

# 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](http://www.senate.ubc.ca)

## Vancouver Senate

### AGENDA

#### THE SIXTH REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2010/2011 ACADEMIC YEAR

**WEDNESDAY, FEBRUARY 23, 2011**

**7:00 P.M.**

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

1. **Senate Membership -- Mr. James Ridge**  
(information) (revised membership list circulated)
  - a. **New Senators:**  
Dr. Francis Andrew, Acting Executive Director of Continuing Education  
Dr. Nancy Perry, elected representative of the Faculty of Education  
Dr. Donal O'Donoghue, elected representative of the Faculty of Education
2. **Minutes of the Meeting of December 15, 2010 -- Prof. Stephen J. Toope**  
(approval) (circulated)
3. **Business Arising from the Minutes**
4. **Remarks from the Chair and Related Questions -- Prof. Stephen J. Toope**
  - a. **Report on President's Activities - 1 November 2010 to 6 January 2011 (information)** (circulated)
5. **From the Board of Governors -- Prof. Stephen J. Toope**  
Confirmation that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act* (information)

#### **Senate Meeting of September 15, 2010**

Curriculum proposals from the Faculty of Graduate Studies (Applied Science, Science)

New Awards

Establishment of the Donald Rix BC Leadership Chair in Genetic Medicine in the Faculty of Medicine

#### **Senate Meeting of November 17, 2010**

Curriculum proposals from the Faculty of Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Medicine, and Pharmaceutical Sciences)

New Awards

#### **Senate Meeting of December 15, 2010**

Curriculum proposals from the Faculties of Applied Science, Arts, Forestry, and Science

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*From the Board of Governors, continued*

New and changed programs from the Faculties of Applied Science and Dentistry  
New Awards

**6. Admissions Committee -- Dr. David Fielding**

(approval) (circulated)

- a. Change of Campus
- b. Change of Degree Program
- c. Readmission
- d. Master of Public Health
- e. Brazilian Secondary School Evaluation
- f. Policy J-51: Admission based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula

**7. Curriculum Committee -- Dr. David Fielding**

Curriculum Proposals from the Faculties of Arts, Graduate Studies (College for Interdisciplinary Studies, Law, and Science), Land & Food Systems, and Pharmaceutical Sciences (approval) (circulated)

**8. Nominating Committee -- Mr. Christopher Gorman**

Changes to Committee Membership (approval) (circulated)

**9. Student Awards Committee -- Dr. Brian Stelck**

New Awards (approval) (circulated)

**10. Reports from the Vice President, Academic and Provost**

(information) (circulated)

- a. University Killam Professor
- b. Aboriginal Strategic Plan Implementation Report<sup>1</sup>  
The Agenda Committee recommends recognition of guest presenters Dr. Linc Kesler, Senior Advisor to the President on Aboriginal Affairs, and Dr. Anna Kindler, Vice Provost and Associate Vice President, Academic Affairs.

**11. Update on NCAA Membership Discussions<sup>2</sup>**

(information) (circulated)

The Agenda Committee recommends recognition of guest presenter Mr. Brian D. Sullivan, Vice-President, Students.

**12. Proposed Agenda Items**

**13. Other Business**

Section 16 (b) of the *Rules and Procedures of Senate* states that meetings will adjourn no later than 9:30 p.m.

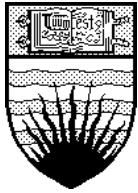
Regrets: Lauren Hume, telephone 604.822.5239 or e-mail: lauren.hume@ubc.ca

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

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1. Suggested time limit of 30 minutes.

2. Suggested time limit of 30 minutes.



## The University of British Columbia – Vancouver Senate

### Members of Senate

Effective January 2011

#### EX OFFICIO

<b>Chancellor</b>	Ms Sarah Morgan-Silvester
<b>President, Chair</b>	Prof Stephen J Toope
<b>Secretary</b>	Mr James Ridge
<b>Academic Vice-President</b>	Dr David Farrar

#### DEANS

<b>Applied Science</b>	Dr Tyseer Aboulnasr
<b>Arts</b>	Dr Gage Averill
<b>Commerce and Business Administration</b>	Dr Daniel Muzyka
<b>Dentistry</b>	Dr Charles Shuler
<b>Education</b>	Dr Jon Shapiro ( <i>pro tem</i> )
<b>Forestry</b>	Dr John Innes
<b>Graduate Studies</b>	Dr Barbara Evans
<b>Land and Food Systems</b>	Dr Murray Isman
<b>Law</b>	Prof Mary Anne Bobinski
<b>Medicine</b>	Dr Gavin C E Stuart
<b>Pharmaceutical Sciences</b>	Dr Robert D Sindelar
<b>Science</b>	Dr Simon Peacock

#### PRINCIPALS OF COLLEGES

<b>College of Health Disciplines</b>	Dr Louise Nasmith, Principal
<b>College for Interdisciplinary Studies</b>	Dr Michael Burgess, Principal

#### ELECTED BY THE FACULTIES

<b>Applied Science</b>	Dr William G Dunford Dr Wendy Hall
<b>Arts</b>	Dr Darrin Lehman Dr Mark Vessey
<b>Commerce and Business Administration</b>	Dr James Brander Dr Thomas Ross
<b>Dentistry</b>	Prof Bonnie Craig Dr Lance Rucker
<b>Education</b>	Dr Donal O'Donoghue Dr Nancy Perry
<b>Forestry</b>	Dr Bruce Larson Dr Peter L Marshall
<b>Graduate Studies</b>	Dr Philip Loewen Dr Chris Orvig
<b>Land and Food Systems</b>	Dr Andrew Riseman Dr Mahesh Upadhyaya
<b>Law</b>	Prof Bruce MacDougall Prof Benjamin Perrin
<b>Medicine</b>	Dr Kenneth Baimbridge Dr Peter Leung
<b>Pharmaceutical Sciences</b>	Dr Brian Cairns Dr David W Fielding
<b>Science</b>	Dr Santokh Singh Vacancy

#### FACULTY REPRESENTATIVES OF THE COLLEGE FOR INTERDISCIPLINARY STUDIES

Dr Gunilla Öberg, Director, Institute for Resources, Environment and Sustainability  
Vacancy

#### ELECTED BY THE JOINT FACULTIES

Dr Richard Anstee	Dr Katharine Patterson
Mr Robert Gardiner	Dr Robert Sparks
Dr Paul Harrison	Dr Sally Thorne
Dr André Ivanov	Dr Rhodri Windsor-Liscombe
Dr William McKee	Vacancy

#### ELECTED CONVOCATION MEMBERS OF SENATE

Mr Gavin L Dew	Mr Dean Leung
Ms Andrea A Dulay	Mr William B McNulty
Mr Christopher Gorman	Mr Clint F Meyers
Mr Sean Haffey	Ms Betsy Segal
Dr Stanley B Knight	Mr Des Verma
Dr Bikkar S Lalli	Dr Ronald A Yaworsky

#### REPRESENTATIVES OF AFFILIATED COLLEGES

<b>St Mark's College</b>	Dr John J Stapleton
<b>Vancouver School of Theology</b>	Rev Dr Stephen Farris
<b>Regent College</b>	Dr Rod Wilson
<b>Carey Theological College</b>	Dr Brian Stelck

#### LIBRARIAN

Ms Ingrid Parent, University Librarian

#### ELECTED REPRESENTATIVE OF THE PROFESSIONAL LIBRARIANS

Ms Margaret Friesen

#### EXECUTIVE DIRECTOR OF CONTINUING EDUCATION

Dr Francis R Andrew (Acting)

#### ELECTED STUDENT REPRESENTATIVES

(Term from April 1, 2010 to March 31, 2011. One representative elected by each faculty plus one representative from the College for Interdisciplinary Studies, plus five members at large)

<b>Applied Science</b>	Ms Lin Watt
<b>Arts</b>	Mr Kristian Arciaga
<b>Commerce and Business Administration</b>	Mr Chad Embree
<b>Dentistry</b>	Ms Cheryle Colombe
<b>Education</b>	Ms Robyn Sneath
<b>Forestry</b>	Mr Matt Murray
<b>Graduate Studies</b>	Mr Francisco Grajales
<b>Land and Food Systems</b>	Mr Erik Hilmer
<b>Law</b>	Mr Joseph Scafe
<b>Medicine</b>	Mr Dipen Thakrar
<b>Pharmaceutical Sciences</b>	Mr Daniel Heejae Kim
<b>Science</b>	Mr Justin Yang
<b>College for Interdisciplinary Studies</b>	Ms Khatereh Aminoltejari
<b>Members at-large</b>	Mr AJ Hajir Hajian, Science Ms Alyssa Koehn, Arts Mr Joël Mertens, Applied Science Mr Spencer Rasmussen, Arts Mr Johannes Rebane, Commerce

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## Vancouver Senate

### MINUTES OF DECEMBER 15, 2010

#### Attendance

**Present:** Prof. S. J. Toope (Chair), Mr. J. Ridge (Secretary), Dean T. Aboulnasr, Dr. R. Anstee, Mr. K. Arciaga, Dr. K. Baimbridge, Dean M. A. Bobinski, Dr. J. Brander, Principal M. Burgess, Dr. B. Cairns, Dean B. Evans, Ms. M. Friesen, Mr. C. Gorman, Mr. S. Haffey, Mr. A. J. H. Hajian, Dr. W. Hall, Dr. P. G. Harrison, Mr. E. Hilmer, Dr. A. Ivanov, Mr. D. H. Kim, Dr. S. B. Knight, Ms. A. Koehn, Dr. B. S. Lalli, Dr. B. Larson, Dr. P. Leung, Dr. P. Loewen, Mr. B. MacDougall, Dr. P. L. Marshall, Mr. J. Mertens, Mr. C. Meyers, Ms. S. Morgan-Silvester (Chancellor), Principal L. Nasmith, Dr. G. Öberg, Ms. I. Parent, Dr. K. Patterson, Dr. J. Plessis, Mr. S. Rasmussen, Dr. A. Riseman, Dr. L. Rucker, Dean C. Shuler, Dr. S. Singh, Dr. R. Sparks, Dr. J. Stapleton, Dean G. Stuart, Mr. D. Thakrar, Dr. S. Thorne, Dr. M. Upadhyaya, Dr. M. Vessey, Ms. L. Watt, Mr. J. Yang.

**Guests:** Ms. K. Beaumont, Ms. C. Dauvergne, Ms. D. Feduik, Dr. J. Hepburn, Ms. J. Lambert, Dr. E. Mazzi, Ms. H. Pennant.

**Regrets:** Ms. K. Aminoltejari, Dean G. Averill, Ms. C. Colombe, Ms. B. Craig, Mr. G. Dew, Ms. A. Dulay, Dr. W. Dunford, Mr. A. C. Embree, Dr. D. Farrar (Provost & Vice-President, Academic), Rev. Dr. S. Farris, Dr. D. Fielding, Mr. R. Gardiner, Mr. F. Grajales, Dean J. Innes, Dean M. Isman, Dr. D. Lehman, Mr. D. Leung, Dr. W. McKee, Mr. W. McNulty, Mr. M. Murray, Dean D. Muzyka, Dr. C. Orvig, Dean S. Peacock, Mr. B. Perin, Mr. J. Rebane, Dr. T. Ross, Mr. J. Scafe, Ms. E. Segal, Dean *pro tem.* J. Shapiro, Dean R. Sindelar, Ms. R. Sneath, Dr. B. Stelck, Mr. D. Verma, Dr. R. Wilson, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky.

**Recording Secretary:** Ms. L. M. Collins.

#### Call to Order

The Chair called to order the fourth regular meeting for the 2010/2011 academic year.

#### Senate Membership

As Secretary, Mr. Ridge introduced Dr. Peter Leung, who had recently been elected as a faculty representative of the Faculty of Medicine.



## Minutes of the Previous Meeting

<i>Mr. Mertens</i>	}	<i>That the minutes of the meeting of November 17, 2010 be adopted as circulated.</i>
<i>Dr. Patterson</i>		

## DISCUSSION

The Chair reported that the Recording Secretary had accepted several factual corrections, and that a corrected version of the minutes was to be posted on the Senate website.

The motion was put and carried.

## Remarks from the Chair and Related Questions

### REPORT ON PRESIDENT'S ACTIVITIES

The President had circulated for information a report on his activities from August 16 through October 31, 2010.

### PLACE AND PROMISE

The President drew attention to his November 25, 2010 letter to the UBC community addressing the UBC Executive Group's priorities with respect to *Place and Promise: The UBC Plan*. Prof. Toope was pleased to report that hundreds of actions were underway in support of UBC's strategic plan, and acknowledged that the executive would need to focus its energy in some key areas during the current year.

The executive had decided to focus on the following "transformative opportunities," which would require sustained attention over several years:

#### **Student Learning and Engagement**

In the area of student learning, *Place and Promise* set a bold goal of ensuring that every one of our 44,500 undergraduate students would have access to at least two enriched learning experiences. This year the Executive commits to:

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*Remarks from the Chair & Related Questions, continued*

- Creating, facilitating and funding enriched student experiences (research opportunities, Go Global, community service learning, co-ops, etc.)

In addition, the Executive commits to:

- Improving the learning environment of all students, with a focus on first year, direct entry students
- Expanding housing opportunities, better supporting international students, and increasing informal learning spaces

### **International**

We will launch our Place and Promise International Strategy in the early new year.

In it we commit to:

- Clearly establishing UBC as the University for Asia, and especially for China and India
- Leading Canadian universities in key international initiatives, including community service learning, alumni networks and research collaboration

### **UBC as a Living Laboratory**

Our final area of focus is the Living Laboratory initiative. This initiative, launched last year, integrates research, teaching and operational management of the campus to develop ideas, technologies and partnerships for sustainability. In particular this year, the Executive commits to:

- Sharing all that UBC learns in researching, testing and implementing initiatives in social, economic and environmental sustainability
- Further improving the effectiveness of our sustainability efforts by promoting interdisciplinary collaboration and sharing resources

The Executive had also identified the following three “foundational initiatives” to be solidly launched (and some completed) within the current academic year:

### **UBC in its Region and Province**

- Completing the land use planning consultations, and achieving ministerial approval for an amended plan
- Determining UBC's relationship to the provincial Government Reporting Entity (GRE)

### **Diversifying Revenue and Campaign Launch**

- Increasing research funding (government, foundations and international)
- Launching the UBC alumni engagement and fundraising campaign, the most ambitious in Canadian history

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*Remarks from the Chair & Related Questions, continued*

### **Communications**

- Telling our story to our constituencies, internally and externally; profiling the human faces of UBC
- Enhancing advocacy and inviting external validators to support the mission of the university

### **DR. JOHN J. STAPLETON**

The President was pleased to note that Dr. John J. Stapleton, Principal of St. Mark's College, President of Corpus Christi College, and member of Senate, had recently been awarded an honorary doctorate by Regis College at the University of Toronto.

### **VISITS TO INDIA, JAPAN, AND CHINA**

In November 2010, the Association of Universities and Colleges of Canada had organized a seven-day visit to New Delhi by a delegation of 15 university presidents. The purpose of the visit had been to enhance the academic and research relationship between Canada and India and to establish linkages with key partners. Prof. Toope stated that this large delegation had generated significant interest and media coverage. Applications from Indian students had increased since the visit, although it was difficult to accurately attribute causality.

The President reported that his recent visit to Tokyo, Beijing, Shanghai, and Hong Kong had been very successful. He noted a remarkable level of enthusiasm and “inter generational camaraderie” at alumni events held in the region. Prof. Toope had also met with key academic partners to identify future areas of collaboration. While in Japan, the President was pleased to announce a \$13-million donation from the Nippon Foundation in support of a nine-year research program to study the future of the world's oceans, led by the UBC Fisheries Centre.

While in Beijing, the President signed an agreement between UBC's Centre for Interactive Research on Sustainability (CIRS) and Modern Green, a leader in sustainable develop-

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*Remarks from the Chair & Related Questions, continued*

ment in China. Modern Green had made a contribution of \$3.5 million to CIRS for capital and programming, which was to link CIRS and Modern Green's housing development on South Campus.

## DISCUSSION

Dr. Lalli stated that he understood that the Ontario government had made available 75 scholarships for students from India, and asked how many scholarships would be available to students coming to UBC. Prof. Toope reported that the recently announced *Globalink Canada-India Graduate Fellowship Program* would provide approximately 50 awards valued at more than \$3.5 million for Indian students who had participated in the MITACS Globalink program in 2010, an initiative bringing Indian undergraduate students to Canada for summer research internships. The assembly recognized Vice-President Hepburn, who added that 10 graduate scholarships and 10 undergraduate scholarships were available to students coming to UBC. Discussions were ongoing with both the provincial and federal governments about funding for scholarships as well as projects to link junior faculty members.

### **Discussion Paper: International Strategy**

The assembly recognized guest presenters Dr. John Hepburn, Vice-President, Research & International, and Ms. Helen Pennant, Executive Director, International.

Dr. Hepburn had circulated a Discussion Document: International Strategy, which he described as a work in progress. He introduced the document and invited Ms. Pennant to provide an overview.

Ms. Pennant reported that the process leading to the draft document had begun approximately one year earlier, with the President's discussion paper entitled "International Engagement and Global Influence: How Ambitious is the University of British Colum-

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*Discussion Paper: International Strategy, continued*

bia?” An advisory committee had been established in November 2009. Once a decision was taken to focus on selected geographic areas, three working groups had also been formed.

Highlights of the draft strategy were as follows:

- Aim to be Canada’s leader in international engagement within five years;
- Three areas of regional focus: China, India and Europe;
- Three to five year time frame;
- List of special actions reflecting burgeoning interest in Africa;
- Goal of 30% of students to have an international experience as part of their UBC degree;
- Aim to significantly increase international graduate student recruitment;
- Aim to establish significant new strategic research partnerships in each of the regions of focus.

Dr. Hepburn and Ms. Pennant sought input on the draft document and on the following questions in particular:

1. How can UBC recruit more international graduate students?
2. Given that 25% of graduate students currently come from outside of Canada, what would be a reasonable target over the next three years?
3. Student mobility is most successful when it is an integral part of academic programs or research endeavours. How can we achieve greater integration of this opportunity?
4. Some international students do not have adequate levels of English to perform to their academic potential. How can we best support these students?
5. Should UBC students be encouraged to acquire languages other than English as part of their UBC degree (over and above the requirements that currently apply to undergraduate students in the Faculty of Arts)?

## DISCUSSION

Dr. Loewen identified high application fees as a barrier to effective international graduate student recruitment. He also noted, however, that the Faculty of Graduate Studies depended on those fees to fund its operations and suggested that the University identify a funding model that would not require applicants to bear the cost.

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*Discussion Paper: International Strategy, continued*

In response to a question from Dr. Rucker, Dr. Hepburn stated that the largest groups of international students at UBC came from the United States and China. The Faculty of Applied Science also attracted a significant number of students from Iran. India fell significantly further down the list of source countries. Dr. Hepburn contrasted this with the situation in the United States, where India was the largest source of international students.

In reference to current low levels of engagement in India, Dr. Singh suggested that UBC focus its efforts in particular regions in India, e.g. areas with strong Canadian immigration patterns, such as northern India. Prof. Toope stated that while Indian immigrants to British Columbia tended to come from northern India, the opposite was true in Toronto, for example. He also noted particular strengths in the university sector in southern India, and that traditions in higher education were highly variable throughout the country. Dr. Hepburn suggested that many future linkages would be with partners outside the Punjab region. In response to a further question from Dr. Singh on how closely UBC was tracking its alumni in India, Prof. Toope stated that it would be useful to make additional efforts in this area.

In response to a question from Mr. Hajian about the proposal to increase international students to 15 percent of the student body, Dr. Hepburn noted that international students did not displace domestic students at the University.

Dr. Baimbridge congratulated the team on the discussion document. He emphasized internal communications as critical to the strategy's success and suggested that Dr. Hepburn consider how best to communicate what had been a high level discussion to individual faculty. Dr. Baimbridge also asked whether the University could do more to accommodate international researchers who wished to visit and work at UBC short periods of time. Dr. Hepburn agreed that accommodation for visiting graduate students and scholars was

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*Discussion Paper: International Strategy, continued*

challenging, particularly considering that funding models for residence spaces anticipated long-term occupancy. Dr. Hepburn stated that many Indian institutions were able to offer visitors both accommodation and a meal plan, while UBC was not yet able to reciprocate at the desired level.

Dr. Öberg expressed support for the document, observing with interest how this and other Canadian documents conceived of “self” and “other”.

Responding to Dr. Baimbridge’s comments on communication, Dr. Leung expressed the opinion that the message was being effectively communicated to faculty, and that efforts should continue. He recalled having borrowed Mr. Pennant’s slides for a faculty meeting presentation several weeks earlier. He asked about reciprocity in student exchange. Dr. Hepburn confirmed that the Go Global office tracked student mobility patterns, and that there was far more demand from exchange students coming to UBC as compared to demand from UBC students to travel abroad.

Mr. Haffey expressed support for the document, drawing particular attention to the section entitled “What About the Rest of World?” He was pleased to see Africa identified as a future area of focus.

The Chancellor noted the aim of becoming “Canada’s leader in international engagement within five years” and asked for clarification as to whether this was intended to mean “Canada’s leader” or “Canada’s leading university”. She expressed a preference for the former, emphasizing the importance of building international engagement as a society. Dr. Hepburn agreed, noting that large research universities were inherently poised to lead in this area.

Dean Evans made the following comments:

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*Discussion Paper: International Strategy, continued*

- The term “student mobility” was less applicable to graduate students than were terms like international “research” and “professional engagement”.
- English continued to present a problem for some incoming graduate students. The Faculty of Graduate Studies had been looking at ways to better evaluate and support students who had met UBC admission requirements but who needed to continue to improve their English.
- Given that international students at UBC became our recruiters and marketers upon their return to their home countries, UBC would do well to invest significant effort in those relationships.
- Joint Ph.D. programs with international universities were attracting attention and were considered well worth the additional effort.
- The Faculty of Graduate Studies had recently produced for the international prospective student audience a set of one-page publications promoting graduate study in each faculty.
- The Faculty of Graduate Studies had proposed ways to better track and recognize international students visiting and working in research settings for short periods of time. The proposal was currently under consideration by the Senate Academic Policy Committee, and the Dean was hopeful that it would be ready for Senate consideration shortly.

Dr. Knight suggested that the document draw a distinction between multinationalism and multiculturalism. He acknowledged the sensitivity of these issues, but cautioned against avoiding the discussion altogether. Noting the reference in the document to overlap between the International Plan and the Aboriginal Strategic Plan, he urged the drafters to consider the contrast between the rights of Aboriginal people in Canada and, as one example, the caste system in India. He also emphasized the need to secure more funding for humanities research as critical for success in international engagement. Lastly, he noted a broad range of international experience among the Convocation Senators, and suggested that the advisory committee could draw upon this expertise.

Given the goal of facilitating a significant international experience for 30 percent of the students, Dr. Knight suggested that the paper should provide a learning experience rationale relative to the different social, economic and political differences in the host countries. Within the global regions identified a dynamic, experience-based program must



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*Discussion Paper: International Strategy, continued*

recognize the distinction between countries that advocate the “Asian Economic Development Model” and those that practise “Anglo - American Democratic Capitalism.”

Dr. Hepburn and Prof. Toope fully agreed with the need to emphasize humanities research. Dr. Hepburn stated that any successful strategy would need to take full account of the humanities and social sciences. Prof. Toope was pleased to report that, even though Canadian government research funding tended to be concentrated in STEM (science, technology, engineering, and mathematics) disciplines, there was growing recognition among research institutions internationally that effective collaborations needed to be much broader.

In response to a question from Dr. Rucker, Dr. Hepburn stated that consultation on the document would continue through February 2011, at which time a revised version would be released. Dr. Rucker suggested a town hall meeting to identify and explore a broad range of ideas.

Prof. Toope emphasized the importance of coordination of international engagement and development activities and sharing of information within the University. He noted that it was not uncommon for more than one group at UBC to be in discussion with a potential donor, without awareness of each other.

Prof. Toope noted the absence of discussion about the need for UBC students to learn at least one language other than English. He observed an apparent English language domination in UBC’s institutional culture, with insufficient attention paid to acquiring other languages. He suggested that UBC needed to move more aggressively in this area.

## **Academic Policy Committee**

Committee Chair Dr. Harrison presented the report.

### **DOCTORAL STUDENTS DEEMED “FULL-TIME WITH REDUCED WORKLOAD”**

The Committee recommended for approval a proposal from the Faculty of Graduate Studies to allow doctoral students with permanent disabilities (as identified by UBC Access & Diversity) to complete their programs with extended times to completion and under alternative fee payment schedules. Under the proposed changes to Classification for Doctoral Students, students could be granted this accommodation by the Dean of the Faculty of Graduate Studies in consultation with the Registrar.

<i>Dr. Harrison</i>	}	<i>That the new classification for doctoral students entitled ‘Full-Time with Reduced Workload’ and its associated administrative procedures be approved as set out in the attached proposal.</i>
<i>Mr. Rasmussen</i>		

## **DISCUSSION**

Dr. Knight asked for assurance that this accommodation would not jeopardize government funding. As Associate Dean, Graduate Policy and Program Review in the Faculty of Graduate Studies, Dr. Loewen confirmed that all doctoral students -- including those whose workload had been reduced to accommodate a disability -- were considered full-time students.

Mr. Haffey spoke in favour of the proposed policy, commending the Faculty for setting up a flexible framework in support of students with disabilities.

The motion was  
put and carried.

## **Admissions Committee**

As a member of the Committee, Dr. Anstee presented the reports.

### **BACHELOR OF EDUCATION – CHANGES IN ADMISSION REQUIREMENTS**

The Committee recommended for approval a revised calendar entry on admission requirements for applicants to the Bachelor of Education program. The circulated document outlined a reduction in the number of UBC equivalent credits required for admission to the 12-month Elementary Teacher Education option and additional information on secondary teaching field requirements for French and Modern Languages education.

### **ENGLISH PROFICIENCY STANDARDS AND GRE REQUIREMENTS – FACULTY OF GRADUATE STUDIES**

The Committee recommended for approval a revised calendar entry on English proficiency standards and GRE admission requirements for applicants to the Faculty of Graduate Studies. The circulated document outlined a number of editorial changes, including deletion of programs no longer offered, up-to-date information for current programs and more test options for applicants to satisfy admission requirements.

### **DOCTORAL DEGREES: ENGLISH LANGUAGE PROFICIENCY REQUIREMENT – FACULTY OF GRADUATE STUDIES**

The Committee recommended for approval a revised calendar entry on the English language proficiency requirement for applicants to doctoral programs in the Faculty of Graduate Studies. The circulated document outlines a number of editorial changes and

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*Admissions Committee, continued*

additional test options for applicants to satisfy the English language proficiency requirement for admission.

*Dr. Anstee  
Mr. Hajian*

} *That Senate approve the changes in admission requirements for applicants to the Bachelor of Education program, effective for admission to the 2011 Winter Session and thereafter; and*

*That Senate approve the revised calendar entry on English proficiency standards and GRE admission requirements for applicants to the Faculty of Graduate Studies, effective for entry to the 2012 Summer Session and thereafter; and*

*That Senate approve the revised calendar entry on English language proficiency requirement for applicants to doctoral programs in the Faculty of Graduate Studies, effective for entry to the 2012 Summer Session and thereafter.*

Carried.

#### **APPLICANTS FOLLOWING THE BC/YUKON SECONDARY SCHOOL CURRICULUM: ENGLISH 11 FIRST PEOPLES**

The Committee recommended for approval changes in admission requirements for applicants following the BC/Yukon secondary school curriculum. For admission to an undergraduate degree program, applicants could satisfy the English 11 admission requirement by completion of English 11 First Peoples.

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*Admissions Committee, continued*

## MINIMUM ACADEMIC STANDARD FOR SECONDARY SCHOOL APPLICANTS

The Committee recommended for approval a proposed increase to the University's minimum admission average for applicants from secondary school to first-year undergraduate programs from 67% to 70%, and associated Calendar changes.

<i>Dr. Anstee</i>	}	<i>That Senate approve changes in admission requirements for applicants following the BC/Yukon secondary school curriculum, effective for admission to the 2011 Winter Session and thereafter; and</i>
<i>Dr. Rucker</i>		

*That Senate approve the increase in the University minimum admission average for applicants from secondary school to the first year of all direct-entry undergraduate programs from 67% to 70%, effective for admission to the 2012 Winter Session and thereafter.*

## DISCUSSION

Dr. Rucker requested clarification about the proposal to increase the University minimum admission average. Dr. Anstee confirmed that it would be possible for high school students who had been offered admission to drop below the University minimum based on very poor performance in the final semester, causing revocation of the offer of admission. In response to a question from Mr. Mertens, Dr. Anstee stated that the number of students affected was expected to be very small, given that competitive admission averages were high. Dr. Marshall estimated that 20 to 25 applicants would be affected each year.

Dean Aboulnasr spoke in favour of setting higher minimum admission averages by program, expressing the opinion that it was unfair to allow an applicant's average to drop as low as 70 percent in the final calculation, while the program had already turned away applicants with much higher averages.

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*Admissions Committee, continued*

Mr. Rasmussen asked about options for applicants with academic averages falling below the University minimum who were talented in other areas, e.g., music. Dr. Anstee noted that the Admissions Committee considered appeals from these kinds of applicants.

In response to a question from Mr. Rasmussen, Dr. Anstee reported that the Committee had undertaken broad consultation on the proposal to raise the University minimum. Direct-entry programs had been consulted, as well as athletics and programs using broader-based admissions or separate processes for certain applicant groups. Consultants had recognized the need to ensure that incoming students were prepared for success. Dr. Harrison stated that the proposal to set a campus-wide minimum was intended to establish some level of uniformity. He predicted challenges in student recruitment and admissions if faculties were to each adopt a separate minimum average.

In response to a question from a student Senator, Dr. Anstee stated that, although higher numbers had been considered, 70 percent seemed a practical and effective threshold for eliminating applicants with a low chance of success.

Prof. Toope clarified that there was no separate admissions process for student athletes.

The motion was  
put and carried.

## **Curriculum Committee**

Committee Chair Dr. Marshall presented the report.

*See also Appendix A: Curriculum Summary.*

*Dr. Marshall  
Mr. Arciaga*

} *That the new and changed courses and  
programs brought forward by the Faculties  
of Applied Science, Arts, Forestry, Graduate  
Studies, and Science be approved.*

Carried.

## **Joint Report from the Admissions Committee and the Curriculum Committee**

Curriculum Committee Chair Dr. Marshall presented the report.

*See also Appendix A: Curriculum Summary.*

### **MASTER OF ENGINEERING IN ENGINEERING AND PUBLIC POLICY**

The assembly recognized Dr. Eric Mazzi, Instructor, to provide an overview of the proposed Master of Engineering in Engineering and Public Policy.

<i>Dr. Marshall</i>	}	<i>That Senate approve the new Master of Engineering in Engineering and Public policy and its associated courses.</i>
<i>Dean Aboulnasr</i>		

In response to a question from Mr. Haffey, Dean Aboulnasr confirmed that the program anticipated that applicants would have a four-year undergraduate degree in engineering.

In response to a question from Mr. Arciaga, Dean Aboulnasr stated that the program had been in development for approximately 18 months, preceded by extensive discussion and consultation. She expressed her appreciation for the support of other academic units, including the College for Interdisciplinary Studies, the Faculty of Arts, the Faculty of Law, and the Faculty of Land and Food Systems.

Dr. Knight spoke in favour of the proposal, and was particularly pleased to note the collaborative program partnership between Law and Engineering.

The motion was  
put and carried.

## COMBINED DOCTOR OF PHILOSOPHY IN CRANIOFACIAL SCIENCE / DIPLOMA IN ENDODONTICS OR PERIODONTICS

<i>Dr. Marshall</i>	}	<i>That Senate approve the new Combined Doctor of Philosophy in Craniofacial Science / Diploma in Endodontics, and Combined Doctor of Philosophy in Craniofacial Science / Diploma in Periodontics programs.</i>
<i>Dr. Rucker</i>		

Carried.

### **Nominating Committee**

As a member of the Committee, Mr. Gorman presented the report.

<i>Mr. Gorman</i>	}	<i>That Senate approve the following revision to the membership of the Senate Committee on Appeals on Academic Standing:</i>
<i>Mr. Hajian</i>		

*Appointment of Dr. Peter Leung to fill a  
vacancy*

Carried by  
unanimous  
consent.

### **Student Awards Committee**

As a member of the Committee, Dr. Cairns presented the report.

<i>Dr. Cairns</i>	}	<i>That Senate approve the new awards as listed and forward them to the Board of Governors for approval, and that letters of thanks be sent to the donors.</i>
<i>Mr. Kim</i>		

### **DISCUSSION**

Dr. Baimbridge asked about the process for revising outdated award terms, stating that he had observed references to department names that no longer existed. Mr. Eaton noted that, although there was no process in place for systematic review of award terms, the



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*Student Awards Committee, continued*

Committee regularly considered proposals to update the terms for individual awards. Dr. Cairns invited Dr. Baimbridge to identify the awards in question to the Committee.

The motion was  
put and carried.

## **Tributes Committee**

Committee Chair Dr. Thorne presented the report.

## **EMERITUS STATUS**

*See also Appendix C: Emeritus Status.*

*Dr. Thorne  
Dean Shuler*

}

*That the attached list of individuals for emerita or emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professors Emeriti, Associate Professors Emeriti, Assistant Professors Emeriti, Senior Instructors Emeriti, Instructors II Emeriti, Instructors I Emeriti, General Librarians Emeriti and Administrative Librarians Emeriti be added to the Roll of Convocation.*

Carried.

## **Adjournment**

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled for January 19, 2011.

## **APPENDIX A: CURRICULUM SUMMARY**

### **Applied Science**

The following **new course**:

MECH 358 (3)

The following **new subject code**:

IGEN

### **Arts**

#### **NEW COURSES**

LING 222 (3)

SOWK 450 (3)

FIPR 269 (3/6) D

#### **CHANGED COURSES**

FIPR 338 (3)

#### **ARTS PARCHMENT**

Co-operative Education Program

### **Forestry**

The following **new courses**:

CONS 210 (3)

CONS 350 (3)

CONS 351 (3)

CONS 352 (3)

CONS 353 (3)

CONS 354 (3)

The following **program statement**:

Haida Gwaii Semester

### **Graduate Proposals**

#### **APPLIED SCIENCE**

#### **NEW PROGRAM:**

Master of Engineering in Engineering and Public Policy

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*Appendix A: Curriculum Summary, continued*

**NEW COURSES:**

CEEN 580 (1-6) C  
CEEN 590 (1-6) D  
ENPP 501 (3)  
ENPP 502 (3)  
ENPP 503 (3)  
ENPP 504 (3)  
ENPP 596 (6)  
ENPP 597 (1)

**DENTISTRY**

Combined Doctor of Philosophy in Craniofacial Science / Diploma in Endodontics or Periodontics

**Science**

**NEW AND CHANGED COURSES**

CHEM 213 (3)  
CHEM 245 (1)  
CHEM 304 (3)  
CHEM 305 (3)  
CHEM 307 (3)  
CHEM 309 (3)  
CHEM 310 (3)  
CHEM 311 (3)  
CHEM 445 (3)  
MATH 264 (1)  
MATH 358 (3)  
MATH 360 (3)  
MICB 424 (3)  
PHYS 333 (3)  
ENPH 253 (3)  
ENPH 257 (2)  
ENPH 259 (2)  
ENPH 270 (2)  
ENPH 352 (2)

**NEW SUBJECT CODE**

ENPH – Engineering Physics

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*Appendix A: Curriculum Summary, continued*

**NEW AND CHANGED PROGRAMS AND SPECIALIZATIONS**

Bachelor of Science > Biology > Combined Honours

Bachelor of Science > Chemistry > Combined Honours > Chemical Biology

Bachelor of Science > Earth and Ocean Sciences > Combined Major > Oceanography and Biology

Bachelor of Science > Earth and Ocean Sciences > Combined Major > Oceanography and Physics

Bachelor of Science > Earth and Ocean Sciences > Minor > Oceanography

## **APPENDIX B: NEW AWARDS**

**Canada BAR Association of British Columbia Branch Entrance Award:** Awards totalling \$4,000 have been endowed by the Canadian Bar Association British Columbia Branch (CBA BC) for first year students entering the J.D. program. This award recognizes the promotion of Justice and/or law reform through exemplary public or community service, extra-curricular activities at educational institutions, volunteer work with community or charitable organizations, or any kind of public service activities. This award is made on the recommendation of the Faculty of Law. (First Available 2011W Session)

**ECHORIDGE Educational Foundation Scholarship in Medicine:** A \$1,000 scholarship is offered by Janice Wilson and the Echoridge Educational Foundation for a domestic student in the MD program who, in the opinion of the Faculty, has outstanding academic achievement and personal qualities. Recommendation is made by the Faculty. (First Available 2011W Session)

**William J. GODOLPHIN Prize:** A prize of \$300 is awarded to the graduating student in the BMLSc program who has demonstrated excellence in critical thinking. The award is made on the recommendation of the coordinators of BMLSc courses that emphasize critical thinking (PATH 404, PATH 405, PATH 406 and PATH 407). Recommendation is made by the Faculty of Medicine. (First Available 2010W Session)

**Irene GOLDSTONE HIV/AIDS and Social Justice Graduate Scholarship:** Scholarships totalling \$1,000 have been endowed in recognition of Irene Goldstone's commitment to improving the lives of persons living with HIV/AIDS and the commitment of nurses engaged in HIV/AIDS and social justice. To be considered, candidates must be graduate students in the School of Nursing who are conducting research in HIV/AIDS or social justice. Recommendation is made by the School in consultation with the Faculty of Graduate Studies. (First Available 2011W Session)

**KHYENTSE Foundation Award for Excellence in Buddhist Studies:** Awards totalling \$1,000 are offered by the Khyentse Foundation to recognize undergraduate or graduate student achievement in Buddhist Studies, especially expertise in the classical languages of Buddhist traditions. Awards are made on the recommendation of the Department of Asian Studies and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Available 2010W Session)

**James A. MOORE Major Entrance Scholarship:** A \$10,000 Major Entrance Scholarship is offered by The James A. and Donna-Mae Moore Foundation to a student entering the Faculty of Science with outstanding academic achievement, preferably in Mathematics. Students who have expressed an interest in pursuing a career in teaching will be given preference. Mr. Moore was an alumnus of UBC, Double Honours Baccalaureate Degree in Mathematics and Chemistry 1932, Master of Arts, 1939. An enthusiastic teacher and pioneer of the B.C. Community College System, he dedicated his career to helping students realize their academic potential. The award can be renewed for an additional three years or until the first undergraduate degree is obtained, whichever is the shorter period.

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*Appendix B: New Awards, continued*

If the recipient chooses to pursue a Combined Honours Degree in Mathematics and either Chemistry, Physics, or Biology, he or she would then be a candidate for the higher-valued James A. Moore Memorial Scholarship beginning in the third year. The successful candidate will be selected by the Major Entrance Scholarship Selection Committee. (First Available 2011W Session)

**James A. MOORE Memorial Scholarship:** A \$15,000 Scholarship is offered by The James A. and Donna-Mae Moore Foundation to a Canadian student entering third year pursuing a Combined Honours Degree in Mathematics and either Physics, Chemistry or Biology. Mr. Moore was an alumnus of UBC, Double Honours Baccalaureate Degree in Mathematics and Chemistry 1932, Master of Arts, 1939. An enthusiastic teacher and pioneer of the B.C. Community College System, he dedicated his career to helping students realize their academic potential. The award may be renewed for an additional year or until the first undergraduate degree is obtained, whichever is the shorter period. The award may then also be renewed for an additional year if the recipient enrolls in the Faculty of Education to specialize in Mathematics and Science education after receiving a Combined Honours Degree from the Faculty of Science. The recipient cannot receive the James A. Moore Memorial Scholarship and the James A. Moore Major Entrance Scholarship concurrently. The award will be made on the recommendation of the Faculty of Science. (First Available 2011W Session)

**Jocelyn NOEL Scholarship in Viola:** A \$1,000 scholarship has been endowed by Jocelyn Noel (BEd'70, DipArtHis'02) for undergraduate or graduate students studying viola in the School of Music. Jocelyn Noel (née Dyke) has dedicated her life to music, playing violin and viola as a soloist and chamber musician, and as a member of the West Coast Symphony for more than 20 years. She helped found, along with Greg Millar, the first orchestra at UBC in 1944. It is her wish that this scholarship inspires a passion for music in future generations. The award is made on recommendation of the School, and in the case of a graduate student, with consultation from the Faculty of Graduate Studies. (First Available 2011W Session)

#### **PREVIOUSLY-APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE:**

**University of BC Social Work ALUMNI Division Bursary** – One or more bursaries totalling \$2,200 have been endowed by UBC Social Work Alumni. The award is offered to students in the School of Social Work.

Reason for change: Request to remove 'and Family Studies' from the end of the description as Family Studies is no longer relevant to the description.

**Walter GAGE Memorial Bursary in Engineering** – Bursaries totalling \$1,500 have been endowed by Richard Ott, P.Eng. (B.A.Sc.1957) in memory of Walter Gage. Professor Gage served UBC for more than fifty years, including as Dean of Administrative and Inter-Faculty Affairs, Dean of Inter-Faculty and Student Affairs, acting President, and President (1969-1975). Mr. Ott greatly appreciated the mentorship and support pro-

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*Appendix B: New Awards, continued*

vided to him by Dean Gage when Mr. Ott was an engineering student. To be considered, candidates may be in any year of the engineering program, and must be Canadian Citizens who graduated from a BC high school. Recommendations are made by the Office of Student Financial Assistance and Awards.

Reason for change: Students must be Canadian Citizens and have graduated from a BC High School to be eligible for consideration.

**Jennie Gillespie DRENNAN Memorial Scholarship** – Income of \$10,900 per annum from the Albert Alexander Drennan Memorial Scholarship Fund in memory of Jennie Gillespie Drennan, M.D., 1895, Queen's College, Kingston, Ontario, will provide a scholarship for a deserving woman student in the Faculty of Medicine. The award is made on the recommendation of the Faculty of Medicine.

Reason for change: The donor wants the scholarship to benefit only one student.

**Agnes and Gilbert HOOLEY Scholarship in Chemistry** – J. Gilbert Hooley (1914-1987), who grew up in Vancouver, obtained his B.A. (1934) and M.A. (1936) from UBC and his Ph.D. (1939) from MIT. After three years with Corning Glass Works, Dr. Hooley joined the UBC Chemistry Department (1942) where he remained until his retirement in 1979. The data he produced on the atomic weight of rubidium for his master's thesis is still being used today and is considered a classic piece of research in this field. While at UBC, Dr. Hooley carried out pioneering research in the areas of specific heat measurements and staging in graphite compounds. In 1979 he received the prestigious Charles E. Pettenos Award, an international honour granted by the American Carbon Society. Dr. Hooley married Agnes Schroeder in 1939. She was also an honours student in chemistry at UBC, B.A. (1938). Mrs. Hooley taught large, first-year chemistry classes at UBC from 1944 to 1956. She also completed an M.A. in Adult Education at UBC and earned two degrees in Music (A.T.C.M. and L.R.S.M.). Dr. and Mrs. Hooley had a life-long involvement with music, literature and the arts plus a serious and wide-ranging concern about broader social issues. In addition, they were active out-of-doors: skiing, hiking and sailing. In recognition of the contributions of Dr. and Mrs. Hooley to the academic and cultural life at UBC, scholarships valued up to the cost of one year's tuition (based on domestic tuition, credit costs only, and limited to 30 credits for undergraduates) have been endowed by their colleagues and friends. These scholarships are available to: two second-year chemistry students continuing into a third-year chemistry program at UBC; two third-year chemistry students continuing into a fourth-year chemistry program at UBC; and two graduate students enrolled in a chemistry program at UBC. Preference is given to students who indicate some awareness of the social role of science. Awards are made on the recommendation of the Hooley Fund Committee within the Department of Chemistry, and in the case of graduate students, in consultation with the Faculty of Graduate Studies. The awards are made in the following September.

Reason for change: The fund has grown enough that the donor's initial wishes can be realized. Specifically, that they be offered to 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year undergraduate students as well as graduate students.

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*Appendix B: New Awards, continued*

**Peter M. LANSDORP Bursary** – A bursary of \$200 has been endowed by Dr. Peter M. Lansdorp through his company, Tetramerics Biotechnology Inc., for a student in any year or faculty who is in need of financial assistance to begin or continue his or her postsecondary education.

Reason for change: The donor wants the bursary to benefit only one student.

**McMillan LLP (Vancouver) Peter M. BARK Memorial Scholarship** – A scholarship of \$2,500 is awarded to a full-time law student who achieves high academic performance in their first year of law and has made a significant contribution to law school and community life. This scholarship is to honour the memory of Peter Bark, who worked as a law librarian at McMillan LLP, (formerly Lang Michener LLP), and died in 1990 at the age of 35 from complications arising from *HIV/AIDS*. The award is made on the recommendation of the Faculty of Law.

*Reason for change: Name of the law firm changed from Lang Michener to McMillan LLP.*



## **APPENDIX C: EMERITUS STATUS**

Carty, R Kenneth: Professor Emeritus of Political Science

Clauson, Marion: Senior Instructor Emerita of Nursing

Erickson, Gaalen: Professor Emeritus of Curriculum & Pedagogy

Evans, Robert G.: Professor Emeritus of Economics

Fyfe, Colin: Professor Emeritus of Chemistry

Grams, Garry: Assistant Professor Emeritus of Family Practice

McMillan, J. Malcolm: Professor Emeritus of Physics & Astronomy

Meek, Robert: Clinical Professor Emeritus of Orthopaedics

Millen, Sandra: Senior Instructor Emerita of Zoology

Patterson, Caroline: Clinical Professor Emerita of Medicine

Riddle, Don: Professor Emeritus of Medical Genetics

Russell, Mary: Professor Emerita of Social Work

Seal, Andrew M.: Associate Professor Emeritus of Surgery

Ward, Helen: Associate Professor Emerita of Medicine

Wojtowicz, Jerzy: Professor Emeritus of Architecture

Wong, Norman: Professor Emeritus of Medicine

Yee, Marguerite: Senior Instructor Emerita of Pharmaceutical Sciences

# Record of President's Activities

## Period of: 1 November 2010 to 6 January 2011

### External Group

November 1	Research Universities' Council of British Columbia Meeting regarding Government Reporting Entity (GRE) with Charles Jago, Former President, University of Northern British Columbia
November 2	Johan Roos, President, and Birthe Thomsen, Project Manager, Copenhagen School of Business
November 3	Robert Lee, Founder & Chairman, Prospero International Realty Inc., Bruno Wall, President, Treasurer and Director, Wall Financial Corporation, and Al Poettcker, President & CEO, UBC Properties Trust
November 3	Research Universities' Council of British Columbia President's Meeting
November 4	United Way of the Lower Mainland Campaign Cabinet Meeting
November 4	Rick Hansen, President & CEO, and Doramy Ehling, Executive Vice-President, Rick Hansen Foundation
November 4	Jean-Marc Mangin, Executive Director, Canadian Federation for the Humanities and Social Sciences
November 4	Keith Mitchell, Chair, Farris, Vaughan, Wills & Murphy LLP
November 5	David Naylor, President, University of Toronto
November 5	Cameron Bailey, Director, McKinsey & Company, Calgary, and UBC alumnus
November 5	Robert Campbell, President and Vice-Chancellor, Mount Allison University
November 5	Belinda Pyle, Executive Director, Pathy Family Foundation
November 5	Jim Jennings, General Manager & Associate Publisher British Columbia, The Globe and Mail
November 10	Canada-India Partnership Forum (New Delhi, India – event part of the Association of Universities and Colleges of Canada (AUCC) Presidents' Mission to India)
November 10	CEOs Roundtable Meeting with the Confederation of Indian Industry (CII) (New Delhi, India – as part of a sub-delegation of AUCC delegates attending the AUCC Presidents' Mission to India)

## **Record of President's Activities**

### **Period of: 1 November 2010 to 6 January 2011**

November 16	Sir Mark Walport, Director, Wellcome Trust and Dermot Kelleher, Head of School & Vice-Provost for Medical Affairs, Trinity College, Dublin
November 16	Research Universities' Council of British Columbia President's Meeting
November 17	Phillip Haid, CEO, Public Inc.
November 17	David Velan, President, EcoDrain
November 18	Geoffrey Plant, Partner, Heenan Blaikie
November 19	Mandy Shapansky, Chairman of the Board, President and CEO, and Jim Muzyka, Vice-President & General Manager, Xerox Global Services (XGS), Xerox Canada Ltd.
November 22	John Stackhouse, Editor-In-Chief, The Globe and Mail
November 22	UBC Properties Trust Meeting
November 23	Christine Tausig-Ford, Association of Universities and Colleges of Canada
November 23	Pommashea Noel-Bentley, Vice-President, Resource Development, United Way of the Lower Mainland
November 25	Research Universities' Council of British Columbia Meeting regarding Government Reporting Entity (GRE) with Charles Jago, Former President, University of Northern British Columbia
November 25	United Way of the Lower Mainland Campaign Cabinet Planning Session
November 26	Ross Beaty, Chairman of the Board, Pan American Silver Corporation
November 26	Michael Crommelin AO, Dean, Zelman Cowen Professor of Law, Melbourne Law School, University of Melbourne
November 26	Charlene Easton, Principal and Managing Director, C.Easton, Sustainability
November 29	Ian Orchard, Former Vice-President and Principal, University of Toronto, Mississauga
November 29	John Montalbano, President, Philips Hager & North
November 30	Andrew Petter, President, Jon Driver, Vice-President Academic, and John O'Neil, Dean, Health Sciences, Simon Fraser University

## Record of President's Activities

### Period of: 1 November 2010 to 6 January 2011

December 1	James Maynard, President, Wavefront
December 1	Matthew Carter, President, Greater Northern Way Campus
December 1	Djavad Mowafaghian, Donor, UBC, and Honorary President, and Hamid Eshghi, President, djavad mowafaghian foundation
December 2	United Way of the Lower Mainland Campaign Cabinet Meeting
December 2	Kevin Reilly, President, University of Wisconsin System
December 2	Eric Harris, Lawyer, Harris and Company LLP
December 2	Robert Lee, Founder and Chairman, Prospero International Realty Inc.
December 2	Don Wright, President, British Columbia Institute of Technology
December 3	Ramona Lumpkin, President and Vice-Chancellor, Mount Saint Vincent University
December 6	W. Bryan Dunn, Partner, Davis LLP, Tokyo
December 7	Andrew Horvat, Director, Stanford Japan Centre, Kyoto
December 8	Lei Zhang, Chairman, Modern Green Development Co. Ltd., Beijing
December 8	Jianhua Lin, Vice-President and Provost, Hongwei Xia, Director, Office of International Relations, Xiangying Zhang, Deputy Director of Office of Alumni Affairs, Peking University
December 10	Yuliang Yang, President, Fudan University
December 10	Jishun Zhang, Secretary of the Party Committee, East China Normal University, and other senior colleagues
December 10	Fuliang (Sam) Cao, President, Nanjing Forestry University, and UBC alumnus
December 13	David T.C. Lie, Chairman & CEO, Newpower Group, Hong Kong
December 13	Tom Chan, Chair, Burrard International Holdings Inc., Hong Kong
December 13	Anthony Cheng, Governor, UBC Alumni Association of Hong Kong

## **Record of President's Activities**

### **Period of: 1 November 2010 to 6 January 2011**

December 13	Sir David Kwok, Chairman & CEO, Bank of East Asia, Hong Kong
December 13	Sheldon Trainor, Owner, PacBridge Capital Partners Hong Kong Ltd.
December 13	Anthony Cheng, Governor of the UBC Alumni Association of Hong Kong and Thomas Kwok, Co-Vice-Chair & Co-Managing-Director, Sun Hung Kai Properties, Hong Kong
December 14	Michael Leung, Chairman, Onwel Group of Companies, and President, Skechers Hong Kong Ltd.
December 14	Victor L.K. Chu, Chairman, First Eastern Investment Group, Hong Kong
December 14	Henry Y.W. Fong, Managing Director, Hip Shing Hong Group, Hong Kong
December 14	Joseph Yu, Chairman, Roseville Group of Companies, and Ian Fok, Managing Director, Fok Ying Tung Group, Hong Kong
December 14	Jama Mahlalela, Director, Basketball Operations - Asia, NBA (Hong Kong), and UBC alumnus
December 15	Stewart Blusson, President, Archon Minerals Ltd.
December 15	Universitas 21 (U21) Executive Committee Meeting
December 15	Debra Hewson, President and CEO, Odlum Brown
December 16	Robin Ciceri, President, The Research Universities' Council of British Columbia
December 16	Daniel Woolf, Principal and Vice-Chancellor, Queens University
December 17	Great Northern Way Campus Shareholders Meeting
December 17	Stewart Blusson, President, Archon Minerals Ltd.
December 20	Taleeb Noormohamed, Former VP, Corporate Strategy, National and International Partnerships, Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC)
December 20	Cheryl Slusarchuk, Partner, McCarthy Tétrault LLP
December 20	Dan Goldowitz, Scientific Director, and Nicky Lewis, Exec. Director, NeuroDevNet

## Record of President's Activities

### Period of: 1 November 2010 to 6 January 2011

December 20	Arun Garg, Medical Director and Head, Laboratory Medicine and Pathology Program, Fraser Health, and Paul Bains, Vice Chair, Canada India Network Initiative
December 20	Poomashea Noel-Bentley, Vice-President, Resource Development, United Way of the Lower Mainland (UWLM) and Warren Beach, Executive Vice-President & CFO, Sierra Systems and Campaign Cabinet Member, Technology, UWLM
December 21	David Naylor, President & Vice-Chancellor, University of Toronto
December 21	Elizabeth Gordon, Director & Board Member, Gordon Kehler, Board Chair, and Trish Walsh, Executive Director, InnerChange Foundation
December 22	Pierre Lapointe, President & CEO, FPIInnovations
December 22	Mordehai Wosk, Director, Pacific Parklands Foundation
December 22	UBC Association of Administrative and Professional Staff (AAPS) Board Members
January 4	Trinjan Society
January 4	Arvind Gupta, CEO & Scientific Director, Mathematics of Information Technology and Complex Systems (MITACS) Inc., and Heather Munroe-Blum, President and Vice-Chancellor, McGill University
January 4	Arvind Gupta, CEO & Scientific Director, MITACS Inc., and David Naylor, President, University of Toronto
January 4	United Way Cabinet Planning Session Meeting with Michael McKnight, President & CEO, Poomashea Noel-Bentley, Vice-President, Resource Development, Lindsay Cavanagh, Campaign & Stewardship Assistant, United Way of the Lower Mainland, and Kevin Layden, President & CEO, Wesbild Holdings Ltd.
January 5	Indira Samarasekera, President and Vice-Chancellor, University of Alberta, and David Naylor, President, University of Toronto

# Record of President's Activities

## Period of: 1 November 2010 to 6 January 2011

### Government

November 1	Jonathan Fried, Ambassador of Canada to Japan, Government of Canada
November 2	Ida Chong, Minister, Ministry of Science and Universities, Government of British Columbia
November 9	Sam Pitroda, Advisor to the Prime Minister of India on Public Information Infrastructure & Innovations, Director, National Innovation Council, Government of India (New Delhi, India – as part of a sub-delegation of Association of Universities and Colleges of Canada (AUCC) delegates attending the AUCC Presidents' Mission to India)
November 9	Reception at Canadian High Commissioner Residence with Gary Goodyear, Minister of State, Ministry of Science and Technology, Government of Canada (New Delhi, India – event part of the AUCC Presidents' Mission to India)
November 11	Dr. Samir Brahmachari, Director General of the Council for Scientific and Industrial Research (New Delhi, India – as part of a sub-delegation of Association of Universities and Colleges of Canada (AUCC) delegates attending the AUCC Presidents' Mission to India)
November 16	Research Universities' Council of British Columbia Meeting with Colin Hansen, Minister, Graham Whitmarsh, Deputy Minister, Ministry of Finance, Ida Chong, Minister, and Don Fast, Deputy Minister, Ministry of Science and Universities, Government of British Columbia
November 18	Claire Dansereau, Deputy Minister, Fisheries and Oceans, Government of Canada
November 18	Marc Garneau, Liberal Critic for Industry; Critic for Science & Technology, MP for Westmount-Ville Marie, Province of Quebec
November 19	Pre-Budget Consultation Roundtable with Jim Flaherty, Minister, Department of Finance, Government of Canada
November 22	Board of Governors Dinner with Moira Stilwell, Minister, Regional Economic and Skills Development, Government of Canada
November 30	Peter Egyed, Counsellor for Public Affairs, Culture and Academic Relations, Canadian Embassy in Rome, Government of Canada
December 2	Moira Stilwell, MLA, Vancouver-Langara, Government of British Columbia

## Record of President's Activities

### Period of: 1 November 2010 to 6 January 2011

December 6	Jonathan Fried, Ambassador of Canada to Japan, Government of Canada
December 8	David Mulroney, Canadian Ambassador to the People's Republic of China, Government of Canada
December 10	Nadir Patel, Canadian Consul General in Shanghai, Government of Canada
December 15	Stewart Beck, Canadian High Commissioner to the Republic of India, and Anna Biolik, Director, Regional Office of the Trade Commissioner Service in Vancouver, and Former Ambassador to Mongolia
December 22	Suzanne Fortier, President, Natural Sciences and Engineering Research Council of Canada (NSERC)

## Travel

November 3	Victoria, BC—Research Universities' Council of British Columbia President's Meeting
November 4-7	Ottawa, ON—World University Service of Canada (WUSC) Annual General Meeting
November 7-12	New Delhi, India—Association of Universities and Colleges of Canada (AUCC) University Presidents' Mission to India and Federation of Indian Chambers of Commerce and Industry (FICCI) Summit
November 16-18	Montreal, QC—The Conference Board of Canada: 121 <sup>st</sup> and 122 <sup>nd</sup> Meetings of the Board of Directors and Annual General Meeting
November 18	Ottawa, ON—Government Meetings
November 19	Toronto, O.N.—Roundtable with Jim Flaherty, Minister, Department of Finance, Government of Canada
December 1	Kelowna, B.C.—Meetings with UBC Students' Union Okanagan Executives and UBCO Deans and Faculty of Education
December 4-7	Tokyo, Japan—Nippon Foundation Event, Development and Government Meetings, and Alumni Event
December 7-9	Beijing, China—Government Meeting, Development and International Meetings, and Alumni Event



## Record of President's Activities

### Period of: 1 November 2010 to 6 January 2011

December 9-11	Shanghai, China—Government, International and Development Meetings, and Alumni Event
December 11-14	Hong Kong, China—Development Meetings and Alumni Events

### **Speeches / Events**

November 1	Academic All Canadian Breakfast
November 1	UBC Thrive Week Kick-Off
November 1	2010 Jack Webster Awards Dinner
November 3	HEADS UP Fall 2010
November 5	2010 World University Service of Canada (WUSC) Annual Assembly
November 9	Association of Universities and Colleges of Canada (AUCC) Presidents' Roundtable (New Delhi, India)
November 11	Federation of Indian Chambers of Commerce and Industry (FICCI) Higher Education Summit (New Delhi, India)
November 21	Jane Coop Piano Recital
November 21	Dinner in honour of Andrew Petter, President, Simon Fraser University, hosted by Stephen Owen, VP External, Legal and Community Relations, UBC
November 22	President's Research Luncheon
November 24-26	2010 UBC Vancouver Campus Fall Congregation
November 25	Honourary Degree Reception
November 26	School of Population and Public Health Opening
November 29	HSBC/UBC Scholarship Awards Luncheon

## **Record of President's Activities**

### **Period of: 1 November 2010 to 6 January 2011**

November 29	Celebrating Achievement: The UBC Blue and Gold Revue
November 30	New Faculty and Staff Reception
December 3	Association of Universities and Colleges of Canada (AUCC) Dialogue on Academic Freedom
December 6	Nippon Foundation Luncheon & Gift Announcement/Media Event (Tokyo)
December 6	Tokyo Alumni & Friends Reception (Tokyo)
December 8	Beijing Alumni Buffet Dinner (Beijing)
December 10	Shanghai Alumni Dinner Event (Shanghai)
December 14	UBC Hong Kong Alumni Association Christmas Dinner Event (Hong Kong)
December 15	2010 United Way UBC Campaign Wrap-Up Reception
December 17	United Way of the Lower Mainland Loaned Representative Luncheon
January 4	Greening the Campus: UBC as a Living Laboratory for Sustainability (Interdisciplinary class)

### **Student Events/Meetings**

November 3	Sean Heisler, Member, UBC Board of Governors
November 24	World University Service of Canada (WUSC) Students and Members of the WUSC-UBC Student Executive
November 25	Arvind Saraswat, President, Graduate Student Society, UBC Vancouver Campus
November 30	Bijan Ahmadian, President, Alma Mater Society, UBC Vancouver Campus
December 1	Grayson Lepp, Financial Coordinator & Executive Chair, Kirk Chavarie, External Coordinator, Amanda Lepholtz, Internal Coordinator, and Spencer Robins, Services Coordinator, UBC Students' Union Okanagan
December 15	Dinner for the Vancouver Student Senators

## Record of President's Activities

### Period of: 1 November 2010 to 6 January 2011

December 17	Meeting with UBC External Model United Nations (XMUN) Team
December 21	Lunch with Alma Mater Society Executives: <ul style="list-style-type: none"> <li>• Bijan Ahmadian, President</li> <li>• Jeremy McElroy, Vice-President, External Affairs</li> <li>• Elin Tayyar, Vice-President, Finance</li> <li>• Ekaternina Dovjenko, Vice-President, Administration</li> <li>• Ben Cappellacci, Vice-President, Academic &amp; University Affairs</li> </ul>
January 5	Bijan Ahmadian, President, Alma Mater Society, UBC Vancouver Campus

## Media Interviews

November 4	James Bradshaw, Higher Education Reporter, The Globe and Mail
November 5	Patricia Hewitt, Education Reporter, Canadian Press
November 11	Andree-Marie Dussault, Delhi-Based Reporter for Les Affaires, Quebec Business Magazine
November 17	Philip Fine, Journalist, University World News
November 17	Interview with Early Edition, CBC Radio
November 18	Jennifer Lewington, Freelance Reporter – for an article for the Chronicle of Higher Education on the Association of Universities and Colleges of Canada (AUCC) Presidents' Mission to India
November 26	Sean Fine, Reporter, The Globe and Mail
December 7	Léo Charbonneau, Deputy Editor, University Affairs
December 14	Beatrice Siu, Reporter, Sing Tao Newspaper (Hong Kong)
December 16	Gary Mason, National Columnist, The Globe and Mail
December 20	James Cummins, Contract Editor, The McGill Law Journal 60th Anniversary Project
December 21	Justin McElroy, Coordinating Editor, The Ubyyssey

<p style="text-align: center;"><b>Record of President's Activities</b> <b>Period of: 1 November 2010 to 6 January 2011</b></p>
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January 5	Video Interview with The Globe and Mail for the “Leading Thinkers” Website
January 5	Audrea Chan, Senior Reporter, News and Current Affairs, Fairchild Television, The Fairchild Media Group



Vancouver Senate Admissions Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-8141 | Fax : (604) 822-5945

11 February 2011

To: Vancouver Senate

From: Admissions Committee

Re: **Calendar Changes on Admission (Change of Campus, Change of Degree Program and Readmission) (approval)**  
**Change in Admission Requirements – Master of Public Health (approval)**

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**CALENDAR CHANGES ON ADMISSION (Change of Campus, Change of Degree Program and Readmission) (approval)**

The Admissions Committee has reviewed and recommends for approval the attached revised calendar entries on *Change of Campus*, *Change of Degree Program* and *Readmission*. The proposed changes provide distinct and consistent language between each section on and outline the details for each process.

**a) Change of Campus – Calendar Change on Admission (approval)(circulated)**

***Motion:*** That Senate approve the revised calendar entry on *Change of Campus*.

**b) Change of Degree Program – Calendar Change on Admission (approval)(circulated)**

***Motion:*** That Senate approve the revised calendar entry on *Change of Degree Program*.

**c) Readmission – Calendar Change on Admission (approval)(circulated)**

***Motion:*** That Senate approve the revised calendar entry on *Readmission*.

**d) Master of Public Health – Change in Admission Requirements (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Master of Public Health program. Applicants must demonstrate work experience or skills in a field related to public health.

***Motion:*** That Senate approve changes in admission requirements for applicants to the Master of Public Health program, effective for admission to the 2011 Winter Session and thereafter.

Respectfully submitted,

Dr. David Fielding  
Chair, Admissions Committee





## UBC Vancouver Calendar Change Proposal Form

<p><b>Approval Date:</b> <b>Effective Session:</b> Effective Immediately <b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p><b>Date:</b> January 12, 2011 <b>Contact Person:</b> Michael Bluhm, Associate Director, Undergraduate Admissions, Domestic <b>Phone:</b> 604-822-9489 <b>Email:</b> michael.bluhm@ubc.ca</p>
<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,274,0,0">www.calendar.ubc.ca/vancouver/index.cfm?tree=2,274,0,0</a></p> <p><b>Proposed Calendar Entry:</b> Homepage &gt; Admissions &gt; <b>Change of Campus</b></p> <p><b>Change of Campus</b></p> <p><u>Change of Campus applies to students who are currently attending UBC and who wish to change from UBC Vancouver to UBC Okanagan, or vice versa, with the exception of students in the Bachelor of Applied Science program.</u></p> <p><u>Current students who wish to change to a different program at the same campus, please see Change of Degree Program.</u></p> <p><u>Students who are not currently attending UBC and wish to return, please see Readmission.</u></p> <p><u>Bachelor of Applied Science students who wish to change campuses should contact either Engineering Student Services at the Vancouver campus or the Student Development Officer within the School of Engineering at UBC Okanagan.</u></p> <p>Currently attending UBC students who wish to change <u>campus must be in good academic standing and meet the minimum competitive admission average based on the last 30 credits<sup>1</sup> and any program specific course</u></p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,274,0,0">www.calendar.ubc.ca/vancouver/index.cfm?tree=2,274,0,0</a></p> <p><b>Current URL from Web Calendar:</b> Homepage &gt; Admissions &gt; Change of Degree Program/<del>Campus</del></p> <p><b>Change of <del>Degree Program</del>/Campus</b></p> <p>Currently attending UBC students who wish to change <del>faculties or apply for readmission to a new faculty</del> must meet the University minimum average of 60% or 2.0 grade point average. Some programs may require a competitive admission average.</p> <p>UBC students who wish to transfer to a different program must complete the Change of Degree Program/<del>Campus</del> form on the <a href="#">Student Service Centre</a> and pay the \$60.00 application fee. Former UBC students can also apply for readmission and change of program or campus using the same form.</p>

**requirements at the new campus.**

**Students on academic probation and those who have been required to discontinue from their faculty due to poor academic performance are not normally eligible to change campuses, but applications will be reviewed on a case-by-case basis.**

Students who wish to change campus must complete the Change of Degree Program/Campus form on the [Student Service Centre \(under Registration\)](#) and pay a **non-refundable** \$60.00 application fee.

Students may transfer a maximum of 60 credits **applicable to the new program at the new campus** unless registered in a special inter-campus program.

**<sup>1</sup>Academic evaluations are based on the average of the most recent courses attempted, including any failed or repeated courses, to a maximum of 30 credits unless otherwise prescribed by the program to which a student is applying. In cases where counting back 30 credits lands in the middle of an academic term, the average of that term will be used for the remaining credits required to reach the total of 30. Please see [youbc Vancouver](https://you.ubc.ca/ubc/vancouver/cdnpostsec.ezc?pageID=1604) <<<https://you.ubc.ca/ubc/vancouver/cdnpostsec.ezc?pageID=1604>> for more information.**

~~Students applying to change degree programs are required to meet faculty or school pre-requisites and admission average. Certain programs may require Change of Degree applicants to meet a competitive admission average.~~

Students who wish to change campus from UBC Vancouver to UBC Okanagan, or ~~vice versa~~, must complete the Change of Degree Program/Campus form on the [Student Service Centre](#) and pay the \$60.00 application fee. ~~Students changing campuses must meet all faculty or school requirements and meet the competitive average for the program.~~ Students may transfer a maximum of 60 credits unless registered in a special inter-campus program.

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**Type of Action:** Clarify language on applying to change an undergraduate program or campus.

**Rationale:** To provide distinction and consistent language between the sections on *Readmission* (for former UBC students), *Change of Degree Program* and *Change of Campus* (for current UBC students) and provide details of the basis of admission for each.





## UBC Vancouver Calendar Change Proposal Form

<b>Approval Date:</b> <b>Effective Session:</b> Effective Immediately <b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising prospective students.	<b>Date:</b> January 12, 2011 <b>Contact Person:</b> Michael Bluhm, Associate Director, Undergraduate Admissions, Domestic <b>Phone:</b> 604-822-9489 <b>Email:</b> michael.bluhm@ubc.ca
<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,274,0,0">www.calendar.ubc.ca/vancouver/index.cfm?tree=2,274,0,0</a>	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,274,0,0">www.calendar.ubc.ca/vancouver/index.cfm?tree=2,274,0,0</a>
<b>Proposed Calendar Entry:</b>  Homepage > Admissions > <b>Change of Degree Program</b>  <b><i>Change of Degree Program</i></b>  <u>Change of Degree Program applies to students who are currently attending UBC and wish to change to a different program at the same campus.</u>  <u>Current students who wish to change to a different campus, please see <i>Change of Campus</i>.</u>  <u>Students who have previously attended UBC and wish to return, please see <i>Readmission</i>.</u>  Currently attending UBC students who wish to change <u>to a different degree program at the same campus must be in good academic standing and</u> must meet the University minimum average of 60% or 2.0 grade point average <u>based on the last 30 credits<sup>1</sup></u> . Some programs may require a <u>higher minimum</u> competitive admission average and <u>program specific course requirements</u> .  <u>Students on academic probation and those who have been required to withdraw from their faculty due to poor academic performance are not normally eligible to change degree programs, but applications will</u>	<b>Current Calendar Entry:</b>  Homepage > Admissions > Change of Degree Program/ <del>Campus</del>  <b><i>Change of Degree Program/<del>Campus</del></i></b>  Currently attending UBC students who wish to change <del>faculties or apply for readmission to a new faculty</del> must meet the University minimum average of 60% or 2.0 grade point average. Some programs may require a competitive admission average.  UBC students who wish to <del>transfer</del> to a different program must complete the Change of Degree Program/ <del>Campus</del> form on the <a href="#">Student Service Centre</a> and pay the \$60.00 application fee. <del>Former UBC students can also apply for readmission and change of program or campus using the same form.</del>  <del>Students applying to change degree programs are required to meet faculty or school pre-requisites and admission average. Certain programs may require Change of Degree applicants to meet a competitive admission average.</del>  <del>Students who wish to change campus from UBC Vancouver to UBC Okanagan, or vice versa, must complete the Change of Degree Program/<del>Campus</del> form on the <a href="#">Student Service Centre</a> and pay the \$60.00 application fee.</del>

**be reviewed on a case-by-case basis.**

UBC students who wish to **change** to a different program must complete the Change of Degree Program/Campus form on the [Student Service Centre \(under Registration\)](#) and pay **a non-refundable** \$60.00 application fee.

**Students may transfer a maximum of 60 credits applicable to the new program.**

<sup>1</sup>**Academic evaluations are based on the average of the most recent courses attempted, including any failed and repeated courses, to a maximum of 30 credits unless otherwise prescribed by the program to which a student is applying. In cases where counting back 30 credits lands in the middle of an academic term, the average of that term will be used for the remaining required credits to reach the total of 30. Please see youbc Vancouver at <https://you.ubc.ca/ubc/vancouver/cdnpostsec.ezc?pageID=1604> for more information.**

~~Students changing campuses must meet all faculty or school requirements and meet the competitive average for the program. Students may transfer a maximum of 60 credits unless registered in a special inter-campus program.~~

**Type of Action:** Clarify language on applying to change an undergraduate program or campus.

**Rationale:** To provide distinction and consistent language between the sections on *Readmission* (for former UBC students), *Change of Degree Program* and *Change of Campus* (for current UBC students) and provide details of the basis of admission for each.

## UBC Vancouver Calendar Change Proposal Form

<p><b>Approval Date:</b>  <b>Effective Session:</b> Effective Immediately  <b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p><b>Date:</b> January 12, 2011  <b>Contact Person:</b>  Michael Bluhm, Associate Director,  Undergraduate Admissions, Domestic  <b>Phone:</b> 604-822-9489  <b>Email:</b> <a href="mailto:michael.bluhm@ubc.ca">michael.bluhm@ubc.ca</a></p>
<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,273,0,0">www.calendar.ubc.ca/vancouver/index.cfm?tree=2,273,0,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p>Homepage &gt; Admissions &gt; Readmission</p> <p><b>Readmission</b></p> <p><u><b>Readmission applies to students who have previously attended UBC. For</b></u> currently attending UBC students who wish to change <u><b>to a different degree program or campus, please see Change of Degree Program or Change of Campus.</b></u></p> <p>Students <u><b>in good academic standing who have been away from certain UBC programs for less than one academic year</b></u> may qualify for academic leave and be automatically eligible to register <u><b>in the same program without applying for readmission.</b></u> Please see <u>Academic Leave</u> for more information.</p> <p><u><b>Former UBC students whose automatic eligibility to register has expired must</b></u> apply for readmission online at the <u>Student Service Centre (under Admissions) and pay a non-refundable \$60 application fee.</u></p> <p><u><b>Eligibility</b></u> for readmission <u><b>to the same degree program at the same campus will be assessed on the basis of an applicant's performance in the last Winter Session at UBC.</b></u></p> <p><u><b>Eligibility for readmission to a different degree program (at the same or a different</b></u></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,273,0,0">www.calendar.ubc.ca/vancouver/index.cfm?tree=2,273,0,0</a></p> <p><b>Current Calendar Entry:</b></p> <p>Homepage &gt; Admissions &gt; Readmission</p> <p><b>Readmission</b></p> <p>Currently attending UBC students who wish to change faculties or apply for readmission to a new faculty must meet the University minimum average of 60% or 2.0 grade point average. Some programs may require a competitive admission average.</p> <p>Students may qualify for academic leave and be automatically eligible to register at UBC if they have been away from their program for less than one academic year. Please see <u>Academic Leave</u> for more information.</p> <p><del>Students who have previously attended UBC and who are no longer automatically eligible to register may apply for readmission online at the Student Service Centre. There is a non-refundable \$60.00 application fee for all readmission applications.</del></p> <p><del>To qualify for readmission, students who are not eligible for academic leave, and who have attended another post-secondary institution since last attending UBC, will be required to submit transcripts for assessment.</del></p>

<p><u>campus) will be assessed on the basis of an applicant's ability to meet the minimum competitive admission average<sup>1</sup> and any specific course requirements of the program to which the student is applying, and applicants must be in good academic standing.</u></p> <p><u>Students who were required to withdraw may be required to submit a letter of appeal with their application for readmission. Please see an academic advisor or a program advisor for any additional program-specific readmission requirements.</u></p> <p><u>All applicants for readmission who have attended other post-secondary institutions since leaving UBC must submit transcripts of that study for assessment.</u></p> <p><u>Students readmitted to a different program may transfer a maximum of 60 credits applicable to the new degree program.</u></p> <p><u>Applicants who have completed a bachelor's degree at UBC and who are readmitted to a second bachelor's degree program must meet the program requirements specific for degree holders. Please see an academic advisor or a program advisor for more information.</u></p> <p><sup>1</sup><u>Academic evaluations are based on the average of the most recent courses attempted, including any failed and repeated courses, to a maximum of 30 credits unless otherwise prescribed by the program to which a student is applying. In cases where counting back 30 credits lands in the middle of an academic term, the average of that term will be used for the remaining required credits to reach the total of 30. Please see youbc Vancouver at <a href="https://you.ubc.ca/ubc/vancouver/cdnpostsec.ezc?pageID=1604">https://you.ubc.ca/ubc/vancouver/cdnpostsec.ezc?pageID=1604</a> for more information.</u></p>	<p><b>Type of Action:</b> Clarify language on readmission to an undergraduate program.</p> <p><b>Rationale:</b> To provide distinction and consistent language between the sections on <i>Readmission</i> (for former UBC students), <i>Change of Degree Program</i> and <i>Change of Campus</i> (for current UBC students) and provide details of the basis of admission for each.</p>
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## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p><b>Faculty:</b> Medicine  <b>Department:</b> School of Population and Public Health  <b>Faculty Approval Date:</b> Dec. 7, 2010  <b>Effective Session:</b> 2011 Winter  <b>Year for Change:</b> 2011</p>	<p><b>Date:</b> Jan. 7, 2011  <b>Contact Person:</b> Kim Mantle (MPH Program Coordinator, School of Population and Public Health)  <b>Phone:</b> 2-09207  <b>Email:</b> kim.mantle@ubc.ca</p>
<p>URL:  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420#16853">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420#16853</a></p> <p><u>Homepage</u> &gt; <u>Faculties, Colleges, and Schools</u> &gt; <u>The Faculty of Graduate Studies</u> &gt; <u>Degree Programs</u> &gt; Population and Public Health</p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Master of Public Health</b></p> <p><b>Admission Requirements</b></p> <p>Applicants 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.</p> <p>Applicants must demonstrate evidence of ability to manage quantitative curriculum. This can be provided either by submitting scores from a Graduate Record Exam taken within the last five years or, alternatively, an official transcript in which the applicant has received at least <b>76%</b> on an undergraduate or college mathematics or statistics course taken within the past ten years. Scores from GMAT, MCAT, LSAT, VCAT, PCAT, and DATS will be accepted as alternatives to the GRE score.</p> <p><b>Applicants must demonstrate work experience or skills in a field related to public health.</b></p>	<p>URL:  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420#16853">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420#16853</a></p> <p><u>Homepage</u> &gt; <u>Faculties, Colleges, and Schools</u> &gt; <u>The Faculty of Graduate Studies</u> &gt; <u>Degree Programs</u> &gt; Population and Public Health</p> <p><b>Present Calendar Entry:</b></p> <p><b>Master of Public Health</b></p> <p><b>Admission Requirements</b></p> <p>Applicants 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.</p> <p>Applicants must demonstrate evidence of ability to manage quantitative curriculum. This can be provided either by submitting scores from a Graduate Record Exam taken within the last five years or, alternatively, an official transcript in which the applicant has received at least <del>75%</del> on an undergraduate or college mathematics or statistics course taken within the past ten years. Scores from GMAT, MCAT, LSAT, VCAT, PCAT, and DATS will be accepted as alternatives to the GRE score.</p> <hr/> <p><b>Type of Action:</b> increase to 76% for mathematics/statistics. Add language on prior experience/skills related to public health.  <b>Rationale:</b> Increase to 76% to better align with Faculty of Graduate Studies minimum. Most successful applicants have considerable work experience/skills in fields related to public health; new language to emphasize this for applicants.</p>



Vancouver Senate Admissions Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-8141 | Fax : (604) 822-5945

11 February 2011

To: Vancouver Senate

From: Admissions Committee

Re: **Change in Admission Requirements – Applicants Following Other International Secondary School Curricula: Brazilian Secondary School Evaluation (approval)**

**Policy J-51: Admission Based on Interim Grades for Applicants Following Canadian Extra-Provincial Curricula (approval)**

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**e. Brazilian Secondary School Evaluation – Change in Admission Requirements: Applicants Following Other Secondary School Curricula (approval)(circulated)**

The Admissions Committee has reviewed and recommends for approval the proposed changes in admission requirements for Brazilian secondary school applicants to direct-entry undergraduate programs. Applicants will be evaluated on the basis of courses presented for admission, the quality of the institution attended and performance on standardized tests (*Vestibular*, *Exame Nacional do Ensino Medio* or ENEM, the SAT or ACT). Applicants must satisfy program pre-requisites in order to be admissible. The proposed changes in admission requirements align with those approved by Senate in May 2009 for applicants to the Bachelor of Arts program.

**Motion:** *That Senate approve changes in admission requirements for Brazilian secondary school applicants to direct-entry undergraduate programs, effective for admission to the 2011 Winter Session and thereafter.*

**f. Policy J-51: Admission Based on Interim Grades for Applicants Following Canadian Extra-Provincial Curricula (approval)(circulated)**

At its January 2009 meeting, the Vancouver Senate approved a proposal to substitute Grade 11 grades in place of required Grade 12 grades for the calculation of an admission average for out-of-province applicants to direct-entry undergraduate programs, effective for admission to the 2009 Winter Session. In November 2009, the proposal was extended for entry to the 2010 and 2011 Winter Sessions.

The Committee has closely monitored the implementation of this change, including timing and rates of uptake of offers of admission and subsequent academic performance of applicants admitted under the proposal. The findings indicate that in addition to timely offers of admission, students admitted under the proposal perform as well as those admitted using a full set of Grade 12 grades. A permanent change is now recommended, as outlined in the circulated policy. The attached document is targeted towards UBC Vancouver. A parallel submission has been prepared for UBC Okanagan.

The procedures associated with this policy have been approved by the Committee and are included only for context and information.

**Motion:** *That Senate approve Policy J-51: Admission Based on Interim Grades for Applicants Following Canadian Extra-Provincial Curricula.*

Respectfully submitted,

Dr. David Fielding  
Chair, Admissions Committee



# THE UNIVERSITY OF BRITISH COLUMBIA



## MEMO

### Enrolment Services

2016 – 1874 East Mall  
Vancouver BC Canada V6T 1Z1

[www.students.ubc.ca](http://www.students.ubc.ca)

January 10, 2011

**To:** Senate Admissions Committee

**From:** Aaron Andersen, Manager, Int'l Recruitment - The Americas and Middle East  
Damara Klaassen, Associate Director, International Student Initiative  
Sam Saini, Associate Director (International), Undergraduate Admissions  
Maggie Hartley, Associate Registrar and Director, Undergraduate Admissions  
Rosalie Vlaar, Sr. Policy Analyst, Undergraduate Admissions

**Subject: Brazilian Secondary School Evaluation**

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Historically, the Brazilian system of secondary education was an 11-year system from which UBC required an additional year of post-secondary preparation prior to admission. It is now an emerging 12-year system with the first graduates anticipated in 2014. Many Canadian and US institutions have identified Brazil as a potential source of international students and some have been admitting on the basis of secondary school for a number of years. The University of Toronto, for example, has selectively admitted Brazilian students on the basis of their secondary schooling (the *Ensino Medio*) and standardized test results for several decades and advises that “they seem to be performing at or above average”. Additionally, the Faculty of Arts on the Vancouver campus has been admitting students from Brazilian secondary schools for the past two years, as approved by the Vancouver Senate in May 2009.

UBC’s International Student Initiative (ISI) has developed on-the-ground knowledge of secondary school education in Brazil - visiting both national and international schools, and in February 2010, meeting with the state of Sao Paulo’s Department of Education and representatives from each of the major curriculum coordinators. Through this activity, detailed course descriptions were obtained, translated and submitted to UBC faculty to determine if the learning outcomes in key pre-requisite subjects (mathematics, physics and chemistry) meet UBC requirements.

A review of key science and mathematics curricula indicates that the current curriculum is sufficiently concentrated and standardized to ensure that *Ensino Medio* students have exposure to core academic principles. Learning outcomes in both Mathematics and Physics have been assessed by UBC to be at the Grade 12 level. Chemistry has been assessed at the grade 11 level.



# THE UNIVERSITY OF BRITISH COLUMBIA



The international admission policy outlined in the Calendar reads (emphasis is ours):

Graduation from an approved university-preparation program within an education system that comprises 12 years of primary and secondary study **or the equivalent**. The admission average is calculated on academic courses and/or exams completed at the senior level (final year) of study. These courses and/or exams are selected by the UBC Admissions Office.

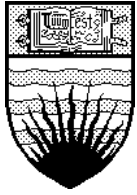
In past, Undergraduate Admissions has assessed some 11-year secondary curricula and those that were found to be comparable to a 12-year system were selectively utilized as a basis of admission to the University (e.g., the Turkish *Lise* and the Russian *Attestat*). Based on research into the Brazilian education system, the assessment specific courses by UBC faculty, and the experiences and practices of other Canadian institutions we recommend a similar approach with admission from Brazil.

The recommended evaluation process for applicant's presenting Brazilian secondary school as a basis of admission is as follows:

- Brazilian applicants will be asked to provide both their academic records and results on a standardized test such as the *Vestibular* (a test administered for admission to Brazilian universities), the *Exame Nacional do Ensino Medio* or ENEM (a test administered by the Brazilian government that is used to assess student & school performance nation-wide), or an SAT or ACT.
- An academic assessment will be conducted on the basis of the courses presented, the quality of the institution attended, and performance on the standardized test presented. Applicants will be required to present courses that meet program pre-requisites in order to be admissible.
- Academic results will be taken into consideration alongside any information submitted in support of a broad-based admission decision.

We believe that this approach will place UBC in a position to compete for top Brazilian students looking for a higher education abroad and support the University's international enrolment goals and objectives. To whatever extent possible, we also seek to implement this approach for the current admission cycle.

# THE UNIVERSITY OF BRITISH COLUMBIA



## SENATE POLICY: J-51

**Okanagan & Vancouver Senates**  
Enrolment Services  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1

### **Number & Title:**

J-51: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula*

### **Effective/Implementation Date:**

Proposed for implementation 2 March 2011.

### **Approval Date:**

Proposed for consideration by the *Okanagan Senate* on 2 March 2011 and the *Vancouver Senate* on 23 February 2011.

### **Review Date:**

This policy shall be reviewed three (3) years after approval and thereafter as deemed necessary by the *responsible committees*.

### **Responsible Committees:**

*Admissions Committee of the Vancouver Senate and Admissions & Awards Committee of the Okanagan Senate.*

### **Authority:**

*University Act:*

*S. 37(1)*

*“The academic governance of the university is vested in the senate and it has the following powers:*

*(b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;”*

*(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or any faculty,*

*and to determine which faculty the students pursuing a course of study must register.”*

### **Purpose and Goals:**

This policy is designed to provide a mechanism for an interim academic assessment of applicants from all Canadian extra-provincial educational jurisdictions to undergraduate direct-entry programs on the basis of *Grade 11 course* grades for in-progress *Grade 12 courses*.

### **Applicability:**

This policy is applicable to secondary school applicants to direct-entry undergraduate programs at the *University* from all Canadian jurisdictions not following the *BC/Yukon Secondary School Curriculum*.

### **Exclusions:**

Applicants following the Quebec Secondary School Curricula are excluded from this policy as they are considered for admission based upon admission averages calculated on Collège d'enseignement général et professionnel (CEGEP) courses.

### **Definitions:**

*Admission Average* shall mean the academic average calculated by the *University* to determine the applicant's relative academic competitiveness.

*BC/ Yukon Secondary School Curriculum* shall mean a secondary school program of study prescribed and approved by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon.

*Extra-Provincial Curriculum* or *Extra-Provincial Curricula* shall mean any Canadian secondary school system not following the *BC/Yukon Secondary School Curriculum*.

*Grade 12 Course* shall mean a course normally taken by students in the last year of secondary schooling that is academic in nature and offered by a recognized institution following the relevant provincial or territorial curriculum.

*Grade 11 Course* shall mean a course normally taken by students in the penultimate year of secondary schooling.

*Direct-entry undergraduate program* shall mean a course of study offered by the *University* leading to a degree or diploma to which applicants are generally admitted based primarily upon their secondary school academic performance or transfer from a comparable program at another institution.

*Final course grade* shall mean the grade normally issued at the completion of the course.

*Interim course grade* shall mean the grade issued for a course that is still in progress at the time of UBC's academic assessment, provided that such a grade is issued after at least 50% of the course material is complete and evaluated.

**Policy:**

- 1) An *admission average* will be calculated where all courses required for admission have been completed or are in-progress.
- 2) Where available, *final* or *interim course grades* for *Grade 12 courses* shall be used in calculating an *admission average*; however, should one or more of the required *Grade 12 courses* not have a *final* or *interim course grade* at the time of academic assessment, the *final course grade* for a *Grade 11 course(s)* will be substituted into the calculation of the *admission average* as follows:
  - a. for specified *Grade 12 courses* (English for all programs, or pre-requisite mathematics or science courses for some programs), a *final course grade* for a *Grade 11 course* in the same subject-area shall be substituted
  - b. for other *Grade 12 courses*, a *final course grade* for a *Grade 11 course* may be substituted so long as the course meets the criteria for including secondary school courses in an admission average but is at the Grade 11 level, and is not in a subject area that is already being used in the calculation of the *admission average*.
- 3) Criteria for *Grade 11 courses* that may be substituted for *Grade 12 courses* shall be set out in the procedures to this policy by the *Responsible Committee*.
- 4) Offers of admission based on *admission averages* that include one or more *final course grades* for *grade 11 courses* and/or *interim course grades* for *grade 12 courses* are subject to satisfactory completion of all required courses and maintenance of the required academic threshold average as noted in the official offer of admission. Failure to do so may result in the withdrawal of admission.

## Proposed Calendar Statement(s):

<p><b>Approval Date:</b>  <b>Effective Session:</b> Effective immediately  <b>Year for change:</b> For publication as soon as possible  <b>Faculty/School:</b> all</p>	<p><b>Date:</b> January 19, 2011  <b>Contact Person:</b> Michael Bluhm, Associate Director, Undergraduate Admissions  <b>Phone:</b> 604.822.9489  <b>Email:</b> michael.bluhm@ubc.ca</p>
<p>URL:  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,70,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,70,0</a>   <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,0,0</a>   <u>Homepage</u> &gt; <u>Admissions</u> &gt; (change 'Admission Based on Interim Grades' content and subcontent to 'Determining Admissibility')</p> <p><b>Proposed Calendar Entry:</b></p> <p><u>Homepage</u> &gt; <u>Admissions</u> &gt; <u>Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon</u> &gt; <b>Determining Admissibility</b></p> <p><b>Determining Admissibility</b></p> <p>Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See <u>Broad Based Admission</u> for further information on non-academic admission criteria.</p> <p>Academic averages for the purpose of admission to UBC are primarily based on grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient grade 12 grade information is not yet available.</p> <p>Applicants must arrange for their high school grades to be submitted to UBC Admissions before the stated document deadline. The grade record must include all final grades to date and a list of courses in progress with interim grades where possible. All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements.</p>	<p>Vancouver URL:  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,70,0">www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,70,0</a>   Okanagan URL::  <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,23,70,0">www.calendar.ubc.ca/okanagan/index.cfm?tree=2,23,70,0</a></p> <p>Current Calendar Entry:</p> <p><u>Homepage</u> &gt; <u>Admissions</u> &gt; <u>Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon</u> &gt; Admission Based on Interim Grades</p> <p><del><b>Admission Based on Interim Grades</b></del></p> <p><del>Admission based on interim grades is possible for students with strong academic standing in the final year of secondary school. Applicants must arrange for their school to provide an official transcript to Admissions before the stated document deadline. The transcript must include any final grades for the current year and a list of courses in progress with interim grades. Offers of admission based on interim grades are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of the required threshold average as noted in the official offer of admission. Offers of admission may be withdrawn from students who do not satisfy these requirements.</del></p>

## **Consultations:**

Enrolment Services  
Undergraduate Admissions Office

## **History:**

This is an amended version of the change initially approved for admission to the 2009 Winter Session, then extended for the 2010 and 2011 Winter Sessions and most recently recommended by the *Admissions Committee* of the *Vancouver Senate* and the *Admissions & Awards Committee* of the *Okanagan Senate* for normalization effective for the 2011 admissions cycle. Increased flexibility to allow for substitution of a final Grade 11 course for an unavailable Grade 12 course is proposed such that an acceptable Grade 11 course may be substituted for a non-required or elective Grade 12 course.

## **Related Policies:**

*Policy J-50 –Secondary School Grade Adjustments for Undergraduate Admission to the University*

## **Appendix:**

A. Criteria for Including Secondary School Courses in an Admission Average

## **Procedures:**

### **1. Calculation of Interim Admission Averages**

The calculation of an interim admission average shall be based on the following, with province-specific details outlined below.

- applicant must have all required courses either in progress or completed;
- average is based on the required grade 12 (or equivalent) courses and appropriate number of elective courses as determined by province;
- if one or more of the approved required or elective Grade 12 (or equivalent) courses does not yet have a final or interim grade then a final Grade 11 (or equivalent) course grade(s) shall be substituted into the admission average as follows:
  - for required Grade 12 courses (English or a pre-requisite mathematics or science course), only a final grade in a Grade 11 course in the same subject-area (i.e., a course that is directly laddered to the Grade 12 course) shall be substituted;
  - for elective Grade 12 courses (i.e., course is UBC-approved as it meets the *Criteria for Including Secondary School Courses in an Admission*

*Average*), a final Grade 11 course grade may be substituted so long as the course is a) not in a subject area that has already been included at the Grade 12 level (e.g. Biology 12 already included, do not include Biology 11), and b) meets the UBC-approved criteria but is at the Grade 11 level. Province-specific examples are outlined, below.

- In all cases, an applicant's admission average will be optimized such that the highest possible average is calculated while adhering to the rules outlined above.

Any grade adjustments approved by the *responsible committees* as set out in the procedures of Policy J-50 shall be applied to the final admission average calculated by the University.

## Examples of Grade 11 Grades Substitutions

### Alberta

Admission average based on five 30-level courses, including required courses.

Grade substitutions for interim evaluations shall occur as follows:

30-level course with missing grade	20-level course that may be substituted
English 30 or English Language Arts 30-1	English 20 or English Language Arts 20-1
Pure Math 30	Pure Math 20
Chemistry 30 or 30X	Chemistry 20
Biology 30 or 30X	Biology 20
Approved elective 30-level course  Examples: French Language and Culture 30-1, Physics 30, World Religions 30	Elective 20-level course in an approved subject area not already included at the 30-level  Examples: French Language and Culture 20-1, Geography 20, Physics 20

Note that in Alberta, the coding of a course as "30" denotes a grade 12 course and as "20" denotes grade 11.

## ***Ontario***

Admission average based on six “4U” or “4M” courses, including required courses.

Grade substitutions for interim evaluations shall occur as follows:

<b>4U or 4M course with missing grade</b>	<b>3U or 3M course that may be substituted</b>
English 4U	English 3U
Advanced Functions 4U, or Advanced Functions and Introductory Calculus 4U	Mathematics 3U
Chemistry 4U	Chemistry 3U
Biology 4U	Biology 3U
Approved elective 4U or 4M course  Examples: TEJ4M Computer Engineering, BBB4M (International Business), CGU4U World Geography	Elective 3U or 3M course in an approved subject area not already included at the 4U or 4M level  Examples: TEJ3M Computer Engineering, SPH3U Physics, CGF3M Physical Geography

Note that in Ontario, the coding of a course as “4U” denotes university preparation and “4M” denotes university/college preparation at the grade 12 level. The coding of “3U” denotes grade 11 university preparatory and “3M” denotes grade 11 university/college preparation.

Courses from Ontario that are from the old Grade 13 system do not factor into interim evaluations for current high school applicants and are therefore not addressed in this procedure.

## ***Quebec***

Students attending secondary schools in Quebec are not directly admissible to UBC and, as a result, these procedures do not apply to this group.



## ***Saskatchewan***

Admission average based on five 30-level courses, including required courses.

<b>30-level course with missing grade</b>	<b>20-level course that may be substituted</b>
English Language Arts A30 or B30	English Language Arts 20
Mathematics A30, B30 or C30	Mathematics 20
Biology 30	Biology 20
Chemistry 30	Chemistry 20
Approved elective 30-level course  Examples: Economics 30, History 30, Social Studies 30	Elective 20-level course in an approved subject area not already included at the 30-level  Examples: Geography 20, History 20, French 20

Note that in Saskatchewan, the coding of a course as “30” denotes grade 12 level and “20” denotes grade 11.

## ***Manitoba***

Admission average based on five “40S” courses, including required courses

<b>40S course with missing grade</b>	<b>30S course that may be substituted</b>
English 40S	English 30S
Pre-Calculus Mathematics 40S	Pre-Calculus Mathematics 30S
Biology 40S	Biology 30S
Chemistry 40S	Chemistry 30S
Approved elective 40S course  Examples: French 40S, Physics 40S, World Issues 40S	Elective 30S course in an approved subject area not already included at the 40 level  Examples: Physics 30S, Physical Geography 30S, Social Studies 30S

### ***New Brunswick***

Admission average based on five “12X” courses, including required courses.

<b>12X course with missing grade</b>	<b>11X level course that may be substituted</b>
English Language Arts 122	English Language Arts 112
Advanced Math with Calculus 120	Functions and Relations 111
Biology 121	Biology 111
Chemistry 121	Chemistry 111
Approved elective 12X course  Examples: Environmental Science 120, French 122, Music 121	Elective 11X course in an approved subject area not already included at the 120 level  Examples: French 112, Music 111, Physical Geography 110

Note that grade 12 academic courses in New Brunswick are noted as either 120, 121 or 122 and grade 11 courses are 111 or 112.

### ***Nova Scotia***

Admission average based on five grade 12 courses, including required courses.

<b>Grade 12 course with missing grade</b>	<b>Grade 11 level course that may be substituted</b>
English 12	English 11
Pre-Calculus Math 12	Advanced Mathematics 11
Biology 12	Biology 11
Chemistry 12	Chemistry 11
Approved elective grade 12 course  Examples: Economics 12, French 12, History 12	Elective grade 11 course in an approved subject area not already included at the grade 12 level  Examples: Geography 11, History 11, Physics 11,

***Prince Edward Island***

Admission average based on five 61X or 62X courses, including required courses.

<b>61X or 62X course with missing grade</b>	<b>51X or 52X course that may be substituted</b>
English 621A	English 521A
Mathematics 621A	Mathematics 521A
Biology 621A	Biology 521A
Chemistry 621A	Chemistry 521A
Approved elective 61X or 62X course  Examples: French 621A, History 621A, Music 621A	Elective 51X or 52X course in an approved subject area not already included at the 600 level  Examples: Geography 521A, Music 521A, Physics 521A

***Newfoundland***

Admission average based on five 320X courses, including required courses.

<b>320X course with missing grade</b>	<b>220X course that may be substituted</b>
English 3201	English 2201
Mathematics 3205	Mathematics 2205
Biology 3201	Biology 2201
Chemistry 3202	Chemistry 2202
Approved elective 320X course  Examples: French 3201, Geography 3201, Physics 3201	Elective 220X course in an approved subject area not already included at the 3200 level  Examples: French 2201, History 2201, Physics 2201

## Appendix A: Criteria for Including Secondary School Courses in an Admission Average

Secondary school courses included in an admission average must meet all of the following criteria:

1. Offered by a recognized institution. Recognized institutions, for the purpose of UBC admission, include those that are approved by:
  - a. the Ministry of Education (or equivalent) in the relevant educational jurisdiction. Ministry-approved schools may offer both ministry developed courses and locally developed courses. Locally developed courses that are approved to satisfy graduation requirements may be included in admission averages if they meet the other criteria below or;
  - b. a UBC-recognized accrediting body or;
  - c. the Senate Admissions Committee or;
  - d. a Senate-approved designate (e.g., Deans in cases of admission from non-accredited institutions on 'Deans Discretion').
2. Delivered at the Grade 12 level (or equivalent) or approved for substitution into an admission average by the Senate Admissions Committee;
3. Subject matter is one of the following:
  - a. Academic in delivery;<sup>1</sup>
  - b. Supportive of broad academic goals and objectives of the University (e.g., the selection of Aboriginal students);
  - c. Relevant to the selection of qualified students by a particular program or faculty. Inclusion of such courses in an admission average is subject to the approval of the Senate Admissions Committee on course-by-course basis.
4. Grades based on prior learning assessment and/or challenge exams are to be *excluded* from admission averages but may be used to satisfy program pre-requisites. For example, language course grades based on a challenge exam will not be included in admission averages; however, the same language courses may be used to satisfy the language requirements for a degree program at the University.

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<sup>1</sup> Academic courses are typically those that involve critical or analytical thinking on the part of the student. Examples include mathematics, sciences, and most arts courses (e.g. history, psychology, or economics). Academic courses include some depth and prepare the scholar for further scholarly activities in the same or a related field. Academic courses that may be included in admission averages will often be associated with a particular discipline of study offered by UBC. Non-academic courses are typically those that are based in activities, vocations or applied skills. Non-academic courses also include those that are based in religious or social/political indoctrination (most often seen at religious schools or schools delivering a curriculum that is mandated by a non-democratic state), or activity courses such as physical education, military training, etc. Non-academic courses may sometimes be described as "terminal courses", those that do not prepare students for further scholarly activities in a related subject. Finally, non-academic courses may convey a lot of information but lack depth or the requirement for critical or analytical thinking.



Vancouver Senate Curriculum Committee  
c/o

**Enrolment Services | Senate & Curriculum Services**  
Brock Hall 2016 – 1874 East Mall | Vancouver BC | V6T 1Z1  
ubc.curriculum@ubc.ca | PH 604.822.0140 | FX 604.822.5945

8 February 2011

To: Vancouver Senate

From: Senate Curriculum Committee

RE: February Curriculum Proposals (approval)

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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 Arts, Graduate Studies (College for Interdisciplinary Studies, Law, and Science), Land & Food Systems, and Pharmaceutical Sciences be approved.*

Respectfully submitted,

Dr. Peter Marshall, Chair  
Senate Curriculum Committee



Enrolment Services  
Senate and Curriculum Services  
2016 – 1874 East Mall  
Vancouver, BC V6T 1Z1  
ubc.curriculum@ubc.ca  
T: 604.822.0140 F: 604.822.5945

11 February 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF ARTS**

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The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposal from the Faculty of Arts and is pleased to submit it for your consideration.

The following **changed program** (introduction of a new stream):

Bachelor of Arts in Cognitive Systems: Mind, Language, and Computation Stream

**UBC Curriculum Proposal Form  
Change to Course or Program****Category: (1)**

<b>Faculty:</b> Arts <b>Department:</b> Philosophy <b>Faculty Approval Date:</b> 12 October 2010 <b>Effective Session:</b> Winter 2010, Term 2	<b>Date:</b> 9 September 2010 <b>Contact Person:</b> Christopher Mole <b>Phone:</b> 7-3605 <b>Email:</b> cmole@interchange.ubc.ca
<b>Proposed Calendar Entry:</b> <p>The Cognitive Systems (COGS) program provides B.A. and B.Sc. degrees in Cognitive Systems via interdisciplinary studies of perception and cognition, from the perspective of one of the following <b>four</b> streams:</p> <ol style="list-style-type: none"> <li>1. Cognition and the Brain (B.A. or B.Sc., supervised by <b>P</b>psychology)</li> <li>2. Language (B.A. supervised by <b>L</b>inguistics)</li> <li>3. <b>Mind, Language, and Computation (B.A. supervised by Philosophy)</b></li> <li>4. Computational Intelligence and Design (B.Sc. supervised by <b>C</b>omputer <b>S</b>cience)</li> </ol> <p>The program equips students with the background competence needed to pursue further studies and careers in cognitive systems and related disciplines.</p> <p>Students registered in the Faculty of Arts can enroll in the Cognition and Brain stream, the Language stream, <b>or the Mind Language, and Computation stream.</b> Faculty of Science students can enroll in the Cognition and Brain stream or the Computational Intelligence and Design stream.</p> <p>All students in the program must take four team-taught, core courses (COGS 200, 300, 401, and 402), as well as background courses in <b>C</b>omputer <b>S</b>cience, <b>L</b>inguistics,</p>	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,768#9012">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,768#9012</a> <b>Present Calendar Entry:</b> <p>The Cognitive Systems (COGS) program provides B.A. and B.Sc. degrees in Cognitive Systems via interdisciplinary studies of perception and cognition, from the perspective of one of the following <del>three</del> streams:</p> <ol style="list-style-type: none"> <li>1. Cognition and the Brain (B.A. or B.Sc., supervised by <del>p</del>psychology)</li> <li>2. Language (B.A. supervised by <del>l</del>inguistics)</li> <li>3. Computational Intelligence and Design (B.Sc. supervised by <del>e</del>omputer <del>s</del>cience)</li> </ol> <p>The program equips students with the background competence needed to pursue further studies and careers in cognitive systems and related disciplines.</p> <p>Students registered in the Faculty of Arts can enroll in the Cognition and Brain stream <del>or</del> the Language stream. Faculty of Science students can enroll in the Cognition and Brain stream or the Computational Intelligence and Design stream.</p> <p>All students in the program must take four team-taught, core courses (COGS 200, 300, 401, and 402), as well as background courses in <del>e</del>omputer <del>s</del>cience, <del>l</del>inguistics, <del>p</del>hilosophy, and <del>p</del>psychology. Arts students</p>



Philosophy, and Psychology. Arts students need Math 12 (Principles of Mathematics) or equivalent in order to enter the background courses in computer science.

Admission to the Program normally occurs at the end of first year for B.Sc. students or second year for B.A. students, and depends on academic performance.

need Math 12 (Principles of Mathematics) or equivalent in order to enter the background courses in computer science.

Admission to the Program normally occurs at the end of first year for B.Sc. students or second year for B.A. students, and depends on academic performance.

**Type of Action:**

Addition of new undergraduate stream to the Cognitive Systems Program

**Rationale:**

The Cognitive Systems program combines Psychology, Computer Science, Linguistics, and Philosophy. There are currently designated streams within the program focusing on the first three of these disciplines, but some students have a strong interest in the philosophical elements of the material covered in the program, and there is no current philosophy stream.

It is therefore proposed that a philosophy-focused stream be added, under the title 'Mind, Language, and Computation'.

There is a clear demand for this among current COGS students.





## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Arts <b>Department:</b> Philosophy <b>Faculty Approval Date:</b> 12 October 2010 <b>Effective Session:</b> Winter 2010, Term 2	<b>Date:</b> 9 September 2010 <b>Contact Person:</b> Christopher Mole <b>Phone:</b> 7-3605 <b>Email:</b> cmole@interchange.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>Major in Cognitive Systems: Mind, Language, and Computation</b>  For a program description and admission requirements see <a href="#">Cognitive Systems (Arts)</a> .  <b>First Year</b> <ul style="list-style-type: none"><li>• Six credits of Philosophy courses at the one hundred level. (6)<sup>1</sup></li><li>• PSYC 100 - Introductory Psychology (6) or both of PSYC 101 - Introduction to Biological and Cognitive Psychology (3) and PSYC 102 - Introduction to Developmental, Social, Personality and Clinical Psychology (3)</li><li>• CPSC 110 - Computation, Programs and Programming (4)</li><li>• CPSC 121 - Models of Computation (4)<sup>2</sup></li><li>• ASTU 150 + 3 credits of first-year English (6)<sup>1</sup></li><li>• Electives (6)<sup>4</sup></li></ul> • Total of 32  <b>Second Year</b> <ul style="list-style-type: none"><li>• COGS 200 - Introduction to Cognitive Systems (3)</li><li>• PHIL 220 - Symbolic Logic (3) or PHIL 320 - Symbolic Logic 2 (3)<sup>4</sup></li></ul>	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,98">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,98</a>  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Introduction of a new stream  <b>Rationale:</b> The Cognitive Systems program combines Psychology, Computer Science, Linguistics, and Philosophy. There are currently designated streams within the program focusing on the first three of these disciplines, but some students have a strong interest in the philosophical elements of the material covered in the program, and there is no current philosophy stream.  The current proposal introduces a philosophy-focused COGS stream, under the title 'Mind, Language, and Computation'.



- PHIL 240 - Knowledge and Reality (3)
- PSYC 304 - Brain and Behaviour (3) or PSYC 309 - Cognitive Processes (3)
- LING 100 Introduction to Languages and Linguistics (3) or LING 201 - Linguistic Theory and Analysis 2 (3)
- STAT 200 Elementary Statistics for Applications, or STAT 241 Introductory Probability and Statistics, or PSYC 218 Analysis of Behavioural Data (3)
- Electives (12)<sup>3</sup>

• Total of 30

### Third and Fourth Year

- COGS 300- Understanding and Designing Cognitive Systems (3)
- COGS 303- Research Methods in Cognitive Systems (3)
- COGS 401- Seminar in Cognitive Systems (3)
- COGS 402- Research in Cognitive Systems (3)
- PSYC 365- Cognitive Neuroscience (3)
- PHIL 451- Philosophy of Mind (3)
- Cognitive systems module courses numbered 300 or higher (chosen from those listed at <http://www.cogsys.ubc.ca/modules.php>) at least six credits of which must be from PHIL modules. (21)
- Electives (19)<sup>3</sup>

• Total of 58

### Notes

<sup>1</sup>This requirement can be waived for students in the eighteen credit Arts One Program or Coordinated Arts Program.



2 Students taking the eighteen credit Arts One or Coordinated Arts Programs may take CPSC 110 and CPSC 121 in their second year.

3 In each year of study electives should be chosen from the list of Cognitive Systems module courses, given at: <http://www.cogsys.ubc.ca/modules.php>. Courses that are listed as required cannot also be credited as elective courses.

4 The prerequisite of PHIL 220 may be waived for PHIL 320 with the consent of the instructor.



Enrolment Services  
Senate and Curriculum Services  
2016 – 1874 East Mall  
Vancouver, BC V6T 1Z1  
ubc.curriculum@ubc.ca  
T: 604.822.0140 | F: 604.822.5945

8 February 2011

To: Senate

From: Senate Curriculum Committee

Re: **GRADUATE CURRICULUM PROPOSALS**

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The Senate Curriculum Committee has reviewed the attached Category 1 curriculum proposals from the Faculty of Graduate Studies and is pleased to submit them for your consideration.

**College for interdisciplinary Studies**

*Changed Course:*

WMST 503 (3-9) D

**Law**

*New Courses:*

LAW 505 (5)

LAW 515 (5)

LAW 525 (5)

**Science**

*New Course:*

BIOL 501 (3)



## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<b>Faculty:</b> College for Interdisciplinary Studies  <b>Department:</b> Centre for Women's and Gender Studies  <b>Faculty Approval Date: Oct 28, 2010</b> <b>Graduate Council Approval Date: 3 Feb, 2011</b>  <b>Change Effective:</b> 2010 Winter Term 1	<b>Date:</b> Feb. 19, 2010  <b>Contact Person:</b> Dr. Gillian Creese  <b>Phone:</b> 2-9175  <b>Email:</b> creese@interchange.ubc.ca
<b>Proposed Calendar Entry:</b>  WMST 503 (3-9) d Special Topics in Women's Studies	<b>URL:</b> WMST 503  <b>Present Calendar Entry:</b> WMST 503 (1-3) d Special Topics in Women's Studies  <b>Type of Action:</b> Change credit value.  <b>Rationale:</b> CWAGS only offers 4 graduate courses (plus directed readings, a practicum option, and thesis or extended essay). Three of these (WMST 500, 501, 502) are required for all MA and Ph.D. students. WMST 503 (Special Topics) is CWAGS only elective course so we offer several distinct courses though different sections of 503 (503 a, b, c, d, etc.). These are completely different courses (for example Gender, Islam, Modernity and the West; Transitional Justice; and Institutional Ethnography). Since these are completely distinct courses we would like our MA students (who take between 21 and 27 credits of course work in total) to be able to get credit for up to 3 different Special Topics courses (9 credits).



Listed below are items to consider when completing the UBC Curriculum Proposal Form

**UBC Curriculum Proposal Form**  
**Change to Course or Program****Category: 1**

<b>Faculty:</b> Law <b>Department:</b> n/a <b>Faculty Approval Date:</b> November 18, 2010 <b>Graduate Council Approval Date:</b> 3 Feb, 2011  <b>Effective Session __S__ Term _1_ Year_2011__ for Change</b>	<b>Date:</b> November 25, 2010 <b>Contact Person:</b> Douglas Harris <b>Phone:</b> 604.822.1991 <b>Email:</b> <a href="mailto:harris@law.ubc.ca">harris@law.ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>Law 505 (5) Canadian Public Law</b>	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create New Course  <b>Rationale:</b>  To provide students in the LLM CL degree program with a course that focuses on principles of Canadian public law (legal institutions and constitutional law). LLM CL graduate students do not currently have access to this important area of study. It is part of the first year JD curriculum which, because of a desire to limit class size, is not open to graduate students. This seminar will provide the concepts of Canadian public law on an intensive basis, preparing students for the more advanced and specialized courses which they take to complete their degrees.

**UBC Curriculum Proposal Form**  
**Change to Course or Program****Category: 1**

<b>Faculty:</b> Law <b>Department:</b> n/a <b>Faculty Approval Date:</b> November 18, 2010 <b>Graduate Council Approval Date:</b> 3 Feb, 2011  <b>Effective Session __S__ Term __1__</b> <b>Year __2011__ for Change</b>	<b>Date:</b> November 25, 2010 <b>Contact Person:</b> Douglas Harris <b>Phone:</b> 604.822.1991 <b>Email:</b> <a href="mailto:harris@law.ubc.ca">harris@law.ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>Law 515 (5)</b> Canadian Private Law: Contractual Obligations and Remedies	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create New Course  <b>Rationale:</b>  To provide students in the LLM CL degree program with a course that focuses on principles of the Canadian law of contracts and remedies. LLM CL graduate students do not currently have access to this important area of study. It is part of the first year JD curriculum which, because of a desire to limit class size, is not open to graduate students. This seminar will provide the basic concepts of Canadian contract law and remedies on an intensive basis, preparing students for the more advanced and specialized courses which they take to complete their degrees.



Listed below are items to consider when completing the UBC Curriculum Proposal Form

**UBC Curriculum Proposal Form**  
**Change to Course or Program****Category: 1**

<b>Faculty:</b> Law <b>Department:</b> n/a <b>Faculty Approval Date:</b> November 18, 2010 <b>Graduate Council Approval Date:</b> 3 Feb, 2011  <b>Effective Session __S__ Term _1_ Year_2011__ for Change</b>	<b>Date:</b> November 25, 2010 <b>Contact Person:</b> Douglas Harris <b>Phone:</b> 604.822.1991 <b>Email:</b> <a href="mailto:harris@law.ubc.ca">harris@law.ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>Law 525 (5) Canadian Criminal Law and Procedure</b>	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create New Course  <b>Rationale:</b>  To provide students in the LLM CL degree program with a course that focuses on principles of Canadian criminal law and procedure. LLM CL graduate students do not currently have access to this important area of study. It is part of the first year JD curriculum which, because of a desire to limit class size, is not open to graduate students. This seminar will provide the basic concepts of Canadian criminal law and procedure on an intensive basis, preparing students for the more advanced and specialized courses which they take to complete their degrees.



**UBC Curriculum Proposal Form  
Change to Course or Program****Category: 1**

<b>Faculty:</b> Science <b>Department:</b> Botany/Zoology <b>Faculty Approval Date:</b> November 2, 2010 <b>Graduate Council Approval Date:</b> 3 Feb, 2011  <b>Effective Session</b> 11W	<b>Date:</b> 2 November, 2010 <b>Contact Person:</b> Dr. Bill Ramey <b>Phone:</b> 822-3300 <b>Email:</b> wramey@interchange.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>BIOL 501 (3) Quantitative Methods in Ecology and Evolution</b>  <b>Prerequisite:</b> BIOL 300 or equivalent and graduate student standing.	<b>Present Calendar Entry:</b>  <b>Action:</b> Create new course. <b>Rationale:</b> This course is intended mainly for new MSc and PhD students in ecology and evolutionary biology and has been taught under the (ambiguous) BIOL 548B (Advanced Topics in Biology) heading for the past several years. The course is designed to prepare incoming graduate students for research by instructing them in basic principles for designing good studies, gathering and organizing data, and properly analyzing those data. The course was initially developed in response to needs identified by graduate students in the Biodiversity Research Centre. The course is always fully enrolled and will continue to be taught well into the future. Therefore, this proposal aims to establish a separate and distinct name for the course in the calendar.  <b>Supporting Documents:</b> SCI-10-1-BIOL 501



Enrolment Services  
Senate and Curriculum Services  
2016 – 1874 East Mall  
Vancouver, BC V6T 1Z1  
ubc.curriculum@ubc.ca  
T: 604.822.0140 F: 604.822.5945

8 February 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF LAND AND FOOD  
SYSTEMS**

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The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposal from the Faculty of Land and Food Systems and is pleased to submit it for your consideration.

The following **new course**:

FNH 455 (3)



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Land and Food Systems <b>Department:</b> Food Nutrition and Health <b>Faculty Approval Date:</b> April 2010  <b>Effective Session</b> Winter Term 2 Year 2010 for Change Winter 2010/2011	<b>Date:</b> April 12/2010 <b>Contact Person:</b> David Kitts or Judy McLean <b>Phone:</b> 604.822.6195 <b>Email:</b> <a href="mailto:ddkitts@interchange.ubc.ca">ddkitts@interchange.ubc.ca</a> <a href="mailto:judy.mclean@interchange.ubc.ca">judy.mclean@interchange.ubc.ca</a>
<b>Proposed Calendar Entry:</b> FNH 455 (3) <b>Applied International Nutrition</b>  Applying nutrition concepts and principles in addressing problems of malnutrition and food insecurity in international settings. Basics of developing culturally acceptable, sustainable nutrition intervention programs. [3-0-0]  <i>Prerequisite:</i> FNH 355	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FNH">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FNH</a>  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create a new course in FNH  <b>Rationale:</b> This course was offered this year for the first time as section 003 of FNH 490 (3) Topics in Food, Nutrition, and Health.  This course was very well received by students who are looking for expanded international content and is therefore going to be incorporated into the offerings of the FNH department. There is increased demand and need for more 'applied' courses which this provides. Enrollment in this class reflected the interest as it filled immediately and was waitlisted.  <input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b>  <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading



8 February 2011

Enrolment Services  
Senate and Curriculum Services  
2016 – 1874 East Mall  
Vancouver, BC V6T 1Z1  
ubc.curriculum@ubc.ca  
T: 604.822.0140 F: 604.822.5945

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF PHARMACEUTICAL  
SCIENCES**

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The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposal from the Faculty of Pharmaceutical Sciences and is pleased to submit it for your consideration.

The following **new course**:

PHAR 458 (3)

## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty:</b> Pharmaceutical Sciences  <b>Department:</b>  <b>Faculty Approval Date:</b> Nov. 25, 2010    <b>Effective Session</b> <u>2010W</u> <b>Term</b> <u>2</u>  <b>Year</b> <u>2011</u> <b>for Change</b></p>	<p><b>Date:</b> Dec. 15, 2010  <b>Contact Person:</b> Marion Pearson  <b>Phone:</b> 604-822-4933  <b>Email:</b> marionp@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>    <b>PHAR 458 (3) Pharmacotherapy in Oncology</b>              Common oncological diseases and their drug treatment. [3-0-0]</p>	<p><b>URL:</b>              [None]</p> <p><b>Present Calendar Entry:</b>              [None]</p> <p><b>Type of Action:</b>              New course</p> <p><b>Rationale for Proposed Change:</b>              This is a new elective course, to introduce 3<sup>rd</sup> and 4<sup>th</sup> year pharmacy students to a specialized area of practice. This course has been piloted successfully as a section of PHAR 453 (3) Directed Studies in Pharmacy Practice.                Restricted to students following the B.Sc (Pharmacy) program, years 3 and above (the same restrictions as PHAR 453 (3) B, section 023).                Supporting document: Course outline</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b>              <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Nominating Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1

6 January 2011

To: Vancouver Senate

From: Nominating Committee

Re: Changes to Committee Membership

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## Changes to Committee Membership

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

1. Academic Building Needs Committee  
**Dr. Nancy Perry** to fill a **vacancy**
2. Academic Policy Committee  
**Dr. Donal O'Donoghue** to fill a **vacancy**
3. Teaching and Learning Committee  
**Dr. Francis Andrew** to replace **Dr. Judith Plessis**
4. Tributes Committee  
**Dr. Francis Andrew** to replace **Dr. Judith Plessis**

Respectfully Submitted,

Dr. Rhodri Windsor-Liscombe  
Chair, Senate Nominating Committee



Vancouver Senate Student Awards Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1

9 February 2011

To: Vancouver Senate

From: Vancouver Senate Student Awards Committee

RE: New Awards (approval)

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The Student Awards Committee recommends:

*That Senate accept the award as listed and forward it to the Board of Governors for approval; and that a letter of thanks be sent to the donors.*

**Chad BENNINGTON Memorial Scholarship in Chemical and Biological Engineering –**

Awards totalling \$1,000 have been endowed to provide scholarships to undergraduate students in the Department of Chemical and Biological Engineering. Scholarships will be awarded to students who demonstrate interest, leadership and academic accomplishment in pulp and paper related technologies. The award is named in memory of Professor Chad Bennington, a faculty member in the Department of Chemical and Biological Engineering. The awards are made on the recommendation of the Department. (First Award Available in the 2011/12 Academic Session)

**Phyllis Kathleen BROWN Memorial Bursary –** Bursaries totalling \$1,750 have been endowed by Kathleen Brown to provide financial assistance to undergraduate or graduate students in any faculty who demonstrate financial need. The award is made on the recommendation of the Office of Student Financial Assistance and Awards. (First Award Available in the 2011/12 Academic Session)

**Patsy and Crissy GEORGE Entrance Award in Social Work –** A \$1,000 entrance award is offered by Patsy and Crissy George to a graduate student entering the Master's of Social Work program who has a demonstrated interest in and commitment to the welfare of aboriginal children. Recommendation is made by the School of Social Work in consultation with the Faculty of Graduate Studies. (First Award Available in the 2011/12 Academic Session)

**Edward JC HOSSIE Leadership Award –** Awards totalling \$8,000 have been endowed by the Estate of Edward J Hossie to support undergraduate or graduate students who have demonstrated leadership through volunteerism, community service and/or campus activities. Recommendations are made by the Office of Student Financial Assistance and Awards and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2011/12 Academic Session)

**INTERNATIONAL Student Leadership Award –** An award in the amount of \$5,000 is available to an international student who will be continuing their studies in the Bachelor of Commerce Program at the Sauder School of Business in the upcoming Winter session. To be considered, candidates must be able to demonstrate leadership and outstanding contributions in student or community affairs. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2009/10 Academic Session)

**ISLAND Medical Program (UVic) Bursary** – Annual bursaries of at least \$2,000 each are being established and administered by the University of Victoria. The bursaries are offered annually on the recommendation of the Office of Student Financial Assistance and Awards at The University of British Columbia to 1<sup>st</sup> or 2<sup>nd</sup> year MD students in the Island Medical Program. (First Award Available in the 2011/12 Academic Session)

**Diana Lane JOHNSTON Award in Landscape Architecture** – A \$1,000 award is offered in loving memory of Diana Lane Johnston, who grew up in England where she was inspired by her father's beautiful garden to recreate a similar one when she came to Canada in May, 1939. She loved lavender and pink-filled borders, flowering bulbs and shrubs, and the gorgeous blue of delphiniums. But she also enjoyed the chance to experiment with cultivars native to North America, and especially appreciated the variety of wild flowers found near the family cottage at Kaleden above Skaha Lake in the Okanagan Valley. In her later years when gardening became difficult she loved her patio pots, and was gratified with her daughters' continuing interest in their own gardens. The award is to recognize the most improved female student in garden design. Recommendation is made by the School of Landscape Architecture and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2011/12 Academic Session)

**LAWSON Lundell LLP Entrance Scholarship** – A \$15,000 scholarship is offered by Lawson Lundell LLP to a student entering the first year of the JD program who has demonstrated academic excellence. Preference will be given to a student who is a resident of Western Canada and who has demonstrated entrepreneurial initiative in the community or an interest in business through academic pursuits. The award is made on the recommendation of the Faculty of Law. Students must apply for consideration. (First Award Available in the 2011/12 Academic Session)

**REPUBLIC of China Student Mobility Award in Taiwan Studies** – Two \$5,000 travel awards are offered by the Ministry of Education, the Republic of China (Taiwan) to students who wish to learn more about the culture and language of Taiwan. To ensure the award is granted to individuals who have had little experience with this part of Asia, eligibility is limited to candidates who have not resided in Taiwan or China for more than twelve months in the past ten years. To be considered, candidates must be Canadian Citizens. The awards are made on the recommendation of the Go Global Student Mobility Program Office in consultation with the Office of Student Financial Assistance and Awards. (First Award Available in the 2010/11 Academic Session)

**Roy W. WIDMEYER Undergraduate Bursary** – Bursaries totalling \$1,000 have been endowed by Alumni Roy W. Widmeyer (B.Com 1950) to support undergraduate students from any faculty who demonstrate financial need. Recommendations are made by Student Financial Assistance and Awards. (First Award Available in the 2011/12 Academic Session)

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

**Jean BARMAN Prize in Aboriginal Education** – Prizes totalling \$1000 are offered to students of Aboriginal ancestry pursuing a graduate or teacher education degree based on a project related to aboriginal people. The award is named in honour of Dr. Jean Barman, an outstanding professor who taught and works in this area. The award is made on the recommendation of the Department of Educational Studies in consultation with the Faculty of Graduate Studies. (First Available in the 2010W Academic Session).



How amended: *This description was on the November 2010 Senate agenda and there was concern about the wording of the second sentence. The Development Officer in Education has worked with the donor to revise the second sentence so the meaning is clear.*

**Dr. and Mrs. Victor FENYO Scholarship** – A \$650 scholarship has been endowed through a bequest by Kathleen Katalin Schaffer for a student in the M.D. Program. The award is made on the recommendation of Dr. and/or Mrs. Dwight Peretz and the Dean of the Faculty of Medicine.

How amended: *The proposed revision honours the terms of the donor's will. Dr. Salloum has been consulted and approved a process whereby the Faculty of Medicine will forward a shortlist of nominations to Dr. Peretz who will provide his input. The final decision ultimately rests with the Faculty of Medicine and UBC regarding who will receive the scholarship.*

**Hilda Ellen Silver KARST Memorial Bursary** – A \$100 bursary has been endowed by family and friends in memory of Hilda Ellen Silver Karst and is offered to an undergraduate student in Education.

How amended: *The donor would like the award to only benefit undergraduate students.*

**KLOHN Crippen Berger Scholarship in memory of Walter Shukin** – A \$5,000 scholarship has been endowed by Klohn Crippen Berger Consultants Ltd. and the Paul Poohachow family in memory of Walter Shukin. Walter graduated in Civil Engineering from UBC in 1970, and had been a highly esteemed member of Klohn Leonoff Ltd. from time of graduation until his death in 1986. The award is made to an undergraduate student entering fourth year in Civil Engineering who combines a high academic standing with participation in other university or professional activities. The award is made on the recommendation of the Department of Civil Engineering.

How amended: *The scholarship has been increased to offer \$5,000 a year and there has been a change in the award title to reflect the change in the firm's name.*

**NEWMONT Mining Corporation David Long Memorial Award** – A \$300 award has been endowed by the Newmont 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.

How amended: *Corporate name changed from Miramar to Newmont Mining to reflect the acquisition as per the donor's wish.*

**PHI Delta Kappa Scholarship in Education** – A scholarship of \$1,000, a gift of the UBC Chapter of Phi Delta Kappa, is awarded to a prospective educator who is entering an undergraduate degree program in the Faculty of Education. The award is made to a student who not only has a strong academic record but who also has shown a potential for teaching. The award is made on the recommendation of the Faculty.

How amended: *Donor condensed the criteria.*

**Abraham, Norman and Annette ROTHSTEIN Memorial Bursary** – A \$500 bursary is offered by Harley Rothstein (Ph.D. Edu) in memory of his grandfather, Abraham Rothstein, and his parents, Norman (B.A. 1939) and Annette Rothstein (B.A. 1939). Education is a core value of the Rothstein family and during his life Abraham emphasized the importance of post-secondary

education to his children. Harley Rothstein is the second generation of UBC Alumni in his family. Harley's daughter, Kris Rothstein (B.A. '94), represents a third generation of UBC Alumni in the Rothstein family. This bursary is offered to an undergraduate student in any year or faculty who has good scholastic standing and is in need of financial assistance. Recommendation is made by the Office of Student Financial Assistance and Awards.

How amended: *Harley Rothstein's mother supported this bursary since 1972 however she recently passed away. Harley decided to continue support of this bursary and increase the gift from \$250 to \$500 however he wanted to update the description to reflect the change and include his family in the description.*

**Dr. and Mrs. S. SCHAFFER Memorial Scholarship** – A \$1,200 scholarship is given to a postgraduate or undergraduate student attending the Medical School of the University of British Columbia. The award is made on the recommendation of Dr. and/or Mrs. Dwight Peretz and the Dean of the Faculty of Medicine

How amended: *The proposed revision honours the terms of the donor's will. Dr. Salloum has been consulted and approved a process whereby the Faculty of Medicine will forward a shortlist of nominations to Dr. Peretz who will provide his input. The final decision ultimately rests with the Faculty of Medicine and UBC regarding who will receive the scholarship.*

**SOCIETY of General Practitioners of BC Bursary:** Two bursaries of \$2,000 each have been endowed by contributions from the Society of General Practice, B.C. Division, Canadian Medical Association, currently, the Society of General Practitioners. The bursaries provide assistance to fourth year students in the MD degree program with an interest in family medicine and a demonstrated need. Awards are made on the recommendation of the Faculty of Medicine.

How amended: *Name change of the organization from "BC Medical Association Society of General Practitioners" to "Society of General Practitioners of BC" and focus directed to 4<sup>th</sup> year students in family medicine.*

**UNDERGRADUATE Nursing Society Leadership Award** – Three awards of \$150 each are offered by the Nursing Undergraduate Society to graduating students of the May cohort who are dedicated to the nursing profession and have strived to improve the school life environment of UBC nursing students through volunteer activity. Candidates are nominated by their fellow students through the Scholarship Committee of the school of Nursing.

How amended: *Changes to the Nursing program required an update to this description.*

**UNIVERSAL Buddhist Temple Graduate Scholarship** – A \$5,000 scholarship is offered by the Universal Buddhist Temple to an outstanding graduate student pursuing a masters or doctoral degree in Buddhism Studies. No recipient shall receive this scholarship for more than two years. The award is made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate Studies.

How amended: *Donor wished to include the caveat that they did not want the same student receiving this scholarship for more than two years.*

**UNIVERSAL Buddhist Temple Prize** – Five prizes of \$300 each have been offered by the Universal Buddhist Temple for the best essays submitted on the topics of Buddhist philosophy, Buddhist history and Buddhist art history. Three of the prizes can be awarded to Buddhism

courses at the 200 level and two prizes to be awarded to students with top essays numbered at the 300 level. The awards are made on the recommendation of the Department of Asian Studies.

How amended: *Increase in the number of prizes and the dollar value.*

**UNIVERSAL Buddhist Temple Scholarship** – A scholarship of \$1,500 has been offered by the Universal Buddhist Temple to an outstanding graduate student in Buddhist studies. No recipient shall receive this scholarship for more than two years. The award is made on the recommendation of the Department of Asian Studies.

How amended: *Donor wished to include the caveat that they did not want the same student receiving this scholarship for more than two years.*



**Provost and Vice President Academic**

6328 Memorial Road  
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

February 7, 2011

To: Senate, Vancouver  
c/o Lisa Collins, Associate Registrar, Enrolment and Curriculum Services

From: David H. Farrar  
Provost and Vice President Academic

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

**Re: Dr. Sherrill Grace – University Killam Professor**

In accordance with Policy #57, University Killam Professors, I am writing to inform the Vancouver Senate that at its meeting of February 7, 2011, the Board of Governors approved conferring the designation University Killam Professor on Dr. Sherrill Grace, Professor, Department of English, Faculty of Arts.



## MEMORANDUM

February 8, 2011

**Provost and Vice President Academic**6328 Memorial Road  
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

To: Campus community – faculty, staff and students

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

**Re: University Killam Professor – Dr. Sherrill Grace**

I am pleased to announce that the Board of Governors, on the recommendation of the President, has approved conferring the designation *University Killam Professor* on Dr. Sherrill Grace. The designation is conferred under policy #57 University Killam Professors to recognize exceptional members of faculty, who have distinguished themselves as scholars in research and teaching and, as a result, have received the highest acclaim by the academic community and the general public.

I quote from the letter of nomination:

“Professor Grace has built a stellar record as a Professor of English for over thirty years of teaching at McGill University and the University of British Columbia. She began publishing before receiving her doctorate,..., and has continued to publish copiously since then. Her total as of November 2010 is four scholarly editions, eight monographs 11 edited collections, and 104 scholarly articles, as well as 109 review articles and related publications.

“While these figures alone are enormously impressive, they become even more so if combined with the extent of her pioneering research in a wide range of areas that are both diverse and interconnected. She was the first scholar ever to publish a book on Margaret Atwood; she edited two large volumes of Malcolm Lowry’s letters making previously unavailable material widely accessible; she is a leading scholar in Canadian expressionism, the North, and the literature of the two world wars, and she is one of the most distinguished biographers of Canadian literary figures including Sharon Pollock and Timothy Findley. ... Over the years, her research (like her teaching) has become increasingly interdisciplinary: she examines twentieth-century Canadian literature side by side with theatre, film, painting, music, and cultural history, finding in this approach a productive way to examine Canadian culture and identity.”

Her many accomplishments, which grow from her joy in working with students and conducting research, have been recognized across Canada and abroad, and she has received some of the most prestigious awards that the Canadian scholarly community and UBC have to offer. Most recently, these have included the Lorne Pierce Medal of the Royal Society of Canada, the Canada Council Killam Prize in the Humanities and the Canada Council Killam Research Fellowship. She is also a Fellow of the Royal Society of Canada, a recipient of the UBC Jacob Biely Faculty Research Prize, a UBC Distinguished University Scholar as well as a recipient of the UBC Killam Research Prize and UBC Killam Teaching Prize.

I know you will join me in congratulating Sherrill Grace most warmly on her appointment as University Killam Professor, an honour reserved for those members of the faculty who have attained the highest distinction in their field.



**Provost and Vice President Academic**  
6328 Memorial Road  
Vancouver, BC Canada V6T 1Z2  
Tel: 604-822-4948  
Fax: 604-822-3134

MEMORANDUM

February 7, 2011

To: Senate, Vancouver  
c/o Lisa Collins, Associate Registrar, Senate and Curriculum Services

From: David H. Farrar  
Provost and Vice President Academic

A handwritten signature in dark ink, appearing to read 'DAH' followed by a long horizontal stroke.

**Re: Aboriginal Strategic Plan, Implementation Report, UBC Vancouver**

**Item for information:**

I am pleased to forward for the information of the Vancouver Senate the Aboriginal Strategic Plan, Implementation Report, UBC Vancouver.

The Aboriginal Strategic Plan was adopted in January 2009. The Implementation Report outlines the considerable progress made by UBC Vancouver to become more responsive to the needs of Aboriginal students and communities and better able to provide curricula and expertise on Aboriginal issues.

Following receipt by Senate, the Report will be made available at the following web site:  
<http://aboriginal.ubc.ca/>

**Attachment:** Aboriginal Strategic Plan, Implementation Report, UBC Vancouver September 2010

ABORIGINAL STRATEGIC PLAN  
IMPLEMENTATION REPORT  
UBC VANCOUVER

September 2010

## Summary

The Aboriginal Strategic Plan, accepted by the President in January 2009, was developed through extensive consultation to provide a framework for Aboriginal programs and initiatives at the University. In the past year-and-a-half considerable progress has been made and UBC has become more responsive to the needs of Aboriginal students and communities and better able to provide curricula and expertise on Aboriginal issues. This report provides an account of the progress made to date.

One of the most important indicators of the success of the Plan is the increase of Aboriginal student enrolment at the University. Due to the limitations of historical data on Aboriginal enrolment at UBC and the complexities of monitoring and tracking progress, the goals have been the development of a plan for the collection and use of data and the establishment of a baseline enrolment figure against which future progress can be measured. Any data based on self-identification has inherent limitations, but the most reliable data available indicate that in fall of 2008 (the most recent year for which this information is available) 630 students had been identified as Aboriginal: 505 undergraduate and 125 graduate students. There are strong indications that these numbers, not only for admissions, but graduations, are increasing. The First Nations House of Learning identified over 100 Aboriginal graduates in all degree areas for the first time in 2009, and over 120 in 2010. Among them were undergraduate degrees (BA, BSc), graduate degrees (MA, PhD), and degrees in professional programs (Law, Medicine, etc.).

The University recognizes that recruiting Aboriginal students is only the first step; comprehensive student services and supports are essential for students to reach their full academic potential. As such, since the introduction of the Strategic Plan services have been reviewed and where necessary changes have been made: student spaces and services at the Longhouses have been redesigned, services across campus have been integrated, a new position, Coordinator of Strategic Aboriginal Initiatives, has been introduced at Brock Hall, and much more.

The hiring of Indigenous faculty members is core to progress being made in Aboriginal education and since the Strategic Plan process began, the university has almost doubled the number of tenure-track Indigenous professors with nine recent hires across four faculties. These new faculty members will add to the considerable Aboriginal-focused research already underway at UBC. Under the Strategic Plan 120 researchers were brought together for a preliminary research colloquium. Much of their research has been community based and has resulted in substantial community engagement.

Another way that UBC is reaching community is through public programming such as the Belkin Art Gallery's *Backstory: Nuuchaanulth Ceremonial Curtains and the Work of Kī-ke-in*. This type of programming is not simply about showcasing Aboriginal culture or issues, but about collaboration between UBC and Aboriginal communities in a way that challenges traditional museum, gallery, and university practice.



A major focus of the Plan is pre-university recruitment and access initiatives. Many faculties and programs have a long history of outreach such as the Native Youth Program at MOA, CEDAR, and Bridge Through Sport. In the past year changes have been made to allow for a more integrated approach to outreach and funding for some programs has been secured on an ongoing basis. This work will continue to be a focus in the coming year.

In developing the Strategic Plan, the decision was made not to rely on a central fund for Aboriginal initiatives, but rather to encourage the integration of funding for Aboriginal initiatives into core budgets of individual units. At the same time, central administration has directed resources towards centralized initiatives and faculty hiring. The formation of an integrated university-wide development strategy for Aboriginal initiatives is now well underway and is expected to result in increased funding from private sources. The changes being made under the Strategic Plan should also make UBC a more attractive location for grant-funded research.

While much has been done to date, the efforts in many cases have been directed to laying the groundwork for the significant progress that will be made over the next year and beyond: student services will now be delivered more effectively, researchers brought together more consistently, and units across the university will now operate with a better understanding of the work needed. Over the coming year we expect to reach more youth, retain more students, engage more researchers in exciting collaborative projects, and see the university working closely with more Aboriginal communities across the province.

### **Metrics and Benchmarks**

Because UBC is a very large institution and the Aboriginal Strategic Plan is a comprehensive framework, it is very challenging to give a full account of our progress, but below are some items selected from the report that indicate the kind of progress we are making in some key areas:

Increase in the number of Indigenous tenure-track faculty members:

- 2001/2002 – 6
- 2007/2008 – 11
- 2009/2010 – 21

New staff positions created and filled under the Plan:

- Aboriginal Counsellor in Counselling Services
- Research and Communications Officer in the First Nations House of Learning
- Coordinator of Strategic Aboriginal Initiatives in the VP Students portfolio
- Coordinator of Aboriginal Initiatives added in the Center for Teaching, Learning, and Technology

Increase in Aboriginal Student Graduation (all degree categories, including graduate and professional):

- 2001/02 – 67 Students
- 2007/08 – 84 Students
- 2009/10 – 120 Students

Aboriginal Student Enrolment Baseline (Fall 2008):

- Undergraduate: 505 Students
- Graduate: 125 Students
- Total: 630 Students

Aboriginal Enrolment Highlights:

- The Faculty of Law reports 22 Aboriginal students entering in Fall of 2010, for a total of 54 current Aboriginal students—a new record for UBC, and possibly for any law school in Canada.
- The Faculty of Graduate Studies reports that applications and overall enrolment of students that identified as Aboriginal continued their upward trend in 2010. Since 2008, applications have increased by 41.8% overall, and enrolments by 16.8% overall.
- The Arts Faculty reports 33 enrolled graduate students, a significant increase over previous years (exact numbers for previous years not available).

Aboriginal Courses and Curriculum Highlights:

- Since 2008/2009, at least 13 courses with significant Aboriginal content have been added to the UBC Calendar.
- Three new Aboriginal languages have been taught in collaboration with communities, and a new collaborative course in Cree with an urban organization has been developed. Enrollment in courses for UBC students and community members taught on the Musqueam reserve is now at record and sustainable numbers.

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UBC acknowledges its responsibilities to improve opportunities for Aboriginal students in its programs at every level, to develop expertise in research and teaching that can address the gaps in public education and information on Aboriginal issues and contribute to more functional social dialogues, and to develop collaborative relationships with Aboriginal communities that promote common goals. The Aboriginal Strategic Plan was developed to provide a framework for progress in all of these areas.

The Aboriginal Strategic Plan (ASP) was formed through a two-year process involving extensive on and off-campus consultations, and was accepted by the President in January 2009 as the first completed part of *Place and Promise*, the new strategic plan for the university. The ASP is a plan for the entire university, but is implemented separately on the Vancouver and Okanagan campuses. The implementation of the ASP on the Vancouver campuses has resulted in the formation of two committees, the internal ASP Implementation Committee, and the external President's Advisory Committee on Aboriginal Affairs, UBC Vancouver, comprised of Aboriginal community members. The following is the first summary report on the implementation of the Plan.

This report provides an account of some of the major areas of activity that have developed under the plan. For this reason, while it does attempt to give some sense of the general array of Aboriginal programs at UBC Vancouver, it is primarily an account of newer activity and changes that have taken place since the formation and implementation of the plan began. It is by no means fully inclusive of all activity related to Aboriginal programs, and it is important to note that there are many long-standing Aboriginal programs at UBC that are not its primary focus. The difficulty of capturing all the activity taking place at UBC Vancouver is a welcome result: from the outset, the Plan has been designed to provide a framework for the many forms of action taken in individual units on the initiative of faculty and staff in their areas, without central direction. Additional information, including statistics and summary unit reports, is found in appendices.

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## STUDENTS

### STUDENT ENROLMENTS

Because of differences in the way in which data have been collected, identifying reliable baseline information on Aboriginal enrolments is challenging and trends are hard to determine with complete confidence. A major initiative of the ASP is to improve our collection and use of data and provide a more complete analysis of historical data. Partially because categories of Indigenous identity are fluid, some of the issues may never be fully resolved. Appendix A provides a more complete description of these challenges and of the available data.

At present, we consider the most reliable data to be based on student self-identification supplemented by identification available through the Ministry of Advanced Education and Labour Market Development Student Transitions Project (STP): self-identification figures gathered internally produce a lower number. The most recent data from the STP is from 2008 and the combined result from that year indicates that 630 Aboriginal students were enrolled at UBC Vancouver in fall of 2008, with 20% of those being graduate students. This represents about 1.4% of the total student body. In the last year, a total of at least 120 self-identified Aboriginal students received degrees from UBC Vancouver, a substantial increase over the year before, which itself had been a landmark in, for the first time, awarding more than a hundred degrees.

### ADMISSIONS TO UNDERGRADUATE AND PROFESSIONAL PROGRAMS

While UBC Vancouver has an Aboriginal admissions process for students who do not meet the competitive admissions criteria, most Aboriginal students enroll at UBC through regular processes. The success rate of students admitted through Aboriginal admissions is under review. Some Faculties have dedicated seats for Aboriginal students: Medicine, for instance, maintains a separate, though highly competitive, cohort admissions process and offers well-organized student support. Based on the success of this model, other programs in the health disciplines are considering similar programs. Law and Education also actively recruit Aboriginal students. Dedicated funding for Aboriginal students exists at UBC, but in relatively small proportions. Several individual scholarships are available and administered centrally, and some are tied to specific faculties. The Arts Faculty recently created a small number of scholarships for Aboriginal undergraduate students.

### GRADUATE ADMISSIONS

Graduate student admissions occurs through a different set of processes, and the active recruitment of graduate students typically falls to individual departments, with the Faculty of Graduate Studies playing a role in general outreach and application support. The newly established Aboriginal Coordinator in the Faculty of Graduate Studies has fielded

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inquiries from dozens of prospective and current students from across Canada and the U.S. and assisted them with tasks such as identifying appropriate programs, research supervisors and funding sources. The UBC policy on admission eligibility for graduate programs has also been revised to better define a broad-based admissions approach for Aboriginal and other applicants and to encourage Aboriginal students to apply.

Since research universities compete with others for top graduate students, graduate student funding is an important issue and a substantial challenge generally for UBC. In recent years due in part to economic events, graduate funding has been especially challenging. The Faculty of Graduate Studies, in conjunction with the Provost's Office, has increased and targeted some of the graduate funding for Aboriginal students, and has encouraged faculties and departments to do the same. Some faculties, notably Education, Arts, and Science, have made additional recruiting resources available to departments: the Faculty of Arts has been particularly aggressive in offering additional funding through departments to Aboriginal graduate students. Due to the general challenges in graduate funding, these measures must be monitored carefully. Graduate students work especially closely with faculty and one of the most important factors affecting the recruitment and support of Aboriginal graduate students is the presence of faculty with whom students want to work. As noted below, the recruitment of Aboriginal and other expert research faculty is a key priority, and substantial progress is being made across disciplines. Aboriginal graduate recruitment is already benefiting from the addition of these faculty members and in recent years there has been a significant increase in applications and enrolment.

#### SERVICES FOR ABORIGINAL STUDENTS

Fully functional services for Aboriginal students are a key implementation priority. Ineffective delivery of student services frequently results in higher levels of stress for students, and adversely affects their academic work. In some cases, it contributes to the withdrawal of students from the university.

Ineffective delivery also results in inefficient use of staff time: without structural solutions, staff must repeatedly improvise solutions to the same crises. It also constitutes a limit: if UBC were to try to increase the number of Aboriginal students, these crises would multiply, further challenging an already stretched system. To accommodate more students, this system must become more functional and efficient. Since students' experiences of these services form much of their impression of the university, there is little point in increasing recruiting efforts if the reports students take back to their families and communities are not already very positive. Expanded recruitment will be far more effective when these issues are resolved.

Services for Aboriginal students are distributed across the university, but some are also concentrated in specific units. Academic advising, for instance, is provided by individual faculties, since it requires specific expertise. Many faculties have advisors identified for Aboriginal students, and some (e.g., Arts, Law, Medicine, Science, Land & Food Systems) have dedicated Aboriginal advisors or coordinators.

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Other services are more centralized. Some are provided at the First Nations Longhouse, but many are located in different units in the VP Students portfolio. Brock Hall, where many of these other services are located, can be a challenging place for students, and particularly for Aboriginal students who have needs complicated by multiple factors and the complexities of band or other third-party funding. Even services provided elsewhere (e.g., the Longhouse) often require collaboration with these units. The challenge is to provide a more effective and integrated approach to this complex array of necessary services.

Support for graduate students is traditionally provided within departments and the Faculty of Graduate Studies, but there is clear evidence that additional networking support for Aboriginal graduate students across faculties and the university is highly valued. A graduate student support network, the SAGE program, initially developed in the UBC Faculty of Education, now extends across UBC and other institutions in the province, and has been replicated elsewhere. At UBC, a student initiative, the Indigenous Research Group, initially based in the Arts Faculty, has also provided networking for graduate students and other researchers.

#### SERVICES—PROGRESS TO DATE

To date, the effort to improve services has had several major components. Starting in the summer of 2009, a reassessment of student services available at the Longhouse has been undertaken. Student spaces in the Longhouse were evaluated and redesigned, with a clearer separation of social and study spaces. That preliminary redesign was highly successful, and, with funding secured, a full remodeling of those spaces is now underway. In collaboration with some faculties (Arts, Science) centralized tutoring services for Aboriginal students at the Longhouse were also initiated in September 2009. Those services, highly valued by students, will be expanded in the coming year.

Counselling services have been a major focus of this restructuring. It has been crucial to develop a system in which students have access to counselling that is both professionally accredited and culturally relevant, and that multiple counselors be available to address specific and urgent student needs. A partnership between the UBC Counselling Services and the First Nations House of Learning was formed to provide accredited counseling at both the Longhouse and at the Counseling Centre in Brock Hall. An experienced Aboriginal counselor, Renée Robert, has also been added to Counseling Services staff. In addition, a nurse from Student Health Service now has hours at the Longhouse, and advising by faculty advisors at the Longhouse has also been initiated. Most significantly, in January 2010 the student services coordinator position at the Longhouse was restructured to include more emphasis on strategic planning and student and community development. By forming strategic linkages with other units, better referrals are possible, and the development of other programs, such as mentoring and outreach programs, can proceed with the further engagement of other resources.

As noted above, staff with long experience in Aboriginal student services identified some long-standing structural problems with student services delivery, and with coordination between units. During the 2009-2010 academic year, a Student Services Strategy Group

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reporting to the Implementation Committee was formed. This group, consisting of the senior Arts Faculty Academic Advisor, the Aboriginal Recruiter-Advisor in Admissions, and the FNHL Student and Community Development Officer, began meeting with staff in various student services units, identifying procedural and structural problems and potential solutions, while maintaining a close working relationship with the campus committee of Aboriginal advisors and coordinators. A further result was the formation in the summer of 2010 of a Coordinator, Strategic Aboriginal Initiatives position in the VP Students portfolio, located in Brock Hall, to coordinate services in units there and liaise with groups across campus.

The result of this reconfiguration of Aboriginal student services has been the establishment of a network among units in the VP Students portfolio (the Enrolment Services/Student Development Services working group) and across campus that will continue to connect the technical expertise and capacities in service units with specific Aboriginal expertise found there and elsewhere. The formation of this network has already had very positive results, and this work should now accelerate. Solutions to even such seemingly intractable problems as 3<sup>rd</sup> party billing now seem within reach. Because venues have been established in which productive discussions of Aboriginal concerns may be addressed, staff in all involved units see a clearer way to progress.

#### SERVICES—NEXT STEPS

In addition to the above, the Strategy Group has recommended the following as priority items for the coming year:

- improved data collection, including storage, access, and reporting;
- greater transparency in the provision of financial aid, including resolution of third-party billing issues, and more effective connection of students to available resources;
- increased efficiency in applications and other forms processing;
- development of a more integrated wellness strategy for Aboriginal student health.

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## FACULTY AND CURRICULUM

### FACULTY

One of the most significant commitments a university can make is the hiring of tenure-track (permanent) faculty. Since the Strategic Plan process began, UBC has almost doubled its cohort of Indigenous professors. Among the new Indigenous professors are: Dr Mark Aquash (Education: NITEP program), Candis Callison (Arts Faculty: Journalism), Dana Claxton (Arts Faculty: Art History, Visual Art, and Theory), Dr David Close (Science Faculty: Zoology and the Fisheries Centre), Dr Peter Cole (Education: Curriculum & Pedagogy), Dr Glen Coulthard (Arts Faculty: First Nations Studies and Political Science), Dr Tracy Friedel (Education: Curriculum & Pedagogy), Darlene Johnston (Law), Dr Sheryl Lightfoot (Arts: First Nations Studies and Political Science), Dr Dory Nason (Arts: First Nations Studies and English). These ten new tenure-track professors join eleven others already at UBC, and more may soon follow.

Despite the progress made in the hiring of Aboriginal scholars, some concern has been raised that Aboriginal faculty, underrepresented at all ranks, are proportionally even more underrepresented at advanced ranks. Pre-tenure Aboriginal faculty have, in the past, also been recruited into administrative positions, a circumstance that may have adversely affected their advancement, and it is often the case that the administrative or program development demands on Aboriginal faculty are greater than those on their peers. Ensuring that faculty recruited to UBC have stable platforms for their work requires a more complete discussion, and the development of a more complete account of the role of Aboriginal faculty members must form a basis for it.

In addition, UBC has recently added non-Aboriginal expert faculty in key curricular areas (two in Indigenous history, one with an Aboriginal focus in English and Women's Studies, one very recently in Anthropology) who add to the considerable expertise available across the university. Curricular initiatives and graduate students follow faculty expertise, so the addition of all of these research-level scholars is of primary significance.

Approximately twenty-two Indigenous faculty and staff work at UBC on other kinds of appointments in academic programs (adjunct faculty, librarians, advisors, coordinators, etc.). Since the initiation of the Strategic Plan, two have been added in the Institute for Aboriginal Health and Counseling Services has added an Aboriginal counselor.

### CURRICULUM

The development of curriculum follows the arrival of new faculty, but it may also be the outcome of sustained initiatives. For example, in the last two years, the First Nations Languages Program has expanded its offerings beyond its established curriculum in the Coast Salish dialect spoken at Musqueam to include community-based courses in



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Kwak'wala and Cree, though sustainable funding for these courses has yet to be secured. The exact number of new courses added in a given year is difficult to determine for several reasons, but in the last three years, over thirteen courses with significant Aboriginal content have been added to the UBC catalogue. The total number of courses with significant Aboriginal content offered in a given year is variable, since not every course is offered every year. Based on lists maintained by units for degree purposes, however, it is safe to say that at least fifty-five courses are offered yearly. Some faculties have also considered ways to broaden the reach of existing curricula, in some cases moving towards Aboriginal content requirements for students in their programs (e.g., Education). Programs to train professional students in areas such as health care to better interact with and serve Aboriginal clients and organizations are also in development.

## ENVIRONMENT

One of the most important factors in recruiting new faculty or students to a university is the campus climate—how Aboriginal or other traditionally underrepresented people experience their treatment by others. During consultations in the early stages of the Aboriginal Strategic Plan, we heard many stories of times in which Aboriginal people were stopped on university grounds by staff or security who questioned their presence. Today, UBC is a truly multicultural campus upon which such incidents are far less likely to occur, but it is still the case that many students, faculty, and staff arrive at the university with very little understanding of Aboriginal people or Aboriginal history and many problematic assumptions. Incidents of racism still occur, and there is still potential for misunderstandings, or for discussions in classes, even when they begin innocuously enough, to veer into very troubled waters. A recent student video project, *What I Learned in Class Today: Aboriginal Issues in the Classroom*, documented student experiences of some of those more troubling instances and brought them to university-wide attention.

In the 2009-2010 academic year, following on the attention brought by this project, a partnership between the Centre for Teaching and Academic Growth (TAG; now renamed the Center for Teaching, Learning, and Technology) and FNHL resulted in the establishment of a new position in TAG designed to initiate dialogue around professional and productive conduct of classroom discussions of cross-cultural and Aboriginal issues. Karrmen Grey, one of the principals of the earlier *What I Learned in Class Today* project, was hired for this position. Her work under this initiative has been to provide the basis for professional development for faculty and for the training of graduate teaching assistants. At the end of the 2009-2010 academic year, Karrmen resigned from this position to begin graduate studies, but her work has exceeded expectations and has provided a very solid basis on which her successor can build. This initiative has provided a place for Indigenous faculty to develop a community for thinking about pedagogical issues, and for a wider dialogue with other faculty who have had questions or anxieties, but have had no venue for productive discussions.

The importance of intercultural relationships has also been identified as a critical element of the broader framework of the university strategic plan. Following the development of the Aboriginal and the Equity and Diversity strategic plans, a group has been formed to frame a cultural diversity statement that would also operate as a larger frame for the

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specific discussion of Aboriginal concerns. While neither of these initiatives can guarantee that students will not encounter difficult discussions in classrooms or insensitive remarks elsewhere, they are both part of a process of defining an institutional context in which such incidents will be increasingly seen to arise from exceptional, rather than normative behaviour.

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## RESEARCH & PUBLIC PROGRAMMING

### RESEARCH

UBC has long been a leader in Aboriginal research, and some programs, particularly in health research, have been conducting research for many years. UBC faculty have lead their fields in many other areas, and some have provided crucial academic testimony in legal and other significant processes. The Aboriginal Strategic Plan calls for greater integration of UBC's research in Aboriginal areas. This spring, for the first time a preliminary research colloquium for researchers in Aboriginal areas was co-sponsored by the First Nations House of Learning and the Office of Research Services. Over 120 researchers attended, with more indicating interest in future meetings. This meeting confirmed the significant level of research activity at UBC Vancouver, its distribution across units and disciplines, and the general lack of awareness of UBC researchers in these fields of each other's activities. Later in the spring a follow-up event for researchers in health-related fields was held.

In addition, the Irving K. Barber Learning Centre (IKBLC) has initiated a series of discussions around community-based research. Community-based research is an important area for Aboriginal research, and these discussions should provide a good basis for moving forward in this area, and for further supporting graduate research and UBC's undergraduate programs of research partnerships with Aboriginal communities and organizations (e.g., the First Nations Studies Program).

The discussions surrounding community-based research are very significant for another reason: new models of community-based research present opportunities for meaningful collaboration between university researchers and Aboriginal communities and for overcoming the legacy of exploitative research practices of the past. Developing collaborative relationships requires considerable time and effort. University procedures for evaluating faculty must recognize the specific requirements of these models to ensure that the work of faculty members, and in particular early career and Aboriginal faculty, is recognized and that faculty are not dissuaded from pursuing them.

Examples of significant community-based and collaborative research may be found across campus. They include the Reciprocal Research Network developed by the Museum of Anthropology in collaboration with three First Nations communities, the community-based language stabilization work undertaken by the First Nations Languages Program with Musqueam and other communities, and others. Most recently, the Irving K. Barber Learning Centre (IKBLC), in conjunction with the UBC Library system, FNHL, FNSP, and the School of Library, Archival, and Information Sciences, has undertaken a collaborative research project surrounding the formation of community digital archives in partnership with the First Nations Technology Council and three communities (Namgis,

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Ktunaxa, and Heiltsuk). This initiative and others like it are a direct response to the Aboriginal Strategic Plan.

In addition, some units have taken very active positions on research and community service that have not yet produced concrete results. In particular, the Faculty of Applied Science under the direction of Dean Tyseer Aboulnasr has sought to develop community partnerships to implement an initiative similar to “Engineers Without Borders” that develops infrastructure-building relationships with local First Nations communities. Though this initiative was slowed by capacity problems at FNHL, this very promising initiative is now moving forward for the coming year.

Other work around the university has also produced substantial community engagement. Professor Leonie Sandercock in the School of Community and Regional Planning, for instance, has recently premiered a documentary film on the history and experiences of the Cheslatta and Ts'il Kaz Koh (Burns Lake) Carrier bands. This film, produced in close collaboration with the bands and other Aboriginal advisors, is valuable in creating a new kind of voice for the communities, in informing a broader public of community circumstances, and in serving as a basis for ongoing discussions and negotiations. It is the result of two years of intensive work with the communities and part of a new paradigm of collaborative research.

#### PUBLIC PROGRAMMING

This year the UBC Belkin Art Gallery hosted *Backstory: Nuuchaanulth Ceremonial Curtains and the Work of Ki-ke-in*, an exhibition co-curated by UBC professor Charlotte Townsend-Gault and Nuu-chah-nulth artist and intellectual Ki-ke-in (Ron Hamilton). This exhibition was groundbreaking in its collaborative practice, and brought back for display Nuu-chah-nulth *thliitsapilthim* (ceremonial curtains) from across North America. Because of earlier processes of alienation from their communities of origin, several of these *thliitsapilthim* had never been seen by the families for whom they were originally produced.

This exhibit provided a way for visitors to appreciate the beauty of these works, but also to understand their function and importance in Nuu-chah-nulth communities. Indeed, an important aspect of the exhibition was to challenge the categories through which museums have presented Aboriginal art. In his opening remarks at the ceremony that opened the exhibit, Ki-ke-in successfully transformed the gallery space into a cultural space for the work of the community, asserting the primacy of that function and the role of the *thliitsapilthim* within it. Truly, it was a groundbreaking reply to critiques of museum and gallery practice and a rare experience of cultural interaction.

An exhibit such as *Backstory* does not happen overnight: it is the result of years of collaborative effort and the understandings that emerge from it. It, and the other projects already noted, are significant examples of the very positive developments that can come out of collaborations between Aboriginal communities and research universities such as UBC if the right people are present and their partnerships supported. It is important to note that the film and exhibit just described predate the Aboriginal Strategic Plan. The

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Plan, however, now provides a context that both supports and extends the kinds of work they represent.

This winter, Harry Somers' opera *Louis Riel* was performed by the UBC Opera Ensemble and UBC Symphony Orchestra accompanied by a whole set of supporting interpretive events that drew together musicologists, historical scholars, and Métis community leaders. Like another set of events two years earlier, the Chan Centre premiere of a restored print of the 1914 Edward Curtis film *In the Land of the Headhunters* that had extensive Kwakwaka'wakw community participation, this event used the public spaces and programming capabilities of the university to foreground community histories and concerns to new audiences, and for the university to function reciprocally as a site for community work.

Several UBC units have also partnered with urban Aboriginal organizations and the City of Vancouver in the *Dialogues* project that works to establish constructive dialogues between recent immigrants and Aboriginal people in the city. This project is an important part of a larger cross-cultural conversation vital to the social and political development of the city and the position of Aboriginal people within it.

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## OUTREACH AND COMMUNICATIONS

### OUTREACH

UBC has a long history of innovative individual programs that engage Aboriginal youth. The Native Youth Program at the Museum of Anthropology has been running for more than thirty years, and other programs, such as CEDAR and the Summer Science Program provide other summer venues for youth engagement. To date, these programs have operated independently and without much interaction, and often on contingent funding. Plans are currently underway to expand these programs and stabilize their funding.

Another set of programs work through specific partnerships. Several programs operate through partnerships with Musqueam. Musqueam 101 is an academic program operating through the Arts Faculty that brings UBC and visiting academics and other speakers to a weekly seminar conducted on reserve and available for UBC credit. This program is now entering its tenth year and the Arts Faculty has recently committed to recurring funding for it. Bridge Through Sport is another partnership through which Musqueam hosts an annual Aboriginal youth soccer tournament at UBC. Bridge Through Sport has also played a part in the formation of a creative writing class and homework club at Musqueam in which UBC faculty and students have participated. The relocation of an outreach coordinator associated with the Bridge Through Sport to FNHL will provide the basis for a more integrated approach to these and other outreach possibilities.

Other programs, such as the Ch'nook program operated by the Sauder School of Business have developed innovative outreach frameworks. Ch'nook has established networks among BC post-secondary business programs and offered scholarship support for Aboriginal business students in them. It has also developed a low-residency certificate program for established community-based entrepreneurs. The Ch'nook program has benefited from significant private sector funding.

These outreach programs have operated for the most part in traditional face-to-face modalities, and there is good reason to recognize the importance of personal contact. The possibilities of contact through newer forms of communications, especially with younger students in remote communities, however, are worth exploring. The eHealth Strategy Office in the Faculty of Medicine has recently received a grant for more than \$900,000 to establish internet mentoring relationships between UBC Medical students and professors and younger Aboriginal learners. The Barber Learning Centre is exploring the possibility of hosting interactive sessions between UBC professors and Aboriginal K-12 students in distant communities. A private donation to UBC Robson Square and Continuing Education will also support a public lecture and podcast series on Aboriginal issues next fall.

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## COMMUNICATIONS

One of the primary recommendations of the Aboriginal Strategic Plan is the development of a coherent and integrated communications strategy for Aboriginal initiatives that would supplement the mailing lists, websites, and print publications already in use. In the last year, the focus at UBC Vancouver has been on the development of a web portal for Aboriginal programs. In concept, this portal has been designed to provide ways for users to see and understand the full range of Aboriginal programs and initiatives and opportunities at UBC-V, to locate desired information quickly, and to transition to individual program sites quickly and seamlessly. The design of the site has been complex, since it must operate efficiently, and yet speak to and engage many audiences, from research funding agencies, prospective faculty, and potential donors, to current and prospective students, faculty and staff, community members, and parents.

In order to make it engaging and effective for all of these potential users, the site has been designed to include all the normal and familiar navigational tools, but first and foremost, to be driven by stories: each section is introduced by a lead feature story that connects users with a person or people doing something interesting in that area. The goal is not only to humanize the site and connect people, but also to give a clearer picture of the activity that occurs there. Many of these stories are told through video interviews, and stories and videos will be updated regularly with content that stimulates user interest, and allows people to quickly see the depth of activity the university includes. This site will launch in February 2011 and may be viewed at <http://aboriginal.ubc.ca>.

The First Nations House of Learning has received matching funding for the coming year from UBC Public Affairs to continue work on this website, to produce additional print publications for use in community relations and recruiting, and to host events for similar purposes.

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## FUNDING

### BUDGETS AND RESOURCES

During the formation of the Aboriginal Strategic Plan, considerable attention was given to the question of resources. The establishment of a central fund for Aboriginal initiatives was rejected as a primary funding mechanism, since such funds have often had the adverse effect of halting initiatives already in progress that do not receive special funding, or creating initiatives solely dependent on special funding that have died when the special funding ended (a familiar result of government funding of Aboriginal initiatives). The Aboriginal Strategic Plan, while acknowledging the necessity of some central funding for infrastructural projects or projects that necessarily operate in a central location, has encouraged the integration of funding for Aboriginal initiatives into the core budgets of units in which initiatives occur. President Toope originally proposed the construction of the ASP as a way of identifying initiatives early on in strategic planning so that they could be integrated into budgetary processes. The premise that units should embed Aboriginal initiatives in their core funding and identify them for support in their allocation was consistently presented to units throughout the consultation process on the Plan, and later in its early implementation phase. In the meantime, central administration has been responsive to unit priorities, especially in the core area of faculty hiring, in which unit commitment to Aboriginal initiatives has been supplemented with additional resources, and there is no single area of resource commitment with greater or more significant implications.

The 2009-2010 budgetary process was an important moment for UBC Vancouver in addressing budgetary limitations and moving towards a new and more strategic budget process. In the very substantial changes that transition to this model entailed, some of the attention to the embedding of strategic priorities such as the ASP in budgets was lost. The administration has committed to the reassertion of this model in budgetary discussions in the new academic year. Even so, as unit summaries indicate, units have moved forward in taking responsibility for actions in support of the ASP that fall within their domains. These are welcome developments, and commitment to this model will be a primary factor in distinguishing UBC's Aboriginal Strategic Plan from the many others that have relied on special (and therefore highly contingent) funding as their approach.

### DEVELOPMENT & EXTERNAL FUNDING

Other sources of funding are critically important, and the model described above retains the incentives to pursue external funding both from granting agencies and private sources. Granting agencies are primary sources for many Aboriginal research projects and associated initiatives. The efforts described above to build stronger and more integrated communities of practice will make UBC an increasingly attractive location for funded research. The benefits are likely to be particularly evident in areas such as health



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research, in which major funding initiatives are underway, and in which more integrated approaches, especially to Aboriginal health, are recognized to be effective.

The 2010-11 academic year marks the end of a four-year commitment from the BC Provincial Government for the Pacific Century Graduate Scholarships, which as part of its operations provided scholarship funding for several Aboriginal graduate students over the past four years. BC's only graduate scholarship program, the PCGS has not been renewed, reducing further the funding available for Aboriginal graduate students. UBC and other BC universities should advocate for its renewal or a replacement scholarship program, through which the BC government would demonstrate the Province's commitment to Aboriginal advancement.

Private sources are equally important, and several UBC programs, notably the Ch'nook Program in the Sauder School of Business, have benefited from major corporate grants. The formation of an integrated university-wide development strategy for Aboriginal initiatives is now underway that will present prospective donors with the array of choices and opportunities. The location of each program within a clear spectrum of activity is more likely to convince donors that their contributions will be institutionally supported in a synergistic environment. Further development also depends upon units, and especially faculties, identifying Aboriginal priorities that can be included in this approach.

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## CHALLENGES

The major challenges identified by the Aboriginal Strategic Plan, of course, remain. Aboriginal students are still underrepresented at UBC, and engagement strategies supporting younger Aboriginal students remains a priority. Indigenous and expert faculty still need to be recruited and supported. Curriculum addressing Aboriginal issues, public programming, and more effective modes of conducting classroom discussions of them still require further development. Research in Aboriginal areas and collaborative research relationships with Aboriginal communities and organizations still need to be expanded. As reported here, progress is being made in many, though not yet all, of these areas.

For a variety of reasons, some of the specific areas identified for UBC Vancouver in the first priorities document have not seen significant movement. Though it remains an important issue for many researchers, no forum has yet been formed for the deliberate discussion of intellectual property issues. This is an important issue and a forum could be formed at any time by a faculty member or group that takes initiative. In the absence of such a group forming organically, FNHL or another unit will have to initiate action, and to date, FNHL has not had the capacity to do so. FNHL did collaborate in organizing the address of another, similar issue, ethics for research with Aboriginal people and communities. Another identified area is the formation of an urban Aboriginal plan for the university. Early steps to the formation of a plan include the initiation of closer working relationships with urban Aboriginal organizations and the identification of staff to develop some of those relationships.

In some of the areas identified above, the pace of progress is limited by available funding. In others, it is limited by the pace of development of supporting structures in other units. In many cases, the most significant limitation lies in the difficulty of identifying and attracting the most capable people from pools that in many areas are very small and just developing. UBC has been remarkably successful in adding to its faculty and staff complement in many of the areas noted above. Given the high levels of specialized skills required, however, it is better match the pace of initiatives with the availability of people to advance them, than to attempt to accelerate initiatives beyond our capacity to staff them.

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APPENDIX A:  
ABORIGINAL STUDENT PARTICIPATION AT UBC VANCOUVER

As an institution, we continue to face challenges in compiling data on Aboriginal participation rates. The recent hiring of a Research and Communications Officer at the First Nations House of Learning is a first step towards the development of a consistent plan for collection, storage, access, and usage of reliable data on Aboriginal participation. Over the coming months, the House of Learning will be working on this plan in collaboration with Enrolment Services and the Office of Planning and Institutional Research.

A NOTE ABOUT THE DATA

One of the difficulties in measuring Aboriginal participation is that it is necessary to rely on self-identification and some students, for a wide variety of reasons, choose not to identify as Aboriginal. As such, actual Aboriginal enrolment and graduation rates are likely higher than data suggest.

Please note that unless otherwise indicated, the data included in this report are for UBC Vancouver enrolment only.

STUDENT TRANSITIONS PROJECT AND SELF-IDENTIFICATION AT UBC

As noted above, measuring Aboriginal student enrolment and tracking progress is very challenging. UBC currently relies on two data sources to measure participation: student identification as Aboriginal in the British Columbia K-12 system, and student self-identification upon application for admission to UBC.

The K-12 data is drawn from the Ministry of Advanced Education and Labour Market Development Student Transition Project. This project links data on students in public post-secondary institutions with students' K-12 records through each student's Personal Education Numbers (PEN). The data provide an approximation of Aboriginal student participation rates by identifying any current student who identified as Aboriginal while enrolled in the BC K-12 system. The most recent data available for analysis is from Fall 2008 enrolment. It is important to note that data obtained through this processes will be used for statistical purposes to monitor the university's progress in improving accessibility, not to make decisions about individual students.

For this report, the list of students identified through the Student Transitions Project was merged with the list drawn from the UBC Student Information System of students who identified as Aboriginal upon application for admission to UBC. This process shows that **630** students registered at UBC Vancouver in 2008 had identified as Aboriginal. This breaks down to **505** undergraduate students, and **125** graduate students. For reasons

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identified below, this number quite likely undercounts the number of Aboriginal students actually at UBC.

The data reveal a sharp discrepancy between male and female participation: approximately **34%** of the 630 students who self-identified as Aboriginal at UBC Vancouver were male.

These 630 students represent approximately **1.4%** of the student enrolment headcount for Fall 2008, a proportion that is consistent with the findings of confidential student surveys of new and continuing students in which students are given the opportunity to identify themselves as Aboriginal. It is significant that this analysis is based on headcount, not FTE. If Aboriginal students on average take a lighter course load than is typical, these figures would be an overestimation of student participation.

The University recognizes that retention is as important as recruitment, if not more important. If students are not provided with the services and support necessary to reach their full academic potential, increased recruitment serves little purpose. As such, one component of the Aboriginal data plan will address student retention and completion.

Students are given the opportunity to identify themselves as having Aboriginal ancestry at a number of points in their time at UBC besides application for admission: by enrolling in third-party billing, and on applications for housing, awards, and graduation. For future reporting, it is hoped that this information can be merged with that found above to provide a more comprehensive account. We also believe that in some cases, for programs that do not use the standard on-line application form, students' Aboriginal identity is not being transferred into the wider Student Information System and these students are therefore being missed in this count. At this time, it is not known how many students would fall into this category but over the coming months we intend to address this issue.

As we improve our ability to collect data on Aboriginal identity, tracking mechanisms will capture an increasing number of students. Therefore increases at this time do not necessarily represent improved Aboriginal student recruitment or retention.

The tables on the following pages indicate in which programs the Aboriginal students identified through this process are enrolled. To ensure student privacy, for programs with fewer than five Aboriginal students, the numbers are suppressed and shown as <5.

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<b>Table 1: Self-Identified Aboriginal Undergraduate Enrolment (Fall 2008)</b>	
Degree program	Number of Students
Bachelor of Arts	147
Bachelor of Applied Science	32
Bachelor of Commerce	16
Bachelor of Computer Science	<5
Bachelor of Education (Elementary)	45
Bachelor of Education (Secondary)	17
Bachelor of Environmental Design	<5
Bachelor of Fine Arts	5
Bachelor of Human Kinetics	18
Bachelor of Music	<5
Bachelor of Midwifery	<5
Bachelor of Science (Agroecology)	<5
Bachelor of Science	47
Bachelor of Science (Natural Resources Conservation)	<5
Bachelor of Science (Pharmacy)	9
Bachelor of Science Forestry	<5
Bachelor of Science (Food Nutrition and Health)	8
Bachelor of Science (Forest Science)	<5
Bachelor of Science (Global Resource Systems)	<5
Bachelor of Science in Nursing	8
Bachelor of Social Work	9
Diploma in Accounting	<5
Diploma in Art History	<5
Diploma in Education	10
Diploma in Linguistics	<5
Diploma in Urban Land Economics	6
Juris Doctor/ Bachelor of Laws	17
Doctor of Medicine	12
Null (not enrolled in a degree or diploma program)	48
<b>Total</b>	<b>505</b>

Source: UBC Planning and Institutional Research (Juris Doctor/Bachelor of Laws enrolment provided by the Faculty of Law).

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<b>Table 2: Self-Identified Aboriginal Graduate Enrolment (Fall 2008)</b>	
Degree program	Number of Students
Master of Architecture	<5
Doctor of Education	10
Master of Arts	16
Master of Archival Studies	<5
Master of Applied Science	<5
Master of Business Administration	<5
Master of Education	18
Master of Engineering	<5
Master of Education Technology	<5
Master of Fine Arts	<5
Master Health Administration	<5
Master of Journalism	<5
Master of Laws	<5
Master of Library & Information Studies	<5
Master of Management	<5
Master of Music	<5
Master of Nursing	<5
Master of Physical Therapy	<5
Master of Science	10
Master of Science in Nursing	<5
Master of Software Systems	<5
Master of Social Work	<5
Doctor of Philosophy	32
<b>Total</b>	<b>125</b>

Source: UBC Planning and Institutional Research (one LL.M. and three PhD in Law students were reported separately by the Faculty of Law)

In addition to the enrolment numbers provided above, the Faculty of Graduate Studies monitors Aboriginal applications and enrolment across all doctoral and most master's programs at UBC. It reports a continued upward trend in overall application and enrolment of students that identified as Aboriginal between 2008 and 2010 (shown in Table 3). Over this time applications increased by 41.8% overall, and enrolments by 16.8% overall. Please note that these figures are drawn from separate data than those provided above from UBC Planning and Institutional Research and as such are not comparable. In particular they will not be drawn at the same dates and will only capture students who identified to the Faculty of Graduate Studies upon application. Despite these limitations, the upward trend in applications and enrolments, especially at the Doctoral level, is a promising indicator.

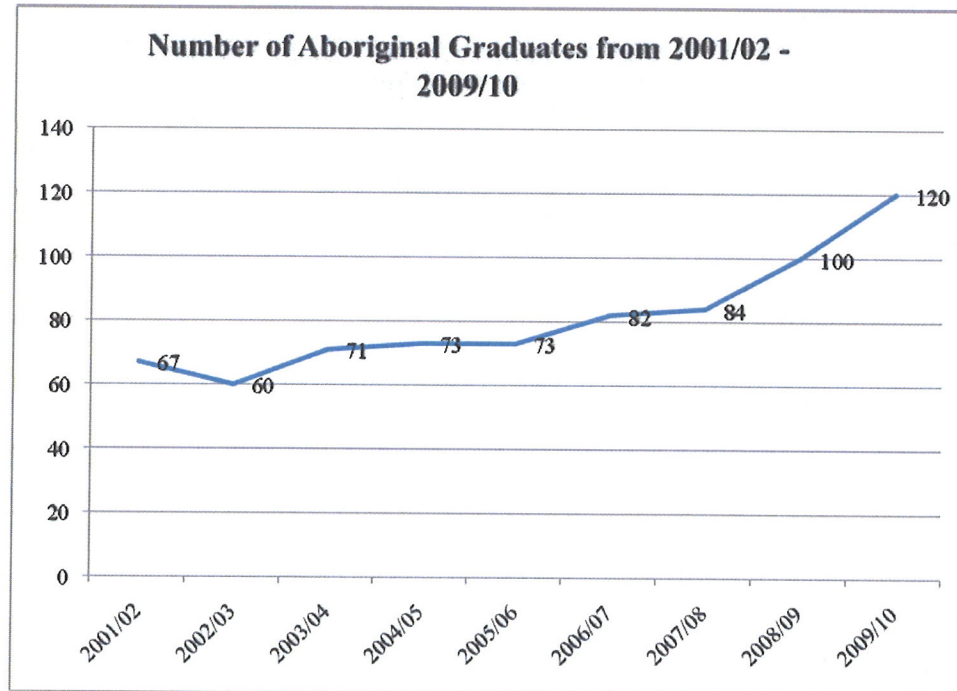
<b>Table 3: Faculty of Graduate Studies Aboriginal Applications and Enrolment</b>						
Year	2008		2009		2010	
Degree Level	Masters	Doctoral	Masters	Doctoral	Masters	Doctoral
Applications	66	13	79	17	87	25
Overall Enrolment	65	30	75	31	73	38

Source: UBC Faculty of Graduate Studies

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## GRADUATION

In 2009/10, 120 self-identified Aboriginal students graduated from UBC. Due to the same issues outlined above, this figure likely underestimates the number of Aboriginal graduates. Nonetheless, this represents a continued upward trend. The number has increased by 79% since 2001/02 when only 67 Aboriginal graduates were identified. It is important to keep in mind that we cannot determine what portion of this increase can be attributed to increasing levels of self-identification.



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**APPENDIX B:**  
**REPRESENTATION OF ABORIGINAL FACULTY AND STAFF**  
**AT UBC VANCOUVER**

The Aboriginal Strategic Plan recognizes that in order to develop curricula, research, and public programming for Aboriginal learners, UBC must attract leading Aboriginal scholars and administrators. Due to the challenge posed by the relatively small pool of qualified Aboriginal faculty working at the research level, a strategic approach must be taken to recruitment in this area. In response to this need, the plan set out a number of actions that are either in their infancy, or have not yet been initiated.

The data currently available on Aboriginal faculty and staff at UBC will be used as a baseline against which future progress can be measured and to inform strategic recruitment initiatives.

**A NOTE ABOUT THE DATA**

As with student numbers, it is important to keep in mind that while these are the best data available, they rely on self-identification. If individuals chose not to participate or self-identify, the data may not reflect the actual representation of Aboriginal staff and faculty at UBC.

All data on the representation of Aboriginal staff and faculty at UBC Vancouver have been provided by the UBC Equity Office. Results are preliminary and have not yet been verified or released publicly. As such, they should not be regarded as definitive.

**UBC EMPLOYMENT EQUITY CENSUS QUESTIONNAIRE**

Since 1990, UBC has asked every faculty and staff member to complete the voluntary Employment Equity Census Questionnaire in which they can identify whether or not they belong to one or more of four designated equity groups: women, Aboriginal people, persons with disabilities, and members of visible minorities. While the survey has been used since the early 1990s, changes to the questions were made two years ago and the return rate for the questionnaire as of October 31, 2009 was 40.8% (as opposed to an earlier return rate of 74.2%). Because the questions in the survey have changed, statistics from the most recent survey are not comparable to those from earlier years. Despite these limitations this remains the most reliable source for data on the representation of Aboriginal staff and faculty in UBC's workforce. It is anticipated that the validity and usefulness of the data will improve as survey return rates increase. New data will be available in November 2010.



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Out of those that responded to the survey by October 31, 2009, 75 employees (faculty and staff) identified as Aboriginal. This represents 1.6% of the 4778 respondents but only 0.6% of the 11,699 employees at UBC Vancouver. Of the 75 individuals that identified as Aboriginal, 47 (63%) were women and 28 (37%) were men. This figure includes employees from all the Employment Equity Occupational Groups, from manual workers to senior managers and professors. See Table One for more details.

In the category of Faculty (excluding sessionals and adjunct professors), 13 respondents identified as Aboriginal. This represents 1.3% of respondents. See Table Two below for more details.

At UBC Vancouver 8.8% of the new University Teachers hired between October 31, 2008 and October 31, 2009 self-identified as Aboriginal Peoples. (33% of all new University Teachers hired responded to the UBC Employment Equity Census Questionnaire.)

The following two tables indicate the percentage of employees who self-identified as Aboriginal across administrative and academic units. Only units in which at least one person identified as Aboriginal are shown. Table One shows staff and faculty members by Faculty and Unit, while Table Two shows only faculty members, by faculty. Table Three shows the academic rank of faculty members that identified as Aboriginal. **Please note that only individuals who chose to return the questionnaire and identify themselves as Aboriginal are included in these data; as such, units with Aboriginal faculty or staff who did not identify are not shown.** See Appendix C for further information on Aboriginal staff and faculty.

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<b>Table 1: Representation of UBC V Staff and Faculty by Faculty and Administrative Unit and by Designated Equity Group: Aboriginal Peoples</b>					
Faculty/Administrative Unit	Staff and Faculty			Aboriginal Peoples(*)	
	Total	Respondents to the UBC EE Census Questionnaire		Total	% of Respondents to the UBC EE Census Questionnaire
		#	%		
College of Interdisciplinary Studies	266	129	48.5%	2	1.6%
Pharmaceutical Sciences	129	63	48.8%	1	1.6%
Applied Science	616	260	42.2%	5	1.9%
Arts	1,161	514	44.3%	10	1.9%
Dentistry	202	104	51.5%	1	1.0%
Education	488	165	33.8%	7	4.2%
Land and Food Systems	166	87	52.4%	1	1.1%
Law	81	41	50.6%	2	4.9%
Medicine	2,705	1,039	38.4%	10	1.0%
Science	994	455	45.8%	2	0.4%
Sauder School of Business	338	142	42.0%	1	0.7%
VP Academic and Provost	750	359	47.9%	7	1.9%
VP Development and Alumni Engagement	194	110	56.7%	1	0.9%
VP Finance, Resources and Operations	1,367	432	31.6%	11	2.5%
VP Research and International	171	85	49.7%	2	2.4%
VP Students	1,297	449	34.6%	10	2.2%
VP External, Legal and Community Relations	212	70	33.0%	2	2.9%
Sub Total	11,137	4505	40.4%	75	1.6%
<b>Grand Total(**)</b>	<b>11,663</b>	<b>4765</b>	<b>40.9%</b>	<b>75</b>	<b>1.6%</b>

Source: UBC Equity Office

(\*) Data gathered from the UBC Employment Equity Census Questionnaire, October 31, 2009

(\*\*) Grand Total includes all Staff and Faculty across all Faculty and Administrative Units even instances where no Aboriginal Peoples self-identified as Staff or Faculty and were therefore not included in the breakdown.

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<b>Table 2: Representation of UBC V Faculty by Faculty and Designated Equity Group: Aboriginal Peoples</b>					
	<b>UBC Faculty(*)</b>			<b>Aboriginal Peoples(*)</b>	
<b>Faculty</b>	<b>Total (**)</b>	<b>Respondents to the UBC EE Census Questionnaire</b>		<b>Total</b>	<b>% of Respondents to the UBC EE Census Questionnaire</b>
		<b>#</b>	<b>%</b>		
Arts	510	267	52%	6	2.2%
Education	167	73	44%	5	6.8%
Law	45	19	42%	1	5.3%
Medicine	623	206	33%	1	0.5%
Sub Total	1,345	565	42%	13	1.3%
<b>Total (all Faculties)</b>	<b>2,295</b>	<b>981</b>	<b>43%</b>	<b>13</b>	<b>1.3%</b>

Source: UBC Equity Office

(\*) Data gathered from the UBC Employment Equity Census Questionnaire, October 31, 2009

(\*\*) Sessionals and Adjunct Professors are not included

<b>Table 3: Academic Rank of Faculty who self-identified as Aboriginal Peoples</b>	
<b>Faculty</b>	<b>Total (**)</b>
Full Professor	1
Associate Professor	6
Assistant Professor:	3
Instructor II	2
Lecturer	1

Source: UBC Equity Office

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APPENDIX C:  
INDIGENOUS ACADEMIC CAUCUS

The Indigenous Academic Caucus is an informal association of UBC faculty members who identify as Indigenous. This group currently has twenty-six faculty members (including three adjunct professors and two instructors). Nine new tenure-track professors have been added to this group since the Aboriginal Strategic Plan was initiated. Seventeen staff and non-teaching faculty members from across the University have also identified as Aboriginal. The following is a list of Indigenous Academic Caucus members and Aboriginal staff including a short description of their background and work. We invite other Indigenous faculty members to join the caucus by contacting the First Nations House of Learning.

FACULTY

**Dr Mark Aquash:** Director, Native Indian Teacher Education Program and Assistant Professor, Department of Education Studies, Faculty of Education

Dr Aquash is Thunder Clan, Potawatomi/Ojibwe Anishinaabe and a member of the Council of Three Fires, Walpole Island First Nation in Ontario, Canada. Dr Aquash's research interests include organization and Leadership in education administration as well as culturally-based curriculum, instructional and evaluation systems, educational technology, Anishinaabe language curriculum and instructional strategies and decolonization and First Nations control of education.

**Dr Jo-Ann Archibald:** Professor and Associate Dean for Indigenous Education, Faculty of Education

Dr Archibald (Sto:lo) is a former director of the First Nations House of Learning and the Native Indian Teacher Education Program (NITEP). She is currently the Associate Dean for Indigenous Education in the Faculty of Education. Dr. Archibald is the editor of the annual theme issue of the Canadian Journal of Native Education. Her main areas of research are Indigenous education, oral tradition & storytelling, Indigenous higher education, and Indigenous knowledge systems.

**Ms Candis Callison:** Assistant Professor, School of Journalism

Ms Callison received her Ph.D. from MIT's Program in Science, Technology, and Society, and a M.Sc. from MIT's Comparative Media Studies Program. Her research interests include media change, public engagement on complex science and environment issues, and how new media is shaping the efforts and practices of science journalists, scientists, and social movements. Candis is a member of the Tahltan Nation of northwestern B.C

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**Dr Gordon Christie:** Director, First Nations Legal Studies, Faculty of Law

Dr Christie has taught in universities in Canada and the United States, in Faculties of Law, and Departments of Philosophy and Indigenous Studies. Most recently he was an Assistant Professor at Osgoode Hall Law School (1998 - 2004) where he also acted as Director of the Intensive Program in Aboriginal Lands, Resources and Governments. Dr Christie's research fields include Aboriginal legal issues, legal theory, and tort. His ancestry is Inupiat/Inuvialut.

**Ms Dana Claxton:** Assistant Professor, Department of Art History, Visual Art and Theory, Faculty of Arts

Ms Claxton is of Hunkpapa Lakota ancestry and her family reserve is Lakota First Nations -Wood Mountain in southwest Saskatchewan. She works in film, video, photography, single and multi channel installation and performance art. Her practice investigates beauty, the body, the socio-political and the spiritual.

**Dr David Close:** Director, Aboriginal Fisheries Research Unit, Fisheries Centre and Assistant Professor, Department of Zoology, Faculty of Science

Dr Close has been working in Aboriginal Fisheries for over 10 years. His research is focused on answering biological questions directed towards sustainable Aboriginal fisheries. His current research focuses primarily on the Pacific lamprey, is a culturally important food to the Aboriginal peoples along the west coast that is also important in evolutionary history. He is a citizen of the Cayuse Nation located on the Confederated Tribes of the Umatilla Indian Reservation.

**Dr Peter Cole:** Assistant Professor, Department of Curriculum and Pedagogy, Faculty of Education

Dr Cole is a member of the Douglas First Nation (Southern Stl'atl'imx) as well as having Welsh/Scottish heritage. He has considerable experience as a researcher and educator in Indigenous education, with expertise in curriculum theory, Indigenous epistemology and pedagogy, research methodology, traditional indigenous technologies, and Indigenous perspectives in environmental and sustainability education.

**Dr Glen Coulthard:** Assistant Professor, First Nations Studies and Political Science, Faculty of Arts

Dr Coulthard has written and published numerous articles and chapters in the areas of Indigenous thought and politics, contemporary political theory, and radical social and political thought. Glen is currently writing a book on Indigenous peoples and recognition politics in Canada. He is a member of the Yellowknives Dene First Nation.

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**Dr Tracy Friedel:** Assistant Professor, Faculty of Education

Dr Friedel's research interests include critical analysis of Aboriginal education policy and practice, First Nation and Métis experience concerning work and learning, and an enhanced understanding of Indigenous theories on place and what this offers to the transformation of education and society more broadly. Her Indigenous affiliation is with Region 4 of the Métis Nation of Alberta.

**Ms Lucetta George-Grant:** Instructor and On-Campus Coordinator, Native Indian Teacher Education Program, Faculty of Education

Ms George, Coast Salish, is the on-Campus Coordinator for year three, four, and five students in the Native Indian Teacher Education Program.

**Mr Larry Grant:** Adjunct Professor/Resident Elder First Nations Language Program, Faculty of Arts and First Nations House of Learning

Mr Grant is an Elder from the Musqueam First Nation in Vancouver, BC. He is an Adjunct Professor in the University of British Columbia First Nations Languages Program, the Language and Culture Consultant for Musqueam First Nation, and the Resident Elder for the First Nations House of Learning at UBC.

**Dr Jan Hare:** Associate Professor Language and Literacy Education, Faculty of Education

Jan Hare is an Anishinaabe from the M'Chigeeng First Nation. She is an Associate Professor in the Department of Language and Literacy Education. Her research interests include the social practices of literacy in Aboriginal families, schools and communities. She has a particular interest in Aboriginal early learning and youth issues. She is mentoring doctoral students working on Aboriginal language revitalization and Aboriginal education

**Dr Carl Johnson:** Senior Instructor, Classical, Near Eastern and Religious Studies, Faculty of Arts

A member of the Nhlá7kapmx First Nation, Lytton Band, Dr. Johnson is a Senior Instructor in the Department of Classical, near Eastern and Religious Studies

**Ms Darlene Johnston:** Associate Professor, Faculty of Law

Professor Johnston is a member of the Chippewa Nawash First Nation in Ontario. Her teaching areas include Indigenous legal traditions, Canadian Aboriginal and treaty rights, and law & colonialism. Her current research focuses on the relationship between totemic identity, territoriality and governance.

**Dr Eduardo Jovel:** Associate Professor, Land and Food Systems

Dr Jovel's research interests include ethnobotany, mycology, natural product chemistry and Aboriginal health. In the last 10 years he has taken an active role in Aboriginal health research, including Indigenous medicinal systems, food security, environmental health, research ethics, and Indigenous research methodologies.

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**Dr Linc Kesler:** Director of the First Nations House of Learning and First Nations Studies Program, Senior Advisor to the President and Associate Professor, English

Dr Kesler's indigenous ancestry is Oglala Lakota. His research work focuses on the relationship between technological change and the representation of knowledge, a topic as vital to strategizing the survival of Indigenous communities as it is to understanding the development of industrialism in the west. He is also interested in developing uses of emerging and interactive technologies that truly serve the needs and interests of Indigenous communities.

**Dr Sheryl Lightfoot:** Assistant Professor, First Nations Studies and Political Science, Faculty of Arts

Dr Lightfoot is Anishinaabe, an enrolled citizen of the Lake Superior Band of Ojibwe, at the Keweenaw Bay Community in northern Michigan. Her research interests include global Indigenous peoples' politics, Indigenous diplomacy, Indigenous social movements, and critical international relations. She publishes articles in both Indigenous studies and international relations venues. She is currently writing a book based upon her award-winning Ph.D. dissertation, "Indigenous Global Politics" which examines how the global Indigenous rights movement has challenged some of the fundamental tenets of international relations.

**Dr Michael Marker:** Director, T'Skel Graduate Studies, Faculty of Education

Dr Marker (Arapaho) studies the ethnohistory of education and the politics of Indigenous knowledge, primarily in the Coastal Salish region. His research has foregrounded the ways that colonizing powers have imposed ideologies and cosmologies on Aboriginal communities and the remarkable resistance strategies of Native people.

**Dr Rod McCormick:** Associate Professor, Educational and Counselling Psychology, Faculty of Education

Dr McCormick is a member of the Mohawk Nation. His scholarly interests include cultural psychology, indigenous psychologies, spirituality and counselling, ecopsychology, gerontological counseling, trauma recovery, addictions counseling, career counseling, utilization of nature in healing.

**Mr Duncan McCue:** Adjunct Professor, School of Journalism

Duncan McCue is a national reporter for CBC-TV News in Vancouver. His current affairs documentaries are featured on the CBC's flagship news show, The National, and the 6 o'clock news Canada Now. Duncan has also taught documentary journalism to Indigenous students at First Nations University and Capilano College. Duncan is Anishinaabe (Ojibwa), and a member of the Chippewas of Georgina Island First Nations in southern Ontario.

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**Ms June McCue:** Assistant Professor, Faculty of Law

Ms McCue is a member of the Ned'u'ten People located along Lake Babine in northern British Columbia. Her current efforts are focused on research, writing and teaching in the Indigenous law field.

**Dr Charles R. Menzies:** Associate Professor, Anthropology, Faculty of Arts

Dr Menzies, a member of Gitxaana Nation and an enrolled member of the Tlingit and Haida Tribes of Alaska, was born and raised in Prince Rupert, BC. His primary research interests are the production of anthropological films, natural resource management (primarily fisheries and forestry related), political economy, contemporary First Nations' issues, maritime anthropology, and indigenous archaeology. He has conducted field research in, and produced films concerning, north coastal BC, Canada; Brittany, France; and Donegal, Ireland. He is also the Director of Cultural and Heritage Research for Gitxaana Nation.

**Dr Dory Nason:** Assistant Professor, First Nations Studies and English, Faculty of Arts

Dr Nason is Anishinaabe and an enrolled member of the Leech Lake Band of the Minnesota Chippewa Tribe. She holds a joint position with First Nations Studies and the Department of English. Her research focuses on contemporary Indigenous Feminisms and related Native women's intellectual history and contemporary Native literature.

**Ms Marny Point:** Adjunct Professor, First Nations Language Program and Urban Coordinator, Native Indian Teacher Program, Faculty of Education

Ms Point is a member of the Musqueam Band of the Coast Salish Tribes. As Urban Program Coordinator she advises first and second year NITEP students. She also teaches B.Ed. courses dealing with issues in First Nations education.

**Dr Ron Trospen:** Associate Professor, Forest Resources Management, Faculty of Forestry

Dr Trospen, of Salish and Kootenai ancestry, is an Associate Professor in the Faculty of Forestry, Department of Forest Resources Management. Dr Trospen's research interests include Aboriginal forestry, ecological economics, and Aboriginal economic development.

**Dr Richard Vedan:** Associate Professor, School of Social Work

Dr Vedan, from the Neskonalch Band of the Secwepemc First Nations, is an Associate Professor in the School of Social Work and past Director of the First Nations House of Learning. His research interests encompass the development of practice methods relevant to First Nations issues as well as the establishment of service delivery organizations that integrate traditional First Nations values and healing methods.



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ABORIGINAL STAFF AND NON-TEACHING FACULTY

**Mr James Andrew:** Associate Director of Aboriginal People's Health, Faculty of Medicine.

Mr Andrew's work focuses on Aboriginal health curriculum and research, and recruitment and retention of Aboriginal medical students. He is from the Lil'Wat First Nation, and a member of the Mount Currie Band.

**Ms Tanya Bob:** Coordinator, Aboriginal Student Affairs, Faculty of Arts

Ms Bob (Tahltan and Tlingit) is the coordinator of Aboriginal Student Affairs which provides academic and cultural support services for Aboriginal students.

**Dr Lee Brown:** Director, Institute for Aboriginal Health

Dr Brown is the Director of the UBC Institute of Aboriginal Health. He is the co-author of *The Sacred Tree*, an educational curriculum based in Aboriginal values and epistemology. Lee is a member of the Cherokee Nation and the Wolf Clan.

**Ms Pam Brown:** Curator - Pacific Northwest, Museum of Anthropology

Ms Brown is of Heiltsuk and Tsimshian ancestry. Her goal is to facilitate collaboration with Aboriginal communities and other institutions and to make the resources of the UBC Museum of Anthropology (MOA) more accessible to those Aboriginal communities and organizations whose heritage is represented in the museum. Ms Brown also manages MOA's Native Youth Program.

**Ms Kerrie Charnley:** Education Coordinator, Institute for Aboriginal Health

Ms Charnley's family hails from Katzie Nation. Aside from her current position at UBC, Ms Charnley has taught first year English courses as a teaching assistant and as on-line instructor at Simon Fraser University and as a sessional instructor at the Institute for Indigenous Governance. She has also worked in an administrative capacity for Vancouver Coastal Health in the area of diversity and human rights training and complaints resolution processes for staff, and for Native organizations both locally and in Ottawa.

**Ms Teresa Howell:** Research Manager, Institute for Aboriginal Health

**Mr Graeme Joseph:** Aboriginal Student Recruiter-Advisor, Enrolment Services

Mr Joseph, a member of the Gitksan Nation, works in Student Recruitment and Advising supporting students with their applications and course registration.

**Ms Elsie Kipp:** Aboriginal Community Liaison Coordinator, Human Early Learning Partnership (HELP)

Ms Kipp, of Yale First Nation, is responsible for HELP's engagement initiatives in Aboriginal communities around the province. HELP is an interdisciplinary partnership working to create, advance and apply knowledge through interdisciplinary research to help children and families thrive.

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**Mr Gerry Lawson:** Oral History Language Lab Coordinator, UBC Museum of Anthropology

Mr Lawson, of the Heiltsuk Nation of BC, supports Oral History and Linguistics research by enabling high quality digital audio recording and the digitization of existing legacy analog recordings.

**Ms Kim Lawson:** Reference Librarian, Xwi7xwa Library

Ms Lawson is from the Heiltsuk Nation of BC. Prior to joining UBC, she worked as the Archivist/Librarian for the Union of BC Indian Chiefs Resource Centre. Her MLIS research looked at First Nations Perspectives on archives, libraries and museums

**Ms Madeleine MacIvor:** Associate Director, First Nations House of Learning

Madeleine is a Métis woman whose family comes from the historic Métis community of Lac Ste Anne in northern Alberta. In addition to her work as Associate Director of the First Nations House of Learning, Madeleine is currently working on her doctoral research that looks at the development of Aboriginal post-secondary education policy in British Columbia.

**Mr Tim Michel:** Aboriginal Coordinator, Faculties of Science and Land and Food Systems

Mr Michel is from the Secwepemc Nation. He has taught at both Capilano College and the Institute of Indigenous Government and is currently Aboriginal Coordinator for the Faculties of Science and Land and Food Systems.

**Mr Rick Ouellet:** Coordinator, Aboriginal Student Services, First Nations House of Learning

Mr Ouellet, a descendant of the Aboriginal families evicted from Jasper National Park in 1910/11, is currently working on a PhD in Interdisciplinary Studies. As coordinator of Aboriginal Student Services, he is responsible for developing and managing programs and services for Aboriginal students and fostering a vibrant and inclusive community at the Longhouse.

**Ms Amy Perreault:** Academic Advisor, Faculty of Arts

Ms Perreault, Métis, is the First Nations Studies Program Advisor and an Advisor at Aboriginal Student Affairs. She is also the co-developer of the What I learned in Class Today initiative.

**Ms Renée Robert:** Counsellor, Counselling Services

Ms Robert is from the Sahtu Dene Nation in the Northwest Territories and also of European heritage. She recently joined the Counselling Services team after having spent 12 years at the Native Education College offering crisis and therapeutic services to community members and in the Family Violence Resource Centre.

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**Ms Michele Sam:** Senior Aboriginal Researcher and Liaison, Human Early Learning Partnership (HELP)

Ms Sam, a member of the Ktunaxa Nation, provides leadership to Aboriginal communities, nations, and organizations whose visions include their children thriving. HELP is an interdisciplinary network working to better understand the biological, psychological and societal factors influencing children's health and development.

**Ms Leah Walker:** Associate Director, Division of Aboriginal People's Health

Ms Walker is of Aboriginal, Danish and English ancestry and has strong family ties with Sto:lo Nation at Seabird Island. Leah is currently teaching International Indigenous Experiences of Colonization and an Aboriginal Health Elective, leading the UBC Learning Circle connecting First Nations-led Health Centres in BC, working on a cultural safety project with two communities in Haida Gwaii, and involved in an international 5-year CIHR funded grant on how health education can improve health outcomes for Indigenous populations.

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**APPENDIX D:**  
**OTHER FACULTY WITH EXPERTISE IN INDIGENOUS AREAS**

Across the university there are many non-Aboriginal faculty carrying out research with an Aboriginal focus. This work ranges from improving Aboriginal access to healthcare, to First Nations language revitalization, to the study of contemporary Aboriginal art and literature. The following list, while by no means comprehensive, provides a preliminary view of the scale and range of research being done at UBC in this area that will be more fully developed in subsequent reports.

**Dr Carol Blackburn:** Assistant Professor, Anthropology, Faculty of Arts  
Indigenous rights and sovereignty, First Nations and the Canadian state, injury, trauma and reconciliation.

**Dr Helen Brown:** Assistant Professor, Nursing, Faculty of Applied Science  
Rural Aboriginal maternal care, the inseparability between culture and health, the integration of the relevance of history, place, identity, and relationships for promoting the health of childbearing women, infants, families and communities.

**Dr Annette Browne:** Associate Professor, Nursing, Faculty of Applied Science  
Aboriginal healthcare, health care inequities, culture and health and critical inquiry in nursing and health care.

**Dr Betty Calam:** Associate Professor, Family Practice, Faculty of Medicine  
Participant in a five-year international collaborative project entitled "Educating for equity: Exploring how health professional education can reduce disparities in chronic disease care and improve outcomes for Indigenous populations."

**Dr Julia Cruikshank:** Professor Emerita, Anthropology, Faculty of Arts  
Practical and theoretical developments in oral tradition studies.

**Dr Marvin Cohodas:** Professor, Art History, Visual Art, and Theory, Faculty of Arts  
American visual representation (i.e. 'Pre-Hispanic Art'), contemporary ritual and weaving arts of Maya peoples in Southern Mexico and Guatemala, and Native American basket weaving in California and Nevada.

**Dr Margery Fee:** Professor, English and Dean's Advisor on Aboriginal Initiatives, Faculty of Arts  
Post-colonial and Canadian literatures and Aboriginal activism at the Canada-US border.

**Dr Charlotte Townsend-Gault:** Professor, Art History, Visual Art, and Theory, Faculty of Arts

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Historical and contemporary First Nations art, reception of Indigenous cultural expression.

**Dr Douglas C. Harris:** Associate Dean, Research & Graduate Studies, Associate Professor, Faculty of Law

Law and history, First Nations law, property law, law and society, fisheries law, law and colonialism, law and geography, and legal theory.

**Dr R. Cole Harris:** Professor Emeritus, Geography, Faculty of Arts

Historical geography with a focus on geographies of colonialism in early British Columbia.

**Dr Kendall Ho:** Associate Professor, Emergency Medicine and Director of the eHealth Strategy Office, Faculty of Medicine

The use of information technologies to accelerate the incorporation of latest health evidence into routine practice, participant in a five-year international collaborative project entitled “Educating for equity: Exploring how health professional education can reduce disparities in chronic disease care and improve outcomes for Indigenous populations.”

**Michael A. Jackson:** Professor, Faculty of Law

First Nations law, prison law and penal policy, international human rights.

**Dr Jennifer Kramer:** Curator Pacific Northwest, Museum of Anthropology, Faculty of Arts

Visual culture and the anthropology of art, specifically focused on the First Nations of the Northwest Coast.

**Dr Andrew Martindale:** Assistant Professor, Anthropology, Faculty of Arts

History and archaeology of complex hunter-gatherers of western North America, the archaeology and ethnohistory of cultural contact and colonialism, space-syntax analysis of architecture and households, and the use of indigenous oral records in archaeology.

**Dr Bruce G. Miller:** Professor, Anthropology, Faculty of Arts

Indigenous peoples and their relationships with the state, tribal justice/legal initiatives, the circumstances of indigenous communities without state recognition, the nature of research and the influences of litigation on anthropological knowledge, the contemporary international debate around the concept of indigeness and the international connections between indigenous peoples and groups.

**Dr Patrick Moore:** Associate Professor, Anthropology, Faculty of Arts

Anthropological linguistics, Kaska Language Program, languages of North America, sub-arctic ethnography, and ethno-history.

**Dr Shaylih Muehlmann:** Assistant Professor, Anthropology, Faculty of Arts

The intersections between environmental conflict, language and indigeneity.

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**Dr Paige Raibmon:** Associate Professor, History, Faculty of Arts  
First Nations history.

**Dr Arthur J. Ray:** Professor Emeritus, History, Faculty of Arts  
Historical Geography, Native history, Hudson's Bay Company and the fur trade,  
economic development of the North, ethnohistory, comparative history of Aboriginal  
rights litigation research.

**Dr Patricia Rodney:** Associate Professor, Nursing, Faculty of Applied Science  
Aboriginal access to healthcare, Urban Aboriginal Healthcare.

**Dr Sue Rowley:** Curator Public Archaeology at the Museum of Anthropology,  
Associate Professor, Anthropology, Faculty of Arts  
Public archaeology, Arctic archaeology, oral history, ethnohistory, material culture.

**Dr Deena Rymhs:** Assistant Professor, English, Faculty of Arts  
First Nations literature, gender studies, life writing, prison literature.

**Dr Patricia A. Shaw:** Associate Professor, Linguistics and Director of the First Nations  
Languages Program, Faculty of Arts  
First Nations Languages, Musqueam language revitalization, endangered languages.

**Dr Victoria Smye:** Assistant Professor, Nursing, Faculty of Applied Science  
Access to mental health and addictions care with particular attention in women's  
mental health and Aboriginal mental health.

**Dr Coll Thrush:** Assistant Professor, History, Faculty of Arts  
Aboriginal history, environmental history, cultural history.

**Dr Colleen Varcoe:** Professor, Nursing, Faculty of Applied Science  
Ethical healthcare policy and practice, rural Aboriginal maternity care, a current  
project is the Urban Aboriginal Health Centre Study.

**Dr Lorraine Weir:** Professor, English, Faculty of Arts  
Aboriginal Epistemology, oral history as evidenced in First Nations land claims cases,  
contemporary First Nations and Native American writing, contemporary  
settler/Canadian writing.

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APPENDIX E:  
SUMMARIES OF UNIT IMPLEMENTATION REPORTS

As part of the annual reporting process for the implementation of the Aboriginal Strategic Plan, individual faculties and administrative units have been asked to provide annual reports to the Vice Provost and Associate Vice President Academic Affairs. For this initial reporting cycle, no format or guidelines were provided to units and this is reflected in the diversity of the reports received. Reports identify the activities that each unit deemed most important as they work towards their Aboriginal education goals. The following summaries, drawn from the unit reports, highlight key activities under the ten areas of strategic engagement.

**FACULTIES AND OTHER ACADEMIC UNITS**

FACULTY OF APPLIED SCIENCE

- **Pre-university, Recruitment, and Access Initiatives:** The School of Engineering submitted a successful plan for Aboriginal recruitment/retention that was funded and is underway. When the necessary resources are identified, the Faculty plans to work further with various youth outreach programs to support initiatives with Aboriginal communities. One program being considered is a School of Architecture and Landscape Architecture “Design for Sustainability” summer school targeting Aboriginal youth.
- **Student Support and Retention:** The Faculty has committed to offering top-up packages for Aboriginal students who receive Faculty of Graduate Studies Aboriginal Graduate Fellowships with a start date on or after March 1, 2010. Two Aboriginal APSC students were recently honoured with scholarships.
- **Curriculum and Public Programming:** The Faculty is currently identifying resources and planning for a number of future initiatives in this area. These include:
  - The formation of a holistic APSC team to work with an Aboriginal community in addressing community needs and challenges;
  - The identification of issues that 4th year engineering students could address in their capstone design projects;
  - The expansion of a current initiative in which co-op students are placed in a mining community with a 50% time allocation to work in the mine and the remaining 50% directed at working within the community school system to expose students to engineering.
- **Internal and External Communications:** APSC has hired two students to help articulate current research projects related to Aboriginal communities as “stories”. These will be linked to the UBC Aboriginal portal.

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FACULTY OF ARTS

- **Pre-university, Recruitment, and Access Initiatives:** Through the Museum of Anthropology Native Youth Program, youth (six in summer 2009) are paid to work at the museum for seven weeks, familiarizing themselves with the collection, and learning to communicate information about themselves and their traditions to the visiting public.  
The Faculty of Arts has directed significant resources to the recruitment of Aboriginal graduate students. Units have been strongly encouraged to pursue all qualified Aboriginal Graduate Student applicants and the Faculty informs all of its 21 Departments and Schools that any Aboriginal graduate student applicant that the unit would like to admit will be offered special funding from the Dean's Office above and beyond the unit's funding allocation.
- **Student Support and Retention:** Aboriginal Student Affairs supports the success of new and continuing Aboriginal students and organizes student events throughout the year. Aboriginal Advisors are available to serve students' academic needs and facilitate connections to campus resources.
- **Curriculum and Public Programming:** The Faculty has five ongoing teaching programs concerning Aboriginal issues and knowledge: First Nations Languages, First Nations Studies (major/minor), First Nations Languages and Linguistics (major/minor), the Archaeological Field School, and the School of Social Work Squamish Program. Overall there are 72 courses with substantial First Nations subject matter. Community programs in 2009/10 included the residence of dramatist Margo Kane as Distinguished Visitor in the Arts, the Belkin Gallery Exhibit of Nuuchah-nulth Ceremonial Screens, and the School of Music's *Louis Riel* (opera).
- **Recruitment and Support of Faculty and Staff:** Arts has recently hired five new tenure track faculty members: Candis Callison (JOUR), Dana Claxton (AHVA), Glen Coulthard (FNSP/POLI), Sheryl Lightfoot (FNSP/POLI), and Dory Nason (FNSP/ENGL).
- **Research:** Over fifty Arts faculty members have Aboriginal research specializations.
- **Community Relations:** The Department of Anthropology's Ethnographic Film Unit has been involved in a ten-year collaboration with Gitxaala Nation. Two films have been produced on appropriate research methods, one feature film, and a series of distributed digital web resources have been produced. The unit is currently engaged in a film on Gitxaala-directed archaeology and a feature film on traditional foods.

FACULTY OF DENTISTRY

- **Pre-university, Recruitment, and Access Initiatives:** The Faculty has been actively recruiting First Nations students to the DMD and BDS in dental hygiene programs. Activities include attending high school career fairs, summer youth programs, yearly recruitment trips to UNBC, and a revised DMD



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admissions process intended to increase admissions opportunities for First Nations applicants.

- **Curriculum and Public Programming:** The Faculty has been active in several free clinics across the province to provide oral health care to First Nations patients. Two full-time clinics have also been opened on Haida Gwaii. These clinics have benefited First Nations communities and provide opportunities for faculty and students to learn more about community needs.
- **Research:** Three research projects are currently underway that involve Aboriginal populations and the faculty has started to investigate opportunities to interact with the Institute for Aboriginal Health.
- **Community Relations:** The faculty has been an active participant in the First Nations Health Council.

#### FACULTY OF EDUCATION

- **Student Support and Retention:** The Faculty has directed considerable resources towards supporting, recruiting and retaining Aboriginal undergraduate and graduate students. Activities include the following:
  - Held a Native Indian Teacher Education program on-campus orientation and gathering (resources committed \$8,000);
  - Established the Shirley Wong Bursary for Aboriginal undergraduate students (\$90,000 endowed);
  - Provided leadership and administration for Supporting Aboriginal Graduate Enhancement (SAGE), a province-wide peer-support and faculty mentoring program (resource commitment: \$15,000 plus one faculty mentor – in kind);
  - Supported the Indigenous Graduate Student Symposium organized by Aboriginal graduate students (resources committed: \$5000); and
  - Provided funding packages for eight Aboriginal PhD students. Four new students received a \$14,000 package in 08/09 and then \$20,000 in 09/10 and four new students received \$20,000 in 09/10 (resource commitment: \$256,000).
- **Curriculum and Public Programming:** A new course on Aboriginal education is being developed and will be a core requirement starting in 2011 (estimated resource commitment \$10,000). A proposal has also been developed for a Faculty-wide Indigenous Education PhD sub-specialization.
- **Recruitment and Support of Faculty and Staff:** The Faculty of Education has been very active in the recruitment of Aboriginal faculty members. Mark Aquash joined the Faculty as Assistant Professor and Director of the Native Indian Teachers Education Program and Drs. Tracy Friedel and Peter Cole were appointed as Assistant Professors in the Department of Curriculum and Pedagogy. The following searches are also in progress:
  - Assistant Professor in Indigenous Language Revitalization in the Department of Language and Literacy Education;
  - Assistant or Associate Professor in Indigenous Culture and Health in the School of Human Kinetics;

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- Tier two Canada Research Chair in Indigenous Counselling and Mental Health in the Department of Educational and Counselling Psychology and Special Education;
  - And a tier one Canada Research Chair.
- **Research:** The Indigenous Education Institute has established a province-wide Aboriginal math consortium (K-12) and also partnered with Edudata Canada on a research project examining Aboriginal student transitions from undergraduate to graduate studies. There are also other faculty members engaged in research concerned with a broad range of topics related to Indigenous education that include Indigenous health, First Nations youth, literacy in Indigenous contexts, and community education.

FACULTY OF FORESTRY

- **Pre-university, Recruitment, and Access Initiatives:** As part of its First Nations Strategic Plan (2007-2010), the Faculty of Forestry set goals for Aboriginal Student enrolment at both the undergraduate and graduate level. Towards this end, a proposal has been developed for a bridging program. There are currently two Aboriginal graduate students working on research projects within the faculty, and in 2009 an Aboriginal student won the Best Masters Thesis Award in the Faculty.
- **Student Support and Retention:** For a number of years, the Faculty had in place a Coordinator of Aboriginal initiatives. Unfortunately, at this time funding is not available for this position.
- **Curriculum and Public Programming:** Under its First Nations Strategic Plan, the Faculty has recently made significant progress in the area of curriculum and a specialization in Community and Aboriginal Forestry was implemented in September 2010. To provide learning opportunities in business management, a minor in commerce is available in this specialization. The Faculty offers at least 50 undergraduate and 36 graduate hours of Aboriginal content in 6 courses. In addition, FRST 424, Sustainable Forest Management has had two Aboriginal projects each year in the senior capstone. Forestry also recently agreed to provide university credit for courses taught at the Haida Gwaii Semester.
- **Research:** In 2010, there are at least 16 ongoing Aboriginal-related research projects in the Faculty.
- **Community Relations:** All of the Aboriginal-related research projects have some level of community participation. In some cases, community members have attended Masters defenses and class community presentations. In 2009 an MOU was signed with the Katzie First Nation and the Faculty has participated in their forestry board. The Alex Fraser Research forest has pursued relationships with the First Nations in its area and the Faculty has developed linkages with other relevant organizations including a protocol with the First Nations Forestry Council and participating in the Association of BC Forest Professionals' Aboriginal Committee.
- **Internal and External Communications:** The Faculty has developed a communications plan which has led to a web page redesign, and the preparation

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of brochures for the Community Aboriginal Forestry Program. This has included the involvement of the Faculty's First Nations Council of Advisors.

FACULTY OF GRADUATE STUDIES

- **Pre-university, Recruitment, and Access Initiatives:** Graduate admission eligibility policies have been revised to better reflect a broad-based admissions approach for Aboriginal and other applicants and to directly encourage Aboriginal students to apply.
- **Student Support and Retention:** An existing staff position (Asst. Dean held by Jenny Phelps) was assigned duties as "Aboriginal Coordinator" to serve as an identifiable resource person for Aboriginal students. Scholarship funding administered by FGS for Aboriginal graduate students increased in 09/10 to just over \$300,000 but in 2010/11 several funding programs will end; FGS is working to address this by dedicating funds from the new Four Year Fellowship Program and encouraging disciplinary faculties to dedicate portions of their Graduate Support Initiative funding to Aboriginal students.

COLLEGE FOR INTERDISCIPLINARY STUDIES

- **Curriculum and Public Programming:** The Centre for Women's and Gender Studies (CWAGS) recently collaborated with the Museum of Anthropology to sponsor an exhibition and speakers series, "Forgotten Women", a tribute to the 69 women missing and murdered from the Downtown Eastside. CWAGS also partnered with the House of Learning and the Equity Office to bring Justice Rosalie Abella to UBC to host a forum on "25 years of employment equity in Canada".
- **Recruitment and Support of Faculty and Staff:** The Centre for Women's and Gender Studies recently hired a new faculty member, Leslie Robertson, whose research interests focus on Aboriginal women and health, and First Nations' oral histories.
- **Research:** Units within the College for Interdisciplinary Studies tend to take the interdisciplinary or holistic approaches that are recognized as being appropriate for addressing the social issues important to Aboriginal people. There are a number of initiatives within the college that have a considerable Aboriginal focus:
  - Dr Leonie Sandercock of the School of Community and Regional Planning was invited by the Cheslatta Carrier Nation and Ts'il Kaz Koh Nation to explore healing of Native/non-Native relations in Canada. This has resulted in a major six-year research initiative and a feature-length documentary which is leading to positive dialogue between the Aboriginal and non-Aboriginal communities in the area. The documentary has also been recognized as having significant public education potential
  - Honouring and respecting First Nations epistemologies, the Aboriginal Fisheries Research Centre, under the direction of Dr David Close, combines traditional ecological knowledge with modern science to

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support more effective ecosystem and aquatic resource management. Recognizing the importance of fish and other aquatic resources in the traditional ways of life including the spiritual, subsistence, and commercial, the activities of the Aboriginal Fisheries Research Centre integrate traditional knowledge, aquatic ecology, fish biology, including physiology, and use these tools to benefit indigenous people's resource management.

- In his own research, Dr Close has discovered a steroid hormone in the lamprey that may help in the conservation of this eel-like fish, which dates back 500 million years and is culturally important to the tribes of the Columbia River. The research is receiving international attention because it provides evidence of the origin and evolution of stress hormones in vertebrates. Close also intends for the findings to have a practical application in the efforts to save the Pacific lamprey in the Columbia River. He published the finding in the Proceedings of National Academy of Sciences Early Edition in July.
- As part of facilitating the Aboriginal Research Network, Associate Principal Sneja Gunew and the Faculty of Arts Dean's Advisor on the Aboriginal Strategic Plan, Professor Margery Fee, collaborated with Green College to add an international and comparative dimension by bringing together local researchers and scholars from India who were engaging in research with Aboriginal peoples for a Transnational Indigeneity Workshop held in May 2010.
- **Community Relations:** The Aboriginal-focused research work being carried out within the college has been conducted in collaboration with communities and includes wider outreach. Dr Sandercock's work represents the idea of conducting research at the invitation of and in collaboration with First Nations communities with the result being a benefit (as defined by the communities themselves) to those communities and to a wider audience. Dr Close's work in the Aboriginal Fisheries Centre is conducted with First Nations communities in an effort to benefit those communities with respect to this important resource. The Centre for Women's and Gender Studies has worked with Aboriginal communities and has also reached out to broader communities through the MOA exhibit, lecture series, and forum on employment equity.

FACULTY OF LAND AND FOOD SYSTEMS

- **Pre-university, Recruitment, and Access Initiatives:** Much of the Faculty's work in this area has been carried out by the Aboriginal Coordinator (40% Land and Food Systems, 60% Science), and has focused on developing interest and supporting K-12 students. Initiatives include a number of science outreach programs such as CEDAR, partnerships with the Vancouver School Board, attendance at career fairs, and early contact with Aboriginal applicants.
- **Student Support and Retention:** The Aboriginal Coordinator provides counseling and referrals to further counseling or advising, organizes cultural activities and Aboriginal student luncheons, and works with admissions to contact

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students as they are applying in order to foster additional interaction as they enter university. This has led to the early development of relationships between support workers and incoming students.

- **Curriculum and Public Programming:** Although the Faculty does not have a systemic curricular focus on Aboriginal issues, Land, Food, and Community II (LFS 350) has focused on food security issues in Bella Coola. Six to ten LFS students travelled to Bella Coola in two academic terms to meet with community members and conduct volunteer work.  
Through the Centre for Sustainable Food Systems' programming on the UBC Farm, the Faculty of Land and Food Systems supports a range of Aboriginal initiatives, including the Urban Aboriginal Community Kitchen Garden Project and the Institute for Aboriginal Health's medicinal plant gardens (resource commitment estimated at \$60,000).
- **Research:** Two professors have conducted research with Aboriginal communities and four graduate students have completed M.Sc. theses focusing on Aboriginal issues and knowledge.
- **Community Relations:** Land and Food Systems has a direct relationship with Musqueam as well as the urban Aboriginal community, including a partnership with the Vancouver Aboriginal Friendship Society.

#### FACULTY OF LAW

- **Pre-university, Recruitment, and Access Initiatives:** In 2010, 22 Aboriginal students entered the first year law program. This is the highest number of Aboriginal students entering the UBC First Nations Legal Studies Program ever, and likely the highest number of Aboriginal students entering first year in any law school in Canadian history. It is hoped that enhancements to programs and better communication strategies will lead to continued improvements in recruiting. It is also recognized that the graduate program needs to continue to strive to reach prospective incoming Aboriginal students and offer sufficiently attractive packages.
- **Student Support and Retention:** The Faculty continues with its ongoing programs designed to provide academic, cultural, and personal support for Aboriginal students. These efforts are spearheaded by the First Nations Legal Studies Program which is developing an Aboriginal-centered approach to student support. In spring of 2010, the Associate Director will be assisting the Aboriginal Law Students Association in hosting alumni at lunchtime speaker events and organizing a lecture or speaker series on Aboriginal legal and political issues.
- **Curriculum and Public Programming:** With a broad range of courses focused on Aboriginal legal issues, UBC now enjoys the greatest depth in the field of Aboriginal law of any law school in Canada. Through the First Nations Legal Clinic students represent Aboriginal clients in a wide range of matters.
- **Recruitment and Support of Faculty and Staff:** On July 1, 2009, the Faculty welcomed Associate Professor Darlene Johnston (Anishnawbe, Cape Croker First Nation). Andrea Hillard (Nuxalk Nation) is entering her 2<sup>nd</sup> year as Associate Director of the FNHLS program.

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- **Research:** The First Nations Legal Studies Program continues to build research capacity based on the activities of individual faculty members. The Program remains interested in securing additional funds to develop broader research networks and to establish the Center for International Indigenous Legal Systems as significant research module within the university.  
In early 2010 the First Nations Legal Studies Program hosted an Indigenous Pedagogies Retreat (funded by UBC Equity) to build a networking system for law school teachers who share an interest in progressive reform in the teaching of legal issues involving Indigenous peoples. Out of this meeting, the Society for Indigenous Legal Orders was formed.

FACULTY OF MEDICINE

- **Pre-university, Recruitment, and Access Initiatives:** To reach out to Aboriginal high school students, the Faculty makes presentations during the Summer Science Program and runs the Aboriginal into Medicine Preadmissions Program that introduces youth to the study of medicine. An Aboriginal admissions guide and Aboriginal admission stream have also been developed and 5% of seats annually in the first year MD undergraduate program are targeted for Aboriginal students. At present, a total of 33 students in the MD undergraduate program have identified as Aboriginal.
- **Student Support and Retention:** The Faculty has a number of student support initiatives in place: an early three-day orientation to the MD undergraduate program, an annual retreat for Aboriginal students and residents, and an Aboriginal Programs Coordinator to provide student support.
- **Curriculum and Public Programming:** Aboriginal issues are incorporated into Faculty of Medicine curriculum in a number of ways:
  - Some cases in the MD undergrad program highlight issues that affect Aboriginal patients and the longitudinal two-year course "Doctor Patient and Society has established First Nations, Inuit, and Métis health core competencies.
  - UBC is seen as a leader in developing education materials in Aboriginal health and is represented on the Indigenous Education Working Group.
  - In 2002 UBC became the first University in Canada to have an Aboriginal Residency Program.
  - A number of interprofessional courses have been developed with community partners.
- **Recruitment and Support of Faculty and Staff:** The Faculty has one Aboriginal faculty member in the Department of Surgery in the Northern Medical Program, as well as 14 clinical instructors from across the Faculty. The Aboriginal Programs Coordinator/Associate Director, Division of Aboriginal People's health is from the Lil'Wat First Nation.
- **Research:** The Aboriginal People's Health Division supports the idea that research must be done in partnership with Aboriginal communities. It also must be seen to be of benefit, have an enduring focus, and be accompanied by

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appropriate services. Currently, research is underway in rural Aboriginal maternity care and through the Cultural Safety Project in Skidegate.

- **Study and Work Climate:** The Division of Aboriginal People's Health hosted an Aboriginal Health Week to highlight the work of Aboriginal healthcare professionals. Undergraduate medical students formed the "Aboriginal Health Initiative to increase awareness of Aboriginal Health issues and develop resources to expose students to the practice of providing health care to Aboriginal communities.
- **Community Relations:** The Division of Aboriginal People's Health has an "Indigenous Speaker Series" as well as a biweekly videoconference to almost 100 First Nations communities that responds to healthcare centre needs. This is a partnership with the Inter-tribal Health Authority, Health Canada, and First Nations Health Council.  
"Hartley Bay" is a project with the community, International and Aboriginal People's Health Divisions to build relationships, create health promotion interventions, build capacity, and provide clinical services.

FACULTY OF PHARMACEUTICAL SCIENCES

- **Pre-university, Recruitment, and Access Initiatives:** Aboriginal identity is taken into consideration during both pre-interview and final ranking decisions. Currently four students enrolled in the Bachelor of Science in Pharmacy program are identified as holding "Aboriginal status."
- **Curriculum and Public Programming:** The Faculty has prepared a proposal for a patient-centered pharmacy practice clinic on Haida Gwaii.

SAUDER SCHOOL OF BUSINESS

- **Pre-university, Recruitment, and Access Initiatives:** The Ch'nook Cousins Project works with 50 college-bound Aboriginal high school students providing them with the opportunity to meet with students currently engaged in full-time business studies.
- **Student Support and Retention:** The Ch'nook program provides support to Aboriginal learners in initiating and completing business education programs. In 2009/10, 39 full-time business students studying in 13 BC post-secondary business programs received financial, academic and career support. The Ch'nook Advanced Management program, an intensive part-time program, had 17 participants in 2009/10.

FACULTY OF SCIENCE

- **Pre-university, Recruitment, and Access Initiatives:** Through the Aboriginal Coordinator (40% Land and Food Systems, 60% Science), the Faculty has focused on developing interest and supporting K-12 students. A number of initiatives are underway including CEDAR summer programming for Aboriginal

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students age 8-12 (\$20,000/yr), the year-round CEDAR explorers program, partnerships with the Vancouver School Board, attendance at career fairs, and early contact with Aboriginal applicants. The Fisheries and Ecological Sciences Road Show project also provided an opportunity for Aboriginal undergraduate and graduate students to present information about issues in fisheries management at career fairs and provided a means to connect UBC recruiters with students.

- **Student Support and Retention:** Through the Aboriginal Coordinator, relevant counseling, referral services, and cultural activities are offered. The Aboriginal Coordinator also works with admissions to contact students as they are applying for admissions in order to foster additional interaction as the students enter the university. Students are flagged and requested to make contact with the Coordinator if there is concern about a particular subject area. In addition to the Aboriginal Coordinator, the Faculty of Science supports a team of student service professionals who work with undergraduates on academic, career, and personal development issues. Sponsorship for individual students to receive tutoring in specific subjects is also provided.
- **Recruitment and Support of Faculty and Staff:** In 2008, the Faculty of Science and the Fisheries Centre collaborated on the successful recruitment of Dr David Close into an Aboriginal Fisheries faculty position.
- **Research:** The Faculty has as one of its pillars the recognition of the importance of research into Aboriginal program planning and education more generally. The Faculty has been involved with the VSB-UBC Committee on Science and Mathematics Education, transitions research undertaken by Forestry, transitions research undertaken by Education, and other research initiatives related to Aboriginal science education.
- **Community Relations:** The Faculty has a direct relationship with Musqueam and a partnership through the Bridge for Sport Program but has also focused on the urban Aboriginal community and has a partnership with the Vancouver Aboriginal Friendship Society.

INSTITUTE FOR ABORIGINAL HEALTH

- **Pre-university, Recruitment, and Access Initiatives:** Through two one-week programs for Aboriginal students in grades 8-12, the Summer Science Program promotes interest in health and human service programs (resource commitment: \$75,000).
- **Student Support and Retention:** The Indigenous Students in Science and Health Education Association meets regularly to provide information and support to Aboriginal students. Several health science scholarships and work-study placements are also provided throughout the year. The institute also has a dedicated student work area that is becoming a hub for students.
- **Curriculum and Public Programming:** The Aboriginal Health and Community Administration Program is an award-winning unaccredited program offering training to Aboriginal community health workers (resource commitment:



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\$75,000). This year the program had over 20 graduates. A Masters Degree in Aboriginal Population health is also under development.

The institute also oversees the Aboriginal Garden at the UBC farm and is participating in the land-based Aboriginal Working group to maximize the long-term impact of Aboriginal initiatives on the farm.

- **Recruitment and Support of Faculty and Staff:** The Institute employs three core Aboriginal staff, several work study students, and other temporary staff (UBC core-funded staff salaries: \$292,808).
- **Research:** A Research coordinator has been hired and a number of research projects are under development. The Institute is a partner in an E-mentoring project that has recently been funded for \$917,897.
- **Community Relations:** A strong network of community relations, both urban and rural, has been established and ties have been developed with Vancouver Coastal Health, the Chiefs' Health Committee, Stehyiaq and Round Lake healing center, Dr Evan Adams and the Provincial Aboriginal Population Health Division.
- **Internal and External Communications:** The Institute has been present at many conferences on and off-campus and has developed a new brochure.
- **Development Initiatives:** The institute is working on a development initiative and an education and research fund has been created to accept donations.
- **Administration, Evaluation, and Resources:** A community and faculty consultative visioning process recently led to the development of a document that will provide direction to the institute in the coming years.

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## OTHER UNIVERSITY UNITS

### FIRST NATIONS HOUSE OF LEARNING

- **Student Support and Retention:** Student support continues to be a major focus of the House of Learning, and over the past year a number of changes have taken place to ensure that students' evolving needs are being met:
  - The focus of the Aboriginal Students Services Coordinator has shifted from direct service delivery to coordination of services both within the Longhouse and across UBC units.
  - The outreach coordinator responsible for programs such as Bridge Through Sport, has been transferred to the Longhouse from Community Affairs. This will allow for a more coordinated approach to outreach and expanded activities in this area.
  - The Longhouse student space has been reconfigured to allow for distinct study and social spaces and further improvements will be made over the next year. This will include renovations and upgrades to the computer lab to make it more usable as an instructional space and to incorporate multimedia stations.
  - An Aboriginal counsellor has been hired by Counselling Services and accredited counselors and academic advisors will now have hours in the Longhouse.
  - On-site tutoring services are now available for students.
  - The House of Learning is the lead unit on the development of a new UBC Aboriginal website to be launched later this year. The portal will provide information on programs and services to current and prospective Aboriginal students as well as the wider community.
- **Internal and External Communications:** The addition of the outreach coordinator to the House of Learning team will facilitate expanded relations with Aboriginal communities and organizations and over the next year, additional staff will be hired in public relations.
- **Administration, Evaluation, and Resources:** The House of Learning recently hired a Research and Communications Officer who will be responsible for gathering and maintaining information on current and past UBC programs, student and faculty representation, best practices, and other relevant research.

### VICE PRESIDENT, EXTERNAL, LEGAL AND COMMUNITY RELATIONS PORTFOLIO

- **Curriculum and Public Programming:** The Chan Centre continues to actively seek out opportunities to present Aboriginal artists and speakers and is building connections with Aboriginal community members to determine how and if the Chan can play a bigger role in fostering Aboriginal performing arts. Aboriginal performing artists have been brought in through the Roots and Shoots program (world music programming and mentorship for children from less advantaged Vancouver schools) and the Live Sessions series (aimed at students, faculty and

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staff in the Telus Studio). This year Art Napoleon (Cree) as well as his daughter, emerging artist Niska, will be performing. In November, Lila Downs, a Mexican musician and activist of Mixtec descent, will be performing and speaking on a panel entitled “How the Arts Support Societies in Civil Conflict”. Documentary featuring female Mexican singers including Lila Downs, *Hasta El Ultima Trago... Corazon* will also be screened. UBC is the first and only Canadian university invited to submit a full proposal to the prestigious Association of Performing Arts Presenters Creative Campus Innovations Grant Program. The Chan Centre's application, which focused on the development of a program dedicated to addressing Aboriginal issues through the lens of the performing arts, was one of 31 semifinalists selected from 150 applicants.

In 2009/10, UBC Robson Square hosted 17 Aboriginal-focused events/meetings attended by an estimated 500 people. In Fall 2010, UBC Robson Square is hosting a series of six special dialogues on critical issues in Aboriginal Life and Thought, a Lifelong Learning series presented by the UBC First Nations Studies Program, the First Nations House of Learning, the Irving. K. Barber Learning Centre and UBC Continuing Studies. Conversations have begun with the First Nations House of Learning around other programs and events that could be held and showcased at UBC Robson Square in the future.

- **Faculty and Staff Recruitment and Support:** The Chan Centre recently hired an Aboriginal staff member and intends to seek ways to increase the number of Aboriginal staff (potentially as operations staff, student workers and programming staff)
- **Community Relations:** Aboriginal performers at The Chan Centre have drawn in audiences from the Aboriginal community and even provided an opportunity for Cree language students to meet with Art Napoleon and his daughter Niska. For these events a Musqueam elder is invited to do the welcome. The Learning Exchange works with the urban Aboriginal population of Vancouver through its programming in the Downtown Eastside. While most programs are not Aboriginal-specific, the high proportion of Aboriginal people in the area mean that a relatively high proportion of those individuals reached are of Aboriginal ancestry:
  - **Storefront Programs:** It is estimated that about 25% of the patrons of the Afternoon Computer drop-in are Aboriginal and with the development of the Computer Skills Workshops, it is expected that some workshop and tutorial facilitators will be Aboriginal. Aboriginal people also participate in a number of other initiatives such as ESL Conversation Program (as tutors) and special events. In June 2010, an event was hosted to unveil a house post carved Simon Charlie. This included a reception and a screening of Leonie Sandercock's feature-length documentary “Finding Our Way”.
  - **Trek Program and Reading Week Projects:** Through ongoing community service learning placements at East Vancouver schools, hundreds of UBC students work with K-12 students (many of whom are Aboriginal) in activities focused on literacy and numeracy, math and science, and arts and culture. UBC students also work with many

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Aboriginal children and youth during reading week break.

Programming often includes activities designed to teach students about First Nations culture, history and language.

- **UBC-Community Learning Initiative:** This past year, a number of initiatives in which community service learning was incorporated into academic courses were focused on Aboriginal communities. This included civil engineering students working to design a storage shed for the Urban Aboriginal Community Kitchen Garden Project and music students partnering with community members to organize an Aboriginal song circle.

UBC Ceremonies continues to build on its already strong working relationship with the Musqueam and maintains consistent and frequent contact with Band members. This has included work on increasing Musqueam involvement in ceremonies and events on campus, including graduation, official university events, and other activities that could or should involve the Musqueam. As part of this, Ceremonies provides advice and contact information to faculty and staff on protocols relating to Musqueam involvement. Ceremonies also liaises with the UBC Okanagan Ceremonies Office to ensure that relationships and involvement of the Musqueam and Okanagan communities with the respective campuses are comparable, engaging and continuously growing.

- **Internal and External Communications:** Public Affairs has assigned a Communications Coordinator to work with the First Nations House of Learning to assist with the creation of a communications plan. This coordinator will source Aboriginal-focused stories for inclusion in such vehicles as UBC Reports, the Annual Report, media releases, and media pitches. The Executive Director of Public Affairs also sits on the advisory panel for the new Aboriginal Portal.

VICE PRESIDENT, STUDENTS PORTFOLIO

- **Pre-university, Recruitment and Access Initiatives:** Athletics and Recreation provides discounted rental rates Thunderbird Park playing fields, as well as staff support for the annual Musqueam Youth Soccer Tournament. There is an Aboriginal Recruiter in Enrolment Services. This position recruits specifically to aboriginal students and is available to provide a more holistic service to Aboriginal applicants in that they have been cross-trained to support students through the application, admission, financial aid and scholarship stages.
- **Student Support and Retention:** Significant progress has been made across various units under the VP Students to provide improved services and support for Aboriginal students at UBC. Ongoing dialogue is expected to result in further improvements over the coming year:
  - In the summer of 2010 a Coordinator, Strategic Aboriginal Initiatives position was created in the VP Students portfolio. This position has been filled by Joseph Graeme, who is located in Brock Hall, and will coordinate services and liaise with groups across campus.

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- Student Financial Assistance and Awards has hired a new advisor who has extensive training and experience working with Aboriginal communities. The need for assisting Aboriginal students before they reach a crisis has been identified, leading to financial literacy workshops being held at the Longhouse and an advisor holding regular appointment times at the Longhouse starting in Fall 2010. The advisor will also contact newly admitted NITEP students to discuss funding options and supports available. Discussions will soon be initiated around the development of new financial awards for Aboriginal students that will recognize academic excellence and help mitigate financial need.
- Starting in September, Student Housing and Hospitality Services will provide consolidated residence and meal plan invoicing, a monthly installments payment plan, and third-party invoicing upon request. Continuing Aboriginal students will be ensured ongoing accommodation in student residence after first year, and priority access to Student Family Housing will be available for many Aboriginal students.
- Student Development and Services has designated a primary Aboriginal student point of contact for each unit to improve access to services. Working with Enrolment Services teams have also been developed to improve the third-party billing system, and more generally, to improve capacity to understand and meet the needs of Aboriginal students. This has included the prioritization of staff professional development in this area.
- Starting in September 2010, a Student Health Services nurse will hold regular office hours in the First Nations Longhouse.
- Go Global is working to identify university partnerships with strong/parallel Aboriginal student services or Aboriginal studies programs. They are also exploring the development and communication of opportunities that reduce barriers for Aboriginal student engagement in international learning.
- Career Services assisted with organizing an Aboriginal Career Fair and continues to be involved in the Aboriginal Lynx project. Aboriginal speakers and community employers have been brought in to speak at a number of events.
- Increased access to counseling for Aboriginal students has been a key priority for Counseling Services: additional counseling options are now available including on-site counseling at the Longhouse and the Counseling Services Centre in Brock Hall; An Aboriginal counselor position, filled by Renée Robert, has been funded; and new referral procedures have been implemented to streamline access to counseling for Aboriginal students.
- Access and Diversity is currently reviewing mechanisms to support Aboriginal students who identify as students with disabilities.
- **Study and Work Climate:** Units under the VP Students have sought to increase awareness and understanding of Aboriginal history, culture and issues

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among the wider UBC student population. Student Development and Services has begun to incorporate Aboriginal content in Peer Programs training while International Student Development plans to include Aboriginal content in UBC Jump Start and GALA – International Orientation and promote awareness of Aboriginal cultures in a number of International Student Development programs, including the International Peer Program.

- **Internal and External Communications:** Various units have been involved in the Aboriginal Strategic Plan Communications Task Group and contributed content, input, and interviews for the new Aboriginal web portal.

#### UBC LIBRARY

- **Pre-university, Recruitment, and Access Initiatives:** The Xwi7xwa library participated in the Native Youth Program with the Museum of Anthropology and the Summer Science Program with the Faculty of Land and Food Systems.
- **Student Support and Retention:** The Xwi7xwa Library was involved in a variety of events for Aboriginal students including those hosted by the First Nations Student Association and the House of Learning. In order to better assist Aboriginal students and faculty, Education librarians have attended a number of workshops and presentations in which they learnt more about indigenous research and ways of knowing.
- **Curriculum and Public Programming:** Recognizing that access to accurate and complete information is critical to curriculum development and research, various library units are actively expanding their collections of Aboriginal materials. A number of Library units have also offered support and training to Aboriginal students and courses with an Aboriginal focus. Art, Architecture and Planning provided in-class presentations in First Nations art history courses and the Life Sciences Libraries have given orientation sessions and other support for Aboriginal students in certain programs and maintain an Aboriginal Health and Healing subject guide.
- **Recruitment and Support of Faculty and Staff:** Kim Lawson of Xwi7xwa library was funded to travel to New Zealand for the International Indigenous Librarians' Forum.
- **Research:** Kathy Hornby of the Life Sciences Library is a co-investigator on a TEKTIC Strategic Investment Grant, "Better Knowledge, Better Health: Promoting Health Literacy in the Digital Age," that will customize a "Searching for Health Information Online" training module and make training available to future Yukon Community Learning Centre community research leads. During 2009, the head of Xwi7xwa Library was granted leave to pursue further work on doctoral studies on indigenous knowledge organization relevant to the design of a subject thesaurus and renewed classification scheme.
- **Community Relations:** The Irving K. Barber Learning Centre (IKBLC) has worked with First Nations communities on a number of projects, including:
  - An original work of art by Musqueam artist Brent Sparrow was commissioned;

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- A project was initiated to assist First Nations communities with digitizing materials important to their history;
- The House of Learning and the First Nations Technology Council are represented on the Advisory committee.
- A School of Library, Archival and Information Studies co-op student was funded to itemize materials used by the Nisga'a in their successful self-government process.
- Author readings by Aboriginal persons have been held at the IKBLC/Robson Square.

#### DEVELOPMENT AND ALUMNI ENGAGEMENT

**Community Relations:** Alumni Relations has organized two Aboriginal roundtables with Aboriginal community leaders and alumni and in October 2010 will host a “UBC Dialogue” on Aboriginal Engagement. One suggestion that came out of these roundtable discussions was the establishment of an Aboriginal Alumni network. Alumni relations has since been in conversation on this with alumni and the First Nations House of Learning and ideas for an alumni network and/or mentorship program are being explored.

**Development Initiatives:** In recognition of the role that external funding sources can play in supporting Aboriginal initiatives at UBC, Development and Alumni Engagement (DAE) has taken a number of actions to facilitate improved fundraising efforts:

- A representative from DAE has been appointed as coordinator for activities in support of the Aboriginal Strategic Plan.
- A university-wide Aboriginal fundraising case for support is being developed to ensure consistent messaging and language across fundraisers.
- As part of UBC's Development and Alumni Campaign, a list of priority projects has been developed. As of April 2010, 43 of the priority projects, totaling \$153M of which \$46M is committed, have been identified as supporting Aboriginal engagement (UBC Vancouver and UBC Okanagan).
- Examples of Aboriginal-focused gifts received in 2009/10 include \$30,000 for Eileen Sworder to create the Roy Sworder First Nations Bursary in the Faculty of Forestry and \$167,000 from the Law Foundation to the First Nations Legal Clinic.
- DAE's new database will allow for more efficient reporting on dollars raised in support of Aboriginal engagement.

## THE UNIVERSITY OF BRITISH COLUMBIA



**Office of the Vice President Students**  
6328 Memorial Road  
Vancouver, B.C., Canada, V6T 1Z2

Tel: (604) 822-3955 Fax: (604) 822-8194  
E-Mail: [vpstudents@exchange.ubc.ca](mailto:vpstudents@exchange.ubc.ca)

### MEMORANDUM

February 11, 2011

To: Senate Vancouver  
c/o Lisa Collins, Associate Registrar, Senate and Curriculum Services

From: Brian Sullivan  
Vice President, Students

Re: Review of NCAA Division II Membership for Intercollegiate Athletics (Vancouver)

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Please find attached for information the report entitled *The UBC Vancouver Campus and NCAA Division II Membership: A Review of the Issues*.

At this time, I am seeking to clarify any questions that may arise from an initial reading and to review the process and timeline for consultation. Full discussion and comments are anticipated for the March Senate meeting.





# **UBC Vancouver Campus and NCAA Division II Membership:**

## **A Review of the Issues**

Consultation Document Updating the  
2009 Review Committee Report

Office of the Vice President Students  
January 2011



**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

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**EXECUTIVE SUMMARY**

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In 2008, after five years of consideration, UBC Athletics and Recreation recommended to the University Executive that UBC should move its competitive sports programs from Canadian Interuniversity Sport (CIS) and the National Association of Intercollegiate Athletics (NAIA) into the National Collegiate Athletics Association (NCAA) Division II. UBC Athletics and Recreation gave two reasons for change. First, it argued that stringent CIS limits on student financial aid prevent UBC from competing for the best Canadian athletes and often force promising Canadians to leave the country in pursuit of full scholarships in the United States. Second, the introduction of large numbers of small universities and colleges into the CIS was diluting the level of competition, displacing old rivalries and undermining the quality of the UBC Varsity experience. Athletics made the additional point that the NCAA is a higher level of competition for our student-athletes. The timing also appeared opportune because the NCAA had just initiated a 10-year pilot during which Canadian universities could apply for NCAA Division II membership.

On the strength of this recommendation, the President, the Provost and Vice-President, Academic, and the Vice-President, Students established the NCAA Division II Review Committee in April of 2008 to consider the implications of a UBC move to NCAA Division II. In a March 19, 2009 [Consideration Memorandum](#)<sup>1</sup>, the Review Committee reported arguments in favour of making the change and reservations about some of the potential impacts. Most especially, the Review Committee described as “prohibitively expensive” an NCAA requirement that new members secure accreditation from a US accrediting body. A public consultation conducted as part of the committee’s review also revealed sharp polarization and an abundance of misconceptions about the NCAA – on campus, among UBC alumni and in the broader community.

The Review Committee made several recommendations, principally, that UBC should seek an exemption from the NCAA requirement for US accreditation and, secondarily, that UBC should initiate communications, consultation and advisory functions that would ensure the UBC community is well-informed about the contributions that UBC Athletics and Recreation make to campus life and about the challenges and opportunities it faces in providing the best experience for varsity athletes. The University Executive then deferred a decision, pending an opportunity to secure the NCAA accreditation exemption and/or to work with the CIS to resolve the above-stated issues.

These points having now been addressed (if not resolved), the University Executive would like to resume its review and revive a campus discussion with an eye to making a decision before the next NCAA Division II application deadline on June 1, 2011. To that end, this paper offers an update on the issues already mentioned and on changes that have occurred in the CIS, the NAIA, the NCAA and within UBC itself.

On the first Review Committee recommendation, the NCAA declined to waive the accreditation requirement. UBC then engaged MMK Consulting to investigate further the costs and efforts involved in securing a US accreditation. While original estimates put those costs between \$500,000 and \$1 million each year, MMK Consulting recommended that UBC should budget \$700,000 to \$1 million for the first two to three years and \$100,000 per year thereafter. Simon Fraser University, which is currently seeking accreditation with the Northwest Commission on Colleges and Universities (NWCCU), is managing the

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<sup>1</sup> [http://www.students.ubc.ca/ncaa/download/NCAA\\_report\\_with\\_appendices.pdf](http://www.students.ubc.ca/ncaa/download/NCAA_report_with_appendices.pdf)

*A Review of the Issues*

effort with the equivalent of three full-time employees (rather than 22, as UBC had been warned to expect). SFU reports that the effort is extensive, but has strategic planning benefits.

Efforts by UBC President Stephen Toope to resolve issues with the CIS have been unrewarded. The CIS is creating a new presidential oversight body, but has as yet declined to engage on the question of relaxing student financial aid restrictions. It continues to admit small universities and colleges into the CIS and has resisted efforts to create tiers that would protect the high level of competition for larger schools with a deeper athletic tradition. It is also considering a change to the Canada West conference that could cut UBC off from some of its traditional rivals. Finally, the CIS has prohibited dual membership with the CIS and NCAA, a solution that UBC had considered earlier.

The NCAA remains welcoming at the Division II level, as does the Great Northwest Athletic Conference in which UBC would most likely compete. The NCAA offers 25 of the 29 varsity sports in which UBC competes (the CIS offers 15) – most at the Division II level. Recent changes in NCAA rules would also enable UBC Hockey teams to bump up to Division I play. It is clear, however, that the NCAA will not guarantee UBC quick acceptance, particularly as many NAIA schools are also moving to the NCAA, competing for a limited number of openings.

The potential for the entire NAIA to merge with the NCAA – possibly within the next five years – poses a further challenge to UBC (which currently has eight teams in NAIA competition). On other counts, however, UBC Athletics and Recreation is well positioned. Its facilities and coaching are in excellent shape (easily meeting Div II standards) and switching to the NCAA would require only one additional staff member – a full-time compliance officer. Senior administrators in Athletics and Recreation continue to assert that NCAA membership would protect the level of competition, attract more community and student support and, thanks to reductions in travel and membership fees, save a small amount of money (roughly \$150,000 annually, as of 2008). They anticipate no negative impact on UBC's academic mission.

Simon Fraser University, which this academic year became the first Canadian school to join the NCAA, is positive about the experience. When SFU indicated its intention to move to NCAA Division II in 2011, the CIS declined to allow SFU to compete in the CIS/Canada West conference in 2010, forcing a quicker transition than SFU had anticipated. As a result, SFU reports that some teams were not as competitive as expected. But campus, community and media response has been positive, and the NCAA has been welcoming. SFU's switch also has direct implications for UBC. As a CIS member, UBC is now cut off from competing with a cherished rival – a relationship that would be restored if UBC joined the NCAA Division II.

Major questions remain: whether UBC's switch to the NCAA would harm the CIS and/or Canadian sport generally; and whether this move might be considered an intermediate step to NCAA Division I, where the tensions and distortions of highly lucrative team play in football and basketball might affect UBC's academic mission. On the first question, UBC will continue to support Canadian sport and Canadian student-athletes in every circumstance. If UBC Vancouver were to switch to NCAA Division II, UBC would remain a CIS member through the Okanagan campus, which has been accepted into the Canada West conference for the 2011 season. The CIS has expressed little concern about a potential UBC Vancouver departure, and UBC Athletics and Recreation is convinced that it would be able to provide a superior experience to Canadian student athletes in NCAA Division II.

*A Review of the Issues*

As to NCAA Division I, any decision on membership in NCAA Div II is in no way a first step on a pre-determined course. Although UBC might be competitive at the Division I level, and while some see a more comfortable fit among the larger, research-intensive universities in that league, Division I membership is currently restricted to universities that have already been full members in NCAA Division II for five years. The concerns about Division I impact on the academic mission are also worthy of careful consideration. Thus, if UBC were to move to Division II and find the experience unsatisfactory, UBC would initiate another thorough and transparent process before considering NCAA Division I or returning to the CIS. There might be some risk that CIS would only welcome UBC back on uncomfortable terms.

The issue before us now is whether the challenges to UBC Athletics and Recreation are sufficient to force a change away from the CIS/NAIA and, if so, whether NCAA Division II membership would serve the university, its students, its academic mission and its community. Some pros and cons in that consideration are listed on page 17 of this report. The University Executive is optimistic that the entire community will join us in this consideration and help us reach a conclusion that is, indeed, in the university's best interests.

## Guide to Acronyms used in this Report

AUCC	Association of Universities and Colleges of Canada
BCCAA	BC Colleges Athletic Association
CCAA	Canadian Colleges Athletics Association
CCHA	Central Collegiate Hockey Conference
CIAU	Canadian Intercollegiate Athletic Union
CIS	Canadian Interuniversity Sport
GNAC	Great Northwest Athletic Conference
MPSF	Mountain Pacific Sports Federation
NAIA	National Association of Intercollegiate Athletics
NCAA	National Collegiate Athletics Association
NWCCU	Northwest Commission on Colleges and Universities
UAC	University Athletics Council
WCHA	Western Collegiate Hockey Association
WCIAA	Western Canadian Intercollegiate Athletic Association

**CONSIDERATION MEMORANDUM - ACTION ON RECOMMENDATIONS**

In April 2008, the President, the Provost and Vice-President, Academic, and the Vice-President, Students established a Review Committee to consider the implications of a UBC move to NCAA Division II. The resulting Consideration Memorandum, released on March 19, 2009, contained three recommendations. Those recommendations and the actions taken since are reported below:

**1. That before making an NCAA application, UBC should seek an exemption from the requirement that all NCAA members receive academic accreditation from a U.S. regional accrediting agency.**

NCAA Division II bylaws specify that any institution seeking membership must first apply for accreditation from one of six US regional accrediting agencies – a requirement that the Review Committee had been led to believe was prohibitively expensive. (Early reports suggested that the University of Washington maintained a full-time, year-round staff of 22 to assist with its accreditation.)

Two new pieces of information suggest this recommendation must be updated or abandoned. First, the former President of the NCAA Division II Membership Council and the Northwest Commission on Colleges has rejected the request for exemption. Second, a detailed investigation by MMK Consulting indicates that accreditation costs are much less than originally estimated.

Simon Fraser University, which is currently seeking accreditation from the Northwest Commission on Colleges and Universities (NWCCU) presents a good guideline to both the expense and effort UBC may expect. SFU reports that its direct budget costs are expected to be \$600,000 and \$700,000 over a four-year period, which includes the equivalent of three full-time staff members.<sup>2</sup> On that basis, MMK Consulting estimated that UBC allocate between \$700,000 and \$1 million for the first two to three years, and an additional \$100,000 annually thereafter. (Athletics has indicated that it may recover a significant portion of the one-time cost from community partners.)

SFU reports that the work is labour-intensive, but is also helping the institution to clarify course/program outcomes and assess strategic themes. The NWCCU has been supportive, even while making it clear the process will be as comprehensive and rigorous as for any U.S. institution. Nothing has yet arisen as a challenge to academic freedom or curricular autonomy.

Both SFU and the NWCCU stress that this is a long-term process: full accreditation takes six to seven years. Every degree, program and unit must be accredited so that institutional reach of the exercise is extensive. All department Heads, and most Associate Deans will need to be involved in this process in some way.

At UBC, some of the “self-study” work may already be occurring in the form of on-going internal and external reviews and/or as part of curriculum renewal to meet Place and Promise commitments. Accreditation may also bring ancillary benefits in terms of recognition within the United States.

Four UBC programs<sup>3</sup> are already accredited under the US Council for Higher Education Accreditation. *Appendix I is an excerpt from the MMK Consulting report on academic accreditation (May 2009).*

<sup>2</sup> The Director Academic Planning & Budget (Dr. Glynn Nicholls), allocated half-time as project leader; a full-time author (senior administrator from President's Office); a part-time financial author (from the Financial Planning Office); a part-time academic author (retired professor); and a half-time administrative assistant

<sup>3</sup> UBC School of Library, Archival and Information Studies; UBC Sauder School of Business; UBC Department of Psychology; UBC School of Community and Regional Planning

**2. That UBC prepare a communication plan to disseminate information about the NCAA decision-making process.**

A public consultation conducted in 2008 revealed that the UBC Vancouver campus was polarized on whether to join the NCAA, but that misconceptions were common in both “camps.” Accordingly, the Review Committee called for a communications effort that would inform the campus community and wider community about the NCAA consideration and decision. To that end, the Review Committee’s Consideration Memorandum was publicized widely in 2009 and [posted online](#). This Issues Update will form the basis for a new round of public communications and consultation.

The further elements of consultation and communication planned are as follows:

- December – Review by University Executive
- January – Athletics Department (Vancouver) and Thunderbird Athletics Council (students)
- January – Committee of Deans
- January – AMS and GSS
- January – DVC Executive - Okanagan
- January – Thunderbird Council
- January – Alumni via UBCAA Board and the Graduate Gazette
- January/February – Round of information sharing and invitation for feedback from academic department heads (Vancouver)
- February – Open Meetings for UBC Vancouver campus community including alumni
- February – On-line consultations
- February – Vancouver Senate (for information)
- February – Board of Governors (for information)
- March – Committee of Deans (second discussion)
- March – Vancouver Dept Athletics and Recreation
- March – Heads up Group (Vancouver)
- March – Vancouver and Okanagan Senates (for comment)
- April – Board of Governors (for comment)
- April – Executive decision on membership direction



3. **That regardless of any decision to join the NCAA, UBC appoint an advisor (ideally from faculty ranks) and/or create an advisory committee charged with building campus understanding of and support for the work of UBC Athletics and Recreation.**

Whether or not UBC decides to pursue NCAA membership, this discussion will likely increase the appetite for information about the role of UBC Athletics and Recreation and, ideally, for greater engagement.

Thus, an advisory committee, reporting to the President and to UBC Athletics and Recreation, would replace the existing University Athletics Council (UAC) at the time a decision is made to either remain in the CIS/NAIA or seek NCAA Division II membership. Proposed terms of reference and membership for such a committee are as follows:

#### **A. Terms of Reference**

1. Advise the university and Vancouver Department of Athletics and Recreation on matters regarding department programs, including varsity athletics.
2. Receive and discuss progress reports on inter-collegiate league activity (whether CIS/NAIA or NCAA)
3. Receive and discuss reports on the academic and campus life experience of student athletes in Vancouver
4. Help communicate the vision and values of UBC Athletics and Recreation and its funding, operations and outcomes to the campus community

#### **B. Potential Membership**

- Co-chairs - VP Students and Vice Provost & AVP, Academic Affairs
- Two Deans
- Two academic department heads
- Two students at large (AMS nominee and GSS nominee)
- Two student-athletes (from Thunderbird Athletics Council)
- Representative from Athletics Senior Management
- Representative from Athletics Coaching Staff
- One staff rep from Intramurals and Recreation
- Community representative (from Thunderbird Council)
- Representative from UBC Health and Wellness Program
- Representative from UBC Alumni Association
- University Neighbourhood Association (UNA)

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**EFFORTS TO RESOLVE ISSUES WITH CANADIAN INTERUNIVERSITY SPORT**

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In recommending that UBC should move from the CIS to the NCAA Division II, UBC Athletics and Recreation posted two concerns. First, CIS scholarship limits compromise UBC's ability to compete for the best Canadian student athletes. Second, the level of play in CIS/Canada West is being diluted to such an extent that UBC Varsity players can no longer expect a top calibre competition. Since March 2009, UBC has made the following efforts to resolve these concerns with the CIS.

**CIS Joint Ad Hoc Working Group**

Stephen Toope engaged in formal discussions with the CIS and with presidents of other "like minded" CIS schools on athletic scholarships, tier structuring and, more recently, CIS governance. An initial meeting, organized through the AUCC, took place between select presidents (including Stephen Toope) and the CIS leadership. The goal was to open a dialogue on change in the CIS. As a result, a joint ad hoc working group of four CIS Athletic Directors (Victoria, Regina, Concordia and Carlton) and four CIS member institution presidents (Manitoba, Brock, McGill (VP) and St. Mary's) was formed to provide governance recommendations.

**Scholarships**

The CIS, which aspires to be the "destination of choice" for Canadian student-athletes, nevertheless recognizes that it continues to lose Canadian student-athletes to the superior financial aid and enhanced competitive opportunities of the NCAA. (CIS Athletic Financial Awards Task Force Report, June 2010). Notwithstanding, CIS has resisted changing its scholarship policies. The Athletic Financial Aid (AFA) Task Force, formed after a special meeting in Ottawa in April, 2009, met for more than a year but brought no motions to the June, 2010 CIS AGM.

In his 2010 report to the membership, CIS President Clint Hamilton stated "our current policy continues to divide and polarize our organization." (CIS AGM minutes, June 2010).

**Tier Structuring**

Unlike the NCAA, which groups like-minded institutions that share a similar commitment to the number of sports offered, the amount of scholarship money awarded, and the overarching philosophy of each member institution, the CIS has resisted any discussion of "tiering" in Canada.

At the same time, dilution continues. Within the Canada West conference in which UBC competes, the CIS has, since March 2009, granted full membership to Thompson Rivers and Fraser Valley (September 2010) and probationary membership granted to UBC Okanagan (September 2011). It rejected probationary membership to University of Northern BC (UNBC) and Vancouver Island University (VIU), but is fast tracking reapplications from both and soliciting applications from other small schools, including Mount Royal and Grant MacEwan in Alberta.

Canada West has also announced that it is working toward forming two conferences: one including Thompson Rivers, Fraser Valley, UBC Okanagan and potential new applicants UNBC, Mount Royal and Grant MacEwan; and one including UBC, Victoria, Trinity Western, Alberta, Calgary, Lethbridge, Saskatchewan, Manitoba, Brandon, Regina and Winnipeg. This would address some scheduling challenges, but would not create "tiers;" the quality of competition would remain mixed.

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*A Review of the Issues*

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Canada West members east of BC have also discussed grouping those eight schools into a conference, leaving BC schools to form another. A BC conference could include UBC Vancouver, Victoria, Trinity Western, Fraser Valley, Thompson Rivers, UBC Okanagan, UNBC, and Vancouver Island University.

Canada West has shown no willingness to raise commitment levels with respect to number of sports offered. Minimum level for full membership remains at four sports, and affiliate membership at two sports. All new members (Thompson Rivers, Fraser Valley, and UBC Okanagan) entered with the minimum. *(For an overview of Canada West/CIS see Appendix II)*

**Governance**

As of this writing, the Joint Committee is drafting terms of reference for a new Presidential Advisory Board of the CIS, those terms to include the following:

- The Board would provide advice and policy direction to the CIS Board of Directors on strategic and substantive issues affecting CIS and regional associations;
- The Board would report to the CIS Board and to member Presidents;
- The Board would include nine voting members who are CIS Executive Heads;
- Two Executive Heads with a minimum of nine varsity sports would represent each of the four regional associations and one member at large with less than nine CIS varsity sports would also be chosen;
- Face to face semi-annual meetings would occur in conjunction with regular AUCC meetings.

It is expected the CIS will act on this recommendation at its June, 2011 AGM.

**Dual Membership**

The 2009 Review Committee report anticipated that UBC Vancouver might pursue a dual membership, moving some of its teams to the NCAA Division II while keeping some in the CIS. The NCAA had shown a willingness to accept this solution, but in its June 2009 AGM, the CIS approved two motions, effective September 2011.

1. CIS student-athletes will not be permitted to play in the NCAA or the NAIA in sports that are offered by CIS.
2. CIS student-athletes will not be permitted to play in the NAIA in sports that are offered by CIS, unless they also compete in that sport within CIS.

The UBC Department of Athletics and Recreation has advised that this is virtually impossible, as schedules, bylaws, eligibility and financial aid requirements are quite different between the CIS and NAIA. Most UBC NAIA teams compete in sports that are not offered within the CIS. The exceptions are men and women's cross country teams, which have far more opportunities to compete in NAIA (the CIS offers only one meet per year).

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**SCHOLARSHIP COMPARISON: CIS/NAIA/NCAA DIVISION II**

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UBC Athletics and Recreation, which has yet to test the CIS scholarship limit, asserts that the more competitive and higher-profile NCAA Division II play would help it improve on an already strong record in raising money for scholarships, facilities and operating expenses. The UBC scholarship endowment fund has already reached \$8 million, due largely to the success of the Telus Millennium Breakfast. UBC Athletics is confident in reaching an ultimate goal of \$75 million in athletic scholarship endowments through the upcoming university-wide campaign.

The following provides more detailed information regarding athletic scholarships in the CIS, NAIA and NCAA Division II.

**CIS**

Individual athletic awards are limited to the equivalent of tuition and fees (at UBC, \$5,500/year) with some additional support allowed based on the number of Academic all-Canadians in the previous academic year. Awards are also limited to 70 per cent of the members on any particular team. At UBC, that limits total annual financial aid limit to \$962,000 (equal to 175 awards x \$5,500). In 2008-09, UBC provided \$774,279, or 80 per cent of the CIS limit.

**NAIA**

Individual awards can extend to all relevant student expenses, including tuition and fees, room and board and books (at UBC, \$16,000), plus additional support based on academic success. The total number of awards is also capped across all eight NAIA sports in which UBC competes, limiting total annual financial aid to \$1,056,000 (66 x \$16,000). In 2008-09, UBC provided \$341,448, or 32% of the NAIA limit.

In total in 2008-09, UBC provided \$1,115,727 in financial aid to CIS and NAIA student-athletes, plus \$90,000 to unaffiliated sports for a total of \$1,205,935.

**NCAA Division II**

Individual awards can extend to all relevant student expenses, including tuition and fees, room and board and books (at UBC, \$16,000), plus additional support based on academic success. There are also limits by sport, such that UBC competitors would face a cap of 109 awards for male athletes and 97.5 for female, for a total allowable financial aid expenditure of \$3,256,000 (203.5 x \$16,000).

UBC easily exceeds the NCAA Division II minimum total expenditure requirement of \$250,000.

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**NCAA: CURRENT STATUS**

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**NCAA Membership Process Timelines**

The next opening for an NCAA Division II Membership application is June 1, 2011.

The corresponding regional accreditation deadline is May 1, 2011. (The NCAA will consider a Division II application only if the applicant has already applied to a United States regional accrediting agency.) A decision regarding NCAA application acceptance would come in July 2011.

**NCAA Membership Growth**

At its 2010 Convention, the NCAA decided to lift a Division I moratorium in 2011, but to restrict new Division I membership to institutions that have been NCAA Division II members for at least five years. Division II will be allowed to grow by no more than 10 members a year, from the current 293 members to a maximum of 330. Those totals will include current Division I members that drop into Division II because of stricter requirements at the higher level. Division II is also imposing stricter regulations to ensure new members have a demonstrated athletic history.

**Great Northwest Athletic Conference**

The NCAA Division II Great Northwest Athletic Conference (GNAC) appears to offer the best fit for UBC's athletic program and GNAC presidents have expressed strong interest in welcoming UBC into the fold. However, the conference currently has 10 members (including SFU) and a proposed limit of 12, and four California schools (all larger, well-established NAIA members) have indicated their intention to apply for NCAA membership in the June 1, 2011 opening.

**Organizational Implications**

Membership in the NCAA does not require any changes in the way UBC organizes or manages the Department of Athletics and Recreation and does not presume any particular relationship with academic units such as the School of Human Kinetics.

**UBC Sports Not Offered in NCAA Division II**

Of the 29 varsity sports in which UBC Vancouver competes, the NCAA offers 25 – of which 22 are in Division II. The exceptions are men's and women's hockey and men's volleyball.

Hockey – Division II members are permitted to "play up" (into Division I) in one male and one female sport that does not offer a championship in Division II. (Two GNAC schools already take advantage of this offering.) NCAA Division I Hockey is recognized as the top echelon of collegiate hockey in North America and two conferences – the Western Collegiate Hockey Association (WCHA) and the Central Collegiate Hockey Conference (CCHA) – have indicated interest in UBC.

Men's Volleyball – While most NCAA sports are divided into three divisions, all men's volleyball teams compete for a single NCAA Championship. Approximately 100 NCAA schools offer men's volleyball, in three regions. The Mountain Pacific Sports Federation (MPSF) would be the best fit for UBC. Schools currently competing in the MPSF include UCLA, Stanford, Pepperdine and the University of Southern California. *(For an overview of NCAA Division II see Appendix III)*

UBC sports not offered in any NCAA Division - men's rowing, men's field hockey and men's rugby (women's rugby is to be offered) – would presumably continue to compete as at present. *(For a sport-by-sport analysis of the likely impact of moving from the CIS or NAIA to the NCAA, see Appendix VII.)*

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**UBC VANCOUVER: CURRENT STATUS and IMPLICATIONS OF CHANGE**

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**Competitive Opportunities**

In addition to concerns about dilution in CIS/Canada West, UBC Athletics and Recreation report that the eight UBC teams currently competing in the NAIA also face some risk long-term. The NAIA has lost 45% of its 550 members to the NCAA since the mid 1970s. It currently has 300 members and, with new candidates mostly small, denominational schools that are just starting an intercollegiate athletic program, the NAIA has already requested a (2009) merger with the NCAA. The two organizations have not agreed so far on a timeline, but a merger within the next five years is considered likely.

Within the NAIA, UBC is a member of the Association of Independent Institutions – not a conference, but rather a group of schools that are excluded from conference play by their geography. It is therefore increasingly difficult to schedule sports such as softball, and increasingly expensive for travel for all NAIA teams.

The NAIA has also ruled that any member accepted to join the NCAA will no longer be able to participate in NAIA post-season championships after a grace year.

**Facilities**

From an infrastructural standpoint, UBC Vancouver is well-positioned to stay with the CIS or move to the NCAA. Thanks to support from the University and from various external partners, UBC Athletics and Recreation has recently completed a range of projects, bringing UBC's facilities to a standard that meets or exceeds NCAA requirements. These projects include completion of the Doug Mitchell Thunderbird Sports Centre, two new artificial turf soccer fields, an artificial turf baseball practice facility and the Rashpal Dhillon UBC Track Oval. Recent upgrades to Thunderbird Stadium, home of UBC Football include a \$1.8 million state-of-the-art artificial turf field, a new \$150,000 roof, an \$80,000 locker room renovation, painting and general clean-up. Construction has begun on an \$8-million tennis centre, as well as new grass rugby fields. A partnership with the Vancouver Canucks also allowed provision of a weight-training room for varsity athletes. Finally, UBC Athletics and Recreation is weighing the costs of building a softball park on the former football practice field.

**Staffing**

Varsity coaching staff now includes full-time assistant coaches and a strength and conditioning coach, positions that were added to increase competitiveness and enhance the student-athlete experience. UBC would require no additional coaching resources to qualify for NCAA Division II membership, but would have to add a full-time compliance officer.

**Funding Implications**

The NCAA Division II Review Committee concluded in 2009 that UBC Athletics and Recreation is financially sound and can manage costs associated with NCAA membership. The varsity budget could absorb increased operating costs, including for those sports that might compete in Division I, by reinvesting the funds currently allocated to championship travel (the NCAA fully funds post-season travel) and from increased revenue anticipated from NCAA Division I Hockey.

*A Review of the Issues*

Incremental Financial Statement NCAA Division II Membership (GNAC)			
Area	Current	Projected	Difference
Revenue	\$ -	\$ 8,500	\$ 8,500
Operating Expenses			
Travel	\$ 1,082,327	\$ 905,090	\$ (177,237)
Salaries and Benefits	\$ 2,422,266	\$ 2,487,266	\$ 65,000
Insurance	\$ 3,350	\$ 12,607	\$ 9,257
Membership Fees	\$ 98,042	\$ 30,400	\$ (67,642)
Officials	\$ 48,060	\$ 73,645	\$ 25,585
<b>Net Savings to UBC</b>			<b>\$ 153,537</b>

1. Comparison of *projected costs in NCAA Division II (GNAC)* to current (2008-09) varsity costs. Includes new compliance officer.
2. Assume 18 sports move into NCAA Division II; M/W Hockey, WRUG stay in Canada; Seven remain unchanged (club)
3. Revenue: Annual distribution of enhancement funds from Division II to members (approximately \$8,500 / school)
4. Savings arise mainly from reduced travel.

**Eligibility - Impact on UBC Student-Athletes**

Academic standards for eligibility are higher in the NCAA than in the CIS. The NCAA requires 24 credits per year and a 2.00 GPA. In addition, the NCAA has an age limit rule that restricts competition to traditional university age (undergraduate) students. *(See Appendix V for detailed eligibility comparison)* NCAA and NAIA athletes are also eligible to compete for four years, as opposed to five in the CIS.

NCAA and NAIA require every first-year athlete to have written the SAT. Approximately 160 UBC student-athletes currently competing in the NAIA have written the SAT.

NCAA eligibility rules also exclude former Major Junior Hockey players, although those players are permitted to compete in the CIS.

**Influence on UBC's Academic Mission**

The NCAA treats varsity athletics as an extension of learning that complements the academic mission and strengthens the university as a whole. NCAA Presidents are encouraged to provide leadership in establishing a place for sports in the academic missions of member universities.

NCAA officials have said that they are interested in UBC because of its high academic standards and high student-athlete graduation rates, in addition to the calibre of the inter-collegiate program. Academic reform is a major focus for the NCAA. Both the current and previous NCAA Presidents were former university presidents and advocates for academic reform, especially in football and men's basketball.

**School Spirit**

UBC Athletics staff members attribute the recent decline in varsity fan attendance to the dilution of the competitive standard caused by an influx of small schools into the Canada West league. Varsity staff members have worked hard to keep UBC fans engaged, expanding the “Blue Crew” student-spirit group to more than 1,500 students in the past three years. UBC Athletics also reports high compatibility between Recreation and Varsity participants. Recreation participants serve as Varsity student staff and attend Varsity games, and Varsity athletes enjoy taking part in Recreation activities (e.g. Storm the Wall). Nevertheless, UBC Athletics believes that a move to the NCAA Division II would draw greater crowds and bolster school spirit.

**Influence on UBC Okanagan**

The Okanagan Campus, which has been competing in the BC Colleges Athletic Association (BCCAA)/ Canadian Colleges Athletic Association (CCAA), has been accepted as a probationary member of CIS and Canada West, effective fall, 2011, so UBC would continue to be a member of Canada West/CIS even if Vancouver moved to the NCAA. For some sports, it will be possible for students admissible to both campuses to choose between the CIS or NCAA.

Vancouver, which has assisted the Okanagan Campus with its transition to CIS, will continue to provide advice and support. No negative effects have been identified for the Okanagan campus arising from Vancouver membership in NCAA Division II



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**THE SFU EXPERIENCE**

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In September, 2010, Simon Fraser University became the first Canadian school to join the NCAA Division II, where it is now competing in the GNAC conference. SFU will compete in both the NAIA and NCAA in 2010-11, but will not be eligible for NCAA championships until it is accepted as a provisional member in 2011-2012. Should the university meet all its requirements, it will receive full membership in 2012-13.

SFU reports some bumps in its transition, principally because a dispute with CIS/Canada West resulted in SFU making the switch a year earlier than planned. This created communication problems with student-athletes and left insufficient time to prepare, so some teams were not as competitive as they had hoped. SFU suggests that a UBC transition should be less challenging because there will be more time for advance planning.

Recruitment of new student-athletes has gone well, particularly in football, which enjoyed the biggest pool of recruits in recent history. In basketball, the late hiring of a coach, and in women's volleyball, a disappointing last season had a sufficiently negative impact on recruiting that SFU was unable to measure any NCAA advantage.

Student athletes have reported no issues with writing the SAT.

Community response has been very positive. Attendance is up for football, with parents and fans from visiting teams bolstering the crowd and enlivening the atmosphere. At the time of reporting, there had been only one basketball game, making it difficult to measure a trend in attendance or school spirit.

Administratively, the experience has been good. SFU reports a solid relationship with GNAC, which has been well-organized, professional and welcoming.

Media response has been "unbelievable," with positive coverage from the *Wall Street Journal*, the *Boston Globe*, the *Globe and Mail* and from various other Canadian newspapers.

**Implications for UBC**

With SFU in the NCAA, UBC can no longer schedule regular season competition, ending a long-standing intra-city rivalry (i.e. the Shrum Bowl). SFU may also acquire a recruitment advantage over UBC because of the profile and allure of NCAA sport and the ability to award enhanced scholarships. Finally, there being no other "local" football opponents, UBC has had to schedule an extra "away" game, requiring an additional travel expenditure of approximately \$40,000.

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**IMPACT ON CANADIAN SPORT AND THE CIS**

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As a founding member of the CIS, UBC has worked hard to resolve outstanding issues to protect its investment in the CIS and in Canadian sport. At the same time, UBC Athletics has a responsibility to ensure its (mostly Canadian) athletes have access to a high calibre of competition. In eight sports in which the CIS has little or no offerings, this has meant competing in the US-based NAIA.

The CIS has expressed little direct concern about the NCAA Division II Canadian pilot, about SFU's switch or UBC's expression of interest. In a January 2008 press release, CIS officials said: "The feedback from Canadian universities suggests that a very small number of universities might pursue the NCAA option. While CIS values all our members and does not want to lose any, the CIS membership has grown in recent years and indications are it will continue to do so. So from a simple number of members perspective, the potential loss of one or two members is offset by the recent expansion."

Given its standing, UBC is judged by global standards. Since the NCAA is the best intercollegiate athletic affiliation in North America, UBC and its competitive Canadian students may benefit from NCAA Division II membership. Given the high number of Canadians already competing in the NCAA, UBC membership in Division II would also allow students to enjoy that experience without having to study outside Canada.

Even if the Vancouver campus chose NCAA Division II membership, UBC would continue to support the CIS through participation of the Okanagan campus.

**Canadians Playing in the USA**

While the NCAA tracks international students, it does not provide breakdowns by country, so the most recent reliable data on Canadians competing in the NCAA dates from 1996. The NCAA Study of International Students showed that of 8,851 student-athletes who responded to the survey, 2,514 (28.4%) were Canadian. For context, 10,000 student-athletes currently compete within the CIS.

A more recent study, conducted in 2010 by Ken Shields, former Athletic Director at the University of Victoria and past Canadian National Men's Basketball coach, found that 977 Canadians were competing in seven NCAA disciplines (not counting men's hockey or football). They were as follows:

- Basketball      144 (Women: 74 / Men: 70) – Division I only plus 99 Canadian men playing at US Prep schools
- Soccer          167 (Women: 112 / Men: 55)
- Swimming      132 (Women: 89 / Men: 43)
- Hockey          285 (Women only)
- Athletics      153 (indoor track & field only)
- Field Hockey   44 (Women only)
- Volleyball     52 (Women only)

Shields also found that 13 of 18 players on Canada's 2010 Women's Olympic Hockey team competed in the NCAA. Five attended CIS institutions.

MMK Consulting found that, as of November 2010, 349 Canadians were playing men's hockey at 23 institutions within two NCAA hockey conferences, the Western Collegiate Hockey Association (WCHA) and the Central Collegiate Hockey Conference (CCHA).

## NCAA DIVISION I

In the 2008 public consultation, a number of respondents stated that Division I is the obvious fit for a campus with such a comprehensive varsity program. UBC's size and academic reputation are in keeping with Division I schools and, with the exception of an eligibility compliance staff member, Vancouver already meets the sports, scholarship, facility and staffing minimums of most Division I sports. UBC Athletics and Recreation at Vancouver reports that a number of UBC teams would be competitive at the Division I level (Baseball, Men's Soccer, Women's Soccer, Men's Swimming, Women's Swimming, Men's Volleyball, Women's Volleyball, Men's Golf, Women's Golf, Men's Track & Field, Women's Track & Field, Men's Cross Country, Women's Cross Country, Men's Basketball). Women's Basketball, a core required sport, could be competitive after Division II experience. Football would require a major financial commitment to be competitive.

In the immediate term, Division I is not an option: new NCAA rules stipulate that all Division I applicants must have been in Division II for at least five years. In the event that proponents (or opponents) may be contemplating Division I as a longer term goal, the following describes some of the differences between the two divisions: (*See also Appendix VI*)

- Division I is the highest level of intercollegiate athletics sanctioned by the NCAA and considered the highest level of intercollegiate athletics in North America.
- Division I schools typically have larger athletics budgets, more elaborate facilities and higher numbers of athletic scholarships.
- Division I schools must field athletes in at least 14 sports; Division II schools must field athletes in at least 10 sports.
- Division II philosophy features an intentional balance between academics and athletics, where student-athletes are valued for their athletic contribution and for being an important part of the overall student body.
- Conferences typically require each member to compete in specific core sports.
- Members can participate in the NCAA without competing in football; most multi-sport conferences in all three divisions stipulate basketball as a core sport
- In Division II, GNAC Bylaws stipulate "each member institution is required to complete in the following sports: Women: Basketball, Cross Country, Volleyball/ Men: Basketball, Cross Country".
- There is a considerable emphasis in Division I on men's basketball and football because those sports drive NCAA revenues that fund all divisions.
- A successful Division II basketball program is key to acceptance into a Division I conference.

The level of competition in some Division I sports (football, basketball) and the tension that arises from the large amount of money that these sports generate would raise concerns about potential distortion of academic standards, financial pressures on coaching salaries, alumni influence and diversion of Board and Senior Executive attention. At the same time, Division I status could raise UBC's international profile, promote alumni engagement and school spirit, and help retain top student-athletes in Canada.

UBC is undertaking an extensive review and consultation in considering Division II membership. A similarly comprehensive and transparent process would precede any decision to move to Division I.

**MEMBERSHIP OPTIONS SUMMARY****Points in Favour of Remaining in CIS/NAIA**

- UBC student-athletes competing in the CIS would retain five years of eligibility, rather than four in the NCAA.
- UBC is spared the expense and logistical challenges of seeking US accreditation.
- UBC maintains traditional rivalries with Western Canadian universities other than SFU.
- Sport specific impact of NCAA membership is significant for some sports. For example, volleyball has a shorter season in the NCAA than in CIS; hockey players who played Major Junior retain eligibility in CIS, but are precluded in the NCAA.
- UBC is a founding member of Canadian Interuniversity Sport; switching to NCAA may be perceived as undermining the organization.
- NCAA membership requires student-athletes to write SATs.
- It's easier to stay; transition is challenging.

**Points in Favour of Pursuing Membership in the NCAA**

- In the competition for student athletes, UBC could match scholarship offerings from SFU and other NCAA schools.
- Of the 29 sports in which UBC competes, NCAA offers 25; CIS offers 15.
- The eight sports currently competing in the (threatened) NAIA would be protected.
- The long-standing rivalry with Simon Fraser University would be retained.
- Membership in a US-based league builds international engagement.
- UBC's visibility will be heightened, both institutionally and for international student recruitment.
- It would protect a high competitive standard. (The level of competition in CIS/Canada West is being steadily diluted by the inclusion of small universities and colleges.)
- Creation of a BC Division could end UBC's traditional rivalries against large, like-minded universities in Western Canada.

**Options for Change, Should the NCAA Division II Fail to Meet UBC Vancouver's Needs**

Option 1: Move to Division I

Option 2: Return to CIS

Under any circumstances, UBC will remain in the CIS through the Okanagan Campus and will continue its efforts to strengthen that organization. If competitive tiering, academic eligibility and athletic scholarships improve, Vancouver could apply to re-enter CIS.

Okanagan Campus

If Vancouver were to be in NCAA Division I, the Okanagan campus could apply for NCAA Division II membership, stay in CIS or return to the Canadian Colleges Athletic Association (CCAA).

## **APPENDIX I: A BRIEF HISTORY OF UBC ATHLETICS**

- 1945 – 1961 UBC participated in the US based Pacific Northwest Athletic Conference and later moved to the Evergreen Conference. The Pacific Northwest Athletic Conference included University of Oregon, University of Washington and Washington State. The Evergreen Conference included smaller schools such as Western Washington, Seattle Pacific and Pacific Lutheran.
- 1959 UBC moved its athletic program to the newly formed Western Canadian Intercollegiate Athletic Association (WCIAA), now called the Canada West University Athletic Association (Canada West).
- 1961 The Canadian Intercollegiate Athletic Union (CIAU) was formed. Now called Canadian University Sport (CIS), this body has 54 member institutions and 10,000 student athletes competing in four conferences. UBC is a charter member of the Canada West Conference that stretches from Victoria to Winnipeg.
- 1998 UBC joined the U.S.-based National Association of Intercollegiate Athletics (NAIA) in the sports of baseball, golf, track & field and cross country. In 2009, UBC added women's softball.
- 2005 Okanagan campus of UBC established. Okanagan college students still eligible. Sports are men and women's teams in soccer, volleyball and basketball. Teams play in the BC Colleges Athletic Assoc (BCCAA) and Canadian Colleges Athletic Assoc (CCAA).
- 2008 Okanagan campus varsity program re-named the Okanagan Heat.
- 2010 Okanagan campus accepted as a probationary member of CIS and Canada West, effective fall, 2011, in men and women's basketball and volleyball.

UBC Vancouver currently offers 29 varsity sports:

- Canadian Interuniversity Sport (CIS) 13 sports (7w / 6m)  
Basketball (m/w), Field Hockey (w), Football(m), Hockey (m/w), Rugby (w), Soccer (m/w), Swimming (m/w), Volleyball (m/w)
- National Association of Intercollegiate Athletics (NAIA) 8 sports (4w / 4m)  
Baseball, Cross Country (m/w), Golf (m/w), Softball (added in 2009), Track & Field (outdoor) (m/w)
- Unaffiliated (varsity club high performance sports) 8 (3w / 5m)  
Rowing (m/w), Field Hockey (m); Rugby (m); Nordic Skiing (m/w), Alpine Skiing (m/w)

**APPENDIX II: CANADA WEST / CIS / NAIA OVERVIEW**

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UBC currently competes in Canada in the Canadian Interuniversity Sport (CIS) and in the United States in the National Association of Intercollegiate Athletics (NAIA).

Canadian Interuniversity Sport (CIS), the national governing body of university sport in Canada, is composed of the majority of degree-granting universities in the country. Fifty-four member institutions with more than 10,000 student-athletes vie for 19 national championships annually. From British Columbia to Newfoundland, the CIS is organized into four regional conferences: Canada West Universities Athletic Association (Canada West), Ontario University Athletics, Quebec Student Sports Federation and Atlantic University Sport. UBC is a founding member of the Canada West Conference, comprised of 13 teams from Victoria to Winnipeg. UBC's Okanagan Campus will join the Canada West conference in September 2011, competing in four sports (men's and women's basketball and men's and women's volleyball).

The National Association of Intercollegiate Athletics (NAIA) is a completely autonomous association based in the United States that administers intercollegiate athletics for approximately 300 fully accredited colleges and smaller universities.

## APPENDIX III: NCAA DIVISION II OVERVIEW

The National Collegiate Athletic Association (NCAA) is an association of approximately 1,300 institutions that organizes the athletic programs of many colleges and universities in the United States and now in Canada with the recent entrance of SFU. Its headquarters are located in Indianapolis, Indiana. The NCAA's "core purpose is to govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount." (Excerpt from NCAA mission statement, January, 2010)

The NCAA is made up of three membership classifications that are known as Divisions I, II and III. Each division creates its own rules governing personnel, amateur status, recruiting, eligibility, benefits, financial aid, and playing and practice sessions, consistent with the overall governing principles of the Association. Every program must affiliate its core program with one of the three divisions.

Division II is currently made up of 293 institutions. Division II programs must offer at least 10 sports (at least five for men and five for women, or four for men and six for women). The institution must sponsor at least two team sports for each gender. The school must also have participating male and female teams or participants in the fall, winter and spring seasons, and must have at least the minimum number of participants and contests for each sport.

Division II institutions must offer a minimum amount of financial aid but may not exceed established maximums. Financial aid equivalencies are common in all Division II sports.

**Graduation Rates:** Division II student-athletes consistently graduate at a higher rate (nine per cent higher in 2009-10) than the overall student body.

**Diverse Membership:** Division II has a diverse membership, with two active members in Alaska, four in Hawaii, member institutions in Puerto Rico and one in Canada (Simon Fraser).

### Membership Facts:

Total Members:	293	
Composition:	52% Public Institutions / 48% Private Institutions	
Undergraduate Enrolment:	Men 43% / Women 57%	
Student-Athletes:	Men 59% / Women 41%	
Average Number of Sports Sponsored per Institution:		Men 6.9 / Women 7.6
Average Number of Student-Athletes per Division II Institution (with football):		Men 234 / Women 136

## Great Northwest Athletic Conference (GNAC) member schools

The league currently has 10 full members:

Institution	Location	Team Name	Founded	Type	Enrollment
University of Alaska Anchorage	Anchorage, Alaska	Seawolves	1954	Public	16,242
University of Alaska Fairbanks	Fairbanks, Alaska	Nanooks	1917	Public	9,380
Central Washington University	Ellensburg, Washington	Wildcats	1891	Public	10,145
Montana State University Billings	Billings, Montana	Yellowjackets	1927	Public	4,600
Northwest Nazarene University	Nampa, Idaho	Crusaders	1913	Private	1,630
St. Martin's University	Lacey, Washington	Saints	1895	Private	1,628
Seattle Pacific University	Seattle, Washington	Falcons	1891	Private	3,773
Simon Fraser University	Burnaby, British Columbia	Clan	1965	Public	32,940
Western Oregon University	Monmouth, Oregon	Wolves	1856	Public	5,654
Western Washington University	Bellingham, Washington	Vikings	1893	Public	13,070

## Football-playing members

- Central Washington University
- Dixie State College of Utah - Competes primarily in the Pacific West Conference
- Humboldt State University - Competes primarily in the California Collegiate Athletic Association
- Western Oregon University
- Simon Fraser University



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**APPENDIX IV: SUMMARY OF THE US ACCREDITATION SYSTEM**

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*The following draws on a report from MMK Consulting regarding their research on the US Accreditation System.*

The accreditation requirement for NCAA is for institutional accreditation from one of the six regional accreditation agencies. All programs are reviewed as part of the evaluation of the institution.

The most logical accreditation agency for UBC is the Northwest Commission on Colleges and Universities (NWCCU). NWCCU is an independent, non-profit membership organization, recognized as the regional authority on higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. It establishes accreditation criteria and evaluation procedures by which institutions are reviewed.

As of December 1, 2009, the NWCCU website stated that it oversees regional accreditation for 163 institutions, including University of Washington, Western Washington, and Portland State. This total also includes two international institutions: Simon Fraser University (listed as an Applicant, first stage, in 2009) and Capilano College (listed as a Candidate, intermediate stage, in 2008). NWCCU has no international institutions that are accredited at this time.

The initial step in applying for accreditation with the NWCCU is to seek recognition as a Candidate for Accreditation. While Candidacy does not ensure accreditation, it is a status of affiliation with the Commission that an institution has achieved initial recognition and is progressing toward accreditation.

The application process begins once the Board of Governors of an institution believes that all requirements have been met. An Application for Consideration consists of a letter of application, a \$2,500 fee, and the following documents:

1. Thorough written response to each of the 20 Eligibility Requirements;
2. Plans for institutional development;
3. Current course catalogue;
4. Current budget and audited financial statement; and
5. Articles of incorporation and bylaws (or charter), and proof of government authority to operate and grant degrees.

If NWCCU judges that the institution meets the conditions of eligibility, the institution is advised to proceed with an analytic self-study for Candidacy, and to set tentative dates for an evaluation committee onsite visit. The self-study report and evaluation for Candidacy are to be completed between one and three years following the acceptance of the Application for Consideration.

Successful completion of these steps will lead to Candidacy status. Further self-study and campus visits are required to achieve full accreditation – a process that takes about seven years from commencement.

**This initial brief review led to the following tentative conclusions:**

- The institutional evaluation by NWCCU can be expected to require a level of effort that is moderately high. All units of the university would be involved.
- Leadership and support from the Board and the President are essential.
- A self-study candidacy committee would need to be formed, with the target of completing the self-study report in a period of 12-18 months. This committee would be also required for the subsequent self-studies to achieve full accreditation.
- Some of the required documents and exhibits already exist within the university, and could be brought together and harmonized into a cohesive self-study report.
- Every faculty and department would be involved, and details would be required on every degree or program. Requirements for written objectives and educational outcomes at the degree or program level impose a certain level of work load on faculty in this process.

With these initial conclusions in hand, we moved on to meeting with both Simon Fraser University and Capilano University, as the two Canadian schools are currently working their way through the NWCCU accreditation process, to see how their experiences mesh with our conclusions above.

**Feedback from SFU and Capilano**

At these two schools, we met in person with Dr. Tim Rahilly, Acting AVP Students, Simon Fraser University and Mr. Stephen Williams, Accreditation Committee Co-Chair, Capilano University.

The meetings with these two schools are highly informative and bring out a number of common themes. The self-study process is significant, and the workload is not to be underestimated. The self-study process can be expected to need up to three dedicated FTEs for about two years for the initial self-study, and for a shorter time period for subsequent self-studies. These two people will be the workhorses for a self-study committee that will likely be in the order of 18 – 20 people.

At this point, we also contacted University of Washington regarding their staffing of accreditation. We spoke with Mr. Norm Arkans, Associate VP Media Relations and Communication. He advised that U of W does not have any permanent staff assigned to NWCCU accreditation. When the five-yearly interim report and ten-yearly self-studies come around, ad-hoc working committees are formed to deal these reports. A number of 22 staff is about right for the total number of individuals sitting on a self-study committee; however, for virtually all of these committee members, this is a limited part-time commitment as part of their broader duties. With NWCCU now moving to a seven-year accreditation process (with rolling components of the self-study done every two years), U of W has not yet determined how these will be developed or the staffing/committee structure that will support it. From the information obtained from U of W, it appears that the claim made in the UBC NCAA Review Committee Report (p. 22) that “the University of Washington, a public research university, reports maintaining a full-time, year-round staff of twenty-two to assist with its accreditation” represents a misunderstanding of committee volunteers versus paid staff.

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*A Review of the Issues*

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Accreditation of Canadian schools still appears to have significant “novelty value” for the NWCCU and its accreditation team members, and the Commission is still on a learning curve, as it deals with Capilano and SFU as its first two non-US schools.

Both schools started the accreditation process with NWCCU without giving any consideration to other US regional accreditation agencies, as NWCCU appears to be the logical choice based on geography. Both schools commented that the proximity of NWCCU headquarters in Seattle has been beneficial.

Given this last point raised by SFU and Capilano – the consideration of other regional accreditation agencies – we extended our research to briefly review each of the other five regional agencies to see whether any other than NWCCU may offer an advantage to UBC. Among the six US regional accreditation agencies, SACS (Southern) and WASC (California) are the two agencies where the process to accreditation may offer UBC some benefits over the standard NWCCU seven-year process.

## APPENDIX V: Selected Academic Standards for Student-Athletes

### NCAA Division II Review Committee for UBC Vancouver

Criterion	NCAA Division II	CIS
Minimum SAT score	A minimum combined score of 820 on the SAT verbal/critical reasoning and math sections.	SAT score not required.
High school academic performance requirements	Minimum 2.00/4.00 Grade Point Average (GPA) with minimum of fourteen core curriculum courses: <ul style="list-style-type: none"> <li>- three years for English</li> <li>- two years each for Mathematics, Natural sciences and Social sciences,</li> <li>- two years of additional courses in any of the above, and</li> <li>- an additional two years of any of the above or a foreign language, computer science or non-doctrinal religion.</li> </ul>	Minimum of 60% on courses used to determine university entrance.
Minimum academic enrolment	Minimum enrolment of twenty-four (24) semester hours per academic year.	Nine (9) credit hours minimum during term in which student competes within CIS.
Minimum academic performance for continuing eligibility	Minimum 18 credits earned and minimum GPAs follows: 1.80/4.00 after the first 24 semester hours 1.90/4.00 after the first 48 semester hours 2.00/4.00 after the first 72 semester hours.	Successful completion of eighteen (18) semester hours during the academic year. (CIS bylaw 40.10.3.3.1)

Sources: Canadian Interuniversity Sport (2008a, p.p. 40-7, 40-15), National Collegiate Athletic Association (2008, July, p.p. 130, 134).

## APPENDIX VI: NCAA Division I & II Comparison Chart

REQUIREMENT	DIVISION II	DIVISION I
<b>Sport Commitment Level</b>	Minimum 10	Minimum 14
<b>Scholarships</b>	Minimum \$250,000 (excluding football and basketball)	Minimum \$1,049,222 (excluding football and basketball)
<b>Eligibility</b>	4 years	4 years
<b>Membership</b>	293 active members	345 active members
<b>General Membership Requirements</b>	3 season requirement (1 sport per gender, per season); schedule requirement (must meet minimum contests and participant requirements); minimum financial aid requirement (\$250,000)	Football Scheduling requirement, according to football classification (if school sponsors football); football attendance requirement depending on classification; men's & women's basketball scheduling requirement; schedule requirements in sports other than football and basketball; minimum financial aid requirement (\$1,049,022)
<b>Scholarships - Equivalency (Total)</b>		
<b>Football</b>	36	63 - 85 (depending on Div)
<b>Men's Basketball</b>	10	13
<b>Women's Basketball</b>	10	15
<b>Women's Volleyball</b>	8	12
<b>Baseball</b>	9	11.7
<b>Softball</b>	7.2	12
<b>Soccer, M</b>	9	9.9
<b>Soccer, W</b>	9.9	14
<b>Golf, W</b>	5.4	6
<b>Golf, M</b>	3.6	4.5

## APPENDIX VII: UBC & NCAA Division II Membership

### UBC and NCAA Division II Membership

#### Varsity Sport Situational Analysis

August 2010

VARSITY SPORT	CURRENT Affiliation	CURRENT SITUATION - CIS / NAIA	NCAA
Basketball, M	CIS	Dilution of competition with new members joining Canada West; concern of long-term scenario of BC only conference; lost rivalry with SFU; loss of consistency of traditional rivalries with long-time members	Ability to attract top Canadian athletes; enhanced scholarships; rivalry with SFU intact; sport offered in GNAC; championship costs covered
Basketball, W	CIS	Dilution of competition with new members joining Canada West; concern of long-term scenario of BC only conference; lost rivalry with SFU; loss of consistency of traditional rivalries with long-time members	Potential to attract top Canadian athletes; opportunity for enhanced scholarships; rivalry with SFU intact; sport offered in GNAC; championship costs covered
Field Hockey, W	CIS	No foreseeable growth in CIS; concern of longevity in CIS due to lack of university interest in Canada (only 12 CIS schools, 4 in Canada West)	Enhanced scholarship opportunities; large base of teams; enhanced competition; north / south better weather conditions; California conference would be a good fit; championship costs covered
Football	CIS	Costly travel, especially without SFU; increase in travel costs (\$40k per trip); every trip is a plane trip - lost rivalry with SFU; annual Shrum Bowl in jeopardy due to scheduling conflicts; football schools in Canada West are long time university rivals (Alberta, Sask, Calgary, etc.)	Enhanced scholarship opportunities; ability to attract top Canadian athletes; rivalry with SFU and ability to continue tradition of Shrum Bowl; north / south better weather conditions; GNAC would be lower travel costs per trip; 2 local games / year vs. SFU; championship costs covered
Hockey, M	CIS	Dependent on recruitment of major junior hockey players - not students first; must use older players to be competitive; limited fan appeal	Division I opportunity; highest level of university competition in North America; minimum 25% of players drafted to the NHL come from NCAA; enhanced scholarships; attraction of hockey players (17 years +) whose primary goal is academics; natural fit for new arena; huge upside for fan and alumni support vs. Division I competition; championship costs covered
Hockey, W	CIS	Difficult to compete - losing top Canadian players to US because of lure of scholarships;	Division I opportunity; highest level of university competition in North; ability to attract top Canadians who are going to US; enhanced scholarships; huge upside for fan support vs. Division I competition; championship costs covered
Rugby, W	CIS	Limited schedule in Canada West with only 4 teams; difficult to recruit players	Considered an emerging sport; high upside for sport in NCAA; ability to attract top athletes with increased scholarships; profile of NCAA beneficial to sport

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Soccer, M	CIS	Dilution of quality competition with new members joining Canada West; potential of becoming BC only league; compete in fall months in Alberta / Saskatchewan in poor weather conditions;	GNAC Conference; will have rivalry with SFU; loss of some traditional rivals in Canada West; ability to give scholarships and attract top athletes; benefits of playing soccer in fall months north / south vs. east / west; enhanced competition; championship costs covered.
Soccer, W	CIS	Dilution of quality competition with new members joining Canada West; potential of becoming BC only league; compete in fall months in Alberta / Saskatchewan in poor weather conditions	GNAC Conference; will have rivalry with SFU; loss of some traditional rivals in Canada West; ability to give scholarships and attract top athletes; benefits of playing soccer in fall months north / south vs. east / west; enhanced competition; championship costs covered.
Swimming, M / W	CIS	Limited to 2 official meets per year (CW / CIS)	Would compete in independent schedule; more meaningful competition for same cost; broader base of schools to compete against; ability to give more scholarships; championship costs covered
Volleyball, M	CIS	Risk of dilution of competition with new members joining Canada West; loss of consistency of traditional rivalries with long-time members	Excellent opportunity to play Division I volleyball; one championship offered in NCAA; opportunity to play UCLA, Pepperdine, Stanford, etc.; huge upside; enhanced fan support; ability to offer scholarships; change to one season (spring sport); championship costs covered.
Volleyball, W	CIS	Risk of dilution of competition with new members joining Canada West; loss of consistency of traditional rivalries with long-time members; high quality of competition in Canada	GNAC Conference; ability to give more scholarships; championship costs covered; earlier and more compact season (fall semester); concern of Canadian student-athletes choosing to play CIS vs. NCAA Division II due to length of season in CIS and high quality of competition in CIS compared to DII
Baseball	NAIA	Baseball not offered in CIS. NAIA considered a lower calibre league than NCAA in terms of branding and competition; road to nationals is very expensive due to being in the Association of Independents	GNAC Conference; ease of schedule; cost effective; higher profile, branding; ability to give full-ride scholarships; level of competition is higher; championship costs covered
Cross Country, M / W	NAIA	Independent. Member of CIS or NAIA will lose athletes to SFU over time; multiple meets and better quality competition; NAIA better than CIS; NCAA better than NAIA. New CIS dual membership bylaw may force UBC to play in CIS which will be detrimental to program. UBC moved from CIS to NAIA in 2002.	GNAC Conference; ease of schedule; cost effective; higher profile, branding; ability to give full-ride scholarships; level of competition is higher; championship costs covered

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Golf, M / W	NAIA	Golf is not offered in CIS. Compete as an independent; difficult and costly travel to quality events; will lose athletes to SFU; can give full scholarships; very successful in raising funds for golf; SFU poses big threat to keeping golf viable because of the NCAA brand.	GNAC Conference - Men's Golf; Women's Golf would play an independent schedule; higher level of competition; continue to offer full scholarships; continue to stay ahead of SFU; continue to grow program; easier qualification for post season; most cost effective; championship costs covered
Softball	NAIA	Softball not offered in CIS; new sport at UBC; lots of support from alumni; ability to give scholarships; No conference play in geographic area = no home games; SFU moving to NCAA will put program at risk; very costly for post-season travel	GNAC Conference; high profile; ability to play a quality league schedule, with guaranteed home games; cost effective; NCAA playoff costs are covered; ability to give full scholarships
Track & Field, M / W	NAIA	Outdoor sport is suitable for UBC; multiple meets in NAIA; similar to cross country; ability to give full scholarships; CIS offers indoor T&F only; UBC not affected by new CIS dual membership bylaw	GNAC Conference; higher level of competition; better brand; in a quality conference; qualification is less burden for travel; championship costs covered
Field Hockey, M	Unaffiliated	Competes in a premier league in BC; not offered in CIS	Not offered in CIS, NAIA or NCAA - will stay status quo as a high performance sport
Rowing, M	Unaffiliated	Not offered in CIS, NAIA, NCAA; is bound by CIS rules; has few intercollegiate competitions within Canada; takes part in the annual Canadian University Rowing Championship (CURC) that is hosted by the Canadian University Rowing Association	Moving to NCAA, no league but ability to offer full scholarships; will have ability to compete against Canadian schools; will make schedule better; higher profile; all competition will be against universities
Rowing, W	Unaffiliated	Not offered in CIS, NAIA, NCAA; is bound by CIS rules; has few intercollegiate competitions within Canada; takes part in the annual Canadian University Rowing Championship (CURC) that is hosted by the Canadian University Rowing Association	Huge boost to women's rowing. Ability for quality schedule; opportunity to qualify for national championship; ability to attract top Canadian rowers; opportunity to give full-ride scholarships; championship costs covered
Rugby, M	Unaffiliated	Competes in a premier league in BC; also has annual competition against some of the top US schools; not offered in CIS; CIS/Rugby Canada looking at a university championship for Rugby 7's; has large endowment; large alumni following	Not currently offered as a championship sport; new in 2011, a US Rugby / NCAA combined championships; would provide opportunities to compete against NCAA schools; higher profile for sport;
Skiing, Alpine, M / W	Unaffiliated	Not offered in CIS; competes in an unaffiliated United States ski association	NCAA offers one championship for alpine and Nordic skiing combined; no conference affiliation but an opportunity to compete at a bone fide national championship
Skiing, Nordic, M / W	Unaffiliated	Not offered in CIS; competes in one or 2 competitions per year in Canada; there is an unaffiliated university championship each year	NCAA offers one championship for alpine and Nordic skiing combined; no conference affiliation but an opportunity to compete at a bone fide national championship

Notes:

1. UBC supports the higher academic standards of the NCAA / NAIA. Athletic awards are based on eligibility to compete. However, academic standards needed to compete are minimum 24 credits and a minimum 2.00 GPA. CIS academic standards are 18 credits, with no GPA requirement.



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*A Review of the Issues*