the major <ul style="list-style-type: none"> a) Resources available for the major are limited. Students who cannot maintain the academic standards of the major will be required to leave so that other qualifying students may fill the position.
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THE UNIVERSITY OF BRITISH COLUMBIA

<p>Proposed Calendar Entry:</p> <p>Admission</p> <p>The first two years of the Food Science major are comprised of the standard core of the FNH program. Students may apply after completing at least 24 credits of the listed first-year courses (or their equivalent) by April 30 of the application year.</p> <p>To apply for admission after second year, the student should have completed at least 48 credits of listed first and second year courses (or their equivalent) by April 30 of the application year.</p> <p>Admission to the Food Science major is based on two components:</p> <ol style="list-style-type: none"> 1. Academic Performance (85% of Admission Score) <p>Admission to the Food Science major is based on a minimum academic standing of 70%, calculated based on the best 21 credits per year of post-secondary courses required in this program. The student must have completed ENGL 112 or equivalent. Elective courses and AGSC 100, AGSC 250, AGSC 350 or AGSC 450 are not included in this calculation.</p> <ol style="list-style-type: none"> 2. Letter of Intent (15% of Admission Score) <p>The student must submit a 500 word (maximum) Letter of Intent which addresses the following:</p> <ol style="list-style-type: none"> a) why the student wishes to enroll in the Food Science major b) the student's career aspirations c) any personal, volunteer, or work experiences that demonstrates the student's interest in food and/or nutrition. d) for students who have taken less than 24 credits per year, a brief explanation of why. <p>Admission after third year or a subsequent year will be considered on a case-by-case basis. Meeting the minimum requirements for application to the major</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,261,14</p> <p>Present Calendar Entry:</p> <p>Admission</p> <p>Entry into the Food Science Major is at the beginning of either second or third year. Admission GPA is calculated on the grades from the best 21 credits of required courses in the most recently completed year of full time study (either first or second year). A minimum competitive average of 70% is required for entry into the Major due to space restrictions.</p> <p>Students who fail to meet the entrance requirements after first year can apply again after second year. Students interested in Food Science who fail to meet the entrance requirements after second year would be eligible to complete the FNH general major, or select another program if appropriate. A student may be permitted to enter the Food Science Major after completing third year, if they have taken a full course load in their current program and obtained an average of 75% or higher for required courses, and providing room is available in the Major.</p> <p>Students admitted to the Major will be required to maintain an average of at least 70% in required courses in each year, to remain in the program.</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change to the calendar admission information so that the information is the same as that given for the Food and Nutritional Sciences major. 2. Change to the number of credits that students must complete to be eligible for application 3. Description of application eligibility after first year. 4. Change to application procedure to require students to submit a 500 word Letter of Intent
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<p>does not guarantee admission. Students admitted to the Major will be required to maintain an average of at least 70% in required courses in each year, to remain in the program. Students who are not accepted into the major or do not maintain the required average would be eligible to complete the FNH general major, or select another program if appropriate.</p>	<p>Rationale:</p> <ol style="list-style-type: none"> 1. Change to the calendar admission information so that the information is the same as that given for the Food and Nutritional Sciences major. <ol style="list-style-type: none"> a. The applicants for the Food Science major and the Food and Nutritional Sciences major are evaluated as a cohort. The admission standards are the same for both majors, and this needs to be reflected in the information in the calendar. 2. Change to the number of credits that students must complete to be eligible for application <ol style="list-style-type: none"> a. This has been increased from 21 to 24 credits to self-select students applying to the program. We receive approximately double the number of applications compared to eligible positions for the major. 3. Description of application eligibility after first year. <ol style="list-style-type: none"> a. This information is being added to clarify admission requirements for students applying later in their program. 4. Change to application procedure to require students to submit a 500 word Letter of Intent <ol style="list-style-type: none"> a. This change is to give another index for assessing student suitability for the major, since many students who apply to the major have a very similar academic average
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THE UNIVERSITY OF BRITISH COLUMBIA



Proposed Calendar Entry:

Minor in Human Kinetics

Students enrolled in the Bachelor of Science (Food, Nutrition, and Health) degree may undertake an optional minor program in Human Kinetics. Due to the fixed scheduling requirements of the Dietetics Major, it is typically not possible for students in this major to do a Human Kinetics minor

Enrolment in the Human Kinetics Minor program is limited to students eligible for third-year standing and who will be enrolling in PHYL 301 (6) in third year. Due to space limitations in the Human Kinetics program, admission to the minor is competitive and will be based on a cumulative grade-point average of 54 credits of required first- and second-year courses for the Bachelor of Science (Food, Nutrition, and Health) degree. The minimum cumulative average is 68%; however, meeting the stated minimum average does not guarantee admission into this minor.

See the Faculty website for admissions requirements and application procedures. Completed applications must be returned no later than May 15.

The Human Kinetics Minor program will consist of 18 credits selected from the following: HKIN 231, 303, 351, 353, 361, 373, 375, 461, 464, 469, 471. Note that PHYL 301 will be accepted as an equivalent of HKIN 190/191.

Notes:

1. Students who wish to pursue a Minor in Human Kinetics should be aware of the 300-level prerequisites for 400-level Human Kinetics courses. However, 100- and 200-level prerequisites for HKIN courses may be waived for students taking the minor. Space in many Human Kinetics courses is limited. Admission to a Human Kinetics Minor does not guarantee access to courses agreed upon for the minor. Upon successful completion of this minor program, the notation "Minor in Human Kinetics" will be placed on the student's transcript.

URL:

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,194,261,10>

Present Calendar Entry:

Minor in Human Kinetics

~~Students who wish to focus their non-FNH electives can undertake an optional minor program in conjunction with the Bachelor of Science (Food, Nutrition, and Health) degree.~~

Enrolment in the Human Kinetics Minor program is limited to students eligible for third-year standing and who will be enrolling in PHYL 301 (6) in third year. Due to space limitations in the Human Kinetics program, admission to the minor is competitive and will be based on a cumulative grade-point average of 54 credits of required first- and second-year courses for the Bachelor of Science (Food, Nutrition, and Health) degree. The minimum cumulative average is 68%; however, meeting the stated minimum average does not guarantee admission into this minor.

See the Faculty website for admissions requirements and application procedures. Completed applications must be returned no later than May 15.

The Human Kinetics Minor program will consist of 18 credits selected from the following: HKIN 303, 353, 361, 363, 364, 370, 461, 463, 464, 469, 471. Note that PHYL 301 will be accepted as an equivalent ~~pre/co-requisite~~ of HKIN 290/291.

Notes:

1. Students who wish to pursue a Minor in Human Kinetics should be aware of the 300-level prerequisites for 400-level Human Kinetics courses. However, 100- and 200-level prerequisites for HKIN courses may be waived for students taking the minor. Space in many Human Kinetics courses is limited. Admission to a Human Kinetics Minor does not guarantee access to courses agreed upon for the minor. Upon successful completion of this minor program, the notation "Minor in Human

<p>2. Students who wish to pursue studies in the Faculty of Education should be aware that courses that are acceptable for a Human Kinetics Minor might not necessarily meet the requirements for a teaching concentration in the Faculty of Education. Students planning to enter the Teacher Education Program in the Faculty of Education need to review the detailed admission requirements on the website. Students planning to apply for the secondary option must prepare a second teaching field.</p> <p>3. Students enrolled in a major and Human Kinetics minor are allowed to double-count a limited number of credits. The minor may contain six upper-level credits that are also counted toward the elective requirements of the major. Students enrolled in the Nutritional Sciences or the Food and Nutritional Sciences Double Major may double-count HKIN 351,353,373, 375, 464 courses as restricted electives or any of the HKIN courses as unrestricted electives. Students enrolled in the FNH major or the Food Science major may double count any of the HKIN courses as restricted or unrestricted electives.</p>	<p>Kinetics" will be placed on the student's transcript.</p> <p>2. Students who wish to pursue studies in the Faculty of Education should be aware that courses that are acceptable for a Human Kinetics Minor might not necessarily meet the requirements for a teaching concentration in the Faculty of Education. Students planning to enter the Teacher Education Program in the Faculty of Education need to review the detailed admission requirements on the website. Students planning to apply for the secondary option must prepare a second teaching field.</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change to opening paragraph. 2. Update the course listings for the HKIN minor 3. Correction to Phyl 301 as equivalent to HKIN 190/191 4. Addition of note 3 to allow double counting of six credits. <p>Rationale:</p> <ol style="list-style-type: none"> 1. Change to opening paragraph to clarify the relationship between the FNH major and HKIN minor. The minor requires additional courses, not just a focusing of FNH electives. Only six credits may be counted towards the major as stated in note 3. 2. Course listings have been updated to reflect changes instituted by the School of Human Kinetics 3. Correction to Phyl 301 as equivalent to HKIN 190/191. Phyl 301 was incorrectly listed as a co- or pre-requisite. It is an acceptable replacement for HKIN 190/191 4. Students will be allowed to double-count six credits of required HKIN courses toward their major, as noted. This change will allow students an adequate number of electives for their major without weakening the intellectual content of the major. <p>When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.</p>
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Enrolment Services
Senate & Curriculum Services
Brock Hall
2016-1874 East Mall
Vancouver, BC V6T 1Z1

February 14, 2008

Memo to: Vancouver Senate

From: Admissions Committee

Re: New Exchange Partnership Agreements (information) (circulated)

As per the standard procedures for approval of affiliation agreements, approved at the June 2007 meeting of the Council of Senates, the attached exchange partnership agreements have been reviewed by the Council of Senates' Executive Committee and approved by the Vancouver Senate Admissions Committee.

The Senate Admissions Committee has approved eight new exchange partnership agreements with the following institutions:

- 1) Freiburg University of Education
- 2) North American Mobility Exchange Program – Harvard University, University of Notre Dame & El Colegio de México
- 3) Universidad de Granada
- 4) Universitaet Konstanz
- 5) Ludwig-Maximilians – University of Munich
- 6) Victoria University of Wellington
- 7) Wellesley College
- 8) Zurich University of Teacher Education

Respectfully Submitted,

James Berger
Chair, Admissions Committee

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Partner Institution

Pädagogische Hochschule Freiburg (Freiburg University of Education)	Germany	Freiburg
Name of Institution	Country	City
Johannes Lebfromm	Head of Exchange Office	
Key Contact	Title	
5000	250	\$CAD 1,675,716
Number of Students	Number of Faculty	Annual Research Budget (\$CAN or \$US)

UBC – Background to Proposed Agreement

Katherine Beaumont

Key UBC Contact

Go Global

Faculty/Department

History of the Development of Proposed Partnership:
(Attach additional page if necessary)

1. Approached by Prof Medi Hesse, followed up by Johannes Lebfromm of the Freiberg University of Education in the summer of 2003, 2004 & 2005 for exchange of students based on similar multicultural, language, and globalization issues being played out in the respective cities.

2. The following persons were involved in the development process:

Yvonne Brown, Manager of International Initiatives;
Jim Gaskell, Associate Dean, External Programs & Learning Technologies; Sydney Craig, Director Teacher Education; Gary Rupert, Program Coordinator Teacher Education; Bette Shippam, Program Coordinator Teacher Education.

Faculty Members Supporting Agreement:

Dr. Jim Gaskell, Associate Dean, External Programs & Learning Technologies

Dr. Rita L. Irwin, Associate Dean, Teacher Education

Dr. Sydney Craig, Director Teacher Education

Dr. Yvonne Brown, Manager of International Initiatives

Rationale for Partnership Agreement

Summary of Benefits to UBC Students (see Criteria, p. 1-2)

The Teacher Education International Committee agreed with the following statement contained in the Freiburg proposal and quoted in a letter of support to Go Global:

“With its location in southern Germany, close to the French and Swiss borders, it is a very good starting point for exploring multicultural Europe. A main emphasis is on bilingual teaching in a Europe-centered bilingual course that integrates the learning of non-linguistic subjects such as history and geography and foreign language teaching. The 2 foreign languages used for bilingual teaching are French and English.”

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Support for Exchange Students: (Inbound and Outbound)

Inbound:

Go Global will provide support for Incoming students

Outbound:

- 2 week orientation
- Help with all official formalities such as health insurance, bank accounts, enrolment at the university etc.
- German class placement test and German classes start (2nd week)
- City tour of Freiburg and other field trips into the region
- Welcome ceremony
- Housing in student residence
- Support and help from the tutors of the International Office
- Christmas party and barbeque (summer)
- Baden-Württemberg, DAAD and other scholarships available.
- Private flats, bedrooms and student houses cost between 150. - 300 € per month. The International Office offers help and advice on arranging accommodation. The cost of living in Freiburg is between 500.- and 600.- € per month including accommodation.
- The University Sports Organisation (AHS) offers students of the Pedagogical University and the Albert-Ludwigs-University a wide range of social and sporting activities. Other groups or club activities include: a choir, theatre groups (English/German/French), orchestra, football team, Campus TV.

Quality of Partner Institution

Evidence of National Stature of Institution/Program:

The University of Education in Freiburg (PH Freiburg), founded in 1962, is a private teacher training institution. PH Freiburg consists of both, a school of education and a liberal arts college. The university is accredited to grant degrees at the undergraduate and graduate level including post-doctoral programs in Education. Teacher training at PH Freiburg consists of a combination of academic subjects and supervised practical training.

The university is the biggest education university in Baden-Wuerttemberg with about 5000 students. The campus is well structured to support teaching and research with facilities such as language labs, libraries, media-labs, computer-labs, Music Department and sports facilities.

A variety of courses are offered in English in literature, language and cultural studies and the Bilingual Teaching and European Cultural Studies. Although most other classes are in German (except for a few in mathematics, sports, music and social studies), students from partner universities have access to German language courses. A detailed course prospectus is available on the Internet (on the home page of each department).

One of the school's main emphases is on bilingual teaching in an international Europe-centered focus that integrates the learning of non-linguistic subjects such as history and geography and foreign language teaching. The two foreign languages used for bilingual teaching are French and English.

The university emphasizes practical teaching through academic courses in many areas (from mathematics to foreign languages)

UBC Faculty Testimony:

(List names and attach written statement)

Dr. Jim Gaskell, Associate Dean, External Programs & Learning Technologies

Dr. Rita L. Irwin, Associate Dean, Teacher Education

Dr. Sydney Craig, Director Teacher Education

New Exchange Partnership Proposal - Information for Senate Admissions Committee

through a number of practica that students are required to take. As each student studies at least two school-relevant subjects, he/she has to do a semester practicum in each subject in addition to the two school practica that they take during the breaks. In the semester practicum the faculty gives each student professional feedback after every class.

Faculties and Departments:

Faculty I

- Educational Studies I
- Educational Studies II
- Psychology
- Philosophy

Faculty II

- German Language and Literature
- Modern Languages (French/English)
- Arts (Art/Music)
- Physical Education
- Media Institute (interdepartmental)

Faculty III

- Biology/Chemistry/Geography/Physics
- Protestant/Catholic Theology
- Mathematics and IT
- Social Sciences
(Citizenship/Economics/Politics/Sociology/History)
- Design and Technology/Food Technology/Textiles

Institutes:

- Institute of Vocational Training
- Institute of Media Studies
- Institute of Intercultural and European Studies

Research Expertise:

Research at the University of Education Freiburg guidelines set by the Federal State Baden Wuerttemberg and has as its primary focus research in education in the pedagogical field.

The University of Education does not have specific research centres. However, there is research linked to all departments of the university. Following is a list of all departments and institutes that currently have major research projects which are financed by external funding. Smaller projects by the departments and institutes as well as publications are not included in this list.

- Education (department for educational theory, department for applied education)
- Media in Education
- Psychology
- German language and literature
- Institute for foreign languages (English, French)
- Fine Arts
- Institute for Biology, Chemistry, Geography and Physics
- Mathematics and Information Technology
- Social Sciences (Sociology, Politics)
- Engineering and Home Economics

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Other International Exchange Partners: (UBC partners are marked with *)

PH Freiburg has cooperation agreements with more than 60 universities world wide and approximately 20% of its student body engage in some sort of international experience as part of their degree.

Below is a list of the active mobility agreements:

Denmark:

- Silkeborg: Silkeborg Seminarium
- Skive: Skive Seminarium
- Aarhus: Aarhus College of Education

Finland:

- Joensuu: University of Joensuu
- Oulu: University of Oulu

France:

- Besancon: Institut Universitaire de Formation de Maître
- Bordeaux: Institut d'Etudes Politiques de Bordeaux
- Lille (Douai): Institut Universitaire de Formation de Maître
- Montpellier (Nîmes): Institut Universitaire de Formation de Maître
- Mulhouse: Université de Haute-Alsace
- Paris/Créteil: Université de Paris-Val de Marne (Paris XII)
- Perpignan: Université de Perpignan
- St. Denis: (Université de la Réunion): Département Sciences de L'Education
- Toulouse: Institut Universitaire de Formation de Maître Midi-Pyrénées
- Versailles: Institut Universitaire de Formation de Maître (I.U.F.M)
All departments, e.g. Centre Cergy-Pontoise, Centre Antony etc.

Greece:

- Thessaloniki: Aristoteles University of Thessaloniki
- Thessaloniki: University of Western Macedonia

Great Britain:

- Keele: University of Keele*
- Nottingham: Nottingham Trent University
- Reading: University of Reading
- Sheffield: Sheffield Hallam University
- Glasgow: University of Strathclyde
- Canterbury: Canterbury Christchurch University College (only teaching practice)

Ireland:

- Dublin: Froeble College of Education

Italy:

- Bologna: Università degli Studi di Bologna*
- Catania: Università degli Studi di Catalina
- Palermo: Università degli Studi di Palermo
- Verona: Università degli Studi di Verona

Latvia:

- Riga: Latvian University Riga
- Riga: Riga Teacher Training and Educational Management

Lithuania:

- Siauliai: Siauliai University

Luxembourg:

- Walferdange: Institut Supérieur d'Etudes et de Recherches Pédagogiques

Netherlands:

- Nijmegen: Hogeschool van Arnhem an Nijmegen

Norway:

- Oslo: Oslo College

Austria:

- Linz: Pädagogische Akademie der Diözese Linz (Educational College Linz)
- Krems: Pädagogische Akademie der Diözese St. Pölten (Educational College St. Pölten)

Poland:

New Exchange Partnership Proposal - Information for Senate Admissions Committee

- Krakow: Pädagogische Akademie Krakow (Educational College Krakow)
- Portugal:
 - Braganca: Instituto Politécnico de Braganca
- Switzerland:
 - Zurich: University of Education Zurich
 - Lausanne: Haute Ecole Pédagogique
- Sweden:
 - Örebro: University of Örebro
 - Malmö: University of Malmö
 - Gävle: University of Gävle
 - Jönköping: University of Jönköping
 - Linköping: University of Linköping /Campus Norrköping
 - Uppsala: University of Uppsala*
 - Trollhättan: Höskolan Väst
- Slovakia:
 - Nitra: University of Nitra
- Spain:
 - Barcelona: Universidad de Barcelona
 - Barcelona: Universidad Autonomá de Barcelona
 - Madrid: Universidad Complutense de Madrid
 - Valencia: Universidad de Valencia
 - Salamanca: Campus Zamora: Universidad de Salamanca
- Czech Republic:
 - Budejovice: University of South Bohemia
 - Hradec Kralova: University of Hradec Krávolé
 - Prague: Charles University in Prague
- Turkey:
 - Konya: Selcuk University Konya
 - Eskisehir: Anadolu University
- Hungary:
 - Kecskemet: University of Education Kecskemet
 - Nyíregyháza: College of Nyíregyháza
- Australia:
 - Sydney: Australian Catholic University Sydney
- Japan:
 - Aichi: University of Education
- Canada:
 - Toronto: York University
 - North Bay: University of Nipissing
- Mauritius:
 - Mauritius: University of Mauritius
- New Zealand:
 - Hamilton: University of Waikato
- Senegal:
 - Dakar: Ecole Nationale Supérieure
- United States of America:
 - Connecticut State System
 - DeLand: Stetson University DeLand, Florida
 - Oxford, Mississippi: University of Mississippi
 - Fredericksburg, Virginia: University of Mary Washington
 - Philadelphia: Harcum College (Bryn Mawr), Pennsylvania

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Key Elements of Proposed Exchange Agreement

Summer 2008

1-2 initially, later 1-5

Proposed date of first exchange

Number of students expected to participate

German (Primary) and English

German Language Test (intermediate level suggested)

Language of instruction

Required Evidence of Proficiency in Language of Instruction

ECTS/60

About 100

Credit Equivalency/Max. course load per year

If applicable, number of courses offered in English

Are there any restrictions on which programs of study are available at the partner institution? (Please specify)

Open only to Education practicum students.

Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)

Open only to Education practicum students.

THE UNIVERSITY OF BRITISH COLUMBIA



Teacher Education Office

Faculty of Education

2125 Main Mall

Vancouver, BC Canada V6T 1Z4

Tel: 604-822-5242 Fax: 604-822-8227

www.teach.educ.ubc.ca

Memorandum

To: Katherine Beaumont, Director
Go Global Student Mobility Programs

From: Sydney Craig, Director Teacher Education
On behalf of Rita Irwin, Associate Dean

Date: November 5, 2007

Re: Agreement Between the University of British Columbia Vancouver and the
University of Education in Freiburg/Br.

The Faculty of Education at UBC, Teacher Education Office supports the educational agreement between the University of British Columbia Vancouver and the University of Education in Freiburg/Br. This agreement, including faculty exchange programs, students exchange programs, exchange of instructional materials and programs, jointly sponsored seminars and exchange of publications and other literature is broad in scope.

From the perspective of the Teacher Education Office, the agreement will provide teacher candidates at UBC the opportunity to undertake course work and practica experiences in an international setting under the auspice of a recognized teacher education program. Similarly, students who come from Zurich to UBC will be provided similar opportunities to take courses at UBC and to experience classroom life in the multi-cultural settings available in Vancouver.

This teacher education exchange is congruent with UBC's Trek 2010 mission to contribute to a "growing network of learning that encompasses the globe". Such an exchange will push teacher candidates in both settings to reflect critically on their own assumptions about how the world works and their own obligation as global citizens to strive to secure a sustainable and equitable future for all.

Sydney Craig
per Rita Irwin

THE UNIVERSITY OF BRITISH COLUMBIA



Faculty of Education
Office of External Programs and Learning Technologies
1304-2125 Main Mall
Vancouver, B.C., Canada V6T 1Z4
Tel: (604) 822-2013 Fax: (604) 822-2015
Email: eplt.educ@ubc.ca

November 5, 2007

Ms. Katherine Beaumont, Director
Go Global Student Mobility Programs
The University of British Columbia

Dear Katherine,

RE: Padagogische Hochschule Freiburg Exchange Agreement

I am writing to support the proposed Exchange Agreement between Padagogische Hochschule Freiburg (Freiburg University of Education) and the UBC Faculty of Education. The agreement will allow students in the respective teacher education programs to complete a three to four week supervised practicum in the exchange university's school system. This exchange possibility has been discussed thoroughly with representatives of Freiburg since 2004. Together we have agreed that there are mutual benefits to be derived from this exchange. Freiburg's location close to the French and Swiss borders is a good starting point to explore multicultural Europe.

Besides having German as the national language, is some instruction in French and English – Canada's two official languages. Elementary and secondary students in Language Education especially will benefit from the multilingual and multicultural realities of Freiburg while learning first-hand about how one part of Germany engages with the overlapping issues of globalization, internationalization, immigration and the European Economic Union. This is one way of implementing the Internationalization Pillar of the Trek 2010 and also gestures towards the UBC mission to prepare exceptional global citizens.

Yours truly,

A handwritten signature in black ink, appearing to read 'Jim Gaskell'.

Jim Gaskell, Professor & Associate Dean
External Programs and Learning Technologies

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Partner Institution

Mobility, Society and Governance in North America

Mexico, US and Canada

Name of Consortia

Country

University

Main Contact

Title

Harvard University
University of Notre DameGiorgio DiMauro
Sharon SchierlingOffice of International Programs
Associate Director, Hellen Kellogg Institute for
International Studies

Universidad de las Americas, Puebla*

David Mena Alemán

Dept. Head, Intl. Relations and Political
ScienceEl Colegio de México
Université de Montréal*Jean-François Prud'homme
Philippe FaucherAcademic Coordinator
Professor, Political Science

* These universities are listed for the record as members of the Mobility, Society and Governance in North America project. UBC already has a reciprocal student mobility agreement with the Universidad de las Americas, Puebla. No exchange of students will occur in-country through this grant so while Université de Montréal is noted as a member of the project, a student mobility agreement is not required. This proposal therefore focuses on the student mobility agreements between UBC-Harvard, UBC-Notre Dame and UBC-El Colegio. They are presented together as the relationship is proposed for the duration of and within the context of the Mobility, Society and Governance in North America project.

	Number of Students	Number of Faculty	Annual Research Budget
Harvard University	19,000	2,497 non-medical faculty and 10,674 medical	Approx. \$650 million (Federal and Non-Federal sponsorship)
University of Notre Dame	11,500	1,241	\$83 million (external research funding)
El Colegio de México	2,660	304	Not available

UBC – Background to Proposed Agreement

Katherine Beaumont

Key UBC Contact

Go Global

Faculty/Department

Faculty Members Supporting Agreement:

Dr. William French, Department of History
Dr. Richard Johnston, Department of Political ScienceHistory of the Development of Proposed Partnership:
(Attach additional page if necessary)

Canadian, American and Mexican governments have worked together since the signing of NAFTA to promote student mobility in our respective countries through North American Student Mobility Grants. Through the grants, each country contributes to the support of home student and faculty mobility and the development of joint learning resources.

Mobility, Governance and Society in North America was a successful application to the NA Student Mobility Grant. This project has been funded for a 4 year period. Projects may apply for a second round of funding; extending the funding for student mobility to up to eight years.

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Rationale for Partnership Agreement

Summary of Benefits to UBC Students (see Criteria, p. 1-2)

- Access via tuition waiver to leading graduate institutions in US and Mexico (exchange of students within country does not occur within these consortia)
- Significant funding to support participating UBC graduate students (up to \$5000/term plus airfare and health insurance; \$2000 support for participation in summer graduate seminar)
- Opportunity for UBC graduate students to work closely with leaders on the issues of NA mobility in a small group with US, Canada and Mexico-based researchers

From the NA Student Mobility Grant project proposal:

"The main objective of the exchange program is to create a group of young professionals and researchers endowed with a comparative and transnational vision of the processes that characterize the NAFTA region, in the hope that this vision will allow them to find innovative solutions to the North American challenges. The project is inter-disciplinary, rooted in the social sciences and humanities."

"...we have defined the field of issues in North America to which we wish to sensitize our students, starting with the clear problem of mobility, society and governance in North America. Then, we have defined the limits of this field dividing it into four sub-topics that seem to us to define, as well as possible, aspects of the North American integration process: Border management (security), democratic governance, cultural identities and economic integration. Thus we have established a common series of specialization in the research and teaching of our respective institutions to attack the problem that concerns us all from a multi-disciplinarian perspective. This effort does not limit the range of courses offered to the students who will participate in the exchange program, but it highlights the additional benefits to be found in each institution."

"The program proposes to give the exchange students a comparative point of view on some important issues related to the process of integration in North America: those of mobility, society and governance. Apart from having the personal experience of mobility within North America themselves, the students would learn about and reflect on the phenomenon of the mobility of persons within the NAFTA region. This learning process will allow them to develop better skills to understand this new reality as well as their own national reality. Similarly, it will prepare them for a professional career with a continental vision. In this sense, the project hopes to participate in the creation of a new field of knowledge. At the same time, emphasis will be laid on the students' integration in research activities by means of the assignment of advisors at the host universities and professional internships offered by public, private and social entities associated with the project."

The program will assume the costs of travel and part of the cost of living expenses in the foreign country.

Support for Exchange Students: (Inbound and Outbound)

All institutions well structured to support students. An orientation program along with access to housing (or assistance finding housing locally) will be provided to all participating students across the consortia.

Notre Dame has also agreed to partially offset the cost of housing for Canadian and Mexican students on its campus. Harvard will ensure space is available in campus housing for Canadian and Mexican students. El Colegio which does not have campus based housing will provide assistance to students studying with them in Mexico City.

Student mobility staff or their designate from each institution have met and strong communication lines are in place.

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Quality of Partner Institution

Evidence of National Stature of Institution/Program:

Harvard University:

Established as Harvard College in 1636 is the oldest institution of higher learning in the United States. More than 18,000 degree candidates, including undergraduates and students in 10 principal academic units. Internationally renowned, Harvard faculty have produced more than 40 Nobel laureates. Harvard is consistently ranked as the top world university in the world in the Shanghai Jiao Tung Academic Ranking of World Universities and in the Times Higher Education World University Rankings. Seven presidents of the United States – John Adams, John Quincy Adams, Theodore and Franklin Delano Roosevelt, Rutherford B. Hayes, John Fitzgerald Kennedy and George W. Bush – were graduates of Harvard.

University of Notre Dame:

A private Catholic university, Notre Dame was officially chartered in January 1844. The University is organized into four colleges—Arts and Letters, Science, Engineering, and the Mendoza College of Business—the School of Architecture, the Law School, the Graduate School, six major research institutes, more than 40 centers and special programs, and the University library system. The Graduate School, established in 1918, encompasses 46 masters and 23 doctoral degree programs within the 35 University departments and institutes.

El Colegio:

Located in Mexico City and founded in October 1940, El Colegio was established as a Graduate School and Research Institute in the Social Sciences and Humanities with the specific goal of preparing highly qualified academic personnel. El Colegio is a public institution. Today El Colegio also offers a limited number of undergraduate placements. Ninety percent of graduates, complete masters and PhD work in the following areas: History, Linguistics and Literature, International Relations, Politics and Public Administration, Asia and Africa Studies, Economics, Social and Physical Geography and Sociology. El Colegio is generally regarded as one of the top institutions of higher education within Mexico with 44% of graduates going on to academic careers.

UBC Faculty Testimony:

(See attached written statement)

Dr. William French, Professor,
History/Latin American Studies;
UBC Academic Lead on the
project

Research Expertise:

Harvard:

Harvard is internationally recognized as a leading research institution and home to a large number of research centres. On this program, students would interact with faculty, students and fellows in a number of research centres in culture-society areas and benefit from the work of the David Rockefeller Centre for Latin American Studies. For a full listing of research activity in culture and society, see <http://harvardscience.harvard.edu/culture-society/topics>.

Notre Dame:

Notre Dame has doubled its external research funding since 2000 with 83 million dollar available in 2007-8. Since 2000, Notre Dame faculty members have won 29 fellowships from the National Endowment for the Humanities during the past eight years, more than at any other American university (Harvard having won 23).

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Notre Dame is home to the Kellogg Institute for International Studies (<http://www.nd.edu/~kellogg/>) an interdisciplinary research and programming unit with a strong focus on Latin America and the world. The Institute brings together faculty from the following disciplines: Anthropology, Center for Social Concerns, Chemistry and Biochemistry, Economics and Policy Studies, Engineering, English, History, Institute for Latino Studies, Law School, Library, Mendoza College of Business, Political Science, Romance Languages and Literatures, Sociology, Theology.

El Colegio:

As previously noted El Colegio was established primarily as a research institution and graduate school to educate researchers. It hosts the following research centres:

- Centre for the Study of History: History of Mexico and Latin America
- Centre for the Study of Linguistics and Literature
- Centre for the Study of Economics: Economics
- Centre for International Study: International Relations, Politics and Public Administration
- Centre for Social Geography, City and Environment
- Centre for the Study of Sociology
- Centre for Asia and Africa Study: Africa, South Asia, Korea, China, Japan, Middle East and Far East

Other International Exchange Partners:

Harvard:

While Harvard offers its students a large number of study abroad options (<http://www.fas.harvard.edu/~oip/>) the reciprocal exchange programs are limited. Currently exchange relationships exist with the following institutions; all universities with which UBC also has agreements:

Institut d'Etudes Politiques (Sciences Po), Paris, France

University of Toronto via Killam Fellowships Academic Exchange Program

McGill University via Killam Fellowships Academic Exchange Program

Universita' Bocconi-Harvard College Exchange Program, Milan, Italy

Uppsala University, Uppsala, Sweden

Notre Dame:

Notre Dame has reciprocal student exchange relationships with the following institutions. Those marked with an asterisk indicate partners with which UBC also exchanges students.

Chinese University of Hong Kong (CUHK)*

Colegio de Mexico*

Institut d'Etudes Politiques de Paris (Sciences Po)*

Nanzan University

Universidad de Castilla la Mancha (UCLM)

Universidad de las Americas, Puebla (UDLA)*

University of Montreal (*- law specific exchange at UBC)

For a full list of study abroad opportunities at Notre Dame, see <http://www.nd.edu/~ois/Locations/Locations.html>. In addition, the Kellogg Institute supports projects in Latin America: the Andes, Guadalajara and the Midwest region of Brazil (<http://kellogg.nd.edu/projects/index.shtml>).

El Colegio:

As primarily a research and graduate institute, El Colegio identifies its student mobility partnerships differently than institutions with large undergraduate exchange or study abroad programs. The 2006 annual report notes international project work with the following institutions. Those marked with an asterisk indicate partners with which UBC also exchanges students.

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Freie Universität Berlin
The University of Cape Town*
University of Leipzig
Universidad de Buenos Aires, Argentina
Universidad Nacional de San Martín. Buenos Aires, Argentina
The Tokyo Foundation: The Ryoichi Sasakawa Young Leaders Fellowship Fund
Instituto Centroamericano de Estudios Sociales y Desarrollo, República de Guatemala
Keio University*

Key Elements of Proposed Exchange Agreement

January 2008	7 to 20 (total) UBC students to Harvard, Notre Dame and El Colegio
Proposed date of first exchange	Number of students expected to participate
English – Harvard, Notre Dame Spanish – El Colegio	Harvard, Notre Dame: UBC also institution of English language instruction El Colegio: Limited to fluent depending on UBC student activity – coursework, research
Language of instruction	Required Evidence of Proficiency in Language of Instruction
Same as UBC	Harvard, Notre Dame: all El Colegio: some seminars available in English
Credit Equivalency/Max. course load per year	If applicable, number of courses offered in English

Are there any restrictions on which programs of study are available at the partner institution? (Please specify)

At all three partners: Open to undergraduate and graduate students who manifest a marked interest in the study of the topics of mobility, society and governance in North America, who are studying courses in Social Sciences and the Humanities. Priority given to graduate students.

Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)

Faculty of Arts:

Open to undergraduate and graduate students who manifest a marked interest in the study of the topics of mobility, society and governance in North America, who are studying courses in Social Sciences and the Humanities. Priority given to graduate students.

Regular restrictions for incoming exchange students apply as per

<http://www.students.ubc.ca/global/incoming/restrictions.cfm>

THE UNIVERSITY OF BRITISH COLUMBIA



MEMORANDUM

Department of History
#1297-1873 East Mall
Vancouver, B.C. Canada V6T 1Z1
Tel: (604) 822-2561
Fax: (604) 822-6658

To: Katherine Beaumont, Director
Go Global Student Mobility Programs

From: William E. French
Associate Professor
History and Latin American Studies

Date: 29 January 2008

Re: North American Mobility Exchange Program

I am writing to express my strong support for your efforts to facilitate student mobility through the North American Mobility Exchange Program. The University of British Columbia would benefit greatly from participating with five major North American research universities in the proposed consortium concerned with Mobility, Society and Governance in North America. The universities that would comprise this consortium are some of the most prestigious research institutions in Canada, the United States and Mexico.

UBC's partner institutions in the consortium would include, in Canada, the Université de Montréal, in the United States, Harvard University, University of Notre Dame, and in Mexico, El Colegio de México and the Universidad de las Américas. The Université de Montréal hosts thousands of post-doctoral fellows and students from around the world every year, highlighting its role as one of the major French-speaking higher-education institutions on the North American continent and as a centre for research on international relations.

As well as being the oldest institution for higher learning in the United States, Harvard is a major research centre with unparalleled excellence in libraries, research facilities and faculty in the subject of North American mobility, as in many other areas. In the field of Latin America, for example, Harvard houses the internationally renowned David Rockefeller Center for Latin American Studies, with an emphasis on programs, exchanges and research in Mexico. It is also a major centre for the study of United States government and policy, supporting, as it does, the John F. Kennedy School of

Government. Our other proposed partner in the consortium, the University of Notre Dame, is also a prestigious research university within impressive expertise in the area of mobility, the Americas and the United States. The Kellogg Institute for International Studies there is comprised of more than sixty Kellogg's Fellows and more than fifteen Visiting Fellows, creating a dynamic community of scholarship in comparative international studies. This institute is known for its interdisciplinary research publications and research on US-Mexican relations; it would provide an exceptional opportunity for UBC students in these and other fields.

In Mexico, El Colegio de México is one of the top four major research universities in the country (together with Universidad Nacional Autónoma de México, with whom we already have an exchange agreement; the Instituto Mora; and the Universidad IberoAmericana) and a leader promoting international research and scholarship in the country. El Colegio de México, for example, will be a major organizer and force in the upcoming centennial celebrations of the Mexican Revolution and the bicentennial celebrations of independence in that country, to take place in 2010. It is the premier research institution in that country in fields such as History, Social Science, and International Relations. It emphasizes scholarly research and publication by its faculty and graduate students, not holding class on certain set days of the week in History, for example, on the expectation that students and faculty will carry out archival research and work in its impressive research library on those days (which they do and which lead to publication). An exchange agreement with El Colegio would provide an unparalleled opportunity for UBC students to be part of a major research center in the field of North American mobility, to learn from faculty and students from around the Americas. In Puebla, the Universidad de las Américas is a dynamic, functionally bilingual institution with which UBC already has developed ties and an exchange relationship. It provides an excellent location for the study of many aspects of North American mobility, international relations, and Spanish.

Once again, I strongly support this exchange initiative. Please do not hesitate to contact me should you require further information.

A handwritten signature in black ink, appearing to read "Bill Funn", followed by a large, sweeping left-facing parenthesis "(".

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Partner Institution

Universidad de Granada	Spain	Granada
Name of Institution	Country	City
Rosa Morillas	Director, International Relations (North America and Asia Pacific)	
Key Contact	Title	
69,932	3400	
Number of Students	Number of Faculty	na

UBC – Background to Proposed Agreement

Katherine Beaumont

Key UBC Contact

Go Global

Faculty/Department

History of the Development of Proposed Partnership:
(Attach additional page if necessary)

We identified University of Granada through a search for potential new partnerships in Spain in response to an increase demand for placements in Spain and in particular for programs in Spanish language and Hispanic Studies. After a visit to Spain sponsored by EduEspana and review of potential partners, the University of Granada was identified as the most appropriate match given its academic strengths and strong infrastructure to support international students.

Faculty Members Supporting Agreement:

Dr. Andre Lamontagne, Head
French, Italian and Hispanic Studies

Rationale for Partnership Agreement

Summary of Benefits to UBC Students (see Criteria, p. 1-2)

- Steady growth and high student demand for Spain and in particular, for programs tailored for beginner to mid-level Spanish language speakers
- Offers UBC Students a chance to participate in the Spanish Language and Culture program, which consists of a series of courses that have been specifically designed to gain a deeper knowledge of Spanish language and a variety of social science and humanities subjects. These courses are taught in English and Spanish by UPF faculty members and include Spanish Art, Geography, Economics, History and Literature.
- Strong international student support in place

Support for Exchange Students:
(Inbound and Outbound)

Inbound: Go Global will provide support for Incoming students

Outbound:

The University of Granada is well structured to provide support to our students. Students can access university residences or accommodation services.

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Quality of Partner Institution

Evidence of National Stature of Institution/Program:

The University of Granada was founded in 1531, under the initiative of the Emperor Carlos V, by means of a Papal Bull from Pope Clemente VII. The University was built on the tradition of the Arab University of Yusuf I (Madraza, 14th century).

In recent years, the University of Granada has faced, under the protection of the University Reform Law (LRU) and university autonomy, the greatest growth in its history, placing it among the top Spanish universities. The University of Granada is currently ranked first among universities in Andalusia and third in Spain with a Distinction of Quality granted by the Ministry of Education for doctoral programs.

Of the 270,000 inhabitants of the city of Granada, 60,000 are university students. The university centres and buildings are located in various places in the city. The University of Granada also has University Campuses in the cities of Ceuta and Melilla located in North Africa (each city is claimed by the Moroccan and Spanish governments).

Undergraduate Programs offered in:

1. Experimental and Health Sciences

Degree Courses

Biology
Biochemistry
Food Science and Technology
Environmental Sciences
Statistical Sciences and Techniques
Pharmacy
Physics
Geology
Mathematics
Medicine
Dentistry
Chemistry

Diplomas

Human Nutrition and Dietetics
Nursing
Statistics
Physiotherapy
Optics and Optometry
Occupational Therapy

2. Social Sciences and Law

Degrees

Business Administration and Management
Physical Education and Sports Science
Political and Business Science
Law
Law and Administration and Management
Law and Political Sciences
Documentation
Economics Market Techniques and Research

UBC Faculty Testimony:

Dr. Andre Lamontagne, Head
French, Italian and Hispanic
Studies

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Pedagogy
Psychology
Psychopedagogy
Sociology
Work Sciences Business

Diplomas

Library Science and Documentation
Business Studies
Public Management and Administration
Industrial Relations
Social Work
Tourism
Teaching: Hearing and Language Specialties, Special Education, Physical Education, Infant Education, Musical Education, Primary Education and Foreign Language.

3. Applied Science

Architecture
Civil Engineering
Electronic Engineering
Computer Engineering
Chemical Engineering
Telecommunications Engineering
Technical Architecture
Information Management Engineering
Information System Engineering

4. Humanities

Social and Cultural Anthropology
Fine Art
Arabic Studies
Classical Studies
Slavonic Studies
French
Hebrew Studies
Spanish
English
Italian
Portuguese
Romance Studies
Philosophy
Geography
History
Art History
History and Science of Music
Theory of Literature and Comparative Literature
Translating and Interpreting

PhD programs offered:

Over 140 PhD programmes are offered in the following areas: Art and Humanities, Health Sciences, Experimental Sciences, Social Sciences and Law, Technical Studies, Cooperative Programmes in Latin America.

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Research Expertise:

There are more than 400 research groups and working in collaboration with national and international research groups
15 research centres at the University of Granada:

Research Centres

Adaluzian Centre for Herat Science
Adaluzian Institute for Geophysics and Siesmic Disaster Prevention
Criminology Institute
Institute for Biopathology and Regenerative Medicine
Biotechnology Institute
Charles I Institute of Theoretical and Computational Physics
Water Research Institute
Institute for Regional Development
Federico Oloriz Institute of Neuroscience
Institute for Food Technology and Nutrition
Women's Studies Institute
Peace and Conflict Institute
Andaluzian Centre for the Environment
Seminar on Comparative Law
Centre for the Study and Analysis of Human Security

Other International Exchange Partners: (UBC partners are marked with *)

The University of Granada is a member of the Erasmus Network and a number of mobility consortia including the Coimbra Group, AUIP, ISTEAC and ATEI. On average the University receives 8000 international students and lecturers annually. Below is a sample of their current mobility partnerships:

Argentina	Universidad Nacional de Cordova
Belgium	Free University, Brussels (ULB)*
Brazil	Universidad Federal de Santa Maria
Bulgaria	Sofia University
Chile	Universidad de Chile*
Chile	Pontificia Universidad Catolica de Chile*
China	Chinese Academy of Social Sciences
China	City University of Hong Kong*
Costa Rica	Universidad de Costa Rica
France	Institut d'Études Politiques de Bordeaux
France	Université Aix-Marseille III
France	Université Montesquieu de Bordeaux
France	Université de Nantes
France	Université de Poitiers
France	IUFM, Montpellier
Germany	Humboldt University*
Germany	University of Applied Science, Aachen
Germany	University of Postdam
Italy	University of Siena
Japan	Waseda University*
Mexico	Universidad Nacional Autonoma de Mexico*

New Exchange Partnership Proposal - Information for Senate Admissions Committee

United Kingdom	Univeristy of Northumbria
United States	Institute of International Studies, Monterrey
United States	University of North Carolina, Greensboro

Key Elements of Proposed Exchange Agreement

September 2008

Proposed date of first exchange

5 to 10

Number of students expected to participate

Spanish Language courses in Spanish Language and Culture Program: Students will be tested on arrival and placed in the appropriate courses.

Area Studies Courses in Spanish Language and Culture Program: taught in English.

In courses delivered in Spanish: Upper intermediate, sufficient enough to be able to take notes and participate in classroom activities on a par with Spanish nationals.

Spanish

Language of instruction

Required Evidence of Proficiency in Language of Instruction

1 UBC = 2 ECTS (60 ECTS per year)

Credit Equivalency/Max. course load per year

NA

If applicable, number of courses offered in English

Are there any restrictions on which programs of study are available at the partner institution? (Please specify)

Arts only

Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)

Arts Only

THE UNIVERSITY OF BRITISH COLUMBIA



August 1, 2007

Department of French, Hispanic and Italian Studies

#797-1873 East Mall
Vancouver, B.C. Canada V6T 1Z1

Tel: 604-822-2879

Fax: 604-822-6675

Email: Department: fhis@mail.arts.ubc.ca

Graduate program: fhisgrad@mail.arts.ubc.ca

Katherine Beaumont
Director
Go Global Student Mobility Programs
UBC

Dear Ms. Beaumont,

On behalf of the Department of French, Hispanic and Italian Studies I would like to express my strong support for the creation of a new exchange partnership between UBC and the University of Granada.

This exchange partnership will provide an excellent opportunity for UBC students who wish to study Spanish language and culture at one of Spain's most prestigious and historic universities. Granada is an important tourist centre rich in culture and history located in the Andalusia region of Spain. The fact that over a quarter of the city's inhabitants are university students makes it an ideal setting for an exchange program. The University of Granada offers an extensive range of academic programs and as a member of the Erasmus Student Network with mobility partnerships in place throughout the world has a strong infrastructure to support international students.

Spanish is one of the world's fastest growing languages. The opportunity to attend the University of Granada in Spain as part of an official mobility agreement with UBC would provide a wonderful opportunity for our students to study abroad and become global citizens whether they are majoring or minoring in Spanish or in some other subject. The University of Granada offers many programs similar to those at UBC. Students who already speak Spanish fluently would have the opportunity to study in one of these programs while earning UBC credits, while students with little or no Spanish language can take part in the Spanish Language and Culture program, which is designed to give students a deeper knowledge of Spanish language and culture while studying a variety of subjects in the social sciences and arts taught in both Spanish and English.

In short, I reiterate my strong support for the creation of this new exchange partnership.

Sincerely,

A handwritten signature in cursive script that reads 'Rita De Grandis'.

Dr. Rita De Grandis
Professor and Acting Head

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Partner Institution

Universitaet Konstanz	Germany	Konstanz
Name of Institution	Country	City
Reingard Nischik	Chair of American Studies and Literature Professor	
Key Contact	Title	
10,076	117	72.9 Million Euros
Number of Students	Number of Faculty	Annual Research Budget (\$CAN or \$US)

UBC – Background to Proposed Agreement

Katherine Beaumont

Key UBC Contact

Go Global

Faculty/Department

History of the Development of Proposed Partnership:
(Attach additional page if necessary)

Strong existing research relationship in Canadian Studies between Konstanz and UBC. This partnership builds on and expands current relationship to include financial support for UBC graduate students studying on exchange at Konstanz. Discipline focused exchange that supports degree program and TREK 2010 goals.

Faculty Members Supporting Agreement:

Dr. Sherrill Grace, Professor, English
Dr. Grenot Wieland, Professor, English
Dr. Mark Vessey, Professor, English; Canada
Research Chair & Graduate Program Chair

Rationale for Partnership Agreement

Summary of Benefits to UBC Students (see Criteria, p. 1-2)

- PhD and Masters students in UBC English will benefit from funding through Konstanz (currently approx. 600 E/month). This support will enable UBC graduate students in the Social Science and Humanities, a group that is not generally able to participate in international study placements, to do so.
- Konstanz well prepared to support incoming UBC students
- Student Mobility arrangement will strength existing research ties between UBC and Konstanz; degree option focus will ensure that students not travelling will also benefit from the exchange.
- UBC participant will be able to participate in seminars, courses and complete research. In addition, basic to advanced courses in German-as-a-Second-Language are offered to students free of charge throughout the term or in a four week intensive German language program in October and April.

Support for Exchange Students:
(Inbound and Outbound)

Inbound: Go Global will provide the regular support for Incoming students. English Department will undertake hosting of graduate student and provision of study space.

Outbound: Baden-Wuerttemberg Scholarship for eligible undergraduate and graduate students for study or research at UK. Scholarship amount varies from 400 Euros per month to 800 Euros per month. The International Office offers orientations and the full suite of regular services for incoming international students. Housing in residences is in most cases provided for exchange students, costing about 220 Euros per month. A cheap bus pass similar to the U-Pass is also available. Academic Advising is available from student tutors, staff at the International Office and Departmental Advisors. Konstanz can welcome students with disabilities, including students in wheelchairs and students who are blind. The university also facilitates programs similar to the UBC peer program that matches students to facilitate transition to Konstanz, provide language learning opportunities and peer support.

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Quality of Partner Institution

Evidence of National Stature of Institution/Program:

The University of Konstanz was founded in 1966 and the main campus was opened in 1972. The University is divided into 3 faculties: Natural Sciences; Law, Economics and Politics; and Humanities. These faculties contain 13 Departments. UKonstanz offers 3 year bachelor degrees, Master Degrees, Doctoral Degrees, Magister Degrees, and Diplomas. Most classes are taught in German though various fields offer courses in English including:

Faculty of Sciences

- Mathematics and Statistics
- Computer and Information
- Physics
- Chemistry
- Biology
- Psychology

Faculty of Humanities

- Philosophy
- History
- Sociology
- Sports Science
- Literature
- Linguistics

Faculty of Law, Economics and Politics

- School of Law
- Economics
- Politics and Management

Scholars at the University of Konstanz have been awarded the Gottfried Wilhelm Leibniz-Preis five times. A 1.55 Million € prize, this is the most lucrative award in Germany in support of academic research. The most recent rankings of the Humboldt-Stiftung and German Research Foundation (DFG) show that the University of Konstanz is one of the most international university in the country, as well as the university that receives the most external funding. The newspaper, DIE ZEIT, affirms: "The thinkers on Lake Constance are awarded almost twice as much funding from the DFG in the Humanities and Social Sciences as their counterparts."

UBC Faculty Testimony:

(List names and attach written statement)

Mark Vessey, Prof, Canada
Research Chair and Graduate
Program Chair.

Research Expertise:

Konstanz hosts several types of research centres.

1. Collaborative Research Centres

The German Research Foundation (Deutsche Forschungsgemeinschaft, DFG) supports Collaborative Research Centers (Sonderforschungsbereiche, SFB) at universities as long-term research facilities that generally receive funding for up to 12-15 years. Within these facilities, scholars, scientists collaborate within multidisciplinary research programs. At the University of Konstanz, the following Collaborative Research Centers have been established:

- SFB 454: Bodenseelitoral
- SFB 471: Variation and Evolution in the Lexicon
- SFB 485: Norm and Symbol, spokesperson
- SFB 513: Nanostructures on Borders and Surfaces
- SFB TR 11: Structure and Function of Membrane Proteins

New Exchange Partnership Proposal - Information for Senate Admissions Committee

2. DFG-Funded Research Groups

A DFG Research Group is a medium-term collaborative group of researchers who generally at the same institution. Seven Research Groups at the University of Konstanz are currently investigating the following topics:

- Logic in Philosophy
- Cerebral Asymmetries in Language Processes and Related Disorders
- Oligosaccharid- and DNA-Chips-Analysis of Secondary Gene Production
- Price-, Liquidity- and Credit Risk: Measurement and Allocation
- Heterogeneous Labor: Positive and Normative Aspects of the Skill Structure of LaborLimits of Intentionality
- The Science of Social Stress (SOSS): Understanding the interaction of mind, brain and culture in the response and adaptation to stress

3. Konstanz Interdisciplinary Research Centres

In addition to the Collaborative Research Centers and the Research Groups, the University runs several research centers in which scholars work in interdisciplinary teams:

- Center IV Philosophy and Scientific Theory
- Center VII Finances and Econometrics
- Center VIII Intentionality
- Center IX Centre for Health and Consumer Protection
- Center for Applied Photonics (CAP)
- Center for Development of Junior Faculty
- Center X Center of Quantitative Methods and Survey Research
- Center for International and European Law on Immigration and Asylum
- Center for Junior Research Fellows (ZWN)

Other International Exchange Partners:

UKonstanz has over 130 agreements with universities in Europe and world-wide. UK is part of the Erasmus program. Below is a selection of their partnerships. Partners that are common to both UKonstanz and UBC are indicated by an asterix.

Partners:

Australia

University of Technology, Sydney *

Canada:

University of Guelph, Guelph
Université du Québec, Montreal
York University, Toronto

Chile

Pontificia Universidad Católica de Chile *

Universidad de Talca

China

Fudan University *

Shanghai Jiao Tong University *

Tongji University Shanghai

UIBE, Peking

Czech Republic

Universita Karlova/Karls-Universität, Prague

Mexico

Universidad de Monterrey

Tecnológico de Monterrey *

New Zealand

University of Canterbury *

University of Wellington

Poland

Uniwersytet Warszawski, Warschau

Romania

Universit t Jassy (Universitatea Al. I. Cuza Iasi)

Russia

Russian State University of the Humanities, Moskau

Ukraine

Schewtschenko Universit t, Kiew

Wirtschaftsuniversit t, Kiew

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Ireland

University College Cork
University of Dublin, Trinity College

Israel

Tel Aviv University

Italy

Università di Pavia

Japan

Tokyo International University

Korea

Sookmyung Women's University in Seoul, Korea

Lithuania

Universitāt Vilnius

United States

The University of Akron, Akron OH
University of Richmond, Richmond VA
The State University of New Jersey - Rutgers
Susquehanna University, Selinsgrove, PA
Stony Brook, State University of New York

Singapore

National University of Singapore *

South Africa

University of Capetown *

Thailand

Mahidol University, Bangkok

Key Elements of Proposed Exchange Agreement

Sept 2007

Proposed date of first exchange

German (mostly) and English

Language of instruction

ECTS/60

Credit Equivalency/Max. course load per year

1 to 2

Number of students expected to participate

Exchange students are exempt

Required Evidence of Proficiency in Language of Instruction

Some

If applicable, number of courses offered in English

Are there any restrictions on which programs of study are available at the partner institution? (Please specify)

Graduate Level English Literature is the priority. If we are unable to send graduate students, undergraduate students will be permitted.

Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)

Graduate Level English Literature only

THE UNIVERSITY OF BRITISH COLUMBIA



30 July 2007

Department of English
#397 - 1873 East Mall
Vancouver, BC Canada V6T 1Z1
Tel: 604-822-5122
Fax: 604-822-6906

Katherine Beaumont
Director, Go Global
Student Development and Services
International House
1783 West Mall

Dear Katherine,

UBC-Konstanz Academic Exchange

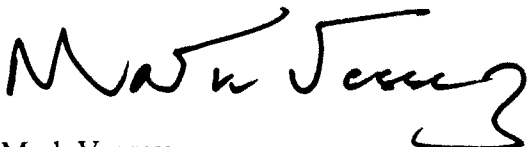
From the point of the view of the Graduate Program in English, the proposed academic exchange agreement between UBC and the University of Konstanz has a great deal to recommend it. German universities have a strong tradition in the study of English literary and linguistic studies, including the American and Canadian kinds of both, and Konstanz has an excellent profile in this area. This Department has seen a lot of faculty exchange between UBC and German universities in the past; it would be good to see a similar development on the student side. As you know, thanks to the initiative of our colleagues in Konstanz, and with the ready co-operation of your office, a start has already been made. A doctoral student from Konstanz recently arrived here for a six-month stay; a Master's student will follow before the end of the year. One of our Master's students is about to spend a year in Konstanz, where she will benefit from a stipend generously made available by the regional authority in Germany. We hope to build on these promising beginnings.

We must also be realistic, however. A German student specializing in English (especially, say, Canadian or American literature) has more immediate motives for spending time in North America than most of our graduate students in English do for spending time in Germany. It is not surprising that the impulse for the present exchange has come from Konstanz rather than UBC, and that the only serious money on the table is in Euros. The English Department at UBC is a seller in a seller's market for global English studies. It remains to be seen whether we can make the present arrangement truly symmetrical. If, in practice, we receive two students for every one we send, and cannot match doctoral student for doctoral student, then we risk spending more in departmental resources than we can recoup. If that happens, how will the reciprocity of the exchange be preserved? If other departments at UBC eventually send their students to Konstanz and thereby enable UBC to balance its books, how will the English Department be compensated? On the best or most optimistic projection, such questions will quickly

cease to be relevant. We shall in any case know a great deal more in a year or two than we can now. In the meantime, let me assure you and everyone else concerned that we are energetically promoting the program. Our partners in Konstanz have been splendidly efficient in all their dealings with us to date and we are doing all we can to match their enthusiasm and professionalism.

Do let me know if I can be of any further assistance at this point.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Vessey". The signature is fluid and cursive, with a large, sweeping "M" and a long, horizontal stroke at the end.

Mark Vessey
Professor and Associate Head (Graduate Program)

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Partner Institution

Ludwig-Maximilians-University of Munich	Germany	Munich
Name of Institution	Country	City
Dr. Stephan Fuchs Marion Zenk	Director, International Affairs Incoming Exchange Advisor	
Key Contact	Title	
46,885	700 Chairs and 3000 Academic Staff	128.5 million Euros
Number of Students	Number of Faculty	Annual Research Budget (\$CAN or \$US)

UBC - Background to Proposed Agreement

Katherine Beaumont

Key UBC Contact

Go Global

Faculty/Department

History of the Development of Proposed Partnership:
(Attach additional page if necessary)

UBC has been reviewing SM partnerships in Germany with a view to developing partnerships that offer outstanding targeted opportunities to UBC students and partnerships where we can build broad institutional connections. We have not renewed SM agreements with Siegen and Augsburg and have re-focused the partnership with Wurzburg to research placements for science co-op from UBC and Masters students from Wurzburg; recently added a focused partnership in graduate English with the University of Konstanz.

LMU is the first of the small number of broad partnerships we are considering. While this committee will review the partnership specifically for the UBC Vancouver relationship, the partnership will also be presented for the UBC Okanagan, Faculty of Critical and Creative Studies.

Faculty Members Supporting Agreement:

Dr. Kurt Huebner, Institute for European Studies
Dr. Don Brooks, Associate Vice President, Research and Professor, Chemistry
Dr. Javed Iqbal, Director Science Co-op and Professor, Engineering Physics
Dr. Bob Belton, Dean, Critical and Creative Studies (UBC Okanagan)

UBC and LMU have demonstrated their commitment to a broad and active agreement in the activity prior to the finalization of this proposal. Ms. Kira Holthe, of Office of AVP International conducted a student mobility site visit summer 2006. Dr. Don Brooks, AVP Research and Terry Kellam, Director of VP Research Sept 2007 to discuss research collaboration between LMU and UBC. In June 2007, Dr. Craig Klafter met with counterparts and faculty at LMU to discuss a range of international collaboration. In July 2007, Dr. Stephan Fuchs, Director of International Affairs and PhD in American Studies visited UBC to identify areas for potential joint working, student, graduates and faculty exchange, research collaboration and special programme such as summer schools.

Rationale for Partnership Agreement

Summary of Benefits to UBC Students (see Criteria, p. 1-2)

- Good potential for reciprocal relationship (study, graduate and undergraduate research placements) at outstanding institution in a sought-after location.
- LMU offers a suite of upper year and graduate courses in taught in English in most areas with the concentration of courses in Sciences, Business and English; along with German language courses.
- Strong support for students in place
- Other activity between LMU and UBC increases broad knowledge of partnership; leads to increased student knowledge

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Support for Exchange Students: (Inbound and Outbound)

Inbound: Go Global will provide support for incoming students

Outbound: LMU well structured to provide support to exchange students including access to accommodation and German language courses.

Quality of Partner Institution

Evidence of National Stature of Institution/Program:

The Ludwig-Maximilians-University of Munich (German *Ludwig-Maximilians-Universität München*, LMU or University of Munich) was founded in 1472 and was originally located in Ingolstadt (as the University of Ingolstadt). In 1802 it was moved to Landshut by Maximilian IV Joseph (the later Maximilian king of Bavaria) and soon after to the capital of Bavaria, Munich, in the year 1826, by Louis I.

LMU has a student population of approximately 47,000 students, 16% of whom are international students (42,000 undergraduate and 5000 graduate). LMU is the second largest university in Germany and generally considered one of the best in Germany and most prestigious universities in Europe.

LMU is a member of the League of European Research Universities and is regularly awarded top marks in national and international rankings. LMU is ranked 51st in the world and number one in Germany by the Shanghai Jiao Tong University ranking. In the 2006 Federal German Excellence Initiative, LMU won three Clusters of Excellence, a Graduate School and the prestigious Third Line of Funding for its Institutional Concept and was thus named the best German university.

LMU has full range of academic disciplines, except engineering, organized four academic pillars: Humanities; Social Sciences, Law and Economics; Natural Sciences; Medicine. The University currently consists of 18 faculties and offers degrees in 150 subjects:

- Faculty of Roman Catholic Theology
- Faculty of Protestant Theology
- Faculty of Law
- Faculty of Business Administration
- Faculty of Economics
- Faculty of Medicine
- Faculty of Veterinary Medicine
- Faculty for History and the Arts
- Faculty of Philosophy, Philosophy of Science and Religious Science
- Faculty of Psychology and Educational Sciences
- Faculty for the Study of Culture
- Faculty for Languages and Literatures
- Faculty of Social Sciences

UBC Faculty Testimony:

(List names and attach written statement)

Norma Wieland, Assistant Dean, Arts and Senior Lecturer, Central, Eastern and Northern European Studies

Dr. Don Brooks, Associate Vice President, Research and Professor, Chemistry

New Exchange Partnership Proposal - Information for Senate Admissions Committee

- Faculty of Mathematics, Computer Sciences and Statistics
- Faculty of Physics
- Faculty of Chemistry and Pharmacy
- Faculty of Biology
- Faculty of Geosciences



Research Expertise:

LMU is home to 28 Nobel Prize Laureates in Economics, Chemistry, Physiology, Physics and Political Sciences. It belongs to 24 Collaborative Research Centers funded by the German Research Foundation (DFG) and is host university to 13 of them. It also hosts 12 DFG Research Training Groups and three international doctorate programs as part of the Elite Network of Bavaria. It attracts an additional 120 million euros per year in outside funding and is intensively involved in national and international funding initiatives. In addition, LMU Munich is involved in over 100 EU research projects, hosting 18 of them.

- Statistical Analysis of Discrete Structures
- Dynamics and Regulation of Cytoskeleton Dependent Motile Activities
- Viral Functions and Immune Modulation
- Manipulation of Matter at the Nanometer Length Scale
- Light-Induced Dynamics of Biopolymers
- Reflexive Modernization
- Autoimmune Reactions: From Manifestations to Mechanisms and Therapy
- Pluralization and Authority in the Early Modern Period (15th-17th Centuries)
- Molecular Machines in Protein Folding and Translocation
- Molecular Mechanisms of Neurodegeneration
- Networks in Genome Expression and Maintenance
- Molecular Mechanisms of Normal and Malignant Hematopoiesi
- Astro Particle Physics
- Mechanisms of Fast Cell Activation
- Target Structures for Selective Tumor Interventions
- Fakultative Microbial Pathogenesis and Innate Immunity
- Bioorganic Functional Systems on Solids
- Growth and Parasite Defense
- Solid-State Quantum Information Processing: Physical Concepts and Material Aspects
- Endosymbiosis: From Prokaryotes to Eukaryotic Organelles
- Chromatin: Assembly and Inheritance of Functional States
- Governance and the Efficiency of Economic Systems
- Relativistic Laser Plasma Dynamics
- Pulmonary Allergies

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Other International Exchange Partners: (* partners of UBC)

The University is a founding member of the League of European Research Universities (LERU) and the Venice International University (VIU) as well as the European Association of Universities (EAU) and has been a member of the German Academic Exchange Service (DAAD) since the 1950s. The university also has some 250 direct partnerships in conjunction with the EU mobility programs (ERASMUS). Up to 900 students and teachers participate in the exchange program each year. In addition, LMU is a member of over 20 comprehensive university collaboration projects and has an additional 80 exchange partnerships all over the world. The majority of LMU foreign exchanges are with European universities. International exchange partners outside of Europe include:

Harvard **

UC Berkely*

The University of Chicago

The University of Tokyo ***

Asterix indicates common UBC partners.

* - Student Mobility Agreement

** - Student Mobility Agreement under development

***- Strategic Partnership under development

Key Elements of Proposed Exchange Agreement

April 2008

Proposed date of first exchange

Starting with 2 to 5; moving to 5 to 10 per year with potential to expand further is mutual demand is demonstrated

Number of students expected to participate

UBC students at LMU:

None: If taking courses in English or German language courses

Mid – high Fluency: If taking courses taught in German or a combination of courses taught in German and German language courses

LMU students at UBC:

German/English at LMU

Language of instruction

Fluency in English as per admission requirements

Required Evidence of Proficiency in Language of Instruction

ECTS divided by 2 = UBC

Total number not currently available

Web site with English medium courses in development at LMU

Credit Equivalency/Max. course load per year

If applicable, number of courses offered in English

Are there any restrictions on which programs of study are available at the partner institution? (Please specify)

Courses in Medicine, Dentistry, Veterinary Science and Pharmacy

Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)

Faculty of Arts and Faculty of Science with standard space restrictions as posted at <http://www.students.ubc.ca/global/incoming/restrictions.cfm>

THE UNIVERSITY OF BRITISH COLUMBIA



Faculty of Arts
Office of the Dean
1866 Main Mall
Vancouver, BC Canada V6T 1Z1
Tel: 604-822-3828
Fax: 604-822-6096

January 29th, 2008

Katherine Beaumont
Director Go Global

Letter in support of Partnership agreement with Ludwig-Maximilians Universitat,
Munich

LMU is ranked as the top university in Germany and has been designated a Centre of Excellence by the German government. It offers a wide range of disciplines (150) and is home to an amazing 28 Nobel Laureates. In both the Sciences and Humanities, LMU is recognized as a university of outstanding calibre. UBC students have previously had access to LMU through its DAAD partnership, but this partnership agreement with UBC will open up greater possibilities for our students to study at this prestigious and venerable institution.

This agreement is also attractive as it eases some of the previous barriers to UBC students studying there, namely language and accommodation (Munich is one of Germany's most expensive cities). Through offering both English as the language of instruction in some areas of study as well as intensive German language courses for exchange students, LMU seeks to make a superb German university education more accessible to UBC students. The support with accommodation will enable our students to study in one of the most beautiful and culturally rich cities in Europe.

I am pleased to recommend this partnership with LMU as a great opportunity for our UBC students to study at one of Europe's top-ranked universities.

Norma Wieland,
Assistant Dean of Arts

THE UNIVERSITY OF BRITISH COLUMBIA



January 29, 2008

Office of the Vice President Research
Old Administration Building, Room 224
6328 Memorial Road
Vancouver, BC Canada V6T 1Z2
Tel: 604-822-1995 Fax: 604-822-6295
Email: vpr@exchange.ubc.ca
www.research.ubc.ca

Re: UBC-LMU Student Mobility Agreement

To Whom It May Concern:

I am writing to express my strong support of the efforts to establish a student mobility agreement between UBC and Ludwig-Maximilians-University of Munich (LMU). Through the Office of the Vice President Research, UBC has been actively exploring research connections between ourselves and LMU as an outstanding research and teaching institution in Germany and an institution that is consistently ranked among top universities in the world.

A student mobility agreement will broaden this engagement and provide opportunities for undergraduate and graduate students in Science (and Arts) to easily participate in research at both institutions with the required administrative and safety support.

In addition, UBC students will be able to take advantage of the opportunity to complete coursework at LMU, as this institution offers a wide range of courses in English across many disciplines as well as a German-language program. This makes it possible for Science students who do not speak German fluently to make progress towards their UBC degree requirements while on exchange.

I am a strong believer in the benefits of foreign study for university students. Graduate students benefit perhaps even more from exposure to alternate research environments and approaches. I believe students from both of these outstanding institutions would find the exchange experience rich and rewarding. I therefore strongly support establishment of the student mobility agreement between LMU and UBC.

Yours sincerely,

A handwritten signature in black ink, which appears to read 'Don Brooks'. The signature is fluid and cursive.

Donald E. Brooks, Ph.D.
Associate Vice-President Research

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Partner Institution

Victoria University Wellington	New Zealand	Wellington
Name of Institution	Country	City
Prof. Gordon Holden Terry Mickle	Head, School of Architecture Student Exchange Coordinator, Victoria International	
Key Contact	Title	
Faculty of Arch. And Design (900) VUW (21,076 students/16, 650 FTE)	36 979	Faculty: Unavailable VUW: NZ\$25,307,000 (2006)
Number of Students	Number of Faculty	Annual Research Budget (\$CAN or \$US)

UBC - Background to Proposed Agreement

Katherine Beaumont, Director

Key UBC Contact

Go Global: International Learning Programs

Faculty/Department

History of the Development of Proposed Partnership:
(Attach additional page if necessary)

Faculty Members Supporting Agreement:

Prof. Raymond Cole, Head
School of Architecture and Landscape
Architecture

A strong relationship has already been developed between the UBC School of Architecture and Landscape Architecture and the School of Architecture, Victoria University, Wellington over the past 3 years:

- Dr Raymond Cole, current Director of SALA, was hosted by VUW in March 2005, as part of a 10 day visit to the three New Zealand Architectural programs, various government and building research institutions. This subsequently led to Dr Cole's appointment as a Visiting Research Professor at VUW to engage in the research, teaching and administrative issues in the School of Architecture. He is currently serving on two PhD committees in the School.
- Professor David Bibby, Pro-Vice-Chancellor & Dean of Faculties of Science and Architecture & Design; Professor Gordon Holden Head of School of Architecture and Professor John Storey, Reader in Sustainable Design all from VUW visited UBC in September 2005 to explore possibilities for exchange. Please see attached letter of support from Dean Bibby.
- Professor's Andrew Charleson and Peter Wood have recently visited UBC and made presentations at the School.
- Maibritt Pederson (VUW Master's student) was hosted by the School in May 2007 and Lauren Christie (VUW PhD student) will be hosted by UBC in March 2008 as part of research exchange

UBC Go Global reviewed the potential for exchange opportunities between UBC and VUW in 2004/5 when we were looking to increase capacity for UBC students to study in New Zealand. Katherine Beaumont, Director, Go Global visited VUW in Dec 2004 while in New Zealand to that end. Univ. of Auckland was able to increase the number of students we mutually send and receive so we did not need to move forward with an agreement at that time. Nonetheless it was felt that VUW meets our general requirements for student mobility partnership.

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Rationale for Partnership Agreement

Summary of Benefits to UBC Students (see Criteria, p. 1-2)

SALA has a long history of creating opportunities for its students to gain experience in different cultural settings, e.g., the four-month Studies Abroad program (UBC SALA Faculty and students on-site internationally) has had students engage in a design issues in Tokyo, Cairo, Barcelona, Athens, Hong Kong, and through letter of permission students have been to Paris, Rome, Florence, Venice. While SALA students have, as individuals, visited other schools in different parts of the world, the School has only developed one formal connection with other excellent design school - the Universidad Técnica Federico Santa María in Chile. The exchange program with Victoria University of Wellington will be the second of such links.

The creation of SALA as the formal combining of Architecture, Landscape Architecture and Environmental Design in 2005 heralded the opportunity for greater interdisciplinary study. The School of Architecture, Victoria University is one of three Schools in New Zealand. It is a much larger School than that at UBC – 900 students – and has a broader range of programs embracing Architecture, Landscape Architecture, Interior Architecture and Building Science, the size, resources and stronger interdisciplinary experience that the UBC School can learn from.

Support for Exchange Students:
(Inbound and Outbound)

UBC Go Global will provide support for outgoing SALA students and incoming VUW students as part of the exchange and study abroad support it currently provides to SALA.

Victoria International will provide support for outgoing School of Architecture students and incoming UBC SALA students in partnership with the VUW School of Architecture. Service to UBC students includes the full range of standard support: accommodation assistance, orientation, insurance, safety, visa, course registration and advising.

Quality of Partner Institution

Evidence of National Stature of Institution/Program:

The School of Architecture, Victoria University:

- Has the highest research quality rating in New Zealand's architecture and building disciplines.
- Has recently (July 2007) had external periodic review of the quality of its design and course programs and been successfully granted the maximum five year accreditation.
- Has students that continue to excel as recipients of domestic and international design awards.

School of Architecture, Victoria University offers:

- *A Bachelor of Architecture* (B.Arch): A five year program of full-time study providing the necessary skills, practical knowledge and theoretical approaches required in the architectural profession.
- *A Bachelor of Building Science* (BBSc) degree: A three-year program that provides a thorough grounding in the science & technology of building and understanding of architecture.
- *A Masters and Ph.D in Architecture* (M.Arch; Ph.D in Architecture) degrees: Research-based degrees examined by thesis.
- *A Masters in Building Science* (M.BSc) degree: also a research based degree examined by thesis.

UBC Faculty Testimony:

(List names and attach written statement)

Prof. Raymond Cole, Head, SALA

New Exchange Partnership Proposal – Information for Senate Admissions Committee

Research Expertise:

The VUW Faculty of Architecture and Design is home to two of VUW's 40 research institutes: the Centre for Building Performance Research and the Earthquake Hazard Centre. The Faculty is involved in both design and research projects, locally and internationally. Main areas of research include:

- building performance/evaluation;
- architectural and urban design processes;
- energy and environmental design of buildings;
- sustainable architecture;
- digital craft;
- building economics, management and regulation;
- building structures and construction;
- culture, history and theory in architecture and design;
- socio-culturally constructed design;
- environmentally responsive design;
- drawing and modelling for design;
- technologies and materials in design;
- urban landscapes;
- virtual design visualisation.

Major research in the last few years has centred on:

- the development of participatory processes in architectural practice;
- the evaluation of buildings in use;
- the efficient use of energy in architecture;
- building performance, construction and project management;
- building control reform;
- and New Zealand architectural and design history.

Comments from UBC Office of International: Supports the agreement.

Other International Exchange Partners:

(* indicates universities are also UBC international exchange partners)

VUW Faculty of Architecture and Design Partners:

Canada: Dalhousie University

Chile: Pontificia Catolica Universidad de Chile*, Universidad de Chile*, Universidad de Valparaiso

China: Renmin University

Denmark: The Royal Danish Academy of Fine Arts

Finland: University of Art and Design Helsinki

France: L'Ecole Speciale d'Architecture

Germany: Pforzheim University, Technical University of Munich

Italy: University of Ferrara

New Exchange Partnership Proposal – Information for Senate Admissions Committee

Korea: Ewha University*, Seoul National University*, Korea University*, Chosun University

Singapore: National University of Singapore*

UK: The University of Leeds

USA: Georgia Institute of Technology, Pennsylvania State University, Rhode Island School of Design, The University of Texas at Austin, University of California, Berkeley*, University of California, Davis*, University of California, Los Angeles*, University of Montana, Virginia Institute of Technology

Full List of International Exchange Partners:

Argentina: Pontificia Universidad Catolica Argentina

Canada: Dalhousie University, University of Victoria*, Windsor University, University of Western Ontario

Chile: Pontificia Catolica Universidad de Chile*, Universidad de Chile*, Universidad de Valparaiso

China: China University of Politics and Law, Renmin University

Denmark: Copenhagen University*, The Royal Danish Academy of Fine Arts: School of Architecture

Fiji: University of the South Pacific

Finland: TUKKK: Turku School of Economics and Administration

France: Universite de La Rochelle, Universite de Savoie, Université Jean Moulin – Lyon 3*

Germany: Bucerius Law School, Tuebingen University, Pforzheim University, Konstanz University, WHU Koblenz - Graduate School of Management*, The Technical University of Munich, University of Dortmund

Italy: Bocconi University*, *University of Ferrara (Architecture and Design)*

Japan: Gakushuin University, Meiji Gakuin University, Osaka University of Foreign Studies, Ritsumeikan University*, Doshisha University

Korea: Ewha University*, Seoul National University*, Korea University*, Chosun University

Netherlands: University of Groningen, Utrecht Business School, Tilburg University

Philippines: Asian Institute of Management

Singapore: National University of Singapore*, Nanyang Technological University, Singapore Management University*

South Africa: Nelson Mandela Metropolitan University

Sweden: Jonkoping International Business School, Stockholm School of Business*, Uppsala University*

Tahiti : Universite de la Polynesie Francaise*

Thailand: Asian Institute of Technology (AIT), Chulalongkorn University*

UK: Lancaster University, The University of Leeds, University of London, Royal Holloway, East Anglia (UEA)*

USA: American University*, Anderson School at UCLA, California Western School of Law, Georgia Institute of Technology, Pennsylvania State University, Purdue University, Rhode Island School of Design (Design and Architecture), State University of New York at New Paltz, The University of Hawaii, The University of Texas at Austin, University of Oklahoma, University of California, Berkeley*, University of California, Los Angeles*, University of California, Riverside*, University of California, San Diego*, University of California, Santa Barbara*, University of California, Irvine*, University of California, Davis *, University of Montana, Virginia Tech

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Key Elements of Proposed Exchange Agreement

January 2008

2 students from 2nd year M.Arch to exchange each year with 2 students from 4th year Architecture program at VUW/year.

May 2008 (preliminary date)

Up to 10 from each uni in an annual one-month study abroad design studio focusing on indigenous cultures and architecture involving design students from UBC and VUW programs but also inviting students from Chile and the Pacific Islands. This studio will be hosted by the participating programs on a rotating basis.

Proposed date of first exchange	Number of students expected to participate
---------------------------------	--

English	As per regular degree admission requirements
---------	--

Language of instruction	Required Evidence of Proficiency in Language of Instruction
-------------------------	---

VUW credits *.25 = 1 UBC credit/120 VUW credits/year	All courses at VUW are offered in English.
--	--

Credit Equivalency/Max. course load per year	If applicable, number of courses offered in English
--	---

Are there any restrictions on which programs of study are available at the partner institution? (Please specify)
UBC SALA and VUW School of Architecture only.

Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)
UBC SALA and VUW School of Architecture only.

ATTACHMENTS:

VUW Dean Bibby Letter of Support.



The Dean
School of Architecture and Landscape Architecture
University of British Columbia
Vancouver
Canada

August 2007

I am pleased to give my full support to the proposed student exchange between the School of Architecture, Victoria University of Wellington, New Zealand and the School of Architecture and Landscape Architecture, University of British Columbia, Vancouver, Canada. In similar protocol to UBC, the formal submission will need to be approved by the Vice Chancellor's Senior Management of VUW in due course.

Both Schools have much in common. This is evident in terms of sharing a research-led teaching approach, in achievement of high standards of student work, in designing for earthquake conditions, a timber construction tradition and a commitment to architectural and design development for native peoples. Additionally, the UBC School also includes education and research in Landscape Architecture alongside that in Architecture, while the VUW School also includes Landscape Architecture as well as Building Science and Interior Architecture alongside Architecture.

Over the past several years members of academic staff of the two Schools have visited to share in knowledge and advice which has led to strong mutual respect and appreciation of the quality of architectural education provided by both Schools. Aspects of this have led to collaborative research activities and intentions between academic staff members and research students.

A student exchange would progress the relationship in a logical way by providing future generations of students with the opportunity to gain international experience and knowledge that will equip them to be more globally aware upon graduation.

A further strengthening of ties between New Zealand and Canada is anticipated in the near future as a result of the recent 'Ottawa' conference. Professor Gordon Holden, Head of School of Architecture at VUW, contributed to this conference which advanced the concept of mutual recognition of architectural qualifications across invited systems. The conference produced a comparison of architectural accreditation systems across Canada, USA, Britain, China, Australia and New Zealand and concluded that they are substantially equivalent. This ground work is forming the basis of an international accord that is anticipated to be signed in Canberra, Australia in April 2007.

I look forward to the student exchange between VUW and UBC and would be pleased to provide further information or comment if needed.

Sincerely

A handwritten signature in black ink, appearing to read 'David Bibby'.

Professor David Bibby
Dean, Faculty of Architecture and Design

FACULTY OF ARCHITECTURE AND DESIGN

Te Wāhanga Waihanga-Hoahoa

139 Vivian Street, P.O. Box 600, Wellington, New Zealand

Telephone +64-4-463-6200, Facsimile +64-4-463-6204

Dr Raymond J Cole
Professor & Director
School of Architecture and Landscape Architecture
University of British Columbia
(provided via email, August 20, 2007)

Re: Letter of Support for Student Mobility Agreement: The School of Architecture and Landscape Architecture, UBC, Canada and The School of Architecture, Victoria University, Wellington, New Zealand

The School of Architecture and Landscape Architecture (SALA) wishes to enter a student exchange with the School of Architecture, Victoria University, Wellington, New Zealand (VUW).

A strong relationship has already been developed between the UBC School of Architecture and Landscape Architecture and the School of Architecture, Victoria University, Wellington over the past 3 years:

- Dr Raymond Cole, current Director of SALA, was hosted by VUW in March 2005, as part of a 10 day visit to the three New Zealand Architectural programs, various government and building research institutions. This subsequently led to Dr Cole's appointment as a Visiting Research Professor at VUW to engage in the research, teaching and administrative issues in the School of Architecture. He is currently serving on two PhD committees in the School.
- Professor David Bibby, Pro-Vice-Chancellor & Dean of Faculties of Science and Architecture & Design; Professor Gordon Holden Head of School of Architecture and Professor John Storey, Reader in Sustainable Design all from VUW visited UBC in September 2005 to explore possibilities for exchange.
- Professor's Andrew Charleson and Peter Wood have recently visited UBC and made presentations at the School.
- Maibritt Pederson (VUW Master's student) was hosted by the School in May 2007 and Lauren Christie (VUW PhD student) will be hosted by UBC in March 2008 as part of research exchanges

SALA has a long history of creating opportunities for its students to gain experience in different cultural settings, e.g., the four-month Studies Abroad program has had students engage in a design issues in Tokyo, Cairo, Barcelona, Athens, Hong Kong, and its one-one programs take have been to Paris, Rome, Florence, Venice). While SALA students have, as individuals, visited other schools in different parts of the world, the School has only developed one formal connections with other excellent design school - the Universidad Técnica Federico Santa María in Chile.

The exchange program with Victoria University of Wellington will be the second of such links.

The creation of SALA as the formal combining of Architecture, Landscape Architecture and Environmental Design in 2005 heralded the opportunity for greater interdisciplinary study. The School of Architecture, Victoria University is one of three Schools in New Zealand. It is a much larger School than that at UBC – 900 students – and has a broader range of programs embracing Architecture, Landscape Architecture, Interior Architecture and Building Science, the size, resources and stronger interdisciplinary experience that the UBC School can learn from.

We would like to commence the exchange program effective January 1st 2008. We anticipate that the initial exchange will involve:

- Two students from our respective programs – 2nd year M.Arch students from UBC and fourth year architectural students from VUW – will be permitted to undertake exchange for credit.
- The development of an annual one-month design studio focusing on indigenous cultures and architecture involving design students from the two respective programs but also inviting students from Chile and the Pacific Islands. This studio will be hosted by the participating programs on a rotating basis.

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Partner Institution

Wellesley College	USA	Wellesley
Name of Institution	Country	City
Jennifer Thomas-Starck	Director of International Studies	
Key Contact	Title	
2318	258	na
Number of Students	Number of Faculty	Annual Research Budget (\$CAN or \$US)

UBC - Background to Proposed Agreement

Katherine Beaumont

Key UBC Contact

Go Global

Faculty/Department

History of the Development of Proposed Partnership:
(Attach additional page if necessary)

UBC Go Global had been exploring opportunities in the US in response to a strong demand from students in this region as there are only limited options open to undergraduate students in the East Coast. This Fall, Go Global was approached by Wellesley College in the Fall to initiate a mobility partnership.

Faculty Members Supporting Agreement:

Prof. Norma Wieland, Assistant Dean (Student Services), Arts

Prof. Margery Fee, English Department

Rationale for Partnership Agreement

Summary of Benefits to UBC Students (see Criteria, p. 1-2)

- responds to increased demand for opportunities in this geographic region for undergraduate studies in Arts and Sciences
- outstanding academic institution with strong commitment to service and undergraduate research
- good range of academic programs in Arts and Sciences with a focus on interdisciplinary (ex. International Relations, Environmental Sciences, Neuroscience)
- solid infrastructure for welcoming students from UBC
- access to study abroad programs in France, Mexico and Spain
- students eligible to take up to two courses per term at MIT, Babson College and Oberlin College

Support for Exchange Students:

Inbound:

Go Global will support incoming exchange students

Outbound:

Wellesley well structured to provide support to outgoing UBC students including access to on-campus accommodation.

Quality of Partner Institution

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Evidence of National Stature of Institution/Program:

Wellesley College is a women's liberal arts college founded in 1870 by Henry Fowle Durant and Pauline Fowle Durant. The charter for Wellesley College was signed on March 17, 1870 by Massachusetts Governor [William Claflin](#). Opening day was September 8, 1875

The private college, located in Wellesley, Massachusetts (13 miles west of Boston), grants four-year baccalaureate degrees and is one of the original Seven Sisters. Approximately 2,300 students attend the school. Based on rankings by *U.S. News & World Report*, Wellesley consistently ranks among the top five liberal arts colleges in the United States, and is the highest ranking women's college in this category.

UBC Faculty Testimony:

(List names and attach written statement)

Prof. Norma Wieland, Assistant Dean
(Student Services), Arts

Research Expertise:

Research Centres

Child Study Center

Wellesley Centers for Women:

Center for Research on Women

Stone Center

Other International Exchange Partners: (* indicates UBC partner)

US Study Program partners

[Amherst College](#)

[Babson College](#)

[Bowdoin College](#)

[Brandeis College](#)

[Connecticut College](#)

[Dartmouth College](#)

[Mills College](#)

[MIT](#)

[Mt. Holyoke Coll.](#)

[Smith College](#)

[Spelman College](#)

[Trinity College](#)

[Vassar College](#)

[Wesleyan College](#)

[Wheaton College](#)

[Williams-Mystic](#)

SIT Study Abroad Program

Argentina - [Social Movements & Human Rights](#)

Bolivia - [Culture & Development](#)

Belize - [Natural and Cultural Ecology](#)

Brazil - [Amazonian Resource Management](#)

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Brazil - Culture, Development & Social Justice
Brazil - Public Health
Ecuador - Comparative Ecology and Conservation
Ecuador - Culture and Development
Jamaica - Gender and Development
Nicaragua - Revolution, Transformation & Civil Society
Panama - Development and Conservation
Botswana - Ecology & Conservation
Cameroon - Culture & Development
Kenya - Development, Health & Society
Madagascar - Culture & Society
Mali - Gender & Development
SIT in Senegal
Tanzania - Coastal Ecology
Tanzania - Wildlife Ecology and Conservation
Uganda - Uganda Development Studies
Jordan - Modernization & Social Change
Oman - Diplomacy, Development & Identity in the Middle East
Croatia - Gender, Transformation & Civil Society
Germany - Central Europe Nationalism, Ethnicity
Mekong Delta - Natural and Cultural Ecology
Mongolia - Culture & Development
Vietnam - Culture and Development

Argentina

Buenos Aires (CIEE)
Argentine Universities Program (Butler)
Universidad Nacional de Cuyo (Butler)
University of San Andres (Wellesley)

Brazil

Bahia (CIEE)

Costa Rica

School for Field Studies
Organization of Tropical Studies (Duke)

Dominican Republic

Santo Domingo (CIEE)

Ecuador

PUCE|FLASCO in Quito (IES)

Mexico

Program for Mexican Culture & Society in Puebla (Wellesley)
Conserving Marine Mammals & Coastal Ecosystems (SFS)

Turks & Caicos

Marine Resource Management Studies (SFS)

Canada

University of Toronto*
University of Montreal
McGill University*

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Ghana

University of Ghana (CIEE)

Kenya

Wildlife Management Studies (SFS)

Senegal

Dakar-Cheikh Anta Diop University (CIEE)

South Africa

University of Cape Town (CIEE)*

Organization for Tropical Study (Duke)

Egypt

American University of Cairo (Direct)

Israel

Hebrew University

Tel Aviv University

Ben Gurion University

Lebanon

American University of Beirut (Direct)

Turkey

Eastern Mediterranean Studies (Georgetown)

Austria

Wellesley-in-Vienna

Belgium

Vesalius College Brussels (CIEE)

Czech Republic

Charles University (CIEE)

Jewish Studies in Prague (CET)

Denmark

International Studies Program (DIS)

England

Pembroke College Cambridge

University of Bristol

University of East Anglia*

Lancaster University*

BADA Shakespeare (Skidmore)

London Internship Program (BU)

King's College London

London School of Economics

Royal Holloway, University of London

Queen Mary, University of London

BADA Theatre (Sarah Lawrence)

SOAS London

University College London*

Manchester University

New Exchange Partnership Proposal - Information for Senate Admissions Committee

St. Peter's College, Oxford University
Mansfield College, Oxford University
Slade School of Art
York University (Butler or Direct)
India - Arts & Culture
India - Tibetan Studies

France

Wellesley-in-Aix
Sweet Briar in Paris
Sciences Po Paris*
Shape of Two Cities (Columbia)

Germany

Berlin Consortium
Tufts in Tübingen
Wayne State Munich

Greece

College Year in Athens

Hungary

Budapest Math Semester
Budapest (CIEE)

Ireland

National University of Ireland at Cork
National University of Ireland at Galway
Trinity College Dublin
University College Dublin*
Burren College of Art

Italy

ECCO Bologna (Wellesley)
Syracuse in Florence
Rome Classical Studies (Duke)
Temple in Rome (Art only)
Cortona (University of Georgia) (Art only)
Milan (IES)

Netherlands

Amsterdam (IES)

Northern Ireland

Queen's University Belfast

Poland

Krakow (API)

Russia

Middlebury School in Russia
O'Neill Moscow Art Theatre Semester (NTI)

Scotland

New Exchange Partnership Proposal - Information for Senate Admissions Committee

University of Edinburgh*
St. Andrew's University

Spain

PRESHCO Cordoba
Madrid Carlos III (CIEE)
Barcelona (CIEE)

Switzerland

University of Geneva (Smith)*
Geneva Internship (BU)

China

Beijing-Associated Colleges in China (Hamilton)
The Beijing Center (Loyola Marymount)
Beijing (CET)
Harbin (CET)
Hangzhou (CET/Middlebury)
Shanghai-East China Normal University (CIEE)
University of Hong Kong (Direct)*
Chinese University of Hong Kong (Direct)*

Japan

Associated Kyoto Program (Wellesley)
Japanese Women's University (Wellesley)
Kyoto Cener (Stanford)
Waseda University (Direct)*

Korea

Yonsei University (CIEE)*
Ewha University (Wellesley)*
Seoul National (Direct)*

Nepal

Trinity in Kathmandu

Taiwan

Mandarin Training Center |CCLCS (National Taiwan University*)

Thailand

Khon Kaen University (CIEE)

Vietnam

Vietnam National University (CIEE)

Australia

University of Queensland (Butler) (Science only)*
University of Melbourne (Butler)*
University of Sydney (Butler)*
Tropical Rainforest Management Studies (SFS)
Macquarie University (Butler) (CLSC only)*

New Zealand

University of Auckland (Butler)*

New Exchange Partnership Proposal - Information for Senate Admissions Committee

University of Canterbury (Butler)*

University of Otago (Butler)*

* Existing UBC Partners

Key Elements of Proposed Exchange Agreement

September 2007	8 semester spots per year
Proposed date of first exchange	Number of students expected to participate
English	n/a
Language of instruction	Required Evidence of Proficiency in Language of Instruction
1 Wellesley credit = 6 UBC credits, 4-5 courses per semester	n/a
Credit Equivalency/Max. course load per year	If applicable, number of courses offered in English

Are there any restrictions on which programs of study are available at the partner institution? (Please specify)

Arts and Science only.

Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)

Arts and Science only.

THE UNIVERSITY OF BRITISH COLUMBIA




Faculty of Arts
1866 Main Mall
Vancouver, B.C. Canada V6T 1Z1
Tel: 604-822-3828 Fax: 604-822-6096

Office of the Dean

MEMORANDUM

To: Katherine Beaumont
Director, Go Global Student Mobility Programs

From: Norma Wieland 
Assistant Dean, Student Services

Date: January 29, 2007

Re: **Exchange Agreement with Wellesley College**

I would like to express my full support for Go Global's efforts to develop an exchange partnership with Wellesley College in Massachusetts.

Establishing exchange partnerships with top-ranked international schools affords increased opportunity for our students to study abroad, gain different perspectives and benefit from a variety of learning experiences.

Wellesley College is a prestigious institution of higher education with an outstanding reputation. Our students will benefit greatly from the opportunity to spend an exchange term at Wellesley through a UBC partnership, an opportunity which might not be so easily available to them - particularly financially - without such a partnership in place.

Wellesley College offers a wide range of 52 majors, both departmental and inter-departmental and can provide the luxury of relatively small classes (with an enviable faculty-student ratio of 9 to 1).

In my opinion, an exchange partnership with Wellesley will enhance the already outstanding list of partner institutions which give our students a wider range of possibilities in pursuing an education which truly fits them for a better understanding of international and global perspectives.

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Partner Institution

Paedagogische Hochschule Zurich (Zurich University of Teacher Education)	Switzerland	Zurich
Name of Institution	Country	City
Friederike Hoch	International Relations Manager	
Key Contact	Title	
2000	500	CDN\$ 4.9 million
Number of Students	Number of Faculty	Annual Research Budget (\$CAN or \$US)

UBC – Background to Proposed Agreement

Katherine Beaumont

Key UBC Contact

Go Global: International Learning Programs

Faculty/Department

History of the Development of Proposed Partnership:
(Attach additional page if necessary)

1. Approached by Dieter Isler in the Spring 2004 and subsequently in 05, and 06, followed by several meeting with the Language Education Department; the Associate Dean External Programs and Learning Technologies and the Manager of International Initiatives; the Associate Dean Teacher Education.

Interest is expressed in a wide range of international collaboration (See "Collaboration" document dated July 26, 2004 for details). English as a second language practicum exchange is of particular interest to both Teacher Education Programs.

2. The following persons were involved in the development process.

For Zurich: Dieter Isler; Prof. Juer Baumberger; and Friederike Hoch

For UBC: Jim Gaskell; Yvonne Brown; Rita Irwin; Lee Gunderson; Marlene Asselin; Margo Filpenko; Gary Rupert; Bette Shippam; Sydney Craig

Faculty Members Supporting Agreement:

Dr. Jim Gaskell, Associate Dean, External Programs & Learning Technologies

Dr. Rita L. Irwin, Associate Dean, Teacher Education

Dr. Sydney Craig, Director Teacher Education

Dr. Yvonne Brown, Manager of International Initiatives, Faculty of Education

Mr. Gary Rupert; Program Coordinator Teacher Education

Ms. Bette Shippam; Program Coordinator Teacher Education

Dr. Lee Gunderson, Department of Language & Literacy Education

Dr. Marlene Asselin, Department of Language & Literacy Education

Dr. Margo Filpenko, Department of Language & Literacy Education

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Rationale for Partnership Agreement

Summary of Benefits to UBC Students (see Criteria, p. 1-2)

Elementary and secondary students in Language Education especially will benefit from the multilingual and multicultural realities of Switzerland while learning first-hand about how the Swiss engage with the overlapping issues of globalization, internationalization, immigration and the European Economic Union.

Provides practicum students the unique opportunity to experience a different education system in a European context.

Support for Exchange Students: (Inbound and Outbound)

Inbound:

Go Global will provide support for Incoming students

Outbound:

Accommodation

The PHZH International Office can assist exchange students in obtaining accommodation in student residences, shared flats or host families for short-term stays.

Teaching practice

4-6 weeks block teaching practice in schools – also for non-German speaking students in teacher education programmes (English native speakers).

Special courses for exchange students

Exchange students at the PHZH can take intensive German courses, courses in English and French, individual supervision in English in music, arts, and physical education, as well as a special module “Switzerland – Nature, Culture and Society”.

Campus and infrastructure – general information

PHZH offers an excellent and modern infrastructure in the heart of the city and in the university campus area of Zurich. The PHZH facilities include classrooms with modern equipment, modern information technology equipment, Information Centre, sports and catering facilities. The students may also use the counterpart facilities at the University of Zurich and the ETH. All buildings can be conveniently reached by public transport.

Quality of Partner Institution

Evidence of National Stature of Institution/Program:

Background

The PHZH, a public university, was founded October 3rd, 2002 via the merger of 8 former teacher education colleges.

The PHZH is one of the largest teacher education institutes in Switzerland. It offers undergraduate, graduate and postgraduate teacher education courses, continuing professional development, research, and support services. The PHZH is a member of the Zurich University of Applied Sciences and Arts and works closely with the University of Zurich, the Swiss Federal Institute of Technology (ETH) Zurich and other higher education institutions

UBC Faculty Testimony:

(List names and attach written statement)

Dr. Jim Gaskell, Associate Dean, External Programs & Learning Technologies

Dr. Rita L. Irwin, Associate Dean, Teacher Education

Dr. Sydney Craig, Director Teacher Education

New Exchange Partnership Proposal - Information for Senate Admissions Committee

in Zurich.

The school has 2000 undergraduate and graduate students in initial teacher education and awards 350 teaching degrees annually. In addition the school supports 5000 postgraduate students in continuing professional development. A further 12000 participants (teachers, schools and school districts) are taught through in in-service training courses, professional development courses and various consultation services

Ranking

As PHZH is a specialized university in the field of education and there is no international ranking system for teaching education or educational sciences. PHZH is, therefore, not listed in university rankings for multidisciplinary or polytechnic universities.

Research Expertise:

PHZH is currently engaged in 80 educational research projects at national and international levels. About 30 full-time staff members are employed in the Department of Research & Development. The budget of the Department of Research and Development is approx. 6% of the total University budget. It develops and evaluates new approaches to learning and teaching, offers research-oriented services, and encourages the dialogue between scientific theory, research, and educational practice.

Faculties:

- Instruction Processes and Media Education
- Languages
- Arts
- Math, Science, Social Studies, Physical Education
- Development, Interaction and Health
- School and Society

Departments:

- Teaching and Learning
- Media Education
- German and German as a Second Language
- English
- French, Italian and Rhaeto-Romanic
- Visual Arts
- Arts and Crafts
- Music
- Theatre, Rhythm and Dance
- Physical Education
- Math
- Sciences, Technology, Environment, Society
- Development and Professional identity
- Social Interaction
- Prevention and Health Promotion
- School as an Organization
- Socialization and Equity Studies

Research Centres:

- Literality – Teaching and Competence Development

New Exchange Partnership Proposal - Information for Senate Admissions Committee

- Visual Studies and Media Education
- Learning Processes and Education Areas
- Competence Development and Professional Practice
- School and Learning Systems
- School as a Public Institution
- Health and Special Needs

In addition, there are the following research units:

- Institute for Historical Studies in Education / Pestalozzi Research Institute
- Evaluation and Methods Counselling Office

Other International Exchange Partners: (UBC partners are marked with *)

Outside Europe:

- Australia: Griffith University, Brisbane – Faculty of Education
- Canada: Queen's University, Kingston, Ontario – Faculty of Education
- U.S.A.: Georgia State University, Atlanta, Georgia – College of Education

In Europe:

- Austria: Pädagogische Hochschule Wien
Pädagogische Hochschule der Diözese Linz
- Czech Rep: Charles University Prague – Faculty of Education
- Denmark: CVU Copenhagen University College of Education
CVU Århus University College of Education
- Finland: University of Lapland, Rovaniemi
- France: Université de Provence and IUFM Aix-Marseille
Université Paul Valéry / Montpellier III and IUFM Montpellier*
- Germany: Humboldt-Universität zu Berlin*
Freie Universität Berlin
Pädagogische Hochschule Freiburg
Pädagogische Hochschule Ludwigsburg
- UK: University of Manchester* – School of Education
Bath Spa University
St. Mary's University College, Belfast
- Iceland: Iceland University of Education
- Italy: Università degli Studi di Siena
- Norway: Oslo University College
- Poland: Pedagogical University Cracow
- Portugal: Instituto Politecnico do Porto - Escola Superior de Educação
- Spain: Universidad Complutense de Madrid – Facultad de Educación
- Sweden: Linköping University

Consortia membership

- ETEN: European Teacher Education Network
- NETT: Network for the Education and Training of Teachers
- IBH: International Lake Constance University
(comprising 25 higher education institutions in the Lake Constance region)

New Exchange Partnership Proposal - Information for Senate Admissions Committee

Key Elements of Proposed Exchange Agreement

January 2008

Proposed date of first exchange

1-2 initially, later 1-5

Number of students expected to participate

German (Primary) and English

Language of instruction

Level B1 on Common European Framework of
Reference for Languages test to take courses in
German

Required Evidence of Proficiency in Language of Instruction

ECTS/60

Credit Equivalency/Max. course load per year

N/A

If applicable, number of courses offered in English

Are there any restrictions on which programs of study are available at the partner institution? (Please specify)

Open primarily to Bachelor of Education practicum students, but may be open to education graduate students in Language and Literacy Education.

Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)

Open primarily to Bachelor of Education practicum students, but may be open to education graduate students in Language and Literacy Education.

THE UNIVERSITY OF BRITISH COLUMBIA



Teacher Education Office
Faculty of Education
2125 Main Mall
Vancouver, BC Canada V6T 1Z4
Tel: 604-822-5242 Fax: 604-822-8227
www.teach.educ.ubc.ca

Memorandum

To: Katherine Beaumont, Director
Go Global Student Mobility Programs

From: Sydney Craig, Director Teacher Education
On behalf of Rita Irwin, Associate Dean

Date: November 5, 2007

Re: Educational Exchange Agreement between Padagogische Hochschule Zurich,
Switzerland and University of British Columbia, Faculty of Education

The Faculty of Education at UBC, Teacher Education Office supports the educational agreement between Padagogische Hochschule Zurich, Switzerland and University of British Columbia, Faculty of Education. This agreement will provide teacher candidates from UBC the opportunity to enhance their teaching skills as well as their cultural awareness in an international setting under the auspice of a recognized teacher education program. Similarly, students who come from Zurich to UBC will be provided the opportunity to experience classroom life in the multi-cultural settings available in Vancouver.

This teacher education exchange is congruent with UBC's Trek 2010 mission to contribute to a "growing network of learning that encompasses the globe". Such an exchange will push teacher candidates in both settings to reflect critically on their own assumptions about how the world works and their own obligation as global citizens to strive to secure a sustainable and equitable future for all.

Sydney Craig
per Rita Irwin

THE UNIVERSITY OF BRITISH COLUMBIA



Faculty of Education
Office of External Programs and Learning Technologies
1304-2125 Main Mall
Vancouver, B.C., Canada V6T 1Z4
Tel: (604) 822-2013 Fax: (604) 822-2015
Email: eplt.educ@ubc.ca

November 5, 2007

Ms. Katherine Beaumont, Director
Go Global Student Mobility Programs
The University of British Columbia

Dear Katherine,

RE: Zurich Exchange Agreement

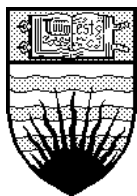
I am writing to support the proposed Exchange Agreement between Padagogische Hochschule Zurich (Zurich University of Teacher Education) and the UBC Faculty of Education. The agreement will allow students in the respective teacher education programs to complete a three to four week supervised practicum in the exchange university's school system. This exchange possibility has been discussed thoroughly with representatives of Zurich since 2004. Together we have agreed that there are mutual benefits to be derived from this exchange. We have one student who went to Zurich in 2007 and has given favourable reports of her experience in learning about education systems in comparative perspectives.

Elementary and secondary students in Language Education especially will benefit from the multilingual and multicultural realities of Switzerland while learning first-hand about how the Swiss engage with the overlapping issues of globalization, internationalization, immigration and the European Economic Union. This is one way of implementing the Internationalization Pillar of the Trek 2010 and also gestures towards the UBC mission to prepare exceptional global citizens.

Yours truly,

Jim Gaskell, Professor & Associate Dean
External Programs and Learning Technologies

THE UNIVERSITY OF BRITISH COLUMBIA



February 15, 2008

CURRICULUM & ADMISSIONS COMMITTEES

Vancouver Senate

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

Tel: (604) 822-9952 Fax: (604) 822-5945

christopher.eaton@ubc.ca

To: Senate

From: Senate Curriculum & Admission Committees

Re: New Program Proposal: Master of Public Health

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to it by the Faculty of Graduate Studies (Faculty of Medicine), and are pleased to recommend as follows:

“That Senate approve the Master of Public Health program and its associated courses as set out in the attached report”



**University of British Columbia
Faculty of Medicine
School of Population and Public Health**

**PROPOSAL FOR NEW DEGREE PROGRAM
Master of Public Health**

February 14, 2008

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A. DEGREE TO BE OFFERED

Title: Master of Public Health
Faculty: Medicine
School: School of Population and Public Health
Start Date: September, 2008

B. RATIONALE FOR THE MASTER OF PUBLIC HEALTH DEGREE

1. Current Issues in Public Health

What is Public Health?

Public Health is defined by the Canadian Federal/Provincial/Territorial Advisory Committee on Population Health as the science and art of preventing disease, health surveillance, prolonging life and promoting health through the organized efforts of society.¹ The vision of public health is “healthy people, healthy communities.” Its mission is to promote physical and mental health and prevent disease, injury, and disability.² Achievements of public health to date include vaccination, motor vehicle safety, safety in the workplace, control of infectious diseases, decline in deaths from cardiovascular disease, safer and healthier foods, healthier mothers and babies, family planning, fluoridation of drinking water, and recognition of tobacco use as a health issue.³ In 2003 the Canadian National Advisory Committee on SARS and Public Health noted the weakness of public health infrastructure across Canada, including disparities in capacity between provinces, the relatively low priority of chronic disease and injury prevention and weakness in recruitment and retention of human resources.⁴ In 2005 the BC Ministry of Health Services developed a resource document entitled “A Framework for Core Functions in Public Health” to fulfil the Government of BC’s strategic plan for safe, health communities and a sustainable environment.⁵ The development of a new Public Health Act and new initiatives such as *ActNow BC*, which promotes physical activity, healthy eating, living tobacco free, and making healthy choices during pregnancy are part of the direction of public health renewal in B.C.

The Need for Public Health Practitioners

During the next ten years, Canada will experience rising rates of chronic preventable diseases such as obesity, diabetes, heart disease, stroke, tobacco-related illness, and environmental illness.⁶ These added pressures are occurring a time when all jurisdictions are facing critical shortages in the public health workforce and struggling to maintain essential public health services. The problem is particularly acute in rural and remote areas, and in First Nations and Inuit communities. A Pan-Canadian Framework for Public Health Workforce Planning specifically calls for public health education programs to prepare interprofessional public health practitioners with the skills required to fulfill public health functions.⁶ This framework was developed in response to a 2003 First Minister’s Accord on Health Care Renewal that recognized that the overall lack of investment in public health systems in the past 20-30 years has led to a high proportion of vacant public health positions, a significant proportion of practitioners working in public health who do not have specialized training in public health, a distinct shortage of public health providers in First Nations communities and a lack of surge capacity to respond to new and emerging health threats.⁶

There are significant incentives to creating an MPH workforce in British Columbia. The Ministry of Health Services has called for strengthened capacity in terms of human resource development to ensure that all public health staff have the necessary core competencies to carry out core public health services, research and evaluation, the skills and capacity to undertake policy analysis and development and program planning, and the capability to develop quality management for public health.^{7,8} We have strong public health programs in BC to build from. The School of Environmental

Health, the BC Centre for Disease Control, and the Centre for Health Services and Policy Research, are examples of agencies that will play a key role in supporting the MPH Program through participation of faculty in teaching and through the provision of practicum placements. Our global economy and cultural diversity will support innovation and leadership as we address public health problems relevant to BC and beyond.

Public Health Priorities in British Columbia

Our environment is at risk. In BC, Prince George has exceeded Canadian standards for air pollution since 2002, with other communities, such as Kamloops, experiencing recent deterioration.⁹ The number one reason for hospital admissions among Canadian children is asthma, which is in large part exacerbated by exposure to fine particulate matter. Water quality has consistently been among Canada's top environmental concerns. Freshwater is a finite and increasingly vulnerable resource. Currently the number of "boil water" advisories per year is increasing in BC and is the highest in Canada.⁹ Our greenhouse gas emissions have increased over time in BC and are at their highest in the last 15 years.⁹ Global warming and associated climate change will continue to gain prominence as public health issues. Approximately 330,000 British Columbians are subject to flooding in the Fraser River Basin.⁹ Disaster-related costs have increased by about 3000% during the last 50 years in BC.⁹ In addition to environmental health issues, our large resource-based economy creates challenges for occupational health.

British Columbia has the greatest biodiversity of any region in Canada, which has been reflected in the number and variety of diseases that have emerged in the province. Our Centre for Coastal Health, unique in Canada, is studying the emergence of zoonotic diseases, as the interface between humans and animals changes under conditions of crowding and global warming.

British Columbia, as Canada's gateway to the Pacific Rim, is a point of entry for emerging communicable diseases from Asia. The BC Centre for Disease Control was the first centre in the world to characterize the genome of the SARS virus. BC has the highest rate of HIV/AIDS and hepatitis B and C in Canada.⁷ The Centre for Excellence in HIV/AIDS at St. Paul's Hospital has developed the only longitudinal cohort of injection drug users to support surveillance and testing of preventive measures in street-level drug use.

A secure, safe, reliable food supply is integral to the sustainability of the health of British Columbians. Diseases such as BSE (Mad Cow Disease), avian influenza, and E. coli:0157 infection have placed our food production and health at risk. Communication of risk to the general public with respect to these hazards is a growing area in public health and will be part of the MPH curriculum.

Challenges in chronic disease such as the rising prevalence of obesity and associated incidence of diabetes require expertise with respect to risk communication, health education and promotion. Learning to address behavioural determinants of health in populations, including smoking, physical inactivity, family violence, and unhealthy eating habits will be one of the learning goals of our students.

Other challenges to population and public health in BC include health inequities and mental illness. Aboriginal peoples on average have a life expectancy of 6 years below the provincial rate.⁹ Among aboriginal peoples, 8.4% have a university education compared to 21.7% in the province overall. Mental disorders are the fourth most important category of health problem in terms of the burden of disease in BC.⁷ Public health measures designed to prevent anxiety, depression, and associated substance abuse are urgently needed.

Population and public health are inherently connected with the demands on and sustainability of health care systems. Health services management will be an important component of the MPH curriculum. Health technology assessment will assist the public health practitioner for the challenges of managing technological change where resource allocation decisions are being made for population groups. Inappropriate use of health technologies are a driver of current and future health care costs. BC, for example, currently has the highest cesarean section rate in Canada. Health care organization

and delivery must adapt, including a shift from independent providers focussed on “health care” to team-based approaches focussed on “health”.

In an increasingly integrated world marked by growing disparity, public health professionals are cognizant of how global forces affect health within our borders. Our opportunities to contribute to addressing the disproportionately greater disease burden of low and middle income countries will stimulate enriching exchanges that trigger mutual learning, strengthen international linkages and innovative ways to counter disparities at home.

At present an MPH degree is not offered at any post-secondary institution in British Columbia. Alberta, Saskatchewan, Manitoba, Ontario, and Quebec have MPH programs. Graduates with an MPH degree will address the health of populations through surveillance of health issues, program planning, implementation and evaluation. They will have the necessary skills to develop and synthesize knowledge to inform these activities and will have a developing proficiency in leadership skills.

The School of Population and Public Health

In September, 2007 a new School of Population and Public Health was approved in principle by the UBC Senate. The vision of this School, is to be a 21st century facility bringing together researchers, teachers, learners and users of health research, dedicated to protecting and improving the health of communities throughout British Columbia, Canada and beyond. The School will reside within the Faculty of Medicine. The Founding Director is Dr. Martin Schechter, currently Head of the Dept of Health Care and Epidemiology. The Department of Health Care and Epidemiology will table a vote this fall to devolve as a Department and reconstitute under the School. It is anticipated that the School of Environmental Health and the Centre for Health Services Policy and Research will do the same, with others to follow. The interdisciplinary streams within the School are: 1) occupational and environmental health; 2) global health and vulnerable populations; 3) social and lifecourse determinants of health; 4) population health and emerging threats; 5) health services and systems. The MPH degree program will be the first degree to be offered within the School.

2. Objectives of the MPH Program

Mission

The Masters of Public Health Degree Program will produce public health professionals who have integrated knowledge and training in epidemiology, biostatistics, social sciences, health and environmental sciences, health service management, and other disciplines and who are capable of applying it to a diverse range of public health issues in interdisciplinary environments.

Objectives:

1. To prepare students to work in public health practice.
2. To develop in students the capacity to organize, analyze, interpret and communicate knowledge in an applied manner.
3. To prepare students to use these skills to identify and assess the health needs of populations.
4. To prepare students with the skills to plan, implement, and evaluate policies and programs to address these needs.
5. To strengthen the public health research environment with knowledge exchange and translation.
6. Through the activities of trainees, graduates, and faculty, to assure conditions that protect and promote the health of communities and their environments.

Guiding Principles:

An outstanding MPH program will:

1. Maximize benefits for students, partners, and funders through training students to be

consumers of research, placements of students in the public health workforce, training students to link research with policy and decision-making and developing new and effective methods of dissemination.

2. Foster creative and critical thinking from diverse perspectives, including frameworks that include analysis of complex systems, incorporation of ethical debates, and interdisciplinary perspectives.
3. Create suitable adult learning environments through making our program truly accessible to the public health workforce and developing a sense of community among students.
4. Make effective and efficient use of technology through development and linkage to online learning methods and resources.
5. Develop community partnerships to promote health by offering curriculum that emphasizes community development as opposed to a top-down approach to health planning.
6. Develop mechanisms for accountability to the community through taking direction from a community advisory committee, and sustaining relations with alumni and partners.
7. Offer relevant, tailored and applied learning opportunities through the development of a comprehensive practicum experience, in community, laboratory, and clinical settings.
8. Develop public health leaders to work in local, regional, national and international settings through emphasis on leadership skills, linkage with public health agencies and departments, a commitment to managing uncertainty and change in a global context.
9. Develop and sustain adequate resources to support the program through the recruitment of new and outstanding faculty, admission of students with demonstrated skills and abilities, and working with the university to sustain adequate financial resourcing.

3. Contribution to the Mandate and Strategic Plan of UBC

The UBC vision emphasizes the values of global citizenship and a sustainable society. The conduct of outstanding research using strong analytical, problem-solving and critical thinking abilities coupled with excellent communication is part of the UBC mission. Our MPH program aims to create tomorrow's leaders in public health. It will accomplish this through the development in each student of a sophisticated "tool kit" of knowledge and skills that can be applied to promote health and address public health problems in British Columbia and throughout the world.

The MPH program addresses many of the goals set out in the Trek 2010 document:

- *Develop strategies for the recruitment and retention of aboriginal students.*
- *Continue to collaborate with BC aboriginal communities to develop programs that will assist increasing numbers of aboriginal youth to enrol in undergraduate, graduate and continuing education programs at UBC.*
- *Expand UBC's engagement with Aboriginal communities, especially in British Columbia.*
- *Invite First Nations bands to share their perspectives with UBC students and with the general public through expanded or newly-developed credit and non-credit programs.*

The MPH Task Force has been consulting with the aboriginal community since its inception. Karen Joseph and Katherina Patterson, consultants on aboriginal health to the BC Ministry of Health, have attended meetings and introduced the Task Force to the new First Nations Health Plan.¹⁰ In addition to reserving two seats in the program for aboriginal people, the program will encourage aboriginal students to seek equivalency status to a Baccalaureate Degree for their prior learning and work experience from the Faculty of Graduate Studies as is currently offered in some cases. The MPH program recognizes that aboriginal health is a priority area in public health and that resolution of inequities in health status will require leadership from aboriginal people who have the requisite training in public health. We will be the second MPH graduate program in Canada, after the University of Manitoba to offer a dedicated course in aboriginal health. Aboriginal persons currently working in the public health arena will share in the teaching.

- *Through the faculty-directed creation of new courses...assure that all students develop a greater awareness of their responsibilities as global citizens and of the issues surrounding social, environmental and economic sustainability.*

Our core curriculum will include an introductory course in public health issues that will expose all students to social determinants of health and the impact of environment on public health.

- *Recognize interdisciplinarity as an important principle in academic planning for graduate and undergraduate programs.*

Public health practice is highly interprofessional and many public health providers have overlapping competencies. The approach to training the public health workforce, therefore, is based on the skills or competency-base required to carry out public health functions as opposed to being discipline or profession-based. Our MPH Faculty encompasses health professionals, methodologists, including epidemiologists and statisticians, scientists from the social sciences including psychology, sociology, and anthropology, and economists.

- *Enhance service and support for distance learners.*
- *Support innovative teaching and create new learning experiences through the application of leading edge technology.*

Our MPH program will offer in the second year of its existence a distributed learning format in which students will attend classes for a four-day concentration three times per term in addition to distance learning.

- *Acknowledge the research accomplishments of partner teaching hospitals and academic health centres, and strengthen support for new health research initiatives at all involved sites.*

Our Faculty have offices at Vancouver General Hospital, St. Paul's Hospital, Children's and Women's Hospital and the BC Cancer Agency, and collaborate with health professionals on site at these institutions.

- *Increase the ratio of graduate to undergraduate students at UBC Vancouver.*

We anticipate attracting 36 additional students per year to the UBC campus.

- *Develop partnerships involving faculty, students, staff and community organizations as a foundation for community-based research.*
- *Develop more opportunities for community involvement and collaboration.*
- *Develop partnerships involving faculty, students, staff and community organizations as a foundation for community-based research.*
- *Create community-university groups to identify possible areas for joint activity in such matters as local health and education needs.*

Our curriculum includes courses in health promotion and working with communities. Our faculty are affiliated with research centres whose focus is on community-based research: Institute of Health Promotion Research (Dr. Frankish, Head), Urban Health Research Group at the Centre for Health Evaluation and Outcome Sciences (Dr. Anis, Head, and Dr. Spittal).

- *Encourage local, national, and international research partnerships and exchanges.*

- *Collaborate with local, national, and international communities on problems of global interest in such areas as sustainability, health care, law, transportation, alternate energies, education, immigration, culture, and social and economic development.*
- *Encourage active involvement in international research networks.*
- *Develop and support co-operative research initiatives with Aboriginal scholars and communities in Canada and around the world.*

We offer a course in global health and human security, taught by Dr. J. Spiegel who is affiliated with the Liu Institute for Global Studies.

- *Develop Community Service Learning programs, whereby experience in the field will complement academic study or be integrated with academic credit courses, and aim for participation in such programs by at least 10% of our students.*

The MPH program will include a 12-week practicum in a public health agency.

4. Relationship to Established Programs

UBC School of Population and Public Health

- **MSc.** The MPH program will share some core courses with the MSc program, which requires 30 course credits, including a thesis. Students wishing to transfer to the MSc degree program will be eligible to apply and those who are accepted will be able to transfer any credits from SPPH courses.
- **MHSc.** The MPH program will also share some core courses with the MHSc program. This program is open to physicians and can be completed within one year. It requires a major paper and a comprehensive exam. The need to continue offering this degree will be evaluated in two years based on enrolment after the implementation of the MPH program.
- **PhD.** Graduates of the MPH program will meet current eligibility criteria to apply for the PhD in Health Care and Epidemiology Program. In addition they will have completed three of the required courses for the PhD program as they are also required courses in the MPH program.
- **Community Residency Training Program.** Community Medicine is a branch of medicine concerned with the health of populations. This Residency program is one of the post graduate education training programs in the Faculty of Medicine and is fully approved by the Royal College of Physicians and Surgeons of Canada (RCPSC). The duration of the program is 2-4 years. The core field rotations include a minimum of 3 months in each of the two Health regions (one rural and one urban), 3 months in Environmental health, 3 months at the BC Centre for Disease Control and 8-12 weeks in occupational health. The curriculum for the MHSc degree meets the academic requirements of the residency program and is often completed within the residency training program. Students enrolled in the residency program will be able to complete their academic requirements through the courses offered in the MPH program. Completion of these placements for the residency program or a portion of these placements may be recognized as fulfilling the practicum requirements of the MPH program after review by the MPH practicum director. MPH practica for which the supervisor is an MD with an MSc, MHSc or the equivalent will fulfil the requirements for the 3 months of the Residency program.

Faculty of Medicine

Graduate programs within the Faculty of Medicine currently do not offer the depth of curriculum in research methods that the MPH program offers, i.e., epidemiology and biostatistics, or their application, for example program planning and evaluation, resource management, and public health

leadership. We anticipate that graduate programs which focus on applied science, for example, Audiology and Speech Sciences, Health Administration, the MD/PhD program, Occupational Therapy, Physical Therapy, Rehabilitation Sciences, and Surgery will encourage students to enrol in courses offered by the MPH program.

School of Nursing

Curriculum offered in the MPH degree may be of interest to nurses in the MSN and PhD programs in the School of Nursing, for example methods courses such as epidemiology and biostatistics. Students in the MPH program may take up to three electives outside of the program and may choose to take courses such as those in qualitative methods, health administration, and health policy offered in the School of Nursing. It is anticipated that some nurses seeking to advance their academic development in the field of public health may choose to enrol in the MPH program, while others may participate in selected courses on an elective basis. We expect that the School of Nursing and the MPH program will partner with respect to supervision of students, providing access to practicum placements, and teaching content within courses. A number of nursing faculty collaborate with members of the current Department of Health Care and Epidemiology and some of these will undoubtedly assume cross appointments with the School of Population and Public Health.

Pharmaceutical Sciences

At present the Doctor of Pharmacy program requires students to take HCEP 400 (SPPH 400), which is part of the core curriculum for the MPH program.

Land and Food Systems

Students from graduate programs from within the Faculty of Land and Food Systems may want to enrol in methods and applied statistics courses offered in the MPH program and vice versa.

School of Social Work and Family Studies

Students in the School of Social Work and Family Studies may be interested in the research methods courses available through the MPH Degree program. Faculty in the MPH Program and the School of Social Work and Family Studies may be interested in courses relating to social policy and welfare in the School of Social Work with opportunities for collaboration on student placements, supervision and the development of new courses.

College for Interdisciplinary Studies

The School of Environmental Health in the College for Interdisciplinary Studies may elect to become part of the School of Population and Public Health. Courses currently offered in the School of Environmental Health are listed in this proposal as elective courses for the MPH degree. Environmental Health students have taken Health Care and Epidemiology courses up until now. Courses offered in Environmental Health and in the School of Community and Regional Planning compliment those offered in the MPH curriculum.

University of Northern BC

The University of Northern BC currently offers a Masters of Community Sciences. This thesis-based program is designed to enhance understanding of Canadian Health Care systems and policy and to teach relevant health research and critical appraisal skills. Core curriculum includes two epidemiology courses, one course in health administration, and one each in quantitative and qualitative methods. This degree has some overlap with the MPH program but does not offer a practicum or the breadth of curriculum.

University of Victoria

The University of Victoria offers a Masters Program entitled “Studies on Policy and Practice in the Health and Social Sciences.” The core curriculum for this thesis-based program includes two policy courses, one course on social change, and one research methods course. The content of this course has overlap with respect to policy but does not include detailed curricula on other core functions of public health.

Simon Fraser University

The Faculty of Health Sciences at Simon Fraser University (SFU) currently offers one graduate degree; a Master of Science on Population and Public Health. Students may choose either a thesis or a practicum/project to fulfill degree requirements. Core curriculum includes an overview course in concepts and principles of public health, one course each in epidemiology, biostatistics, social and behavioural contexts of health, health services, environmental health, disease prevention and control, and in each semester a seminar on population and public health. This degree is structured to include all of the components of a traditional MPH program and is seeking accreditation as such in the US. The intake is currently 50 students per year. There is considerable overlap between this program and our proposed MPH program. SFU does not target practicing health professionals, as our program does, (though it does not exclude them) and we will facilitate the enrolment of working professionals through our distributed learning stream. SFU plans to offer a stream in global health within the Masters program. Through the Western Dean's agreement students enrolled at UBC can receive credits for courses taken at SFU and vice versa. In anticipation of some UBC MPH students taking courses in global health at SFU, our MPH program is only offering one course in global health. Our MPH program, with required courses in leadership and program planning and evaluation will develop a focus on leadership. UBC already has strength in environmental and occupational health (12 courses), social and lifecourse determinants of health (12 courses), and research and evaluative methods (15 courses). The UBC MPH program will encourage collaboration with faculty at SFU in public health research, student supervision, and will make students aware of curriculum offered at SFU. Sadly, there are enough public health challenges in BC and globally to support overlapping areas of strength at the two universities and it is our wish that collaborations will improve the strength of our research programs and enrich the student experience.

Level of support and Recognition (other post-secondary institutions, regulatory bodies)

Our program structure and content is consistent with guidelines developed in July 2006 by the MPH Guidelines Working Group, which reports to the Public Health Human Resources Task Group of the Public Health Agency of Canada. At present there is no Canadian accreditation body for MPH programs.

5. Demand for the Program

Master of Public Health programs are in demand from individuals with a range of academic and work backgrounds. In many countries the MPH degree is recognized as the benchmark academic credential for public health professionals. There is significant demand for public health professionals in Canada and abroad in the various areas of epidemiology, biostatistics, surveillance, environmental health management, and program planning and evaluation. Greater emphasis on health promotion and disease prevention as a means to reduce the costs of care by improving the health of our populations has created a broad array of new opportunities for professionals with advanced training in public health. The MPH Task Force has consulted with Chief Medical Officers, Nursing Leaders and Chief Environmental Protection Officers in each of the Health Authorities (Appendix 5). These key informants have indicated that they have also have capacity to hire new graduates of the program. All seventeen trainees from Simon Fraser University's MSc program found employment in the field of public health prior to graduation in 2007, according to an interview held with Dr. David McLean, former Dean, by the author of this proposal.

In every case, public health leaders that we have consulted within health authorities have indicated that they have between one and five employees to whom they would recommend taking the course and, in most cases that they would support the employee to do so. The Task Force is receiving phone calls on a weekly basis from prospective students, from as far away as Argentina. The University of Waterloo, the most recent Canadian university to offer an MPH degree, enrolled 50 students in their first cohort. The particular niche areas that will distinguish UBC from SFU will be our distributed learning format to facilitate the enrolment of working health professionals, strength in environmental health that will attract, for example, graduates of the BCIT Baccalaureate Degree in Technology, Environmental Health, that trains public health inspectors, and the opportunity to take electives from the variety of graduate programs in areas related to health on campus. This degree is currently accepted as a prerequisite for the M Eng (Civil Engineering) program at UBC. The MPH will be an attractive option for the very large undergraduate program in Health Sciences at Simon Fraser, planned to be about 100 per year. Many of these students who plan to attend graduate school will likely choose a different university for their graduate degree. We will undertake a gradual expansion of the program in order to assure appropriate planning for practicum placements and transitioning of classroom-based courses to those with components of distance learning. The following table illustrates our planned growth in capacity over five years.

	2008-09	2009-10	2010-11	2011-12	2012-13
Year 1 Students	16	26	36	36	36
Year 2 Students	0	16	26	36	36
Total Students	16	42	62	72	72

Potential employers for MPH graduates include provincial ministries of health, agriculture and environment, regional health authorities and public health departments, federal agencies such as the Public Health Agency of Canada, the Canadian Food Inspection Agency, Health Canada and Environment Canada. In addition, private sector employers include those in the areas of food and agriculture, the environment, pharmaceuticals, medical technology, and private health care services. These positions will include such responsibilities as directing data management/bioinformatics systems, engaging in disease surveillance and outbreak research, planning disease prevention and health promotion activities, contributing to evidence-based decision-making in health care and health care management; assessing workplace health and safety, managing environmental health programs, directing randomized controlled trials and longitudinal cohort studies, working for community organizations dedicated to improving the health and welfare of their constituencies, and evaluating the efficacy of health programs and health promotion activities.

6. Title

The title "Master of Public Health" is consistent with the title of *The School of Population and Public Health* in which it resides. In addition, this title is understood around the world to be the benchmark academic credential for public health professionals. The Harvard School of Public Health denotes it as "the most widely recognized professional credential for leadership in public health"¹¹ and on the University of Birmingham (UK) website it is stated that "A Master of Public Health (MPH) degree is an internationally recognised qualification in public health."¹²

C. PROGRAM DESCRIPTION

1. Admission Requirements

The standards for admission of students will be governed by the Faculty of Graduate Studies. Success in the program is predicated on proficient quantitative skill and students will be required to demonstrate the potential for success in this domain. They may choose to do this through submitting scores from the Graduate Record Exam or relying on grades from at least one undergraduate mathematics or statistics course. Scores from GMAT, MCAT, LSAT, VCAT, PCAT, DATS will be accepted as alternatives to the GRE score. The minimum requirement for the GRE will be 500 on the verbal component and 600 on the quantitative component and for the undergraduate math or statistics course, a grade of 75% or higher. Preference will be given to applicants who are already working in relevant disciplines including, for example, medical health officers, public health inspectors, public health nurses, and nutritionists. Prospective students will be actively recruited as well from disciplines that inform the development and dissemination of public health knowledge or delivery of services, including for example, sociology, anthropology, microbiology, engineering, environmental science and economics. The application process will include submission of official transcripts from post-secondary coursework, curriculum vitae, three letters of reference, one of which is preferred to be academic, and a letter of intent of up to 750 words indicating why they wish to enrol in the MPH program, and a description of relevant professional experience. An admissions committee will undertake a review of admissions documents and will designate a "short list" for interviews. One member of the committee will interview each candidate in person, or if the student is from out of province, by telephone. Interviews will be standardized and a scoring system devised.

The program targets students coming from two different backgrounds. The first will be students who have recently completed a Baccalaureate degree in related content areas. These students may have completed a degree in the health sciences (medicine, nursing, physiotherapy, nutrition sciences, pharmacy, midwifery, kinesiology), science (microbiology, biology, environmental sciences, statistics), arts (sociology, psychology, anthropology) applied sciences (engineering) or business.

The second will be professionals who have been working in the field of public health, many of whom will be in leadership roles, who wish to extend their knowledge in public health methods and applications. We anticipate that these individuals will be supported by their employers to enrol in the program while retaining their position in the agency.

2. Curriculum

The curriculum reflects the essential public health functions defined in Canada and the World Health Organization.^{7,13} These include population health assessment and health surveillance, the improvement or promotion of health, the prevention of disease, disability or injury, protection against environmental hazards, the prevention and/or investigation of communicable diseases, the promotion of healthy behaviours, responding to urgent and emergent health issues, and disaster preparedness and response. Functions that establish and maintain the capacity of the health care system to carry out core functions include program planning and evaluation, policy analysis, and working with communities. Our curriculum further reflects core competencies based on these functions and developed by the MPH Guidelines Working Group for the Public Health Agency of Canada¹⁴ (Appendix 6). Core competencies reside within the domains of public health sciences, analysis and assessment, policy development and program planning, partnership and collaboration, communication, socio-cultural competencies, and systems approaches.

The Masters of Public Health Degree will be a two year non-thesis degree. It will consist of 21 core course credits, 15 elective credits and a 6 credit practicum (See table page 13). In most circumstances, three academic terms will be required to complete course requirements and one term for the practicum. Some students may be able to undertake their practicum on a part time basis concurrently with their course work over a period of two terms. Enrolment will take place in September of the academic year. Students may take up to three electives from other Departments

after consultation with their Faculty Advisor.

3. Practicum (6 credits) (see course description)

A twelve-week practicum will provide students with supervised field experience in community health agencies in order to integrate course work and further the development of skills in community health practice. Each student will have a field supervisor with an MHSc, MSc, MPH, or PhD in a public health discipline or equivalent training and experience. The practicum experience will be defined through a learning contract developed with the field supervisor. At the conclusion of the practicum experience, students will submit a final report that will be of relevance to the practicum agency and will need to be accepted by their supervisor at the practicum agency.

A practicum director will be responsible for establishing the necessary structures and processes for the practicum component. This includes establishing a range of quality practicum placements that will meet the learning needs of the students. The director will ensure that field-based practicum supervisors have the necessary qualifications to supervise MPH students and that organizations can provide the necessary learning environments for professional practice. The director will also have final authority to intervene with and resolve any disputes that arise between the student and the agency practicum supervisor. The Director will review and provide final approval for learning contracts, mid-term evaluations of students, and final evaluations of students. Practica will take place in Canada or, with permission of the Practicum Director, in international settings. Appropriate settings include public health units in Regional Health Authorities in BC and in other provinces, provincial government branches such as the Ministry of Health and the Ministry of Labour (e.g. Worksafe BC), or their equivalent in other provinces, federal agencies such as the Public Health Agency of Canada, the First Nations and Inuit Health Branch at Health Canada, or public health research settings, such as the Centre for Excellence in HIV/AIDS, BC Centre for Disease Control, Occupational Health and Safety Agency for Healthcare in BC, and the BC Cancer Agency. We currently have agreement in principle for at least 16 placements in BC Health Authorities based on our initial consultations and are undergoing a formal process within the Department of Health Care and Epidemiology to identify and evaluate more than fifty potential agencies for additional placements.

Each MPH student will have an academic supervisor in the program. This supervisor will be responsible for overseeing the academic aspects of the student's practicum to ensure that it will meet the learning needs of the student and academic requirements of the program. The academic supervisor will assist the student to identify realistic goals and specific learning objectives for the practicum. They may assist with the identification of potential practica, and advise on the development of the learning contract. The academic supervisor may choose to attend the interim and/or final evaluation, or may attend at the request of the student, field-based practicum supervisor, or practicum director, attend.

Responsibilities of Field Supervisors

A field supervisor must be clearly designated as having day-to-day responsibility for the student in the field setting. He/she should have appropriate training and/or experience to undertake this responsibility including an academic affiliation and previous experience working with students. The field supervisor is responsible for negotiating the learning contract with the student prior to the beginning of the placement, revising it with the student if this becomes necessary while the practicum is underway, and assigning activities. An orientation to the agency should take place in the first weeks of the practicum. The supervisor will provide on-going supervision and monitoring of the student's performance, including regular meetings, at least weekly. He/she will also complete and submit an interim student evaluation halfway through the practicum, as well as the final evaluation form. As part of the learning objectives regarding agency structure and function, and professional roles therein,

students are expected to attend committee meetings, departmental or other meetings, as assigned by the field supervisor. Where appropriate, the field supervisor should encourage the student to be an active participant. The field supervisor should also arrange for an opportunity for the student to make a presentation to an appropriate audience at the practicum agency. Students should be provided with appropriate working space, including, at a minimum, desk space, access to a telephone, and a computer with the necessary software. Students will be provided with a \$2500 stipend to support their living expenses if they have to move/travel to undertake their practicum experience on an as-needed basis. Our practicum format and content are fully compliant with the current Canadian guidelines established by the Public Health Agency of Canada.¹⁵

Availability of Practicum Placements and Supervisors

Specific commitments from health authorities for practicum placements to date number 16. We will need that many for our first year. We anticipate more placements from PHSA and many other public health agencies around the province that we haven't yet approached for a commitment. We will hire a practicum coordinator in January 2008 to begin the process of arranging potential placements. Health authorities have requested that practica take place in a staggered fashion throughout the year to avoid congestion. The practicum coordinator will need to assist students to plan accordingly such that they may take a practicum, for example, in a winter term and complete their coursework in the following fall term or as stated earlier, on a part time basis spread over two terms. The School of Population and Public Health currently has 44 clinical faculty who will be expected to act as practicum supervisors.

Courses offered in the MPH Curriculum (*New Courses)

	Required (27 credits)	Electives (15 credits)	Number of Credits
Public Health Practice			
SPPH 508 Practicum in Public Health*	✓		6
SPPH 515 Surveillance*		✓	3
SPPH 520 Communicable disease		✓	3
SPPH 524 Core Biologic Concepts of Public Health Diseases*	✓		3
SPPH 525 Issues and Concepts in Public Health*	✓		3
SPPH 526 Leadership in Public Health*	✓		3
SPPH 538 Ethics in the Practice of Public Health		✓	3
Research and Evaluation in Public Health			
SPPH 400 Statistics for Health Research	✓		3
SPPH 500 Analytic Methods in Epidemiological Research	✓		3
SPPH 501 Analysis of Longitudinal Data		✓	3
SPPH 502 Epidemiological Methods I	✓		3
SPPH 503 Epidemiological Methods II		✓	3
SPPH 504 Application of Epidemiological Methods		✓	3
SPPH 505 Scientific Basis for Epidemiological Thinking		✓	3
SPPH 509 Genetic Epidemiology*		✓	3
SPPH 510 Measurement in Health Research		✓	3
SPPH 512 Design and Analysis of Clinical Trials		✓	3
SPPH 516 Systematic Reviews		✓	3
SPPH 518 Mathematical Modelling*		✓	3
SPPH 519 Qualitative Methods*		✓	3
SPPH 540 Program Planning and Evaluation	✓		3
Occupational and Environmental Health			
SPPH 522/ OCCH 510 Topics in Environmental Health		✓	3
SPPH 530 Epidemiology of Occupational and Environmental Health		✓	3
SPPH 531 Occupational & Environmental Exposure Assessment		✓	3
SPPH 532 Environmental Health Risk Assessment & Communication		✓	3
SPPH 533 Occupational & Environmental Toxicology		✓	3
SPPH 535/ OCCH 501 Occupational & Environmental Hygiene		✓	3
OCCH 502 Chemical and Biological Hazard Measurement		✓	3
OCCH 503 Chemical and Biological Hazard Control		✓	3
OCCH 511 Occupational Health and Illness Processes		✓	3
OCCH 512 Assessment and Analysis of Exposure Data		✓	3
MECH 505 Industrial and Environmental Acoustics and Vibrations		✓	3
Health Services and Systems			
SPPH 541 Economic Evaluation		✓	3
SPPH 542 Canadian Health Policy		✓	3
SPPH 543 Health Technology Assessment		✓	3
SPPH 548 Health Services Research Methods		✓	3
Social and Lifecourse Determinants of Health			
SPPH 511 Cancer Epidemiology		✓	3
SPPH 521 Socioeconomic Determinants of Global Health		✓	3
SPPH 523 Global Health & Human/ Security		✓	3
SPPH 527 Social Determinants of Health*		✓	3
SPPH 528 Rural and Remote Health*		✓	3
SPPH 536 Aboriginal People and Public Health: Ethics, Policy and Practice*		✓	3
SPPH 537 Perinatal Epidemiology*		✓	3
SPPH 539 Epidemiology of Aging and Chronic Diseases*		✓	3
SPPH 545 Health Promotion Theory		✓	3
SPPH 546 Community Health Promotion Practice		✓	3
SPPH 580 A Injury Prevention		✓	3
SPPH 580 F Tobacco and Health: From Cells to Society		✓	3

Outline of Program for a Typical Student

Term I (Fall)	Term II (Winter)	Term III (Fall)	Term IV (Winter/Summer)
SPPH 502 Epidemiological Methods	SPPH 500 Analytic Methods in Epidemiological Research	SPPH 526 Leadership In Public Health	SPPH 508 Practicum
SPPH 400 Statistics for Health Research	SPPH 540 Program Planning and Evaluation	Elective	
SPPH 525 Issues in Public Health	Elective	Elective	
SPPH 524 Biology of Public Health Diseases	Elective	Elective	

Program Format

In the academic year 2008/09 courses will be offered in a traditional classroom format, Monday to Friday. Beginning in September 2009 a distributed learning format will be introduced as an option in addition to the currently proposed format. The distributed learning format is designed for public health professionals who will continue to work during their MPH training and will involve concentrated academic sessions on campus in addition to distance learning. The current application does not include course syllabi for courses offered in this format. Approval for these courses will be sought in a future application to the Faculty of Graduate Studies and Faculty of Medicine.

Student Supervision

Each student, on admission to the program will be assigned a faculty advisor. The student will be advised by the program director and coordinator, if necessary, as to which faculty would be appropriate advisors according to the student's interests, goals and prior experience. Students will then approach the faculty member to request supervision. It will be the responsibility of the Faculty Advisor to advise on selection of elective courses, practicum placement and project and to monitor the student's progress through the program. The student will be required to meet with their advisor at least twice per year.

Evaluation of the MPH Degree Program

The Department has a comprehensive system of obtaining student evaluation for curriculum including course evaluations, surveys of graduating students and annual surveys of alumni. We will strike an advisory committee to guide the administration of the MPH program during the first two years. The program will undergo external review every five years. Evaluation components will include review of process (number of students enrolled and graduating, number and adequacy of practicum placements, adequacy of administrative and faculty resources including space) impact (course evaluations, surveys of graduating students, alumni, and practicum supervisors), outcome (employment status of graduates in relation to career goals) and sustainability (revenue, faculty evaluation at a retreat facilitated by the Centre for Teaching and Academic Growth), and support from the public health community as evidenced by the number and quality of practicum settings available and employer support of enrolled students.

D. PROGRAM CALENDAR STATEMENT



THE UNIVERSITY OF BRITISH COLUMBIA UBC Curriculum Proposal Form Change to Course or Program

Category: (1) New Program

<p>FACULTY: Medicine DEPARTMENT: School of Population and Public Health Faculty Approval Date: November 20, 2007 Effective Session: Winter, Term 1 Year: 2008</p>	<p>Date: September 10, 2007 Contact Person: Dr. Patricia Janssen Phone: 604.875.2424, local 5415 Email: pjanssen@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Degree Offered: MPH</p> <p>MEMBERS: PROFESSORS A.H. Anis, M. Barer, C. Black, P. Demers, E. Frank, J. Frankish, C. Hertzman, A. Kazanjian, S. Kennedy, R.G. Mathias, M. T. Schechter, S.B. Sheps, J. Singer, J. Spinelli, K. Teschke, A. Yassi.</p> <p>ASSOCIATE PROFESSORS P. Janssen, J. Kopec, A. Levy, C. Lovato, S.A. Marion, Y. MacNab, D. Patrick, G. Poole, J.A. Shoveller, B. Sobolev, J. Spiegel.</p> <p>ASSISTANT PROFESSORS J. Buxton, H. Choi, B. Henry, M. Koehoorn, JF. Kozak, S. Morgan, M. Naus, S. Peacock, B. Pourbohloul, P. Spittal, H. Wong.</p> <p>PROGRAM OVERVIEW The Master of Public Health (MPH) is designed to provide graduate education for individuals currently in public health practice or wishing to enter the field. The MPH will provide integrated knowledge and training in epidemiology, biostatistics, occupational and environmental health, lifecourse determinants of health, global health, and health services and systems.</p>	<p>URL: None for the School of Public and Population Health as yet.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Program</p> <p>Rationale: Public Health is defined as the science and art of preventing disease, health surveillance, prolonging life and promoting health through the organized efforts of society. The creation of a public health degree program will support the development of core competencies among public health professionals. These include the ability to provide core public health services, undertake research to support public health innovation, conduct evaluation of the effectiveness of public health programs, undertake policy development and program planning and provide of leadership. At present an MPH degree is not offered at any post-secondary institution in British Columbia. In many countries the MPH degree is recognized as the benchmark academic credential for public health professionals.</p> <p>ID for Supporting Documents: MPH</p>

ADMISSION REQUIREMENTS:

Students must meet the minimum admission requirements for masters degree programs set by the Faculty of Graduate Studies. Preference will be given to applicants who are already working in relevant disciplines. Students must demonstrate evidence of ability to manage quantitative curriculum through provision of scores from the Graduate Record Exam or equivalent or by a score of at 76% or more in at least one university statistics course. For additional information on eligibility requirements, please visit

www.mph.healthcare.ubc.ca

PROGRAM REQUIREMENTS

The MPH will be a two year non-thesis degree consisting of 42 credits: 27 required credits including 21 course credits and a 6 credit practicum in addition to 15 elective credits. A minimum of three academic terms will be required to complete course requirements and the practicum. For additional information on program requirements, please visit

www.mph.healthcare.ubc.ca

CONTACT INFORMATION

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E. COURSE PROPOSALS



THE UNIVERSITY OF BRITISH COLUMBIA UBC Curriculum Proposal Form Change to Course or Program

Category: (1) New Course

<p>FACULTY: Medicine DEPARTMENT: School of Population and Public Health Faculty Approval Date: November 20, 2007 Effective Session: Winter, Term 1 Year: 2008</p>	<p>Date: Sept 24, 2007 Contact Person: Dr. Patricia Janssen Phone: (604) 875-2424, ext 5415 Email: pjanssen@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: SPPH 508 (6) MPH Practicum Includes a significant component of applied epidemiology and biostatistics in a field setting. Prerequisites SPPH 400, 502, 524, and 525.</p>	<p>URL: None for the School of Public and Population Health as yet. Present Calendar Entry: None Type of Action: New Course Rationale: The overall objective is to provide students with supervised field experience in community health agencies so as to integrate the course work and further the development of practical skills in community health and epidemiology.</p>



UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: November 20, 2007 Effective Session: Term 1 Year 2008/09	Date: September 20, 2007 Contact Person: Dr. Patricia Janssen Phone: (604) 875.2424, ext 5415 Email: pjanssen@ubc.ca
Proposed Calendar Entry: SPPH 515 (3) Surveillance and Monitoring in Public Health	URL: No URL for SPPH as yet Present Calendar Entry: N/A Type of Action: New Course Rationale: Surveillance of disease is a key function of public health. This is the only course devoted to this topic.



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty of Medicine</p> <p>Department: School of Population and Public Health</p> <p>Faculty Approval Date: November 20, 2007</p> <p>Effective Session: Term 1 Year 2008/09</p>	<p>Date: September 20, 2007</p> <p>Contact Person: Dr. Patricia Janssen</p> <p>Phone: (604) 875.2424, ext 5415</p> <p>Email: pjanssen@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 524 (3) Core Biological Concepts of Public Health Practice Cell biology, microbiology, molecular science, genetics, physiology and evolution.</p>	<p>URL: No URL for SPPH as yet</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: At their core, all public health interventions seek to bring about healthy change within biological systems. Understanding the principles operative in such systems is key to applying all public health disciplines to practice.</p>



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: November 20, 2007 Effective Session: Term 1 Year 2008/09	Date: September 20, 2007 Contact Person: Dr. Patricia Janssen Phone: (604) 875.2424 Email: pjanssen@ubc.ca
Proposed Calendar Entry: SPPH 525 (3) Issues and Concepts in Public Health History of public health research and practice; and occupational and environmental health, health services and systems, social and lifecourse determinants of health, and population health and emerging threats.	URL: No URL for SPPH as yet Present Calendar Entry: N/A Type of Action: New Course Rationale: This course will introduce students to current issues in the public health disciplines that are encompassed by the curriculum in the MPH degree program.



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty: Medicine</p> <p>Department: School of Population and Public Health</p> <p>Faculty Approval Date: November 20, 2007</p> <p>Effective Session: Term 1 Year 2008/09</p>	<p>Date: September 20, 2007</p> <p>Contact Person: Dr. Patricia Janssen</p> <p>Phone: (604) 875.2424, ext 6515</p> <p>Email: pjanssen@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 526 (3) Leadership in Public Health</p> <p>Leadership skills; use of information technologies in leadership; evidence-informed decision-making; policy development; and knowledge exchange and translation.</p>	<p>URL: No URL for SPPH as yet</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: This course fills a gap identified in consultation with persons in leadership positions in public health in B.C. It will provide students with the skills to lead and manage change.</p>



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1) New Course

<p>FACULTY: Medicine DEPARTMENT: School of Population and Public Health Faculty Approval Date: November 20, 2007 Effective Session: Winter, Term 1 Year: 2008</p>	<p>Date: September 28, 2007 Contact Person: Dr. Patricia Janssen Phone: 604.875.2525, ext. 5415 Email: pjanssen@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 538 (3) Application of Ethical Theories in the Practice of Public Health</p>	<p>URL: None for the School of Public and Population Health as yet.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: The practice of public health presents an array of ethical challenges. These dilemmas impact individuals, groups, and populations. The ability to identify and address ethical choices is an important tool in the practice of public health. Whether deciding which health inequities should be prioritized for redress, determining the best allocation of scarce health resources or whether, how, and to what extent we should accord personal responsibility for health outcomes, ethical choices abound in the practice of public health. Furthermore, emerging technologies, particularly in the field of neuroscience, are creating new public health ethical challenges.</p>



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: November 20, 2007 Effective Session: Term 1 Year 2008/09	Date: September 20, 2007 Contact Person: Dr. Patricia Janssen Phone: (604) 875.2424 Email: pjanssen@ubc.ca
Proposed Calendar Entry: SPPH 509 (3) Genetic Epidemiology Human genetics and genomics, behavioural, social and environmental factors in modifying or influencing genetics in the manifestation of disease. Prerequisites: SPPH 502	URL: No URL for SPPH as yet Present Calendar Entry: N/A Type of Action: New Course Rationale: Epidemiologists are concerned with the etiology of disease. Mapping of the human genome has allowed the proliferation of new methodologies to study the impact of genetic predisposition to disease and role of gene-environment interactions as a causal mechanism in particular diseases.



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1) New Course

<p>FACULTY: Medicine DEPARTMENT: School of Population and Public Health Faculty Approval Date: November 20, 2007 Effective Session: Winter, Term 1 Year: 2008</p>	<p>Date: Sept 24, 2007 Contact Person: Babak Pourbohloul Phone: (604) 660-2000 Email: babak.pourbohloul@bccdc.ca</p>
<p>Proposed Calendar Entry: SPPH 518 (3) Mathematical Modeling of Communicable Diseases Application of mathematical models in understanding communicable disease dynamics and control; interpretation of model outcomes, modeling methods and their applications.</p>	<p>URL: None for the School of Public and Population Health as yet.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: The application of mathematical models to study the dynamics of infectious diseases in populations has progressed dramatically over the past 3 decades. These models have become important tools to analyze infections from molecular pathogenesis to prevention and control measures. This unique course introduces the basic concepts and methods in mathematical epidemiology.</p>



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1) New Course

<p>FACULTY: Medicine DEPARTMENT: School of Population and Public Health Faculty Approval Date: November 20, 2007 Effective Session: Winter, Term 1 Year: 2008</p>	<p>Date: September 25, 2007 Contact Person: Dr. Patricia Spittal Phone: (604) 806.8779 Email: spittal@ mail.hivnet.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 519 (3) Qualitative Methods in Health Research Design Purposes, context, procedures and relationships within qualitative health research and methodologies.</p>	<p>URL: None for the School of Public and Population Health as yet.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: This course has been piloted as a Directed Study (HCEP 580L). A permanent course in qualitative methods expands the students' investigative toolkit. It provides them knowledge and ability to understand the multitude of measurement, design, and ethical challenges related to health social science research and community-based research.</p>



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Change to Course or Program

Category: (1) New Course

<p>FACULTY: Medicine DEPARTMENT: School of Population and Public Health Faculty Approval Date: November 20, 2007 Effective Session: Winter, Term 1 Year: 2008</p>	<p>Date: Sept 24, 2007 Contact Person: Dr. Patricia Janssen Phone: (604) 875-2424, ext 5415 Email: pjanssen@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: SPPH 527 (3) Social Determinants of Health</p>	<p>URL: None for the School of Public and Population Health as yet.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale:</p> <p>It is now generally accepted that a variety of personal, social and economic factors influence health status. There is, however, still a great deal of debate about what the specific or most important influences are, and the mechanisms or pathways by which health is either damaged or promoted, and whether and how these factors can be influenced by public policy. This course will provide an introduction to some of the foundational thinking that has given rise to the concept of population health and an overview of the current state of research related to the determinants of health.</p>



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1) New Course

<p>Faculty of Medicine</p> <p>Department: School of Population and Public Health</p> <p>Faculty Approval Date: November 20, 2007</p> <p>Effective Session: Term 1 Year 2008/09</p>	<p>Date: September 20, 2007</p> <p>Contact Person: Dr. Patricia Janssen, ext 5415</p> <p>Phone: (604) 875.2424, ext 5415</p> <p>Email: pjanssen@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 528 (3) Rural and Remote Health</p> <p>Issues and solutions to delivery of health services to underserved rural populations.</p> <p>Prerequisite: SPPH 400,502</p> <p>Co-requisite: SPPH 500</p>	<p>URL: No URL for SPPH as yet</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: Provision of health care in rural and remote regions presents significant challenges to health care planners and providers and is associated with suboptimal health outcomes.</p>



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty: Medicine</p> <p>Department: School of Population and Public Health</p> <p>Faculty Approval Date: November 20, 2007</p> <p>Effective Session: Term 1 Year 2008/09</p>	<p>Date: September 20, 2007</p> <p>Contact Person: Dr. Patricia Janssen, ext 5415</p> <p>Phone: (604) 875.2424, ext 5415</p> <p>Email: pjanssen@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 536 (3) Aboriginal People and Public Health: Ethics, Policy and Practice</p> <p>Experience of colonization, Indian Act, the histories and intergenerational impact of the residential school, child-welfare systems, communicable disease prevention, the challenge of ethical public health practice, and traditional healing.</p>	<p>URL: No URL for SPPH as yet</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: Aboriginal people experience disparity with respect to health outcomes in Canada. This unique course highlights these disparities and their origins and discusses opportunities introduces new approaches to reduce them. We have consulted with Dr Evan Adams, Clinical Assistant Professor in the Department of Family Practice and Director, Aboriginal Health Physician Advisor, Office of the Provincial Health Officer, Ministry of Health. At least two of the instructors will be Aboriginal and guest speakers will include Elders and Aboriginal people with expertise in health and traditional knowledge.</p>



THE UNIVERSITY OF BRITISH COLUMBIA
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Change to Course or Program

Category: (1)

<p>Faculty: Medicine</p> <p>Department: School of Population and Public Health</p> <p>Faculty Approval Date: November 20, 2007</p> <p>Effective Session: Term 1 Year 2008/09</p>	<p>Date: September 20, 2007</p> <p>Contact Person: Dr. Patricia Janssen</p> <p>Phone: (604) 875.2424, ext 5415</p> <p>Email: pjanssen@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 537 (3) Perinatal Epidemiology</p> <p>Indicators of maternal/newborn well-being across population subgroups, changing trends in obstetrical intervention, perinatal morbidity and the analysis of perinatal data.</p> <p>Prerequisites: SPPH 502, SPPH 400.</p> <p>Corequisite: SPPH 500</p>	<p>URL: No URL for SPPH as yet</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: Maternal/fetal/newborn health is a critical determinant of the health and demographic properties of a population.</p>



THE UNIVERSITY OF BRITISH COLUMBIA
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

<p>Faculty: Medicine</p> <p>Department: School of Population and Public Health</p> <p>Faculty Approval Date: November 20, 2007</p> <p>Effective Session: Term 1 Year 2008/09</p>	<p>Date: September 20, 2007</p> <p>Contact Person: Dr. Jean Kozak</p> <p>Phone: (604) 806-9468</p> <p>Email: jkozak@providencehealth.bc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 539 (3) Epidemiology of Aging and Chronic Diseases Biology of aging, epidemiology of cardiovascular disease, neoplasms, osteoporosis and fractures, psychosocial factors and health in old age, dementias, functional status and prevention of disease</p> <p>Prerequisite: SPPH 502, SPPH 524</p>	<p>URL: No URL for SPPH as yet</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: Care of the elderly is a significant component of public health. Optimizing quality of life and functionality in an aging population will increasingly become a priority to public health providers.</p>

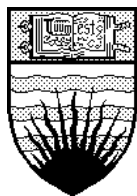
F. CONSULTATIONS

Consultations with the following units were conducted:

UBC Library
School of Nursing
Pharmaceutical Sciences
Land and Food Sciences
School of Social Work and Family Studies
College for Interdisciplinary Studies
School of Environmental Health
School of Community and Regional Planning
Institute for Resources, Environment and Sustainability
Institute for Applied Mathematics
Pathology and Laboratory Medicine
Medical Genetics
Centre for Applied Ethics
Chemical and Biological Engineering
Institute of Aboriginal Health
Student Financial Aid and Awards

University of Victoria: Master's Program in Studies in Policy and Practice in the
Health and Social Sciences
Simon Fraser University: Health Sciences

THE UNIVERSITY OF BRITISH COLUMBIA



February 15, 2008

CURRICULUM COMMITTEE
Vancouver Senate
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

To: Senate
From: Senate Curriculum Committee

Re: February Curriculum Proposals

February Curriculum Proposals

The Senate Curriculum Committee has reviewed the material forwarded to it by the faculties, and encloses those proposals it deems as ready for approval. As such, the following is recommended to Senate:

Motion: *“That the new and changed courses and programs brought forward by the Faculties of Commerce and Business Administration, Graduate Studies (Faculties of Applied Science, Arts, Education, Medicine, and Pharmaceutical Sciences, and the College for Interdisciplinary Studies) and Pharmaceutical Sciences be approved.”*

Respectfully submitted,

Peter Marshall, Chair
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA



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Senate and Curriculum Services
1874 – 2016 East Mall
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ginette.vallee@ubc.ca
T: 604-822-0140; F: 604-822-5945

13 February 2008

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF COMMERCE AND
BUSINESS ADMINISTRATION**

Attached please find the submitted category 1 undergraduate curriculum proposal from the Faculty of Commerce and Business Administration.

Course	Title	Action
COMM 467 (3)	Brand Management	new course



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Sauder School of Business Department: Marketing Division Faculty Approval Date: Nov 1, 2007 Effective Session <u>08W</u> Term <u>1</u> Fall Year <u>2007/08</u> for Change</p>	<p>Date: October 5, 2007 Contact Person: Tim Silk or Charles Weinberg Phone: 803-777-9995 or 604-822-8327 Email: tim.silk@sauder.ubc.ca or charles.weinberg@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>COMM 467 (3) Brand Management</p> <p>Issues and challenges commonly faced by brand managers, including: assessing brand meaning, evaluating brand health, assessing a brand's leverage potential, evaluating brand extensions, managing brands through a crisis, and assessing brand value. Prerequisite: All of COMM 362, COMM 363.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New 3 credit commerce elective course to count toward the marketing option</p> <p>Rationale: Brand management has become a fundamental part of modern marketing thought. This course addresses a gap in our curriculum.</p>

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13 February 2008

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **GRADUATE CURRICULUM PROPOSALS**

Attached please find the following category 1 graduate curriculum proposals for your consideration.

Course Proposal	Title	Action
CHBE 583 (3)	Energy Engineering	new course
EECE 573 (3)	Micro and Nano Fabrication Technologies	new course
EECE 594 (3)	Semiconductor Lasers and Optoelectronics	new course
GEOG 571 (3)	Research Methods in Human Geography	new course
BAMA 550 (1.5)	Marketing	new course
EMBA 500 (6-20)	EMBA Core	new course
EADM 557 (3)	Professional Ethics and School Leadership	new course
CICS 520 (3)	Database Systems	change in title and description
PHAR 591 (1)	Scholarly Integrity and Research Ethics	new course
PHAR 592 (1-3) C	Fundamentals of the Pharmaceutical Sciences Discipline	new course

Program Proposal	Action
Master of Landscape Architecture	Change to Degree Requirements calendar entry to clarify 2-year variant in M.L.A. program
Master of Management	Include a new program stream in the MM program titled "Business Foundations."



THE UNIVERSITY OF BRITISH COLUMBIA

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

Category: (1)

<p>Faculty: Applied Science Department: CHBE Faculty Approval Date: Nov 1 2007</p> <p>Effective Session W Term 2 Year 2007 for Change (January 2008)</p>	<p>Date: Contact Person: Susan Townsend Phone: 2-6776 Email: susan.townsend@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CHBE 583 (3) ENERGY ENGINEERING. Supply and use of conventional and alternative fuels and energy. Design and operation of unit operations for processing of fossil fuels, biomass, and other energy sources. Environmental considerations of energy use.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: At present no graduate course is offered in the area of energy engineering in the chemical and biological engineering department. This course will address this important topic.</p>



<p>Faculty: Applied Science Department: EECE Faculty Approval Date: Nov 1 2007</p> <p>Effective Session W Term 1 Year 2008 for Change (September 2008)</p>	<p>Date: Contact Person: Susan Townsend Phone: 2-6776 Email: susan.townsend@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EECE 573 (3) MICRO AND NANO FABRICATION TECHNOLOGIES. Review of principles and practices of micro/nano fabrication technologies. Material and process selection; IC fabrication; silicon micromachining; LIGA; micro-EDM; mechanical processing; nanostructuring. Applications to MEMS/NEMS and other emerging devices.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: This new course proposed comprehensively covers physics and practices of micro/nano-scale fabrication technologies that are playing a key role for the realization of state-of-the art devices in diversified fields. This coverage is not presently provided by existing courses at UBC. The proposed course has been successfully offered as a special topics course (EECE 571K).</p>
<p>Proposed Calendar Entry:</p> <p>EECE 594 (3) SEMICONDUCTOR LASERS AND OPTOELECTRONICS. Theory, modeling, design, and performance of semiconductor lasers; laser applications; semiconductor materials; advanced technology for semiconductor laser fabrication.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: UBC does not currently offer such a course. This course will complement the Optical Fibers and Devices (EECE 582), which will cover more advanced topics and applications. This course will be of interest to students in Electrical Engineering, Engineering Physics, Physics, as well as some students in Mechanical Engineering and Bioengineering.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Geography Faculty Approval Date: February 8, 2007 Effective Session Winter Term 2 Year 2008 for Change	Date: November 9, 2007 Contact Person: Marwan Hassan Phone: 604-822-5894 Email: mhassan@geog.ubc.ca
Proposed Calendar Entry: GEOG 571(3) RESEARCH METHODS IN HUMAN GEOGRAPHY. Pass/Fail. Prerequisite: GEOG 520 (Restricted to Human Geography graduate students)	URL: n/a Present Calendar Entry: n/a Type of Action: New Course Rationale: For many years graduate students in the geography department have requested a formal course in research methodology. In spring 2006 a non-credit course was offered, and judged to be a success. We are now formalizing this as a 3 credit, non-compulsory seminar course.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce Department: Sauder School of Business Faculty Approval Date: Sept. 6, 2007 Effective Session <u>W</u> Term <u>1</u> Year <u>2008</u> for Change	Date: October 19, 2007 Contact Person: Brian Bemmels Phone: 2-8372 Email: brian.bemmels@sauder.ubc.ca
Proposed Calendar Entry: BAMA 550 (1.5) Marketing. Not available to M.B.A. students.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: New course proposal to be included in Master of Management Program



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Commerce Department: Sauder School of Business Faculty Approval Date: Sept. 6, 2007</p> <p>Effective Session <u>W</u> Term <u>2</u> Year <u>2007</u> for Change</p>	<p>Date: October 19, 2007 Contact Person: Brian Bemmels Phone: 2-8372 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EMBA 500 (6-20) D EMBA Core. Restricted to Executive M.B.A. students. <i>Equivalency:</i> BA 500.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new calendar entry with the EMBA acronym for an existing MBA course.</p> <p>Rationale: Create new listing with the EMBA acronym for an existing MBA course to be used in the Executive MBA (EMBA) program.</p> <p>When we proposed the new EMBA program we created a new EMBA acronym for this program to keep the course offerings separate from the MBA program. We neglected to establish an EMBA version of “BA 500 MBA Core.”</p>



THE UNIVERSITY OF BRITISH COLUMBIA

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

Category: (1)

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: Oct. 18/07</p> <p>Effective Session ____ Term W1 Year 2007 for Change</p>	<p>Date: February 22, 2007 Contact Person: Shauna Butterwick Phone: 2-3897 Email: shauna.butterwick@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EADM 557 (3) Professional Ethics and School Leadership</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale:</p> <p>The course has been taught by Daniel Vokey for the last 4 years as a special topics course; it is part of the EADM program within EDST. Daniel Vokey developed this course as a unique course that engages program students on ethical issues in their field of practice within schools. As such the course has become a permanent feature of our program.</p> <p>A focus on professional ethics has also become a core concern for school districts and professional associations. Addressing this critical aspect as part of the EADM program allows us to better serve our students.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: CFIS Department: I.C.I.C.S. – Master of Software Systems Faculty Approval Date:</p> <p>Effective Session 07W Term 2 Year 07W for Change</p>	<p>Date: June 30, 2007 Contact Person: P. Nasiopoulos Phone: 2-2646 Email: panos@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CICS 520 (3) Database Systems</p> <p>Relational database design, table design, formal and commercial relational database languages, storage structures, query optimization, data mining and other applications.</p>	<p>URL:</p> <p>http://www.students.ubc.ca/calendar/courses.cfm?code=CICS</p> <p>Present Calendar Entry:</p> <p>CICS 520 (3) Language Translation and Analysis</p> <p>Programming language syntax, semantics and typing; database query language and functional languages, compilers, interpreters and lexical analyzers; debugging and profiling. Prerequisites: All of CICS 505, CICS 510</p> <p>Type of Action: Change the title and update the description</p> <p>Rationale:</p> <p>Removed programming language concepts as relevant concepts have been incorporated into other CICS courses of which curriculum changes were made and accepted 2006W. The proposed description will accurately reflect what should be covered in the course.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: April 6th, 2006</p> <p>Effective Session ____ Term ____ Year ____ for Change</p>	<p>Date: April 19, 2006 Contact Person: David Fielding Phone: 2-5447 Email: dwfield@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHAR 591 (1) Scholarly integrity and research ethics</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: The Pharmaceutical Sciences graduate students come from a very broad range of educational backgrounds, from the physical, biological and biomedical sciences to engineering and economics. This ethics course is being developed to provide our graduate students with practical information about conflict of interest, intellectual property, human ethics, ethical use of animals and other topics they may encounter as graduate students and, subsequently, in their professional careers. It is intended to inform students about ethical issues in research and scholarly integrity and to involve them in the process of conflict resolution by way of examples and case studies.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: April 6th, 2006 Effective Session ____ Term ____ Year ____ for Change</p>	<p>Date: April 19th, 2001 Contact Person: David Fielding Phone: 2-5447 Email: dwfield@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: PHAR 592 (1-3) C Fundamentals of the pharmaceutical sciences disciplines</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale: Graduate students entering our program have a very broad range of backgrounds ranging from the physical, biological and biomedical sciences to engineering and economics. This series of modules is designed to assist students in acquiring a basic level of understanding of the disciplines in the pharmaceutical sciences. Students will select modules based on their background and graduate program.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: SALA/Landscape Architecture Faculty Approval Date: Nov. 2007</p> <p>Effective Session 2007W Term 2 Year 2008 for Change</p>	<p>Date: December 10, 2007 Contact Person: Cynthia Girling Phone: 604-822-0438 Email: cgirling@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Degree Requirements</p> <p>The Master of Landscape Architecture (M.L.A.) degree is designed for candidates seeking admission to the profession. Full-time students normally complete this program in three years. The master's degree is awarded upon the completion of 109 credits of work, including a major graduating project. The core curriculum includes a structured first year of 38 credits and 56 additional required credits in years two and three. All students must declare a study stream and take nine credits in the chosen area, plus six elective credits. Designated study streams include site design, urban design, and regional design.</p> <p>Students with a UBC-recognized undergraduate degree in Architecture, Environmental Design, or Landscape Architecture may apply for admission to a minimum 72-credit variant of the professional M.L.A. Program. Depending on background, students may be required to complete up to 80 credits of academic work. All students seeking this variant must contact an advisor upon acceptance into the MLA program. This variant is comprised of approximately two years of M.L.A. design studio courses, as well as courses required for professional degree accreditation by the Canadian Society of Landscape Architects. The particular course requirements will be determined by the graduate advisor for each student upon acceptance and entry into the program, based on prior experience and a portfolio review.</p> <p>Detailed information on specific, yearly course requirement is available on the Landscape Architecture website.</p>	<p>URL:</p> <p>http://students.ubc.ca/calendar/index.cfm?tree=12,196,854,1321</p> <p>Present Calendar Entry:</p> <p>Degree Requirements</p> <p>The Master of Landscape Architecture (M.L.A.) degree is designed for candidates seeking admission to the profession. Full-time students normally complete this program in three years. Students with a UBC-recognized undergraduate degree in Architecture, Environmental Design, or Landscape Architecture may apply for admission to a two-year 72-credit variant of the professional M.L.A. Program. This variant is comprised of approximately two years of M.L.A. design studio courses, as well as courses required for professional degree accreditation by the Canadian Society of Landscape Architects. The particular course requirements will be determined by the graduate advisor for each student upon acceptance and entry into the program, based on prior experience and a portfolio review.</p> <p>The master's degree is awarded upon the completion of 109 credits of work, including a major graduating project. The core curriculum includes a structured first year of 38 credits and 56 additional required credits in years two and three. All students must declare a study stream and take nine credits in the chosen area, plus six elective credits. Designated study streams include site design, urban design, and regional design.</p> <p>Detailed information on specific, yearly course requirements are available on the M.L.A. website.</p>



	<p>Type of Action: Add and re-arrange text to clarify information</p> <p>Rationale: Students who qualify for advanced standing (the two-year variant) come from a variety of qualifying design degrees. Some are missing courses which are required for an accredited degree. The 72 credit minimum for the 2 year variant of the MLA program may be adjusted up (75 to 80 credits) at an incoming interview to include courses that may have been missed in the students initial design degree, but are required for accreditation by the profession. This change is to inform potential and incoming students that this may occur.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Commerce Department: Sauder School of Business Faculty Approval Date: Sept. 6, 2007</p> <p>Effective Session <u>W</u> Term <u>1</u> Year <u>2008</u> for Change</p>	<p>Date: October 19, 2007 Contact Person: Brian Bemmels Phone: 2-8372 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MASTER OF MANAGEMENT</p> <p>The Master of Management (M.M.) provides a professional course of study designed to prepare graduates with applied knowledge focused in business. The program includes a minimum of 30 credits of coursework that may include an applied project but lacks the Integrated Core provided in the M.B.A. program. The course work consists of at least 24 credits at the 500-level or above, and no more than 6 credits at the 300- or 400-levels.</p> <p>The program is available for either full-time or part-time study. The program will generally be completed within 16 months of full-time study, or approximately 24 months of part-time study. Admission requirements include all the minimum admission requirements for the Faculty of Graduate Studies, plus GMAT or GRE is generally required, and a minimum TOEFL score of 600 (or equivalent) is required for international students. More specific, higher admissions requirements may be established for some areas of specialization in the M.M. program. For further information on areas of specialization, full-time and part-time</p>	<p>URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,506,1269</p> <p>Present Calendar Entry:</p> <p>MASTER OF MANAGEMENT</p> <p>The Master of Management (M.M.) provides a professional course of study designed to prepare graduates with advanced applied knowledge focused in a specific functional area of business. The program includes a minimum of 30 credits of specialized coursework that may include an applied project but lacks the Integrated Core and breadth provided in the M.B.A. program. The course work consists of at least 24 credits at the 500-level or above, and no more than 6 credits at the 300- or 400-levels.</p> <p>The program is available for either full-time or part-time study. The program will generally be completed in 12 to 16 months of full-time study, or approximately 24 months of part-time study. Admission requirements include all the minimum admission requirements for the Faculty of Graduate Studies, plus GMAT or GRE, and a minimum of TOEFL score of 600 (or equivalent) for international students. More specific, higher admissions requirements may be established for some areas of specialization in the M.M. program. For further information on areas of</p>



programs currently offered, and admissions requirements please check the Faculty [website](#). Upon accepting an offer of admission to the M.M. program, students will be required to pay a non-refundable deposit, which is applied to the first installment of tuition fees.

specialization, full-time and part-time programs currently offered, and admissions requirements please check the Faculty [website](#). Upon accepting an offer of admission to the M.M. program, students will be required to pay a non-refundable deposit, which is applied to the first instalment of tuition fees.

Type of Action:

Include a new program stream in the Master of Management (MM) program titled “Business Foundations.”

Rationale:

There are currently 4 streams approved for the MM program. These are included on the student’s transcript, and are included as a second line in the title of the degree parchment. This will be a new 5th stream. These are not listed in the calendar but require approval to be included on the transcript and parchment.

See attached proposal for courses included in the proposed new stream. Other than the new marketing course included with this proposal, all others are existing courses.

The “business foundations” stream in the Master of Management program provides a general management program for students with no prior business or management education. The proposed editorial changes are to make the calendar entry consistent with this new stream.

THE UNIVERSITY OF BRITISH COLUMBIA



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T: 604-822-0140; F: 604-822-5945

13 February 2008

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF PHARMACEUTICAL
SCIENCES**

Attached please find the submitted category 1 undergraduate curriculum proposal from the Faculty of Pharmaceutical Sciences.

Course	Title	Action
PHAR 460 (2)	Natural Health Products in Pharmacy Practice	new course
	Changes to degree requirements list for 3 rd year	edit calendar entry to reflect addition of new course PHAR 460 (2)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: March 15, 2007</p> <p>Effective Session _W__ Term _2__ Year _2008__ for Change</p>	<p>Date: November 29, 2007 Contact Person: David Fielding Phone: 2-5447 Email: dwfield@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHAR 460 (2) Natural Health Products in Pharmacy Practice An evidence-based analysis of the efficacy and safety of natural health products used in pharmacy practice.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Creation of new course.</p> <p>Rationale: The natural health products content was removed from four other courses and combined to make this course. This revision is based upon constructive feedback from students and faculty review that indicate this material is better taught as a cohesive unit and at a time in our curriculum when our students have the necessary prerequisite knowledge.</p> <p>To make room for this 2 credit course in our third year curriculum, 3 credits of electives are to be transferred to our second year curriculum.</p>

**Proposed Calendar Entry:**

Third Year	
PHAR 401	2
PHAR 430	4
PHAR 435	3
PHAR 441	3
PHAR 442	3
PHAR 451	2
PHAR 452	2
PHAR 454	3
PHAR 460	2
PHAR 461	1
PHAR 462	1
PHAR 469 ²	3
PHAR 471	1
PHAR 472	1
PHAR 498	3
Electives³	6
Total Credits	40

URL:

<http://www.students.ubc.ca/calendar/index.cfm?tree=12,213,397,393>

Present Calendar Entry:

Third Year	
PHAR 401	2
PHAR 430	4
PHAR 435	3
PHAR 441	3
PHAR 442	3
PHAR 451	2
PHAR 452	2
PHAR 454	3
PHAR 461	1
PHAR 462	1
PHAR 469 ²	3
PHAR 471	1
PHAR 472	1
PHAR 498	3
Electives ³	9
Total Credits	41

Type of Action:

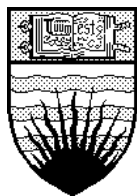
Addition of a new 2 credit course.

Reduction of electives in third year from 9 credits to 6 credits. Credit load of year reduced from 41 to 40.

Rationale:

All the natural health product material has been integrated into this new course. Three credits of electives moved in 2007/08 to the second program year so as to free up space in the third year schedule for this new course.

THE UNIVERSITY OF BRITISH COLUMBIA



February 15, 2008

CURRICULUM COMMITTEE
Vancouver Senate
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

To: Senate
From: Senate Curriculum Committee

Re: Policy on the Approval of Certificate Programs

Policy on the Approval of Certificate Programs

The Policy on the Approval of Certificate Programs was last considered by Senate in January 2005. The updated document presented for your consideration contains the following improvements:

- All new certificate programs are to be held to the same standard for consultations currently expected for academic programs such as degrees, specializations, and courses.
- References to the Continuing Studies Committee, dissolved in May 2006, were changed to "Senate Curriculum Committee".
- References to the Associate Vice-President of Continuing Studies were changed to "Director of Continuing Education" as per section 35 (2)(f) of the *University Act*.

Motion: *"That the proposed revisions to the Policy on the Approval of Certificate Programs be approved."*

Respectfully submitted,

Peter Marshall, Chair
Senate Curriculum Committee

POLICY ON THE APPROVAL OF CERTIFICATE PROGRAMS

I. Definition of a Certificate Program

1. A Certificate Program normally consists of specialized, certificate-credit courses offered at a university level. It may also draw from University degree-credit courses. Student assessment in certificate-credit courses should be consistent with University standards.
2. The program of study should be equivalent to a minimum of one-half year (approximately 150 hours) and a maximum of one-full year of University study. The hours that make up the program may include classroom study, online course work and special projects or practicum placements.
3. Minimum admission requirements should be secondary school graduation with some exceptions for mature students where appropriate records of equivalent life/work experience are provided and deemed acceptable by those evaluating admissions. Normal admission requirements may require some post-secondary education or professional work experience.

II. Criteria for Establishment of Certificate Programs

1. A Certificate Program may be initiated only when the subject matter is appropriate to university-level teaching and research or is designed to meet the needs of specific University constituencies (e.g., Aboriginal people, Downtown Eastside residents). Programs may be developed collaboratively among academic units and Continuing Studies, or with appropriate program partners external to the University that bring added value to the Certificate Program.
2. A Certificate Program must have clearly defined educational objectives and may be oriented toward career development or achievement of professional standing.
3. A Certificate Program must be developed and maintained under the guidance of an Advisory Committee with representation from appropriate academic units as dictated by the program content. The Advisory Committee may also include representation from Continuing Studies, other academic institutions, employers, professional associations, labour groups, or others as appropriate. **The Advisory Committee must consult with any academic unit affected by the proposal and include the results of that consultation with the program proposal.**
4. The role of the Advisory Committee is to review the proposed Certificate Program with respect to curriculum, program format, evaluation procedures, admission criteria, assessment of internal and external resources (including library collections and student services), **financial feasibility and market demand.**

III. Program Approval Process

1. **The proposed Certificate Program** must be approved in principle by the appropriate Dean (or his/her designate) within the academic units involved or the **Director of Continuing Education**. Faculties may establish their own internal approval processes in addition to those outlined in this policy.
2. Upon approval by the Advisory Committee, the full program proposal is forwarded to the academic units involved or the **Director of Continuing Education**, as appropriate, for approval **and the summary report is sent to forwarded to the Senate Curriculum Committee for final approval. The Curriculum Committee will normally require that a budgetary impact form and the results of any consultation be submitted with the proposal.**

IV. Program Administration and Management

1. Implementing and maintaining appropriate administrative policies and procedures, student support services, financial administration and marketing activities are the responsibility of the academic unit that has consented to administer the program. Given the experience and infrastructure within Continuing Studies, academic units are encouraged to work with Continuing Studies in this regard.
2. Admission requirements should be clearly specified for each Certificate Program, including the appropriate academic background and life/work experience required. A process for students to appeal refused entry to a program should also be specified. Each **associated** academic unit is responsible for upholding the rigor of the admissions process to ensure integrity and equitable treatment in the selection of students.
3. Grading systems and completion requirements should be clearly delineated for the individual courses that make up the Certificate Program and for the program as a whole. The University grading system or another system deemed appropriate for a particular program may be used, but in all cases the assessment criteria must be available for review by students applying for the program and registering in courses within the program.
4. Standards for student conduct (deportment in the classroom when relating to fellow students and instructors, appropriate use of learning technologies, etc.) must be clearly specified for each Certificate Program. Consequences of failing to uphold these standards should also be specified. Appeals should be limited to progression through three levels: instructor, program director and finally the **Director of Continuing Education** or Faculty Dean as appropriate.

V. Program Review Process

To ensure continuing quality and relevance, each Certificate Program is subject to review by Continuing Studies and/or by the academic unit offering the program within a specified time period not to exceed five years.

VI. Awarding of Certificates

Certificate Program graduates are not conferred a certificate by the Senate and will not attend congregation. However, program graduates will receive a certificate signed by appropriate officers of the University.

VII. Program Partnership Considerations

1. Certificate Programs may be offered through partnerships established between two or more academic units. The sponsoring units will determine their respective academic and administrative responsibilities. Agreements on all financial arrangements should be reached prior to program commencement.
2. Certificate Programs may also be offered via partnerships established between a UBC academic unit and one or more external organizations. The sponsoring partners will determine their respective administrative responsibilities, however primary academic responsibility must reside with the UBC academic unit that sponsors the program. Agreements on all financial arrangements should be reached prior to program commencement. Programs are awarded by the UBC academic unit, but may include reference to external sponsors through such means as sponsor logos on official documents and/or marketing materials.

Appendix 1. History of the 1994 Amendments to the Policy on Establishment of Certificate and Diploma Programs at the University of British Columbia

Continuing education at the University of British Columbia is offered by Continuing Studies and a number of professional faculties. The purpose of the 1994 amendments to the policy on the establishment of Certificate and Diploma Programs was to amplify the definition of University Certificate Programs approved by the Senate in 1977, and to parallel the amended policy for Diploma Programs approved by the Senate in 1994.

The 1977 policy was unclear about the role of Senate in the approval of Certificate and Diploma Programs, and focused specifically on programs that consisted entirely of degree-credit courses. The amended policy for Diploma Programs clarified the requirement of Senate approval of these programs, which are made up of mainly degree-credit courses. Under additional amendments, Certificate Programs were defined as consisting primarily of certificate-credit courses and approval was determined to rest with the academic units and Faculties. By limiting approval to the academic unit or Faculty with monitoring by the Senate Committee on Continuing Education, the revised policy responded to the need for a high level of responsiveness to the marketplace and flexibility in the development of what were often workplace-oriented programs.

It is understood in the amendments to the policy that both Continuing Studies and the Faculties are mandated to develop and offer Certificate Programs, and that the degree to which these units collaborate is subject to mutual agreement. All programs developed by Continuing Studies were deemed subject to approval by academic units or the Associate Vice-President of Continuing Studies, as appropriate.

Faculties may determine their own internal policies for the approval of Certificate Programs undertaken within their auspices, and in regard to the role of member departments in the approval of programs sponsored by other Faculties or Continuing Studies.

In summary, the amendments to the 1977 policy resulted in two main changes:

1. Certificate Programs were deemed to consist primarily of certificate-credit courses. This change was based on the rationale that Continuing Studies and the Faculties are capable of developing academically rigorous certificate-credit courses offered in a format compatible with the needs of adult learners and employers. These courses may be offered at a university academic level appropriate for the Certificate Program.
2. Each Certificate Program was to be reported to Senate through the Senate Committee on Continuing Education with regular reports from Continuing Studies and the Faculties. However, Senate would not be involved in the formal approval of these programs. To ensure that academic standards and integrity are consistent with the University overall, it was determined that all programs must be approved by the academic units involved in their development and offering or the Associate Vice-President of Continuing Studies, as appropriate. In addition, Faculties could establish their own additional internal approval procedures.

Appendix 2. UBC Certificate Program Under Development: Template for a Summary Report to the Senate Curriculum Committee

Proposed Name of Certificate Program:

Date of Submission:

Sponsoring Faculty/Department/School:

Contact Person:

Name

Title

Telephone

Email

Supporting UBC Partners or External Partners:

Program Description (*maximum 250 words*):

Rationale for the Program (*maximum 250 words*):

Proposed Length/Duration (*indicate hours, credits, months, etc.*):

Proposed Curriculum Topics (*list by brief descriptive titles only*):

Target Learners:

Student Admission Criteria:

Student Assessment/Grading Methods:

Program Delivery Format:

Marketing/Promotion Strategy:

Assessment of Impact on Departmental and University Resources:

Assessment of Financial Viability:

Current Program Advisory Committee Members (*list names and affiliations*):

Final Approval Expected from the Following Deans/Department Heads:

Appendix 3. Checklist for Establishing Certificate Programs

(Important note: for full details, see the Policy on Approval of Certificate Programs)

A UBC Certificate Program must:

- have clearly defined educational objectives and subject matter appropriate to university-level teaching and research
- consist of specialized, certificate-credit courses or university degree-credit courses
- represent the equivalent of approximately 150-300 hours of study, which may include classroom or online course work, special projects or practicum placements
- have clear admission requirements of secondary school graduation, post-secondary education or life/work experience, as well as a process for appeals
- have clear grading systems and completion requirements for individual courses and for the program as a whole, as well as documentation of same for review by students
- have clear standards for student conduct and specify the consequences of failing to uphold these standards
- receive approval in principle by the appropriate Dean (or designate) within the academic units involved or the **Director of Continuing Education**
- be developed and maintained under the guidance of an Advisory Committee made up of representatives from appropriate academic units and members of the community
- receive approval by the Advisory Committee, as well as the academic units involved or the **Director of Continuing Education**, as appropriate
- **receive approval of the Senate Curriculum Committee**
- be subject to review by Continuing Studies and/or by the academic unit(s) offering the program within a specified time period not to exceed five years; and
- be offered by one or more academic units or Continuing Studies, or by either in partnership with one or more appropriate external organizations

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Committee on Student Awards
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

February 7, 2008

To: Vancouver Senate

From: Senate Committee on Student Awards, Vancouver

RE: **The Graduate Support Initiative (GSI) Award Guidelines**

The Senate Committee on Student Awards has reviewed and approved the proposed Graduate Support Initiative (GSI) Award Guidelines (approval) (circulated).

Motion: *That Senate approve the Award Guidelines established for the Graduate Support Initiative (GSI) including a) Types of Awards; b) Eligibility Criteria; c) Roles and Responsibilities of the Provost's Office, Faculties and Graduate Programs, and the Faculty of Graduate Studies; and d) Procedures.*

Graduate Support Initiative (GSI) Awards

Principles and Guidelines

Underlying principles

In response to campus discussions about the replacement of the PhD tuition fee award program, a task force on graduate student strategy considered this issue in some detail. It agreed with the general consensus that the PhD Tuition Awards should be phased out and replaced with a more viable and sustainable means of graduate student support.

The Graduate Student Strategy Task Force developed a set of six principles to guide the development of the new graduate awards.

- 1) Support level. The total amount of annual University support for graduate students should be maintained, at a minimum, at the 2007/08 level.
- 2) Elimination of negative incentive. Faculty contributions to the PhD Tuition Fee Award were perceived as a disincentive to graduate student admission and should be eliminated.
- 3) Flexibility. Considerations of effectiveness, timeliness, and efficiency argue in favour of Faculty-by-Faculty determination of the optimal arrangements with respect to graduate student support.
- 4) Recruitment and Excellence. Graduate student support programs should focus on recruiting excellent students and ensuring the conditions for their success.
- 5) Simplicity. UBC's programs of graduate student support should be simple to administer and the number of distinct funding programs should be minimized.
- 6) Grandparenting. The current Ph.D. Tuition Award program will be phased out over the next four years. All students currently eligible for that award will be "grandparented" for the duration of their eligibility. Complete details regarding eligibility for the PhD Tuition Fee Award may be found at the following link. <http://www.grad.ubc.ca/awards/index.asp?menu=005,000,000,000>

In addition, annual funding currently available through Graduate Entrance Scholarships and through Tri-Council Top-Up will be incorporated into the GSI, effective 2009/10. The International Partial Tuition Scholarship will continue to be available, and will be independent of the GSI.

The Graduate Support Initiative (GSI) Award Guidelines

The Graduate Support Initiative is a new system for funding graduate students that adheres to the guiding principles. It allows for a flexible and recurring source of funding that each Faculty can use to support their graduate students in ways that meet their individual needs.

The GSI cannot be used as payment for employment; or to replace funding for TA-ships. Students in the conditional admissions program or enrolled in full-cost recovery Master's programs are not eligible.

***Caveat:** Given the short time frame to develop these guidelines it is recommended they be reviewed by the Faculty of Graduate Studies, the Committee of Deans and the Senate Student Awards Committee after the first year (i.e. during Fall 2009).*

a) Types of Awards

There are four possible types of GSI Awards that could be established by a Faculty and/or Graduate Program:

1. Entrance awards
2. Multi-year funding awards
3. Tuition awards
4. Scholarship top-up awards

Current awards that will be available through the GSI (with modified wording as indicated) include those indicated in the Appendix. In addition, Faculties are encouraged to establish and administer other awards that will utilize GSI funding to secure matching donations as a means of increasing further funding for graduate support.

b) Eligibility

All domestic and international students who are registered full-time in the following degree programs could be eligible for the Graduate Support Initiative funding within their Faculty:

- PhD
- DMA
- All Master's degrees, except full cost-recovery programs¹

With respect to time in program (months of graduate study), eligibility for GSI Awards should follow existing Faculty of Graduate Studies practice, complete details of which may be found at the following link:

<http://www.grad.ubc.ca/awards/index.asp?menu=004,003,000,000> . Each Faculty or functional equivalent (and/or their respective Graduate Programs) will establish and publish the particular criteria by which the GSI funds will be allocated and notify the Faculty of Graduate Studies.

All eligible graduate students currently within a Graduate Program will be sent written information on the criteria for GSI Awards in their program. Applicants to eligible programs will be alerted to GSI funding opportunities and criteria through websites, publications and in response to formal applications for admission.

c) Roles and Responsibilities

Provost's Office

On an annual basis, beginning in the 2008-09 budget year, the Provost's Office will allocate to each Faculty (or functional equivalent) their portion of the GSI funding available based on a three year rolling average of their weighted Graduate FTE

¹ In cases of ambiguity, the Provost will determine those programs that are ineligible on this basis

enrolments. The weightings will be: 4 for PhD students, 2 for thesis-based Masters and 1 for course work Masters (excluding full cost-recovery programs). Each Faculty (or functional equivalent) will be advised of their overall weighted FTE allocation as part of the overall budget allocation process. Each autumn, Faculties will be advised of tentative allocations for the coming year to enable planning. The allocations for the coming year will be confirmed each March as soon as FTE data for the current year becomes available.

Faculties and Graduate Programs

Once allocated their overall share of GSI funding, each Faculty or functional equivalent will determine annual allocations for their graduate programs and inform them as such. It is the responsibility of all Faculties and Graduate Programs to advise the Faculty of Graduate Studies of their published criteria for these awards. This will help to ensure consistency of communication across UBC as well as adherence to the six guiding principles.

Faculty of Graduate Studies

The Faculty of Graduate Studies will administer the overall pool of GSI funds on behalf of the entire UBC community. This will streamline procedures, ensure the funds are paid to the students in the most efficient and timely manner, and allow for reporting of budget, usage and statistics to the Committee of Deans, the Board of Governors and the Graduate Student Society. FOGS will collect and analyze campus-wide GSI data and convey these to the Graduate Student Society, the Committee of Deans and to the Provost. The Faculty of Graduate Studies will also play an oversight role to ensure funds are awarded according to the criteria established by the responsible Faculty and/or Graduate Program and to ensure that the GSI qualifies as an award under relevant legislation.

d) Procedures

1. On an annual basis, the Provost's Office will inform each Faculty (or functional equivalent) and the Faculty of Graduate Studies of their GSI allocations.
2. On an annual basis each Faculty Dean's Office or their functional equivalent will inform the Faculty of Graduate Studies of the GSI allocation for each of their Graduate Programs.
3. Graduate Programs select graduate students for nomination and complete a University Award Recommendation Form for each award nomination. This form is available on the Faculty of Graduate Studies' Faculty/Staff Forms page.
4. Recommendation Forms for GSI Awards are forwarded to the Faculty of Graduate Studies – Dean's Office for processing.
5. Faculty of Graduate Studies will assign awards on the Student Information System. Graduate Awards are paid out in September, January and May. Please refer to <http://www.grad.ubc.ca/awards/index.asp?menu=004,010,000,000> for detailed information on payment procedures and existing Senate Regulations on Graduate Awards.

APPENDIX – CURRENT AWARDS TO BE INCORPORATED INTO THE GSI

- 1. Faculty of (name) Grant Supplement Award.** “The award is offered to encourage outstanding students to enroll in graduate studies at UBC and is made to new graduate students holding Natural Sciences and Engineering Research Council (NSERC) Postgraduate Scholarships (PGSA or PGSB), Social Science & Humanities Research Council (SSHRC) Doctoral Fellowships and Canadian Institutes of Health Research (CIHR) awards.”
The central portion of the funds for these awards will be transferred into the GSI starting in the fiscal year 08/09.
- 2. Graduate Entrance Scholarship.** “Scholarships of up to \$16,000 are offered through the Faculty of Graduate Studies to outstanding incoming masters and doctoral students for full-time graduate study or research at The University of British Columbia. Inquiries about this scholarship should be addressed to the head of the graduate department concerned. The awards are made on the recommendation of graduate departments.”
The GES portion of the UGF funds will be transferred into the GSI starting in the fiscal year 09/10.
- 3. Ph.D. Tuition Fee Award.** “An award equivalent to the Ph.D. tuition fee assessment is offered to Ph.D. students in the first four years of their doctoral programme in recognition of their contribution to research excellence at The University of British Columbia. The awards are offered through the Faculty of Graduate Studies.”
The central portion of these funds will be incorporated into the GSI incrementally over a number of years as described in the paper.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Committee on Student Awards
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

February 7, 2008

To: Vancouver Senate

From: Senate Committee on Student Awards, Vancouver

RE: **Expanding Scholarship Opportunities for ISI Students**

The Senate Committee on Student Awards has reviewed and approved the proposed extension of the TREK Excellence Scholarship awards for ISI students (approval) (circulated).

Motion 1: *That Senate approve an increase in the value to \$4000 of a TREK Excellence Scholarship for ISI students in the in the top 5% of each undergraduate program, beginning in Winter Session 2008/09.*

Motion 2: *That Senate approve new TREK Excellence Scholarship awards of \$1000 for ISI students in the in the top 5-10% of each undergraduate program, beginning in Winter Session 2008/09.*

Expanding Scholarship Opportunities for ISI Students

Currently, TREK Excellence Scholarships (TES) are awarded to ALL continuing students (domestic or international (ISI)) in the top 5% of each undergraduate program. The value of a TES is \$1500.

1. Increase the value of TREK Excellence Scholarships for ISI students

It is recommended that the value of a TES award be increased to \$4000 for ISI students in the top 5% of each undergraduate program, beginning in Winter Session 2008/09.

2. New TREK Excellence Scholarships for ISI students

It is recommended that the TES awards be extended to include ISI students in the top 5-10% of each undergraduate program. In particular, it is recommended that TES awards of \$1000 be given to ISI students in the top 5-10% of each undergraduate program, beginning in Winter Session 2008/09.

Rationale: ISI students currently pay 4-5 times the tuition of domestic students but don't receive proportionate scholarship amounts. The proposed increase in the TES award level for ISI students in the top 5% of their undergraduate degree programs would mean that continuing ISI students TES winners would receive between 17-22% of the international tuition fees compared to about 25-33% of the domestic fees for continuing domestic student TES winners. The proposed increase is about the same amount by which most of our ISI students have seen their "home" currencies depreciate against the Canadian dollar in the past year. This is an unexpected financial challenge for our best performing international students. [It is not possible to practically implement need-based financial assistance for ISI students.]

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Committee on Student Awards
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

February 4, 2008

To: Vancouver Senate

From: Senate Committee on Student Awards, Vancouver

RE: New Student Awards

The Student Awards Committee recommends as follows:

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.

Judith A. Mauro BOWERS, Q.C. Prize in Appellate Advocacy: A \$350 prize has been endowed by family, friends and colleagues in honour of Judith A. Mauro Bowers, Q.C. on the occasion of her retirement from Justice Canada and the full-time practice of law. The prize is made on the recommendation of the Faculty of Law to a student demonstrating excellence in advocacy. (First award available for the 2008/09 Winter Session)

Dr. Jone CHANG Memorial Award in Anesthesiology Excellence: A \$1,100 award has been endowed by family, friends and colleagues of Dr. Jone Chang, who had a keen interest in the training of Anesthesiology Residents. The award is made on the recommendation of the Faculty of Medicine to an Anesthesiology Resident who is deemed to be the best overall graduating resident and most well-rounded in all seven CanMeds roles (medical expert, communicator, collaborator, health advocate, manager, scholar and professional). (First award available for the 2008/09 Winter Session)

Dr. Jone CHANG Memorial Prize in Chronic Pain: A \$300 prize has been endowed by family, friends and colleagues of Dr. Jone Chang. The prize is awarded on the recommendation of the Faculty of Medicine to an Anesthesiology Resident who excels in the study and practice of chronic pain management during the residency. Dr. Chang had a keen interest and strong desire to further this area of anesthesiology. (First award available for the 2008/09 Winter Session)

Paul CHWELOS Memorial Graduate Scholarship: Scholarships totalling \$1,400 have been endowed by friends, family and colleagues in memory of Dr. Paul D. Chwelos (Ph.D. Business Administration, 2000) for doctoral students in the Sauder School of Business who show outstanding potential for teaching excellence. The awards are made on the recommendation of the School in consultation with the Faculty of Graduate Studies. (First awards available for the 2008/09 Winter Session)



Lyle CREELMAN Scholarship: Scholarships totalling \$3,000 have been endowed through a bequest by Lyle Morrison Creelman for students in the School of Nursing who have achieved good academic standing and have a need for financial assistance. (First awards available for the 2008/09 Winter Session)

Peter CROCKER Award in Psychology: A \$1,000 service award is offered by Dr. Peter Crocker to a third or fourth year student majoring in psychology and pursuing research related to behavioural factors in health. The award is based on a combination of academic achievement, research, and community/university involvement. Applications must include a resumé outlining the candidate's research interests, university/community involvement, and an explanation how the award will help the student pursue their research or academic interests. The award is made on the recommendation of the Department of Psychology. (First award available for the 2008/09 Winter Session)

DIPLOMA in Accounting Program (DAP) Annual Golf Tournament Entrance Scholarship: Scholarships totalling \$1,000 have been endowed through proceeds from the Annual DAP Alumni Golf Tournament to recognize outstanding students entering the Diploma in Accounting Program. The scholarships are made on the recommendation of the Sauder School of Business to part-time or full-time students who are enrolled in the DAP Program and demonstrate a combination of academic excellence, strong leadership abilities and community involvement. Applications for these scholarships are available at entry into the DAP program in May and September. (First awards available for the 2008/09 Winter Session)

GARTSHORE Graduate Entrance Fellowship: Entrance fellowships worth up to \$21,000 for Ph.D. students or \$17,500 for M.A.Sc. students (minimum award value is \$8,000) are offered to the students entering a M.A.Sc. or Ph.D. Program in Mechanical Engineering. The fellowships honour Professor Ian Gartshore (1935—2006), a superb teacher and mentor, an exceptionally talented researcher and engineer, an excellent university administrator, a scholar, and a gentleman. Gartshore Scholars are required to accept any external funding (such as NSERC awards) prior to receiving a Gartshore Fellowship. Scholars who hold more than \$9,000 in external scholarships receive a top-up to a total of \$30,000 (Ph.D.) or \$26,000 (M.A.Sc.), or the minimum fellowship value, whichever is greater. The awards are made on the recommendation of the Department of Mechanical Engineering in consultation with the Faculty of Graduate Studies. (First awards available for the 2008/09 Winter Session)

Derek GOUDIE Memorial Centenary Bursary: Bursaries totalling \$1,000 have been endowed by family and friends in memory of Derek Goudie (B.Sc.F. Wood Science & Industry 1991, M.Sc. Forestry 1994) for students in Wood Products Processing in the Faculty of Forestry. (First awards available for the 2008/09 Winter Session)

Elsie and Audrey JANG Scholarship in Cultural Diversity and Harmony: Awards totalling \$2,000 have been endowed by Elsie Jang for graduate students at the University who are conducting research in the area of cultural diversity and harmony. The awards are made on the recommendation of the Faculty of Graduate Studies. (First awards available for the 2008/09 Winter Session)



Nestor KORCHINSKY Student Leadership Award: A \$2,500 service award has been endowed by Dr. Nestor N. Korchinsky to recognize a student who has demonstrated a commitment to leadership and positive change within the community, both on and/or off the University campus. This award is presented in recognition of the incredible influence an inviting and enriching learning environment can have on the lives of all members of our communities, while at the same time providing the opportunity for each person to take the lead in helping determine the kind of communities in which we want to live. The award is made on the recommendation of the Student Leadership and Involvement Unit in consultation with the Office of Student Financial Assistance and Awards. (First award available for the 2007/08 Winter Session)

MIRAMAR Mining Corporation David Long Memorial Award: A \$1,500 award has been endowed by the Miramar Mining Corporation in memory of David Long for a third or fourth year student in Mining Engineering or Geological Engineering who has demonstrated leadership and service to the campus and community. The award is made on the recommendation of Mining Engineering in odd-numbered years and of Geological Engineering in even-numbered years. (First award available for the 2008/09 Winter Session)

K.J. ROLLER Sopron Scholarship in Forestry: Scholarships totalling \$2,700 have been endowed by the Sopron Alumni and friends for undergraduate students in the Faculty of Forestry in memory of Dr. K.J. Roller, Dean of Forestry at Sopron University in Hungary. Dr. Roller came to Canada in January 1957 with his students, when they were forced to flee their country following the 1956 revolution. The Faculty of Forestry at the University of British Columbia “adopted” the Sopron University of Forestry and guaranteed its maintenance for five years until the current students graduated. The awards are made on the recommendation of the Faculty. (First award available for the 2008/09 Winter Session)

F.J. TUEY Bursary in Education: Bursaries totalling \$1,250 have been endowed by F. Joan Tuey for students in the Bachelor of Education (Elementary) Program, with preference given to students whose teaching concentration is Early Childhood/Primary Education. Students must be in good academic standing and in need of financial assistance. (First award available for the 2008/09 Winter Session)

William A. WEBBER Memorial Scholarship in Medicine: Scholarships totalling \$17,750 have been endowed by family, friends and colleagues in memory of Dr. William Alexander Webber (1934-2006) for one or more fourth year M.D. undergraduate students who best exemplify his spirit and accomplishments. Dr. Webber’s impact on the Faculty of Medicine’s students, faculty and staff extended over decades. He graduated with the M.D. Class of 1958, went on to serve as Dean of the Faculty of Medicine from 1977 to 1990, and continued his involvement as Dean Emeritus until his passing in 2006. He was a family man, teacher, mentor, coach, sportsman, scientist, diplomat and leader. He is remembered for his dedication, knowledge and incisive, dry wit; his adventurous and generous character; and his wisdom. As the Faculty of Medicine’s most prestigious M.D. undergraduate award, this scholarship recognizes a student (or students) with an outstanding academic record who also demonstrates a genuine commitment to medicine and the community, enthusiasm for sports or the arts, leadership qualities, and the promise of an exceptional career. The award is made on the recommendation of the Faculty of Medicine. (First awards available for the 2008/09 Winter Session)



Florence WIGGINS Memorial Bursary: A \$1,000 bursary is offered in memory of Florence Wiggins to an undergraduate student in any year or faculty who demonstrates financial need. Florence was an exceptional homemaker and made a wonderful home for the many UBC students who stayed in her Point Grey boarding house during the 1940s and 50s. (First award available for the 2008/09 Winter Session)

Eleanor and James WRIGLEY Bursary: Bursaries totalling \$10,000 have been endowed through a bequest by Roy Neville Wrigley for students in the School of Music who are in need of financial assistance and have achieved above-average academic standing. (First awards available for the 2008/09 Winter Session)

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

Award 02386 - Charlie and Sue JOHNSON Forestry Entrance Scholarship (revised description) - A \$1,000 scholarship has been endowed by Charlie and Sue Johnson for an undergraduate student entering the Faculty of Forestry with an interest in forest management and silviculture. The award is made on the recommendation of the Faculty.
How amended: This scholarship was previously offered on a year-to-year basis. It has now been ~~endowed~~ through a \$20,000 gift from the donors.

Award 07308 – Arthur John WATSON Memorial Bursary in Electrical Engineering – (revised d description): Bursaries totalling \$1,200 have been endowed by Mrs. Geraldine Stringer in memory of her first husband, Arthur John Watson, who graduated from UBC in electrical engineering (B.A.Sc.1953). The bursaries are awarded to Canadian citizens or Permanent Residents who are undergraduate students in Electrical Engineering in the Faculty of Applied Science.
How amended: The donor, Mrs. Geraldine Stringer, has specified that the bursaries be restricted to ~~Canadian citizens or Permanent Residents.~~

THE UNIVERSITY OF BRITISH COLUMBIA



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February 15, 2008

To: Senate
From: Tributes Committee
Subject: Memorial Minutes

The Tributes Committee has prepared memorial minutes for the following individual:

The Honorable Allan McEachern

Motion: *That Senate approve the Memorial Minute for the Honorable Allan McEachern, that it be entered into the Minutes of Senate and copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

SENATE OF THE UNIVERSITY OF BRITISH COLUMBIA

Memorial Minute

THE HONORABLE ALLAN MCEACHERN

Chancellor Allan McEachern's commitment to UBC was longstanding, and it was abundantly evident in his generous service to the university from which he graduated, first with a Bachelor of Arts in 1949 and then with a Bachelor of Laws in 1950. He was called to British Columbia Bar in 1951 and after 28 years in private practice, went on to serve the people of British Columbia as Chief Justice of both the Supreme Court and the Court of Appeal. He was awarded an honorary Doctor of Laws from UBC in 1990.

The Chancellor served as a Law Society Benchers from 1971 to 1979, as Chair of the Legal Aid Society from 1975 to 1977 and an elected representative of both the Vancouver and Canadian Bar Associations.

An avid sportsman, Chancellor McEachern had a keen interest in the local football and rugby scenes. Though his own playing days were cut short due to injury, he co-founded the Vancouver Kats Rugby Club in 1951 and served as club president for 15 years, during which he guided it to 13 provincial championships. He later served as president of the BC Lions, and Commissioner and President of the Canadian Football League.

While his contributions to the law were legion, one of his greatest achievements was to open up the courts not just to the people of British Columbia but to the entire world via the internet. He was instrumental in developing a website to post judgements, allowing the public to have instant, cost-effective access to legal decisions. He was the first chief justice in Canada – if not the first judge in the world – to step out of judicial cloister and make himself accessible to the public. During his 21 years as a judge, he earned a reputation as one of Canada's greatest jurists, introducing new rules and procedures that made our legal system more efficient and accessible for users. He was also the driving force behind the Inns of Court program, a series of educational seminars for young lawyers.

The Right Honourable Beverley McLachlin, Chief Justice of Canada, hailed his passion for the law, describing him as a great chief justice, possessing enormous political courage and judicial imagination.

Upon retirement from the Bench in 2001, Allan McEachern returned to the University as a visiting professor at the Faculty of Law. In 2002, he was elected Chancellor by his fellow alumni and members of the University community. As Chancellor, he participated in every graduation ceremony, greeting each student by name and shaking their hand to congratulate them on their accomplishment. He was also an active member of the UBC Senates and the Board of Governors and his experience, integrity and sage advice have contributed much to the success of the university he so deeply cared for.

Allan McEachern was an extraordinary man, an icon not only in the legal profession but in the community at large. The impact of his judgements, reforms and commitment to demystifying the legal system will continue far beyond his lifetime. His legacy will be one of justice, compassion and service to UBC and the people of British Columbia. He will be greatly missed.

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Ad-Hoc Committee on Academic Advising Issues relating to a
Culturally Diverse Student Body

c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

To: Vancouver Senate

From: Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body

RE: Membership adjustments to the Senate Ad-hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body (approval)

As per section 30 of the Rules and Procedures of the Vancouver Senate, the Ad-Hoc Committee on Academic Issues Relating to a Culturally Diverse Student Body has voted in favour of co-opting Mr. Walter Sudmant, Director, Office of Planning and Institutional Research (PAIR) as an ex-officio member of the Committee. The Committee is of the opinion that, as the Director of PAIR, Mr. Sudmant will provide expertise relevant to the Committee's mandate.

As such, the Committee recommends:

Motion: *That Senate accept the recommendation of the Senate Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body that the Director of the office of Planning and Institutional Research (Walter Sudmant) be co-opted as an ex-officio member of the Committee.*

Upon approval of the motion, the membership of the Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body will be as follows:

- Dr. Elizabeth Dean, Senator, Faculty of Medicine (Chair)
- Dr. Paul Harrison, Joint Faculties Senator, Faculty of Science
- Dr. Ron Yaworsky, Convocation Senator
- Dr. Robert Tierney, Senator, Dean of Faculty of Education
- Dr. George Bluman, Joint Faculties Senator, Faculty of Science
- Mr. Raymond Pan, Student Senator at large, Faculty of Science
- Ms. Janet Mee, Director, Access and Diversity Office
- Mr. Brendon Goodmurphy, Vice-President Academic, UBC Alma Mater Society
- Ms. Mackie Chase, Director, UBC Centre for Intercultural Communication
- Mr. Walter Sudmant, Director, Planning and Institutional Research (PAIR) (ex-officio)

Note: Dr. Timothy McDaniels (Senator, CFIS) has resigned from the Committee.

Respectfully submitted,

Dr. Elizabeth Dean, Chair

Senate Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body