

AGENDA ITEM NO. 11.4

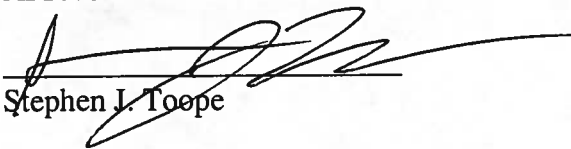
## ***THE UNIVERSITY OF BRITISH COLUMBIA***

### **REQUEST FOR DECISION**

**FORWARDED TO**

BOARD OF GOVERNORS ON RECOMMENDATION  
OF PRESIDENT STEPHEN J. TOOPE

APPROVED FOR SUBMISSION:

  
Stephen J. Toope  
12 May 2011

**DATE**

**PRESENTED BY**

Stephen J. Toope, President and Vice-Chancellor  
Patricia Stevens, Executive Director, Office of the President

**DATE OF MEETING**

June 8, 2011

**SUBJECT**

**Place and Promise: The UBC Plan – Annual Report 2010/11**

**DECISION REQUESTED**

**Request for Approval:**

IT IS RECOMMENDED THAT the Board of Governors approve the 2010/11 Annual Report for *Place and Promise: The UBC Plan* as circulated.

**EXECUTIVE SUMMARY**

*Place and Promise: The UBC Plan* was approved in December 2009. As part of the plan, UBC will report annually to its communities on progress towards the goals and actions. UBC is also required to submit an annual institutional accountability report to the Ministry of Advanced Education. The two reports have a high degree of overlap and it was determined that one report would be prepared for both purposes. All requirements for the Ministry's accountability report are included in this annual report.

This report is web based only so readers may link to further detail on the stories and results highlighted therein. A pdf is available on line for those who would like to download a copy of the report.

The deadline for submission of the report to the Ministry is July 15, 2011. The Board is being asked to review the report and recommended approval.

Please note that plans are underway to develop key metrics for each commitment for inclusion in next year's report.

Click on titles to go directly to the section in the report



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UBC VANCOUVER



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# Introduction



*Professor Toope speaks to Fred Lee at the President's Annual Blue and Gold Review*

*Place and Promise: The UBC Plan* was launched in December 2009. Now in its second year, the plan provides strategic direction to the university, providing a framework for coordination of all units across the university and alignment to the budget process.

This report also incorporates the annual Institutional Accountability Plan and Report as required by the Ministry of Advanced Education.

A web based report, this annual survey covers the highlights of the past year and provides links to further detail for each of the commitments of *Place and Promise* so the reader may quickly jump to specific plans and contacts for follow up.

# Letter from Board Chair and President

15 July 2011

- The Honourable Naomi Yamamoto, Minister of Advanced Education
- UBC students, faculty, staff and alumni
- Our communities, local, national and global

We are pleased to submit *Place and Promise: The UBC Plan* Annual report for 2010/11, as approved by the Board of Governors. This report also includes the 2011/12 - 2013/14 Institutional Accountability planning and reporting requirements of the Ministry of Advanced Education and Labor Market Development.

UBC is recognized as a globally influential research university; a leader in innovation; a destination of choice for outstanding graduate students from around the world; and a university that provides a challenging and enriching undergraduate experience for British Columbian, national and international students. It closely supports the Ministry's key goals for excellent public post secondary education, and outstanding research and innovation.

UBC completed *Place and Promise*, its strategic plan, in December 2009. This plan frames the progress of the university over the next decade or so and integrates academic priorities, budget process, endowment management, campus planning and other initiatives to create an environment that allows UBC to excel in diverse ways. UBC continues to operate in a fiscally constrained environment and has now completed a process that fully aligns priorities with the budget model.

Exploration and development of additional sources of funding beyond the provincial envelope through Federal government support, partnerships with industry and private philanthropy continues to be a focus. Innovation in education and research, contribution to economic and social development, and meeting the needs of an educated workforce continue as priorities.

As Board Chair and President, we accept responsibility for this Annual Report.

Yours sincerely,

Bill Levine  
Chair, Board of Governors

Stephen J. Toope  
President and Vice-Chancellor



# Institutional Overview

The University of British Columbia (UBC), established in 1908, is the third largest university in Canada, educating a student population of 50,000 - including more than 6,000 international students - on major campuses in two cities and at sites across the Province. It holds an international reputation for excellence in advanced research and learning, offering innovative undergraduate, graduate and professional programs. UBC consistently ranks among the two most influential universities in Canada and is in the world's leading 40.

UBC is a publicly supported comprehensive university, employing over 19,500 faculty and staff and more than 6,500 students. Approximately 5,000 alumni have chosen to work here. With a total economic impact of \$10 billion and over 39,700 jobs, UBC contributes strongly to the economy of the province and Canada. (See <http://www.pair.ubc.ca/reports/EconomicImpact2009.pdf>.)

UBC's two main campuses are situated in Vancouver on the Point Grey Peninsula and in Kelowna (the Okanagan campus). In addition, UBC has a downtown presence in Vancouver at UBC Robson Square and at the Great Northern Way (GNW) campus, located just southeast of the downtown Vancouver core. The latter is a collaboration between UBC, Simon Fraser University, Emily Carr University of Art and Design, and the British Columbia Institute of Technology.

Building on its historical ties, its commitment to the Asia Pacific Region, and its focus on study and research related to Asia, UBC has maintained an Asia Pacific regional office in the central district of Hong Kong since 2005.

UBC is unique among British Columbia's post-secondary institutions because it has a Faculty of Medicine, through which it provides a distributed learning model for its medical program, partnering with its Okanagan campus, the University of Victoria, the University of Northern BC, and with health care facilities across BC. The faculty attracts a significant proportion of the university's research funding, and medical research is responsible for a number of commercialization opportunities that have led to patents and spinoff companies. Because of the faculty, UBC ranks among the top 10 universities in North America for commercial activity in the biosciences.

The university offers resources for every academic and extracurricular interest, including the third largest research library in Canada, the Museum of Anthropology (Canada's largest teaching museum), one of the world's largest sub-atomic particle accelerators, three superb concert halls, a contemporary art gallery, botanical gardens, and a full complement of theatre, music and athletics programs.

As a national and international research leader, UBC is committed to the discovery of knowledge and the enhancement of understanding, as well as to the expression, preservation and dissemination of knowledge and culture. UBC has strong core values: advancing and sharing knowledge; free inquiry and scholarly responsibility; educating students to the highest standards; fulfilling its promises and ensuring open, respectful relationships; respecting all members of its communities; and working within the wider community to enhance societal good.





# Governance

UBC's two major campuses are governed by a single Board of Governors, a President, and two Senates (one at each campus) whose activities are coordinated by a Council of Senates.

## Board of Governors

UBC's Board of Governors is comprised of 21 members:

- 11 appointed by the Lieutenant Governor in Council (two are nominated by the UBC Alumni Association)
- 3 elected by faculty (1 UBC Okanagan, 2 UBC Vancouver)
- 3 elected by students (1 UBC Okanagan, 2 UBC Vancouver)
- 2 elected by fulltime non-faculty employees
- 1 Chancellor
- 1 President

By legislation, the Board is responsible for the management, administration and control of the property, revenue, business and affairs of the University, including the appointment of senior officials and faculty on the recommendation of the President.

## Senates

Under the terms of the University Act, academic governance is vested in the Senate, whose powers include:

- to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or to any faculty and to determine in which faculty the students pursuing a course of study must register;
- to consider, approve and recommend to the Board the revision of courses of study, instruction and education in all faculties and departments of the university;
- to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;
- to recommend to the Board the establishment or discontinuance of any faculty, department, course of instruction, chair, fellowship, scholarship, exhibition, bursary or prize;
- to determine the members of the teaching and administrative staffs who are to be members of each faculty.

UBC Vancouver and UBC Okanagan each have an autonomous senate. Coordination between Senates is achieved by the Council of Senates, which has the mandate to act on any matter brought forward by either the Vancouver or Okanagan Senate.



# Strategic Direction

## Vision

As one of the world's leading universities, The University of British Columbia creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world.

## Values

### *Academic Freedom*

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

### *Advancing and Sharing Knowledge*

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

### *Excellence*

The University, through its students, faculty, staff, and alumni, strives for excellence, and educates students to the highest standards.

### *Integrity*

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

### *Mutual Respect and Equity*

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

### *Public Interest*

The University embodies the highest standards of service and stewardship of resources and works within the wider community to enhance societal good.



# Commitments

## *Student Learning*

The University actively supports students in their learning experience through transformative teaching, research, and rewarding campus life.

## *Research Excellence*

The University creates and advances new knowledge and understanding, improves the quality of life through the discovery, dissemination, and application of research across a wide range of disciplines.

## *Community Engagement*

The University serves and engages society to enhance economic, social, and cultural well-being.

## *Aboriginal Engagement*

The University engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of indigenous culture and history into its curriculum and operations.

## *Alumni Engagement*

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

## *Intercultural Understanding*

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

## *International Engagement*

The University creates rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.

## *Outstanding Work Environment*

The University provides a fulfilling environment in which to work, learn, and live, that reflects our values and encourages the open exchange of ideas and opinions.

## *Sustainability*

The University explores and exemplifies all aspects of economic, environmental, and social sustainability.



# Planning and Operational Context

## Trends in Education

The following table shows some of the trends evident in higher education today that affect UBC. Examples throughout this report demonstrate UBC's responses to these trends.

Category	Trend	UBC's Response
Changing Demographics	Declining college entry age population in BC	Adjust recruitment strategies to attract and retain brightest students
	Domestic population equipped with training from BC post secondary institute will meet only half of the needed skilled/educated labor in BC	Increase options for completion of course requirements, including part time studies, distance learning and continuing education
Globalization	Student Mobility - national and international	National recruitment strategy, established in 2007 has increased direct-entry student enrolment from other Canadian jurisdictions  The International Student Initiative (ISI) recruits outstanding international students in undergraduate degree, diploma, and post-baccalaureate programs  Go Global develops and facilitates international learning opportunities through academic exchange, group study programs, research and service learning  Continue developing strategic partnerships with international universities
	Competition for faculty	Ensure understanding of key issues in recruitment and put in place mitigating strategies. Two examples recently implemented are a significantly improved housing loan program and faculty relocation office
	Massification globally (increase in student enrolment)	Ensure international strategies are in place to handle increased demand
Sustainable Practices	Investing in environment, economy and social justice	Continue to emphasize sustainability initiatives that integrate teaching, learning and research opportunities; drive operational decisions; and build on partnerships and collaborations.
Advances in How People Learn	Increasing use of technology, studies identifying how people learn	Keep abreast of changes and incorporate into teaching as appropriate
Partnerships	Develop collaborative partnerships with other universities, government, public and private sectors	UBC as a Living Laboratory concept has created partnerships that address leading issues facing our communities, e.g. energy use
	Knowledge development	Entrepreneurship@UBC helps researchers take their discoveries from the lab into everyday solutions



## Challenges

The key challenges facing UBC include:

Category	Challenge	UBC's Response
Economic Climate and Resource Management	Balancing the budget	UBC has again submitted a structurally balanced budget thanks to continuous successes in student enrolment, in competitive research funding, and in the continuous optimization of its academic and operational functions to maximize revenues and efficiencies
	Changing employment patterns	Implemented strategies to retain and recruit first choice applicants; continue to implement "Focus on People: Workplace Practices at UBC", now entering its fourth year
Enrolment Management	Admissions procedures	An admissions best practice review was completed and recommendations are being implemented  A review of the VP Students portfolio was undertaken and Enrolment Management functions have been moved to the Provost portfolio
Competing on the Global Stage	Attracting the best students and faculty	Recruitment strategies are in place for local, national and international recruitment
	Partnerships and collaborations	A new strategic plan for Research is being implemented and the International Engagement strategy is in its final consultation phase  Research and International continue to identify and develop key areas for partnerships and collaborations, such as the new partnership with the Max Planck Institute of Germany
Inequalities in Access	Financial barriers	Policy 72 states no eligible student will be prevented from commencing or continuing his/her studies for financial reasons  Student scholarships and bursaries have increased
	Physical barriers	A multi-year program of phased access upgrades is underway at the Vancouver campus; the Okanagan Campus has an inclusive campus initiative in place



# Goals, Actions and Results

*Place and Promise: The UBC Plan* is set up around nine commitments as described earlier in this report. The following pages provide a high level look and selected examples of the results related to our goals and actions. Links to more detailed information about each commitment are included in the summary table at the end of the report. In addition, the link to the [Ministry goals](#) is included.

Read the Highlights:

[UBC Selected Facts](#)

[Student Learning](#)

[Research Excellence](#)

[Community Engagement](#)

[Aboriginal Engagement](#)

[Alumni Engagement](#)

[Intercultural Understanding](#)

[International Engagement](#)

[Outstanding Work](#)

[Environment](#)

[Sustainability](#)



## UBC - Selected Facts

Background Data	UBC-V	UBC-O	UBC	Previous Year - UBC
Students (Full and Part time #, as at Oct 31, 2010)				
- Baccalaureate full time	21,500	4,876	26,376	25,490
- Baccalaureate part time	7,170	1,292	8,462	8,308
- Post baccalaureate full time	3,930	185	4,115	4,068
- Post baccalaureate part time	2,727	4	2,731	2,892
- Non degree program full time	201	17	218	242
- Non degree program part time	2,417	177	2,594	2,469
- Masters full time	4,677	233	4,910	4,680
- Masters part time	991	108	1,099	1,055
- Doctoral full time	3,484	136	3,620	3,515
Faculty/Staff (as at Oct 31, 2010)				
- Faculty				
o Professorial Ranks	2,120	292	2,412	2,328
o Lecturers/Instructors(teaching only)	298	25	323	274
o Term Faculty: Sessional full time	110	9	119	92
o Term Faculty: Sessional part time	443	25	468	523
o Term Faculty: Other full time	373	24	397	395
o Term Faculty: Other part time	98	2	100	82
- Staff (FTE)	9,454	403	9,857	9,727
Ratios				
- Undergrad : Grad	4.2	13.7	4.6	4.7
- Student : Faculty	16.2	20.1	16.6	17.1
- Staff : Faculty (FTE)	3.1	1.1	2.9	2.9
Indicators				
- # Aboriginal undergraduate students	xx	xx	924	904
- # u/g students in community engagement activities	2,317	300	2,617	2,191
- Overall Voluntary turnover rates	(UBC Total only)		6.7%	6.6%
o Faculty			1.6%	1.3%
o M&P			6.3%	7.0%
- Sponsored research funding	(UBC Total only)		\$538.4m	\$524.6m
- % federal/provincial			51.1%	51.1%
- # international graduate students	2,571	104	2,675	2,413
- # highly cited staff (Shanghai Jiao Tong ARWU weighting)	(UBC Total only)		xx	20
- # Alumni contacts			30,762	22,641
- GHG emissions (tCO <sub>2</sub> e)	58,353	2,726	n/a	n/a
- Library Holdings - monograph volumes (print)	xx	xx	xxx	5,526,191
- Library Holdings - Monograph Volumes (electronic)		xx	xxx	559,333

Background Data	UBC-V	UBC-O	UBC	Previous Year - UBC
- Total space (nasm)				
o Academic	318,672	33,636	352,308	344,036
o Non Academic	393,490	45,433	438,923	416,851
o Informal Student Space	13,753	2,600	16,353	15,713
<b>Expenses and Revenues</b>				
- Total Revenue	(UBC Total only)		2,172,074	1,964,584
- % government grants and contracts			52.7%	49.2%
- Total expenses	(UBC Total only)		2,018,486	1,829,418
- % salaries and benefits			60.3%	60.2%
- Fundraising - total \$'s raised	(UBC Total only)		\$187.2m	\$176.1m
- Endowment market value (as at Mar 31, 2011)	(UBC Total only)		\$1,105m	\$970m

See also [Ministry indicators](#)





## Student Learning

The University provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences and rewarding campus life.

### Enhance the Quality and Impact of Teaching

UBC continues to review the quality and impact of its teaching activities. By applying new research on education and expanding learning opportunities outside the classroom, UBC's goal is to ensure students acquire the knowledge and skills to enhance their personal development and enable them to contribute and lead in a global society.

Providing UBC students with an exceptional learning environment is critical to the strategic plan. Defining how to do so is complex in a student body spread over two campuses, comprising undergraduates and graduates, many disciplines and the need to create that environment throughout the university and not just in the classroom.

There are many initiatives underway that enhance the quality of student learning. Some examples are:

- The Carl Wieman Science Education Initiative that applies the latest advances in pedagogical and organizational excellence to achieve highly effective evidence-based science education (<http://www.cwsei.ubc.ca/>)
- Centre for Teaching, Learning and Technology (CTLT) that in collaboration with the UBC Institute for the Scholarship of Teaching and Learning, supports research and reflection on teaching and learning, locally and internationally (<http://ctl.ubc.ca/>)
- Learning Enhancement Academic Program (LEAP) that provides an online portal designed to help students learn more effectively; as well as study help, peer academic coaching, learning skill resources and other programs (<http://leap.ubc.ca/>)
- Centre for Teaching and Learning at the Okanagan campus promotes and supports excellence in teaching and learning providing academic growth opportunities (<http://web.ubc.ca/okanagan/ctl/welcome.html>)

The Teaching and Learning Enhancement fund enriches student learning by supporting innovative and effective educational enhancements. 2010/11 saw 80 projects funded for a total of \$3.02 million.

## Curriculum

Curriculum and pedagogy at UBC advances learning and teaching in a variety of contexts, including informal educational settings. Periodic reviews are conducted of each faculty and curriculum review is a key component in ongoing planning for faculties and programs. Curriculum theory, design and evaluation, teacher education, digital media and learning technologies are all taken into consideration with curriculum development. Faculty, student and community input is sought and an increasing emphasis on enriched and transformative experiences is included. The following are some examples of curricular activity.

### Curricular Reform

- *English 225, Poetry in the Community* was developed into an enriched educational learning experience, integrating academic learning with community service. This dynamic learning environment blasts apart the old idea of classroom knowledge versus real-world knowledge and configures instead a completely integrative model with students fluidly moving between the academic environment and the reality of an East Vancouver kindergarten classroom. Students immediately apply their learning and engage with it in a new context and with others.
- A new undergraduate Forest Resources Management major in Community and Aboriginal Forestry has been developed with the support of the First Nations Advisory Council to the Faculty of Forestry for adaptive forest professionals to work in small community settings.  
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,203,328,1472>
- The Faculty of Graduate Studies, has considerably expanded its *Graduate Pathways to Success* (GPS) extra-curricular professional development program to a current slate of approximately 70 workshops, courses, discussions and seminars annually. The program focuses on developing skills, competencies and ‘habits of heart and mind’ for success in graduate school, effectiveness in academic and non-academic careers, constructive and inclusive leadership capacity, as well as enhanced career building and self-management. <http://www.grad.ubc.ca/current-students/gps-graduate-pathways-success>
- Four Pharmacy faculty members, along with 8 fourth year students, in the Professional Undergraduate Program taught a Physical Assessment Module to the 450 students enrolled in their 1st, 2nd, and 3rd years of the Program. The new initiative, introduced by the Faculty this year, aims to diversify the skill and knowledge set for future pharmacy students.
- The First-Year Seminar in Science (SCIE 113) combines debates, discussions, group activities and a science-in-society speaker series in a smaller class setting. The course concentrates on science’s role in a larger societal context by allowing students to explore how knowledge is constructed in a scientific view, and discover how they can use science to make positive contributions on a global scale. More than 190 first-year students enrolled in eight seminar sections during its pilot in 2010. <http://www.science.ubc.ca/students/new/courses/113>
- The Combined Major in Science provides students with a broad-based science education, with a focus on data handling, communications skills and experiential learning. Lab and field experiences promote experiential learning, and a newly developed 300-level course (SCIE 300) provides students with a solid foundation in communicating science to a variety of audiences. Initial enrollment in the degree specialization was 170 students across second and third year. <http://www.cms.science.ubc.ca/>
- A design studio pilot course offering a hands-on, studio-based pedagogy to teach students the principles of design thinking, a leading edge problem-solving technique in the business disciplines. Through projects, students in teams blend critical and creative thinking to design solutions to service-based problems for real clients. <http://d-studio.sauder.ubc.ca/blog/category/blog/sauder-d-studio/>
- Innovation is mainstream in Comm101, a BCom pilot course - soon to be a required introductory course for BCom students. The team-taught, interdisciplinary course integrates group-work with

Web 2.0 tools such as blogs and live classroom tweet-ups to introduce students to business fundamentals. Classes are structured around hands-on activities and feature presentations from professors across Sauder's disciplinary map. Students learn through discovery-based projects and analysis of current affairs. <http://www.publicaffairs.ubc.ca/2010/12/03/comm-101-tweet-click-blog-a-new-way-to-learn-business/>

- The Rural Community Service Learning Program establishes relationships between UBC and communities in remote/rural BC. Fourth-year undergraduate students and MBA students initially worked with small business, economic development agencies and other organizations in Campbell River, Terrace, and St. John. The program will continue to expand with more participants and communities.

### ***Student Engagement in Faculty Planning***

- Applied Science has been working with the Engineering Undergraduate Society to implement a [coordinated and sustainable strategy](#) for communication with students and has developed the [E-Team](#) to support student led initiatives to create a campus culture of involvement.
- The School of Audiology and Speech Sciences (SASS) has developed Canada's first course on approaches to speech-language pathology and audiology for people of First Nations, Metis and Inuit heritage. The course involved continuous collaboration among SASS students and faculty, and community partners. A unique learning activity for the course is visits to Aboriginal communities or programs, both local and rural. A series of DVDs was also created with interviews of Aboriginal and non-Aboriginal community practitioners in rural areas.
- The Sauder Student Experience Research Advisory (SERA) is a student-led initiative with a mandate to inform School activities related to student experience through research. SERA conducts research for key stakeholders to guide decision-making on areas related to academic support, learning environments, technology initiatives, communication practices, infrastructure, program offerings and other student experience issues. <http://sera.sauder.ubc.ca>

## **Curriculum and Enriched Student Learning**

There are many projects underway to provide enriched student learning through curriculum change. Following is a flavour of some of the enriched offerings built into the curricula of various faculties. Also see the [Community Engagement](#) section for further stories.

### ***Curriculum Incorporates Undergraduate Research Experiences***

- Year two of the Anxious Behaviour in Children (ABC) project, a pilot study exploring easily administered, cost-effective methods of early identification of children with anxiety disorders is underway. The ABC study provides student research assistants with hands-on research experience to enhance their classroom learning. In particular, student researchers are offered training and supervision on anxiety disorder assessments and gain a minimum of 10 direct clinical assessment hours. They may also analyze data and present findings at major peer-reviewed, national and international conferences. <http://ecps.educ.ubc.ca/research/lmiller.htm>

### ***Curriculum Incorporates Learning Connected to Professional and Research Communities***

- The Faculty of Law set up the Innocence Project, a clinical program where students investigate alleged wrongful convictions. The Project is driven by an intense curriculum that includes reviewing thousands of pages of trial documents, tracking down previously unknown witnesses, and consulting with forensic experts. Partnering with the UBC Graduate School of Journalism this year, 3 Journalism students joined 10 law students and 24 supervising counsel on the review of UBC Law Innocence Project files. <http://www.publicaffairs.ubc.ca/2010/11/04ubc-law-and-journalism-schools-partner-to-investigate-wrongful-convictions/>



- The College of Health Disciplines has developed an on-line interprofessional Pain Module, an educational offering unique in how it brings together students from several diverse health disciplines. Piloted with engaged students from medicine, nursing, physical therapy, occupational therapy, social work and pharmacy, Module 1 focuses on the lived experience of pain, and Module 2 (under development) will focus on collaborative assessment and management of pain.
- The Faculty of Education annually seconds local classroom teachers with graduate degrees to teach for three years in the Bachelor of Education program, preparing teacher candidates for professional certification. They also participate in a Scholarship of Teaching and Learning program (<http://ctl.ubc.ca/about-isotl/programs-events/faculty-sotl-program/>) which provides opportunities for these teachers to link practice to theory in a university setting, and engage in action research. On returning to their classrooms, these teachers strengthen relationships between schools and UBC while modeling scholarly approaches to teaching and learning to students, colleagues and parents in the community.
- The Haida Gwaii Semester is administered by the non-profit Haida Gwaii Higher Education Society, with the Faculty of Forestry as the academic home for the courses. An intensive field study program for undergraduate students, the Semester provides an immersion opportunity in a resource-dependent community facing economic transition, population decline, increasing local control of natural resources, and new decision-making frameworks. 18 students from nine different universities are attending the current offering. <http://www.haidagwaiisemester.com/haida-gwaii-semester>
- The College of Health Disciplines is testing a passport-like tool with the Occupational Therapy program. It will enable students to track their ability to collaborate throughout their program of study by using the National Competency Framework for Interprofessional Collaboration as a guide. Ultimately, it will enable us to target the most effective means of delivering interprofessional education and allow us to determine which opportunities provide the best educational value.

### *Curriculum Incorporates Community*

- Patient and Community Voices in Health Professional Education, supported and run out of the College of Health Disciplines, provides enriched interprofessional and multiprofessional learning opportunities designed and taught by patients and lay community members. Its mission is to build sustainable community-campus partnerships that enable patients and community members to contribute life experiences and expertise to enhance the education of future health professionals so they provide care that is patient/client-centred. Activities include interprofessional workshops, a Patient and Community Fair and 'patient panels'. <http://meetingofexperts.org/>
- The Faculty of Education hosted its first Family Science Day, transforming the Scarfe Building foyer into an exciting exhibit of hands-on, minds-on, science activities for parents, students, Education graduate students, faculty and instructors. This important event also provided pre-service teachers with an opportunity to teach science in a fun, informal, environment. The day culminated with a science show that proved to be a real celebration of science and science learning for all in attendance. <http://blogs.ubc.ca/mmilner/family-science-day-2010/>
- The School of Kinesiology undertook several Community Service Learning (CSL) initiatives including the BodyWorks Fitness Centre, CommunityFIT, Changing Aging and the UBC Gymnastics program ([www.hkin.educ.ubc.ca/fitness/changingaging.htm](http://www.hkin.educ.ubc.ca/fitness/changingaging.htm)). In addition, a Student Directed Seminar this year worked with special populations in Vancouver's downtown eastside. See one student's experience here: [www.hkinstudents.ubc.ca/students/undergraduates/student-stories/monica/](http://www.hkinstudents.ubc.ca/students/undergraduates/student-stories/monica/)



## Awards and Financial Assistance

Policy 72 states no eligible student will be prevented from commencing or continuing his/her studies for financial reasons. UBC meets this policy through student scholarships, bursaries, awards and financial assistance programs.

	Vancouver	Okanagan
# students receiving merit based support	12,270	2,256
# students receiving needs based support	12,086	2,307
\$ merit based support	\$64.8 m	\$5.7 m
\$ need based support	\$131.1 m	\$22.3 m
\$ need based government funding	\$115.2 m	\$19.7 m
Increase in need based government funding	4.2%	16.9%

### Financial Assistance Programs

Some of the programs UBC has in place include:

- Work Learn Program for international students supported 291 students
- Work Study Program for domestic students supported 2,361 students
- International Leader of Tomorrow (ILOT) Award for international undergraduate students saw:
  - Vancouver: 43 awards (\$1,219,046)
  - Vancouver: 30 bursaries (\$740,341)
  - Okanagan: 4 awards (\$119,572)
- International Student Humanitarian Award, a 4 year award for students from impoverished or war torn countries, supported 10 awards (\$328,607) at the Vancouver campus and 1 award (\$36,943) at the Okanagan campus
- Arts Undergraduate Research Award, now in its fourth year, funds undergraduate assistants working with faculty members on start up or continuing research projects

## Facilities/Infrastructure

### UBCV Campus - major capital projects 2010/11

- Completion of
  - Childcare Expansion Phase 1 - Barn Daycare
  - School of Population and Public Health
  - UBC Renew - Buchanan A
  - UBC Renew - Old Auditorium
  - UBC Renew - Biological Sciences West + South Wings
- In construction
  - Bioenergy Facility
  - Centre for Comparative Medicine
  - Centre for Integrated Research in Sustainability
  - Childcare Expansion Phase 1 - University Service Building Daycare
  - Earth Sciences building
  - Faculty of Law building
  - Norman B. Keevil Institute of Mining Engineering
  - Pharmaceutical Science/Centre for Drug Research & Development
  - Public Realm enhancement
  - Sauder School of Business Phase 2+3
  - Tennis facility
  - Totem In-Fill Student Housing
  - Wayne & William White Engineering Design Centre



**UBCO Campus -buildings**

- Completion of
  - Arts and Sciences building 2
  - Health Sciences Centre
  - Student Housing Phase 3B
- In construction
  - Engineering Management & Education building
  - Geoexchange System Phase 3
  - Public Realm enhancement
  - Student Housing Phase 4

**Expand Educational Enrichment Opportunities**

Participation in enriched educational experiences, such as undergraduate research, international learning, co-op placements, student leadership, and community service learning contributes critically to students learning at UBC. This is learning by doing. Through these activities students explore concepts, test perceived boundaries and gain knowledge of their discipline and themselves.

Enriched learning happens in communities, at UBC and beyond. See [International Engagement](#) section for further details.

	Vancouver		Okanagan	
	2009/10	2010/11	2009/10	2010/11
# students participating in community service learning	1,900	2,317	291	300
# outgoing students engaged in international learning opportunities	1,066	1,205	153	102
# students employed on campus through Work Study/Work Learn	2,257	2,331	559	741
# undergraduates graduating with a co-op designation	677	560	42	29
# students in pilot Arts internships	50	129	n/a	n/a



The Association of Co-operative Education announced Arts student Meghan Magee as [BC University Co-op Student of the Year for 2010](#), for her work term with the Public Affairs department of the BC Transmission Corporation (BCTC). She was noted for her “exceptional professionalism” and ability to perform her project management and communication duties at an extremely high level. Described as “the best of the best,” by supervisor Timothy Meyer, Meghan was also recognized as [UBC Arts Co-op Program’s Undergraduate Student of the Year](#), in recognition of her work with TRIUMF.

**Community Service Learning (CSL)**

Community service learning takes place locally through the Learning Exchange and UBC-CLI and internationally through Go Global. Community service learning is built into the curriculum of many courses, with 72% of the Vancouver students and 76% of the Okanagan students who participate in CSL doing so through one of their courses. This includes courses such as:

- Faculty of Land and Food Systems’ *Food Nutrition Health 473: Nutrition Education in the Community*. Students worked with community based organizations and schools, planning and

implementing interventions to enhance food security and health of community members. One group planned and pilot tested the implementation of a salad bar for a school lunch program including the use of produce grown in the school's garden.

- Sauder School of Business' *Commerce 486F: Sustainability Marketing* course saw students working in partnership with small businesses from Northern BC and Vancouver Island, analyzing current sustainability trends and developing strategic and practical marketing approaches. For example, students advised an adventure tourism operator from the Nisga'a First Nations community of Gitwinksihlkw, who was looking to expand his traditional knowledge and cultural tourism activities on the Nass River.
- Faculty of Applied Science's *Mech 2: Mechanical Engineering* students worked in teams to perform one-day service activities with six organizations across the Lower Mainland. In one partnership with the Richmond Nature Farm, students contributed to restoring the forest habitat around a park pond.
- Faculty of Arts' *Economics 317: Poverty and Inequality* students worked with community organizations to address issues of local and international poverty. One project had students analyzing census data of specific neighbourhoods to inform community-based organizations of the economic, demographic and social characteristics of the people they serve.

## Student Safety Abroad

Following devastating earthquakes in New Zealand and Japan, the Safety Abroad registry enabled UBC to quickly contact all students who were participating in University activity in the area. In New Zealand, contact was made with all students within 48 hours and in Japan 75% of UBC students abroad had been confirmed safe within 24 hours.

## Support Student Well Being

### *New first visit system at Counselling Services*

To reduce wait times for students visiting UBC Vancouver's Counselling Services for the first time, a new, drop-in, rapid-access system was implemented. This approach eliminates the need for first-time users to book ahead and most students are seen within one hour. During their first appointment, students meet with a counselor for an initial needs assessment so that they can be quickly linked to the most appropriate counseling resource.

### *Okanagan Campus Wellness Centre*

The Wellness Centre is located in a new 4,000 sq. ft. area with clinic and health promotion project space, making possible the expansion of health services for students.

### *"Live Well Learn Well" Website*

This new website, "[Live Well Learn Well](#)" was launched by Student Health Service and Counselling Services at the start of the 2010 academic year. With a focus on building awareness and skills to maintain wellbeing as central to academic success, this site offers anytime, anywhere access to valuable information, skills toolkits, and resources to help students thrive at UBC.

### *UBC REC*

Extensive sport and recreation programs offered by UBC REC create a strong sense of community engagement and promote wellbeing. This year, REC programs had 65,000 participants, including over 11,000 league registrants, 15,000 event and tournament participants, and 39,000 drop-in users of the Student Recreation Centre facilities.



### ***UBC Thunderbirds and UBC Okanagan Heat Success***

The Thunderbirds were winners of two national championships (women's golf and women's volleyball) and reached the national podium five times (women's field hockey, men's soccer, women's swimming, men's swimming, and men's basketball), while claiming seven conference championships.



A special note in memory of Dr. D.L. "Buzz" Moore who passed away in March 2011: Buzz, as everybody on the Vancouver campus knew him, arrived at UBC in 1964 and worked full-time with the Athletics Department until his retirement in 1986. During that time, he filled various roles - everything from coaching to alumni relations to business manager - but he was best known as being the heart and soul of the UBC Big Block Club, which has now grown to over 8,000 members.

For the second straight year the UBC Okanagan Women's Golf team finished the BCCAA golf season as the top female team in the province. The women's team was led by Jen Woods who finished a stellar campaign by capturing her third BCCAA tournament win in just four tournaments played. For her outstanding season, Jen was named the BCCAA female golfer of the year. Men's and Women's volleyball teams were Provincial Gold Medalists.

### ***New facilities result in 33,000 visit increase***

Artificial turf installation at Thunderbird Stadium has been completed, facilitating an additional 33,000 facility visits and enabling year round use for students, varsity athletes and the community for football, rugby, soccer, softball and ultimate. Re-installation is also complete for two grass fields following the 2010 Vancouver Winter Olympic and Paralympic Games.

Construction on the new UBC Sports Hall of Fame in the Doug Mitchell Thunderbird Sports Centre has commenced. Once completed, the facility will recognize over 100 individuals, 20 team hall of fame inductees, UBC's Olympic heritage, as well as over 100 years of UBC Thunderbirds success.

## **Student Services**

### ***More on campus residence spaces for UBC students***

Living on campus offers students an unparalleled opportunity to develop a community of academic and social support, building a sense of connection to other students and the university, while learning valuable skills for living and learning with others.

This year, UBC Vancouver moved to implement a housing guarantee for all first year students entering UBC directly from high school. In addition, international undergraduate students who commit to year-round student housing are eligible for continued housing for the duration of their studies. These changes will be in effect for the September 2011 entering class.

Although UBC has the largest on-campus residence program in Canada, demand continues to exceed supply. To accommodate these commitments, Vancouver's Student Housing and Hospitality Services is moving towards a target of 2,500 new residence spaces by 2016. Key milestones of the past year include:

- Totem Park infill project - 566 new student spaces, 70% complete, on-time, under-budget for August 2011 opening
- Board 1 approval and design underway for Ponderosa Hub, which will contribute 550 new upper year and graduate student spaces in each of September 2013 and 2015, for a total of 1,100 new spaces.

New residence development at the Vancouver campus will be supported by the Board of Governors approved [Student Housing Financing Endowment](#). This endowment will direct a large portion of land lease proceeds from the residential development of UTown@UBC toward the capital funding required for new student housing.

Phase 3B of the Okanagan student housing was completed, adding 140 beds in 2010. Construction on Phase 4 is underway to add another 212 beds by August 2011. 1,346 beds have been added since 2006, bringing the total beds to 1,686.

### *Informal Learning Spaces*

- The Centre for Student Involvement gives student groups access to event planning resources, multimedia and communications equipment, staff and peer advisors, and space to meet and collaborate. During its first full year of operation, the Centre provided more than 3,000 hours of booked space for student initiatives. [[Video](#)]
- [UBC officially opened the Simon K.Y. Lee HKU-UBC House](#) and related facilities in October 2010. The Simon K.Y. Lee HKU-UBC House incorporates 100 residence spaces in Marine Drive Student Residences and includes the Simon K.Y. Lee Global Lounge and Resource Centre and the Simon K.Y. Lee Hong Kong Ballroom. The late Dr. Lee intended his gift to foster intercultural dialogue and exchange. In fulfillment of this vision, the Global Lounge is the home of 25 globally-focused student clubs and organizations, representing membership of more than 1,000 students. These groups regularly sponsor events for the entire UBC community. From September 2010 - February 2011, the Simon K.Y. Lee Global Lounge and Resource Centre was home to 370 events attracting an estimated 8,350 attendees. [[Blog](#)]
- Collegia are on-campus spaces that will offer a "home away from home" for commuter students at UBC's Okanagan campus. Offering students a place to hang out, eat lunch, spend time with classmates and do school work, each Collegium has a relaxing lounge-style atmosphere and is outfitted with comfortable furniture, individual and group work spaces, and kitchen facilities. Collegia are staffed by senior students who welcome members, answer questions and plan programs and events.

### *Communication with Students*

UBC Orientations and UBCevents team up to offer students a personalized orientation schedule. This year, students could review their personalized orientation schedule through a special Orientations view on UBCevents. The service included a schedule for Imagine Day and greetings from Deans and Directors for all students, as well as morning meeting locations and MUG leader introductions for first year students. The site proved tremendously popular, attracting over 50,000 views with an average visit length of 2:41.

#### *UBCevents leverages new media to expand reach*

[UBCevents](#) aggregates the calendars of nearly 500 departments and student clubs across UBC's campuses - ranging from the Anthropology Students Association to the Department of Physics and Astronomy to the Young Women in Business club. Expanded use of new media has helped highlight and archive events for the whole community.

- Using Twitter, UBCevents keeps 1,200 regular followers up to date. Tweets from UBCevents are regularly re-tweeted by students and administrative units with notable spikes in activity following important announcements and controversial topics.





• Since January, “This Week at UBC” videos have been hosted by 4<sup>th</sup> year Arts student and aspiring broadcaster, Angela Jung. These videos showcase activities for the coming week with an average of 250-300 viewers. Angela also attends events to capture highlights and interview keynotes and special guests.

- This Week at UBC sample:

<http://www.youtube.com/abc#p/u/23/yaj6A4bUll>

- Event video sample:

<http://www.youtube.com/abc#p/search/1/FniNDCOU6yA>

- Interview sample: <http://www.youtube.com/abc#p/search/0/T-MJxVAwox8>

### **UBC launches mobile app**

In February 2011 UBC launched a mobile app on [iTunes](#). The app provides prospective students and current UBC students, faculty, staff, and community members with a snapshot of campus life that fits in their pocket. The app delivers “when and where” information so that mobile can find out about activities taking place in their vicinity or find a coffee nearby.



users

## **Assessment of the Student Experience**

Administered at both campuses, the 2009 New to UBC (NUBC) survey revealed that improvements were needed to better support student registration processes. Improvements for fall registration 2010 included:

- System improvements to support usage load and updates to user tutorials
- Enrolment Services and faculties worked to share real time registration information and updates
- Staff shifts modified to support early morning registration time
- Student inquiries were triaged so that staff could respond more quickly to questions regarding registration and CWL password reset
- Enrolment Services staff supported registration inquiries and provided training sessions for students prior to registering

UBC again conducted the NUBC survey in fall 2010 to gauge the needs and expectations of the entering class. At the conclusion of the survey, respondents were asked if they had any unanswered questions about beginning at UBC, about 1/3 said yes. Of those who said yes, 45% submitted a question, the majority of which were about program planning and academic advising. A cross-section of UBC staff were able to respond to these inquiries within four days.

## **Support student led initiatives to create a campus culture of involvement**

### **UBC Students Rethink Leadership at the SLC 2011**

An exploration and testament to UBC student leadership, the 9<sup>th</sup> annual Student Leadership Conference (SLC) invited students to *Rethink Leadership*. There were:

1,226 Delegates	9 Case studies
82 Workshops	8 Faces of Today
12 Featured presenters	5 Keynote speakers
8 Highlighted projects	90 Volunteers
10 Lunchtime sessions	22 Committee members

**= 1 outstanding conference**

The conference, which is student-led and university-supported was “trending in Canada” on Twitter - a sign of how frequently the hashtag #UBCSLC was being referenced on Twitter. Here’s a recap of some of those tweets:

- @lorelaii90: #ubcslc is making me want to change the world.
- @jo\_kwan: Only one hour into the conference and I’m already inspired to rethink. Good job #ubcslc
- @jtcchan: Cheryl Cran is REALLY good. Amazing insights on how our generation appeals to collaboration as a strategy toward leadership.
- @milicasever: #ubcslc was AMAZING. Exceeded my expectations in every way.
- @navi\_dasanjh: In 4 years of attending, definitely the best #ubcslc yet. Congratulations to the planning committee for your hard work.



### **UBC LipDub**

Produced by students, UBC’s LipDub is an electrifying showcase of UBC school pride. The film shown in one shot highlights exciting features of UBC campus life while more than a thousand students, faculty and staff lip-synch to two popular songs. It was filmed on March 26<sup>th</sup>, and as of April 2011, has been viewed over one million times. <http://www.youtube.com/watch?v=Dpp3quce1Vo>

Okanagan students LipDub “A Day in the Life”, lip-synching to “We are Young”, was launched April 19<sup>th</sup>. [http://ubcolipdub.com/Splash/UBCO\\_LipDub\\_Countdown/UBCO\\_LipDub.html](http://ubcolipdub.com/Splash/UBCO_LipDub_Countdown/UBCO_LipDub.html)

### **UBC Vote Mob**

On April 20<sup>th</sup>, 2011 students at UBC’s Vancouver campus joined the nationwide [vote mob movement](#) to create a non-partisan video, sending a message to politicians and peers: UBC students are mobilized and ready to cast their ballot on May 2. The concept of the vote mob was born out of [Rick Mercer’s rant](#) on Canada’s abysmal youth voter turnout. “Our goal is to challenge political leaders’ stereotypes of apathetic university students, impress Canada’s youth, and inspire youth across the country to hit the polls,” says Tamara Mackay-Temesy, co-organizer of the UBC vote mob. <http://www.youtube.com/watch?v=4o6tRuFp9NY>

STUDENT LEARNING: *Summary Table*

Goals	Actions ( <i>planning; process established, implementation well underway; substantial progress</i> )	Select Outcomes
Enhance the quality and impact of teaching for all students	<p><i>Review and revise curricula and pedagogy to ensure that they are informed by leading edge research and research on how people learn</i></p> <p><i>Simplify and streamline program requirements and course prerequisites whenever possible to enhance flexibility and self-directed learning</i></p> <p><i>Ensure that periodic academic reviews include an assessment of educational outcomes for all programs</i></p> <p><i>Further align the University rewards and recognition systems with student learning goals</i></p>	<p>Regular faculty reviews completed; process well established</p> <p>Teaching and Learning Enhancement Fund approved 80 projects valued at \$3.02 million</p> <p>Curricula review ongoing and courses including self-directed learning were developed</p> <p>5 capital projects were completed at the Vancouver campus and 13 are in construction.</p> <p>3 capital projects were completed at the Okanagan Campus and 4 are in construction</p>
Expand educational enrichment opportunities, including research, a first year small class experience, international learning, community service learning, and co-op/practicum/ internship opportunities	<p><i>Provide undergraduate students with at least two enriched educational opportunities during their course of studies</i></p>	<p>Community Service Learning (CSL) increased 22% from last year, with 65% of these students involved in course-based CSL at Vancouver</p> <p>336 students were involved in Reading Week projects involving over 2,000 elementary school students in 16 Vancouver schools</p> <p>Complete review of student financial aid was launched so as to facilitate achievement of this action</p>
Support student well-being, personal development and positive affiliation with UBC through outstanding campus life programs and service excellence	<p><i>Continue the rapid expansion of student housing, informal learning space and on-campus work opportunities</i></p> <p><i>Implement a coordinated strategy for communication with students</i></p> <p><i>Ensure regular assessment of the overall student experience, including alumni feedback</i></p> <p><i>Support student led initiatives to create a campus culture of involvement</i></p>	<p>The Totem Park Student Residence Infill project was completed at the Vancouver Campus, adding 567 beds. The Ponderosa Hub, adding up to 1,200 new beds received Board 1 approval</p> <p>Board plan for 2,500 new beds in place</p> <p>Student Housing Phase 3B at the Okanagan Campus was completed in 2010 adding 140 beds, another 212 beds are underway, due to open August 2011. 1,346 beds have been added since 2006, bringing the total bed count to 1,686</p> <p>Board of Governors approved a Student Housing Financing Endowment</p>



		<p>“Live Well, Learn Well” was launched by Student Health Service and Counselling Services to build awareness and skills to maintain wellbeing</p> <p>Recreation programs had over 65,000 participants</p> <p>Informal learning spaces such as the Simon K.Y. Lee Global Lounge at the Vancouver campus, and collegia space at the Okanagan campus were opened</p>
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## LINKS

Carl Weiman Science Education Initiative [www.cwsei.ubc.ca/](http://www.cwsei.ubc.ca/)  
 Arts Co-op Placements <http://co-op.arts.ubc.ca/info/profiles/>  
 Co-op Placements <http://coop.ubc.ca/index.cfm>  
 Co-op UBCO <http://olt.ubc.ca/category/spotlight/distance-learning/>  
 Okanagan - health and wellness <http://web.ubc.ca/okanagan/students/health-wellness/welcome.html>  
 Vancouver - health and wellness [www.students.ubc.ca/health/wellness.cfm?page=centre](http://www.students.ubc.ca/health/wellness.cfm?page=centre)  
 Vancouver campus athletics [www.gothunderbirds.ca](http://www.gothunderbirds.ca)  
 Okanagan campus athletics <http://web.ubc.ca/okanagan/athletics/welcome.html>  
 Centre for Teaching, Learning and Technology <http://ubc.cltt.ca>  
 Arts enriched experiences <http://www.arts.ubc.ca/students/learning-experiences.html>





## Research Excellence

The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination and application of research within and across disciplines.

### Increase the Quality and Impact of Research

In 2010/11, UBC researchers attracted \$XXX million more in research funding than in the previous year, received an above-average number of prestigious national and international research awards, and generated impactful research across disciplines that benefits Canadian and global societies.

Scholarly Output	2010	2009
# of published and ISI-indexed journal articles	4,760	4,346
# of articles in top journals <i>Science</i> and <i>Nature</i>	54	39
# of articles containing international collaborations	2,947	2,501
# of full time tenure track faculty members	2,346	2,328
articles per fulltime tenure track faculty member	2.0	1.9

Figures provided by UBC Planning and Institutional Research, from the ISI Web of Knowledge

UBC ranked #30 in the Times Higher Education (UK) ranking of the world's top 200 universities, and #36 in the Academic Ranking of World Universities by Shanghai Jiao Tong University. Indicators used in the surveys include numbers of Nobel laureates, number of highly cited researchers, number of articles published in *Nature* and *Science*, number of articles cited in the Science Citation Index, and academic performance per faculty.

To improve UBC's performance in attracting major funding opportunities, the Support Programs to Advance Research Capacity (SPARC) Office was established with a view to offering researchers expert advice in preparing grant applications and assembling collaborative research teams.

### New Infrastructure, Initiatives and Outcomes

The following are just a few examples of significant new research infrastructure, initiatives and outcomes in areas of excellence at UBC in 2010/11:



**CANADA EXCELLENCE RESEARCH CHAIR (CERC)****Matt Farrer**

- UBC's first CERC
- UBC will receive up to \$10 million over seven years to support the chair holder and his team
- Will study the molecular origins of brain disease and pioneer new strategies for early detection and improved treatment of Parkinson's disease, and other neurodegenerative disorders
- Leads teams at UBC and CFRI
- <http://www.cmmt.ubc.ca/research/investigators/farrer/lab>

**STUDY OF CANADIAN 'POWER COUPLE'****Veronica Strong-Boag**

- A unique study of the combined influence of Lord Aberdeen, Governor General of Canada from 1893-98, and his wife
- Awarded the Jules and Gabrielle Leger Research Fellowship from SSHRC
- Power couples, such as Hilary and Bill Clinton, can symbolize the social, political and cultural issues of their age
- <http://wire.arts.ubc.ca/faculty/study-of-lord-and-lady-aberdeen-wins-prestigious-sshr-award/>

**CONVERTING MUNICIPAL BIOSOLIDS TO METHANE****Cigdem Eskicioglu**

- An NSERC strategic project grant funds a four year project
- Multi-criteria decision making will be used to evaluate each element of the project
- Will provide alternative treatment technologies with reduced environmental liabilities to improve practices for biosolids reuse
- <http://www.ubc.ca/okanagan/engineering/faculty/cigdemeskicioglu.html>

**NEW RESEARCH PROGRAM TO PREDICT FUTURE OF OCEANS**

- A \$13 million, nine year research program with Japan's Nippon Foundation (NF)
- Will study the future of the world's oceans and monitor the impact of human activities on seafood resources
- <http://www.publicaffairs.ubc.ca/2010/12/05/mr-10-170/>

**NEW CENTRE FOR EXCELLENCE IN COMMERCIALIZATION AND RESEARCH**

- Wavefront Wireless Communication Centre (WWCC) will fast-track innovations from the lab to the marketplace
- Receives \$11.6 million in federal investment
- A national resource hub, WWCC will connect Canadian wireless companies to multinational companies, investors, wireless associations and 27 Canadian universities
- <http://www.publicaffairs.ubc.ca/tag/wireless-communications/>

**PSYCHOLOGY RESEARCH IN 'WEIRD' NATIONS****Joe Henrich**

- Led a study finding that psychological research relies too heavily on research subjects from Western, Educated, Industrialized, Rich and Democratic countries (WEIRD)
- This raises questions about drawing universal claims on human psychology and behaviour based on research samples from WEIRD societies
- [http://www2.psych.ubc.ca/~henrich/pdfs/Weird\\_People\\_BBS\\_final02.pdf](http://www2.psych.ubc.ca/~henrich/pdfs/Weird_People_BBS_final02.pdf)

**CANADA RESEARCH CHAIR (CRC)****Barbara Pesut**

- Awarded a CRC in Health, Ethics and Diversity, along with a Canada Foundation for Innovation award
- Research focuses on palliative care across our population's sociocultural and geographic spectrum
- Pesut will look at issues ranging from access to specialists to spiritual and ethical considerations
- <http://www.ubc.ca/okanagan/ihlcdp/people/bpesut.html>

**GREEN BUILDING RESEARCH PARTNERSHIP**

- UBC enters into a strategic partnership with Modern Green Development Co. Ltd.
- One of China's largest property developers, Modern Green contributed \$3.5 million to establish a partnership based on green building research and development
- The contribution will also support CIRS
- <http://www.publicaffairs.ubc.ca/tag/modern-green/>



### Selected awards

- 25 UBC doctoral students were awarded Vanier Canada Scholarships in 2010. Equivalent to the UK Rhodes Scholarship and US Fulbright scholarships, winners receive \$50,000 a year for up to three years to support their graduate studies.
- Clyde Hertzman, Director of the Human Early Learning Partnership (HELP) received the Health Research of the Year award, the highest scientific honour from the Canadian Institutes of Health Research. <http://www.earlylearning.ubc.ca/people/directors>
- The NSERC Synergy Award for Innovation was awarded to Civil Engineering professor Don Mavinic and industry partners for developing a technology that transforms wastewater nutrients into valuable fertilizer. Dr. Mavinic also received a Manning Innovation Award in 2010.
- Professors Mark Ansermino (Anaesthesiology, Pharmacology and Therapeutics) and Guy Dumont (Electrical and Computer Engineering) received the Brockhouse Canada Prize for developing computer-based systems that assist anaesthesiologists in the operating room.
- Professors Andrea Damascelli (Physics and Astronomy) and Ruth Signorell (Chemistry) each received E.W.R. Steacie Memorial Fellowships, awarded to highly promising Canadian university faculty members earning a strong international reputation for original research.
- Michael Hayden received the Canada Gairdner Wightman Award, the premier honour for leadership in medical science in Canada.
- Prof. Peter Klein and 10 students at the UBC School of Journalism won the Outstanding Investigative Journalism Emmy Award for the PBS Frontline/World documentary, *Ghana: Digital Dumping Ground*, which explores impacts of electronic waste. It was the first time students at a Canadian university have ever won or been nominated for an Emmy. [http://www.journalism.ubc.ca/news/item/j-students\\_find\\_sensitive\\_us\\_homeland\\_security\\_data\\_in\\_e-waste\\_in\\_ghana/](http://www.journalism.ubc.ca/news/item/j-students_find_sensitive_us_homeland_security_data_in_e-waste_in_ghana/)
- Professor Liane Gabora, Irving K. Barber School of Arts and Sciences was awarded the Berlyne Award for Outstanding Research by a Junior Scholar, from the American Psychology Association. Her ongoing research explores the mechanisms underlying creativity.

### Knowledge Mobilization and Global Access

For the past five years, the University Industry Liaison Offices (UILO) has been refocusing its activities to better serve UBC researchers and the Canadian innovation ecosystem. The UILO is establishing multiple channels to support innovation that go beyond traditional concepts of research partnerships and commercialization, and concentrating its activities on the three key areas of industry engagement, knowledge mobilization and entrepreneurship.

These changes emphasize the value of ongoing relationships over individual transactions and look to measure value through the ultimate impacts of sharing research knowledge, discoveries and expertise. To develop new partnerships most effectively, the UILO is also increasing its activities with local industry organizations, particularly in the sectors identified as BC strengths: digital media, life sciences, clean tech, wireless, and information and communications technologies.

	2010	2009
New spin offs	9	3
Cumulative total of spin offs	149	140
Invention disclosures	129	133
Industry sponsored research projects	ORS	970
Contracted research projects	ORS	798
Revenues from technology licensing	\$8.8m	\$5.8m
Patents filed	212	245
Patents issues (all countries)	32	34

The following projects are examples of successful mobilization of UBC innovation with local and global impacts:

#### UBC ENTREPRENEURS STORM SILICON VALLEY

- Invited by Entrepreneurship@UBC, a new campus-wide initiative to facilitate and encourage new business ventures, UBC entrepreneurs pitched business concepts and products to Silicon Valley venture capitalists at *Accelerating Entrepreneurship: UBC's New Venture*.
- Six companies founded by UBC students and alumni presented innovative business concepts and products in event planning, online shopping, microchip manufacturing and water quality testing to a panel of business leaders and investors.
- <http://www.publicaffairs.ubc.ca/2010/08/11/mr-10-11/>



#### AWARD-WINNING FOOD DEHYDRATION TECHNOLOGY

- UBC spin-off company EnWave Corporation won an innovation award for its food dehydration technology, NutraREV™, at the world's largest annual food science forum and expo.
- A research group led by Prof. Tim Durance in the Faculty of Land and Food Systems invented the Radiant Energy Vacuum ("REV") platform that uses vacuum pressure and microwave energy to deliver rapid, low-temperature dehydration of fruits, vegetables and other food materials while preserving vitamins and nutrients. Compared to freeze drying, NutraREV™ requires less than one-third the energy with one-sixth the capital cost.
- <http://www.landfood.ubc.ca/new-food-dehydration-technology>



#### TECHNOLOGY TO COMBAT CYSTIC FIBROSIS

- The Cystic Fibrosis Technology Initiative (CFTI) is a partnership of UBC, the Canadian Cystic Fibrosis Foundation (CCFF) and the Centre for Drug Research and Development (CDRD), to advance Canadian technologies that will help to combat cystic fibrosis.
- Supported by a \$750,000 grant from CCFF, it will assemble researchers and identify promising discoveries from across Canada
- <http://www.publicaffairs.ubc.ca/2010/12/10/mr-10-187/>



#### MEDICAL "TRICORDER"

- Boreal Genomics, a spin-off company from Prof. Andre Marziali's laboratory, is developing tools to extract DNA from complicated samples, including dirt and tar.
- Similar to the sci-fi medical scanner in Star Trek called a "Tricorder," Boreal is hoping to build a device that could allow you to walk into a doctor's office and quickly diagnose whether you should be on antibiotics, or simply home in bed with a hot drink.
- <http://www.publicaffairs.ubc.ca/2010/12/29/the-medical-tricorder/>



#### Global Access Initiative

UBC has provided leadership in the development of an intellectual property initiative that harnesses the economic potential of university innovations (such as medical discoveries) to ensure their development, while at the same time enhancing their social benefit by ensuring reasonable, fair and affordable access for developing countries. UBC's [Global Access Initiative](#) is the first of its kind in Canadian universities and was initially brought forth by a group of committed students from the UBC

chapter of Universities Allied for Essential Medicines. These principles have guided and influenced new UBC initiatives, such as:

- UBC's Neglected Global Diseases Initiative (NGDI) brings together experts in a variety of disciplines to investigate innovative and effective ways to identify and overcome barriers to providing developing nations with affordable, life-sustaining medicines. <http://ngdi.ubc.ca/>
- An international research team led by Dr. Peter von Dadelszen received a \$7 million grant from the Bill & Melinda Gates Foundation to test new strategies for the monitoring, prevention, and treatment of pre-eclampsia, a serious hypertensive disorder (high blood pressure) and the second leading cause of up to 76,000 maternal deaths worldwide. <http://www.publicaffairs.ubc.ca/2010/12/03/ubccfri-project-receives-7m-to-reduce-maternal-fetal-and-newborn-deaths/>
- The Peter Wall Solutions initiative provides funding to UBC researchers to develop innovative research solutions with community partners that can be adopted by specific end-users or communities. Research areas include environmental challenges, language and literacy, social networking, sustainability, health care delivery, poverty alleviation, human trafficking, or population health and wellness. <http://research.ubc.ca/vpri/ubc-peter-wall-solutions-initiative>

### *UBC Hosted/Sponsored Research Focused Events - Engaging the Community*

Event	Attendees	Description
Gairdner Symposium	600	An academic symposium for life sciences researchers and members of the public, featuring recent winners of the prestigious Gairdner Award for health research.
Celebrate Research Annual Awards	300 (Vancouver) 150 (Okanagan)	An annual awards ceremony recognizing honours and achievements by top UBC researchers in the past year.
Rising Stars of Research	120	An annual science poster competition for senior undergraduate students that draws participants from more than 30 universities in Canada and Hong Kong.
Multidisciplinary Undergraduate Research Conference	250	An annual conference for UBC undergraduate students in any discipline to present an oral, poster or performing/ visual arts presentation of a research project, judged by graduate students.
Research Orientation Day	100	An annual research infrastructure orientation day for new faculty members, with a focus on research funding opportunities.
Neuroscience Research Colloquia	>1,000 total	A regular series of 30+ one-hour talks by local, national and international neuroscientists held at the Brain Research Centre.
Cultural Attitudes Towards Technology and Communication (CATAC) conference	400	A biennial international conference for research on how diverse cultural attitudes and communication preferences shape the implementation and use of information and communication technologies.
University-Industry Liaison Office reception	200	An annual networking event that brings together UBC researchers, industry partners, investors and service providers.

RESEARCH EXCELLENCE: *Summary Table*

Goals	Actions ( <i>planning; process established, implementation well underway; substantial progress</i> )	Select Outcomes
Increase the quality and impact of UBC's research and scholarship	<p><i>Focus efforts on areas of excellence</i></p> <p><i>Increase UBC research and graduate support funding in both absolute and relative terms, including support from non-traditional sources</i></p> <p><i>Improve infrastructure to support leading edge research</i></p> <p><i>Expand recruitment of top ranked graduate students and postdoctoral fellows</i></p>	<p>Renewed Research strategy implemented</p> <p>Continue focus on areas of excellence including genomics, species diversity, anthropology, clean energy, earth sciences, HIV/AIDS</p> <p>25 UBC doctoral students were awarded Vanier scholarships</p> <p>Increased funding over previous year for a total of \$xxx m over xxxx projects</p> <p>Support Programs to Advance Research Capacity (SPARC) Office was established to assist in preparing grant applications and assembling collaborative research teams</p> <p>Annual Celebrate Research Week is held to showcase research at UBC</p> <p>Scholarly output increased over 2009, with 4,760 published and ISI-indexed journal articles, including 2,947 with international collaborations</p> <p>Robson Square partnered with the Provincial Government to host BC Year of Science events</p>
Be a world leader in knowledge exchange and mobilization	<p><i>Expand the multiplicity of knowledge exchange channels, such as global access licensing</i></p> <p><i>Develop a campus strategy for making UBC research accessible in digital repositories, especially open access repositories</i></p>	<p>Entrepreneurship@UBC, a new campus wide initiative to facilitate and encourage new business ventures pitched concepts and products to Silicon Valley venture capitalists at <i>Accelerating Entrepreneurship: UBC's New Venture</i></p> <p>Peter Wall Solutions initiative provides funds to UBC researchers to develop innovative research solutions with community partners that can be adopted by specific end users or communities</p>

## LINKS

Open access repository <https://circle.ubc.ca>  
 Research website [www.research.ubc.ca](http://www.research.ubc.ca)  
 Celebrate Research Week [www.celebrateresearch.ubc.ca](http://www.celebrateresearch.ubc.ca)  
 Entrepreneurship Project [www.uilo.ubc.ca/entrepreneurship.html](http://www.uilo.ubc.ca/entrepreneurship.html)







## Community Engagement

The University serves and engages society to enhance economic, social and cultural well-being.

Community engagement happens in all corners of the university, through student projects, research, teaching activities and by all faculties and departments. UBC must coordinate these activities to ensure a strategic focus is maintained and deliverable goals are achieved. A community engagement strategic planning process started in April 2010 and the plan is anticipated to be finalized by late summer 2011.

### Public Understanding of Societal Issues

#### *Community Initiatives*

UBC holds many lectures and dialogues on a variety of topical issues. Open to the public, most are posted on the UBC Events webpages at <http://web.ubc.ca/okanagan/events.html> and [www.liveat.ubc.ca](http://www.liveat.ubc.ca). The following illustrates two examples of this:

#### *Pacific Dialogue - Building Peace in the Middle East*

The directors of two institutions that work with both Israeli and Palestinian communities, governments and scholars to advance peace in the Middle East, participated in a discussion panel at the Chan Centre in January 2011, on building peace and a sustainable society in the region.

Gershon Baskin, Co-director and founder of the Israel/Palestine Center for Research and Information (IPCRI), and Sami Adwan, Co-director of the Peace Research Institute in the Middle East (PRIME), were hosted by UBC and Peace it Together. Stephen Owen, UBC's Vice President, External, Legal and Community Relations moderated the discussion. Reena Lazar,

#### *Finding Our Way*

The film *Finding Our Way* investigates the B.C. municipality of Burns Lake's decision to withhold water and sewage service to the nearby Ts'il Kaz Koh First Nation. What it finds is a community divided due to a history of colonialism and racism.

"Our goal was to understand how this situation could exist in 21st century Canada," says Sandercock, whose film is now used by school boards and other organizations across Canada and abroad to teach cross-cultural understanding. "But as we shared the film with First Nations across the country, they have said, 'This is our story also. This is Canada's story.'"

The film, created in collaboration with Aboriginal groups, shows how strong leadership and community-based approaches to economic and social development can advance reconciliation between divided communities: A new sawmill

Executive Director of Peace it Together, participated in the dialogue and announced a summer 2011 film project at UBC.



has dramatically lowered unemployment rates, a local corporation with a rocky history with First Nations is beginning to embrace new partnership models and a new health and wellness centre is being embraced by First Nations people and non-natives, alike.

<http://aboriginal.ubc.ca/2011/03/01/ubc-professor-works-with-community-to-create-cross-cultural-dialogue-through-film/>



### **Academic Initiatives**

Many community engagement opportunities reach out through the academic stream. The following story embodies how the *Place and Promise* goals can be achieved - bringing together community engagement, student learning, sustainability and alumni engagement goals. The following story illustrates how student learning benefits our community.

#### **UBC's First Nations Legal Clinic**

At Alexander Street and Hastings, the UBC First Nations Legal Clinic has been providing access to justice in the local Aboriginal community for 17 years. Founded in 1994, it is one of the few university law clinics in North America to cater to the legal needs of the Aboriginal community while giving students a full semester of invaluable legal experience.

Mentored by director and supervising lawyer Sarah Rauch, students take the lead on cases - interviewing clients, advising on legal options, making submissions for tribunals, and assisting in the representation of clients in court, including full trials.

Since 1994, nearly 150 students have handled thousands of civil, family and criminal law cases, giving clients strong counsel and preventing miscarriages of justice.

"The clinic is certainly the best thing I've done at law school," says Nathaniel Lyman, a second-year law student whose mother hails from Ontario's Delaware First Nation. "I've gained so much practical experience, from presenting arguments in front of judges and working so closely with real clients. It has been a really rewarding experience."



<http://aboriginal.ubc.ca/2011/02/20/first-nations-legal-clinic/>



## Fostering engagement within the wider community

Engagement within the wider community comes through avenues such as community service learning, community based research, public access to events as discussed in the previous section, and community use of the cultural and outdoor venues on the UBC campuses. It also includes celebrations of our milestones.

### *5<sup>th</sup> Birthday Celebration for UBC's Okanagan Campus*

From June to September of 2010, UBC's Okanagan campus celebrated its 5<sup>th</sup> birthday with a number of events and celebrations. A highlight was the Community Day celebration on September 18<sup>th</sup> where over 500 members of the community came to tour the campus, enjoy music, listen to provocative lectures, and even participate in a mob dance <http://ubco.tv/frontend2.php?cm=movies/P143FlashMob1.flv>. On September 10<sup>th</sup>, about 1,000 people attended the special Distinguished Speaker Series lecture by Richard Florida entitled "Who's Your City?". Prior to his lecture, Dr. Florida participated in a roundtable discussion with academic, municipal, and community leaders on the future of the City of Kelowna.

### *Campus Cultural Venues*

In addition to the well-known cultural venues on campus such as the Chan Centre for Performing Arts, the Belkin Gallery, the Museum of Anthropology, the Botanical Gardens and the Nitobe Gardens, UBC was delighted to add the Beaty Biodiversity Museum, home to the Blue Whale.



Vancouver's only natural history museum, the Beaty Biodiversity Museum is dedicated to creating a shared sense of community and wonder. The museum puts UBC's natural history collections, with more than two million specimens, on public view for the first time. Among our treasures are a 26-metre-long blue whale skeleton suspended in the Djavad Mowafaghian Atrium, the second-largest fish collection in the nation, and myriad fossils, shells, insects, fungi, mammals, birds, reptiles, amphibians, and plants from around British Columbia and the world. You can explore the collection through a combination of exhibits, hands-on activities, educators' resources, public presentations and through the world-renowned scientists at the adjacent Biodiversity Research Centre. This unique combination of world-class, university-based research and beautiful, compelling exhibits makes the research conducted by UBC scientists more accessible and more relevant to the public.

### *Community Partnerships*

UBC partners with many agencies, working with organizations such as the United Way, the City of Vancouver, the City of Kelowna, through co-op programs and affiliated institutes. The following story illustrates one example of a partnership making a difference.

### History Taking Project

Last year, inspired by a conference she attended, the then first-year medical student Nancy Yao, founded the History Taking Project with New Refugee Families. The first of its kind in BC, the project makes it possible for UBC medical students to assist with taking medical histories and shadow nurses at Vancouver's Bridge Clinic, one of the first stops for the over 2,000 refugees arriving in B.C. each year.

"Almost none of the refugees speak English, some may be suffering from post-traumatic stress disorder and other psychological conditions, and family physicians can be reluctant to take on refugees as new patients," says Yao, who saw a need for herself and her peers to better understand the

situation - and pitch in to help. "I felt that if more medical students have experience interacting with refugees and gain a better understanding of the dynamics and issues around caring for them, they would be more willing to take them on as patients when they become family physicians. Meanwhile, we as medical students could help the clinic fill some gaps in current services."

The Bridge Clinic currently only has capacity to take two students at a time, once a week, but Yao is working with two other clinics in Metro Vancouver in hopes of expanding medical student participation. Until then, Yao and first-year student Baljeet Brar are developing training materials for their peers so they can share their knowledge and insight.

### Learning Initiatives

Community Service Learning (CSL) and Community Based Research (CBR), coordinated through the Learning Exchanges at each campus provide many opportunities for students. 2,285 students at the Vancouver campus and 300 at the Okanagan campus participated in programs through the Learning Exchange. Students work on a variety of projects such as those illustrated in these two examples.

#### Grief and Bereavement Study

- A collaboration of 4<sup>th</sup> year Health Studies students and the North Okanagan Hospice Society to determine service gaps
- Students are interviewing social workers, clergy, mental health workers, school counsellors and other community members
- A literature review and final report recommending next steps will be produced



*Reading week provides opportunities for students to catch up on academic work, relax, or work on community projects.*

#### YWCA Rooftop Food Garden Project

- Land and Food Systems students worked with the YWCA to create a safe food system that will produce up to 1,000 kgs of fresh fruit and produce for the Downtown Eastside residents
- Students redesigned the rooftop garden to allow for increased growing space
- 12 new fruit trees were incorporated into the garden

#### Days of Caring

- A partnership with United Way of the Central and South Okanagan
- 3 teams of student volunteers participated in a variety of activities from organizing office space to spring cleaning at the Kelowna Women's shelter to fixing and maintaining bunny cages for the Responsible Animal Care Society
- Students gained a deeper understanding of how organizations address important community issues

### ***Research Initiatives***

Researchers partner with communities in many ways. Please see Research Excellence commitment for further details. The following examples illustrate the variety of engagement:

#### ***Water Policy and Governance in Bangladesh***

UBC Okanagan doctoral student M. Anwar Hossen was awarded the 2010 Nehru Humanitarian Award from The Centre for India and South Asia Research for his research into water policy and governance in rural Bangladesh.

This spring, he will head to South Asia to conduct field research in the rural community of Shakrail, Bangladesh. He hopes his work will improve policy and governance for the Ganges and Brahmaputra rivers, and lead to a more stable basin community.



#### ***Gulf Island Food Distribution***

As part of their “Land, Food and Community” course, six undergraduates investigated local food distribution on the 13 Gulf Islands between B.C.’s mainland and Vancouver Island, along with Cortes and Quadra Island, allowing them to apply theory to real-life situations, thereby gaining valuable experience.

Through surveys and analysis of data, several recommendations were made, including a transport system with central distribution points and warehouses, and a small-scale box program which requires consumers to pay the farmer a set price in the spring in exchange for a weekly box of produce through the season.

**COMMUNITY ENGAGEMENT: Summary Table**

Goals	Actions ( <i>planning; process established, implementation well underway; substantial progress</i> )	Select Outcomes
Dedicate University resources to <b>public understanding of societal issues</b> and stimulate action for positive change	<p><i>Facilitate deliberative public dialogue on issues of public concern and actively invite community participation</i></p> <p><i>Facilitate engagement of faculty and students in public policy development</i></p>	<p>Dialogue on societal issues continues through venues such as the Pacific Dialogues, Continuing Studies series at Robson Square and curricula course work</p> <p>15 special community events attracted 2,200 attendees to Robson Square</p>
Be a leader in <b>fostering</b> student, faculty, staff and alumni <b>engagement</b> within the <b>wider community</b>	<p><i>Increase student, faculty and staff participation in community service learning, community based research and service to the community</i></p> <p><i>Better define and assess "service" for purposes of tenure and promotion</i></p> <p><i>Increase community use of learning, cultural and outdoor venues on UBC's campuses and sites</i></p>	<p>2,317 students in Vancouver and 300 at the Okanagan campus were involved in community service learning through the Learning Exchanges</p> <p>The UBC Bookstore and Robson Square supported the Robson Reading Series with 54 authors at 29 events for 1,200 attendees</p> <p>The Chan Centre for Performing Arts now reports to the Faculty of Arts, better aligning its academic mission</p> <p>The Beaty Biodiversity Museum opened to rave reviews, due not only to the Blue Whale, but also to the diversity of specimens available for people to view and explore</p>

**LINKS**

Events at UBC [www.liveat.ubc.ca/](http://www.liveat.ubc.ca/) or <http://web.ubc.ca/okanagan/events.html>  
 Vancouver Learning Exchange [www.learningexchange.ubc.ca/Welcome.html](http://www.learningexchange.ubc.ca/Welcome.html)  
 Okanagan Learning Exchange <http://web.ubc.ca/okanagan/students/learningexchange/welcome.html>  
 Cultural Attractions at UBC [www.attractions.ubc.ca/culture\\_entertainment/](http://www.attractions.ubc.ca/culture_entertainment/)  
 Beaty Biodiversity Museum <http://www.beatymuseum.ubc.ca/>







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## Aboriginal Engagement

The University engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations.

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### Expand Educational Opportunities for Aboriginal People

#### *Curriculum*

A wide variety of programs and concentrations specifically addressing Aboriginal topics are offered. The total number of courses with significant Aboriginal content offered in a given year is variable, but at least 66 such courses were offered in Vancouver this year, with at least 13 courses with significant Aboriginal content having been added since 2008/09. See

<http://aboriginal.ubc.ca/programs> (Vancouver) and

<http://www.ubc.ca/okanagan/students/aboriginal/welcome.html> (Okanagan).

In recent 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 Kaska, Kwak'waka and Cree. In response to community requests, UBC recently partnered with the Urban Native Youth Association to deliver Cree language training to UBC students and community members in East Vancouver. See <http://fnlg.arts.ubc.ca>. Other departments have also expanded their course offerings and requirements in this area. For example, the Faculty of Education, recognizing the importance of Aboriginal issues and perspectives, is introducing Aboriginal content requirements for teacher candidates while the Film Production Program, for the first time, offered a highly successful First Nations Filmmaking Course. The course was taught by acclaimed writer, director and producer Dwayne Beaver and students were also advised by the Roger's Project Phil Lind Multicultural Artist in Residence, Lorne Cardinal. <http://aboriginal.ubc.ca/?p=9168>

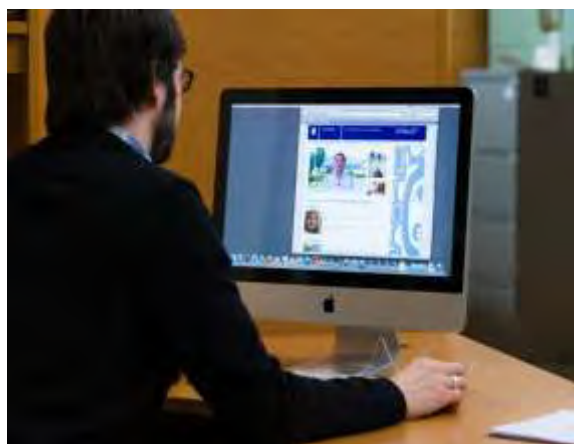
The Summer Institute for Interdisciplinary Indigenous Graduate Studies resumed at the Okanagan campus after a year's break. 14 graduate students from the IGS PhD, MA and MFA programs took part in this year's institute which provided 8 modules.

### Students

At the Vancouver campus, academic and social supports for students have been expanded at the Longhouse and across the university. A partnership between UBC Counselling Services and the First Nations House of Learning now provides accredited counselling at both the Longhouse and at the Counselling Centre in Brock Hall. An experienced Aboriginal counsellor, a nurse from Student Health Services, an advisor from Student Financial Assistance and Awards, and Faculty of Arts academic advisors now hold office hours at the Longhouse to better meet student needs. Tutoring services for students at the Longhouse, initiated in 2009, have been very well received by students and were expanded over the last year.

Over the past year, student spaces in the Longhouse have been reconfigured and renovated to allow for distinct study and social spaces and to better meet student needs. The computer lab is in the process of being upgraded to make it more usable as an instructional space and to incorporate multimedia stations.

The UBC Vancouver Aboriginal Portal, launched in early 2011, provides a new way for prospective and current students to learn how to apply, what supports are available, what Aboriginal-focused programs and courses are offered, and more. It has info for others too. The portal has been designed to provide a way for people to see and understand the full range of Aboriginal programs, initiatives, research projects, and opportunities at UBC Vancouver, and to find their way quickly to further information. <http://aboriginal.ubc.ca>



One thing that makes the portal unique is its use of video. By featuring dozens of videos of key staff, faculty and students, the site puts a human face on an institution that can often be intimidating to prospective students.

“We want to help students and their families get to know the people who are here to support them,” says Linc Kesler, Director of UBC’s First Nations House of Learning and Senior Advisor to the President on Aboriginal Affairs. “We felt that a personal medium like video would help to do that. We also want everyone to be able to meet some of the truly fascinating researchers, teachers, and students we have on campus.”

The Aboriginal Centre at the Okanagan campus has a Student Centre that provides a location for many traditional, community and academic events. It also has a Programs and Services Centre providing student services and academic support. Aboriginal students play a major role in planning and operating the Centre.

### Select Highlights

Increase in Vancouver campus Aboriginal Student Graduation (all degree categories)	2001/12: 67 2009/10: 120
Faculty of Law - entering students	22
- total enrolled	54
Faculty of Graduate Studies increase in Aboriginal enrolment from 2008 to 2010	16.8%

### Youth Programming

UBC Vancouver has a long history of innovative programs that engage Aboriginal youth. These include the Native Youth Program at MOA, CEDAR, The Summer Science Program, the Bridge Through Sport Program, and Musqueam 101. With the relocation of an Outreach Coordinator to the First Nations House of Learning, plans are underway to develop a more integrated and expanded outreach strategy. <http://aboriginal.ubc.ca/community-youth/youth/>

The Okanagan campus' Aboriginal Programs and Services is piloting the Aboriginal Access Studies initiative, using a medicine wheel model to remove and or reduce barriers to post-secondary access. <http://www.ubc.ca/okanagan/students/aboriginal/access.html>.

UBC is working with Langara College to provide a clear and well-supported transition path for Aboriginal students from College to University. Students will be provided with culturally responsive services, admission average guarantees, and merit-based financial awards that will allow them to develop a long-term, stable education plan and reach their academic goals.

### Faculty

UBC's Vancouver campus has almost doubled its cohort of tenure-track Indigenous professors over the past few years. The Indigenous academic caucus, an informal association of indigenous faculty members now has 27 members. <http://aboriginal.ubc.ca/faculty>. The Okanagan Campus saw another new Faculty member join the Irving K. Barber School of Arts and Sciences, and are actively recruiting for the Tier 2 Canada Research Chair in Okanagan Indigenous Knowledge and Philosophy. The following highlights two new faculty members:

#### Vancouver Campus

Dana Claxton, of Hunkpapa Lakota ancestry, joined the Department of Art History, Visual Art and Theory as Assistant Professor. 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.

#### Okanagan Campus

Margo Tamez joined Community Culture, and Global Studies in the Irving K. Barber School of Arts and Science. Her major areas of research include Indigenous Studies, Critical Legal Studies, Gender Studies; Łepaiye Ndé (Graylight People), *Kónitsqahjij gokíyaa* ('Lipan country'); Indigenous Governance issues, Cultures divided by Borders, Human Rights; Witness & Memory and Indigenous De-colonial Mapping.

Increase in Vancouver Campus Indigenous tenure track faculty members:

2001/02	6
2007/08	11
2009/10	21

The eHealth Strategy Office in the Faculty of Medicine has recently received a grant for more than \$900,000 to establish an online mentorship program to increase Aboriginal student enrolment in post-secondary health science education programs. The project will establish relationships between UBC Medical students and professors and younger Aboriginal learners.

Through the Okanagan's Centre for Social Spatial and Economic Justice, over \$600,000 in grants were successfully applied for and received. (<http://www.ubc.ca/okanagan/cssej/research.html>). These included such grants as:

- Tlowitsis Land Use Planning and Governance

- Métis Historical Database Outreach Project
- Canada Institutes of Health Research Implications for Health: Hunting and Gathering among Métis in British Columbia

## Increase Engagement with Aboriginal Communities

UBC has long been a leader in Aboriginal research and significant examples of community-based research can be found across campus. 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, Ktunaxa, and Heiltsuk).

Professor Leonie Sandercock in the School of Community and Regional Planning 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, 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. <http://aboriginal.ubc.ca/?p=8310>

In October 2010, the RES'EAU WaterNET, a major 5-year NSERC funded program headed by Dr. Madjid Mohseni, along with the UBC Faculty of Applied Science and the First Nations House of Learning held a public forum on Aboriginal water health. The gathering brought together community leaders, water operators, scientists and students and was meant to give researchers an understanding of the water problems facing First Nations communities. The next step will be to work with communities to develop and implement new technologies that will address these water needs. The project recently received an additional \$75,000 to conduct community level pilot activities on bringing safe drinking water to First Nations communities. This will involve discussions with community representatives and other stakeholders as well as on-site piloting of the project's technologies. <http://aboriginal.ubc.ca/2011/01/30/first-nations-water-health/>

The Faculty of Health and Social Development (Okanagan) and the local First Nations and urban Aboriginal community members developed an Aboriginal health curriculum with four modules that address Aboriginal health issues using cultural safety principles and interactive learning circles. The initiative was funded through the Aboriginal Human Health Resource Initiative. <http://www.ubc.ca/okanagan/hsd/welcome.html>





**ABORIGINAL ENGAGEMENT: Summary Table**

Goals	Actions ( <i>planning; process established, implementation well underway; substantial progress</i> )	Select Outcomes
<b>Expand educational opportunities</b> for Aboriginal people and widen opportunities for all students to learn about Aboriginal issues and perspectives	<p><i>Strengthen programs of academic and social support for Aboriginal students</i></p> <p><i>Expand curriculum offerings focusing on Aboriginal issues and perspectives</i></p> <p><i>Increase hiring of highly qualified Aboriginal faculty and staff</i></p> <p><i>Create and support programs that help prepare Aboriginal students for post-secondary education</i></p>	<p>Academic and social supports for students have been expanded</p> <p>Counselling, Student Health Services, Student Financial Assistance and Awards, and Faculty of Arts academic advisors now hold office hours at the Longhouse</p> <p>The UBC Vancouver Aboriginal Portal was launched</p> <p>At least 66 courses with significant Aboriginal content were offered this year (Vancouver)</p> <p>The Summer Institute for Interdisciplinary Indigenous Graduate Studies resumed at the Okanagan campus with 14 graduate students taking part in the 8 modules delivered</p> <p>The Indigenous academic caucus, an informal association of indigenous faculty members now has 27 members</p> <p>At least 7 new permanent staff members of Aboriginal ancestry were hired at the Vancouver campus</p> <p>Okanagan's Centre for Social , Spatial and Economic Justice received over \$600,000 in grants that will support projects such as outreach and Tlowitsis Land Use Planning and Governance, amongst others</p> <p>The eHealth Strategy Office, through a grant of over \$900,000 will establish an online mentoring program to increase the number of Aboriginal students enrolled in Health Sciences programs</p> <p>Access is being addressed through partnerships to reduce barriers to admission</p> <p>The Okanagan campus is piloting the Aboriginal Access Studies initiative, using a medicine wheel to reduce or remove barriers to post-secondary access</p>
<b>Increase engagement</b> with Aboriginal communities in	<p><i>Increase service learning opportunities with Aboriginal organizations and schools with significant Aboriginal populations</i></p> <p><i>Strengthen and expand research</i></p>	<p>A collaborative research project is underway with the First Nations Technology Council and three communities to develop community digital archives</p> <p>Professor Leonie Sandercock premiered a documentary film on the history and experiences of</p>

mutually supportive  
and productive  
relationships

*grounded in significant community  
collaboration and consultation*

*Create venues for dialogue with  
Aboriginal communities and the  
broader public on significant issues*

the Cheslatta and Ts'il Kaz Koh (Burns Lake) Carrier  
bands

In October 2010, a public forum on Aboriginal  
water health was held at the Longhouse

Working with First Nations, an Aboriginal health  
curriculum was developed using cultural safety  
principles

#### LINKS

Aboriginal Portal <http://aboriginal.ubc.ca>

Aboriginal Strategic Plan <http://aboriginal.ubc.ca/plan/>

Institute for Aboriginal Health [www.iah.ubc.ca](http://www.iah.ubc.ca)

Aboriginal Programs <http://web.ubc.ca/okanagan/students/aboriginal/welcome.html>

<http://aboriginal.ubc.ca/community-youth/youth/>

First Nations House of Learning [www.longhouse.ubc.ca/](http://www.longhouse.ubc.ca/)

Aboriginal Access Program <http://www.ubc.ca/okanagan/students/aboriginal/access.html>





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## Alumni Engagement

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

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### *Report On Goals - Highlights*

The Vancouver Alumni Affairs office (which includes activities of the Alumni Association and Alumni Relations Unit under the Development and Alumni Engagement portfolio) is committed to doubling alumni engagement with the university by 2015. The Okanagan Alumni Relations office continues to grow with over 8,000 grads living in the region. Through programs and events that stimulate intellectual discourse, facilitate new graduates' entry into the workforce, reconnect old classmates and communicate the successes of the university, Alumni Affairs creates a welcoming, exciting environment for alumni seeking a connection with their alma mater.

#### *Ongoing Programs*

In 2010-11, Alumni Affairs continued to build on successful programs such as UBC Dialogues, Alumni Weekend and the annual Alumni Achievement Awards. *Trek Magazine* (which was again recognized with an award from CASE District VIII) the *Grad Gazette* (Vancouver) and *Alumni Connections* (Okanagan) continue to inform graduates around the world about the university, as well as focussing on alumni who have made a particular splash in their field. These publications are the only university vehicles delivered regularly to every grad and donor on our database.

For a photographic tour of the 2010 Alumni Weekend (Vancouver), click [here](#) and start the movie at the bottom of the page. For a tour of the 2010 Community Days (Okanagan), click <http://01.cms.ubc.ca/Page12256.aspx?PageMode=Hybrid>

#### *New and In-Development*

New programs developed in 2010-11 include the Book Club series, and a widely expanded campus partners program. Working with units within Alumni Affairs, partners across campus have joined together to organize and execute reunions, Alumni Weekend and other alumni-focussed programs,

and to create the economies of scale in our promotional endeavours. The Alumni Affairs website has also been re-designed with new features and easier navigation.

Programs under development include the launch of a volunteer management tool in collaboration with Career Services, and a new business plan designed to increase revenues through Cecil Green Park House rentals, advertising in *Trek Magazine* and *Trek Online*, and event sponsorship.

In the Okanagan, relationships with alumni from both the Okanagan and the Vancouver campuses are fostered through the Alumni Relations office. For the third year, the annual Alumni Endowment Fund gala brought alumni, students, faculty and staff together in honour of *Community Builder* and *Rising Star* award recipients; and in support of the student experience at UBC. The event, a grassroots initiative of the Okanagan Alumni Chapter Committee, raised enough money in this and previous years, to fully endow the fund.

A wide range of events was held throughout the year to facilitate connections among alumni; between alumni and students; and between alumni and their alma mater. Alumni served as mentors to both students and new graduates through faculty-based initiatives as well as at Career Cafés. In the North and South Okanagan, they graciously hosted social events, welcoming fellow alumni - many of them strangers but for their UBC connection - into their homes. They gave their time and talent in a broad range of volunteer capacities, including participating in the Okanagan Chapter Committee, and the newly-formed New Alumni Council (NAC), made up of Okanagan-campus graduates collaborating with each other and Alumni Relations to provide meaningful resources for students and new grads in pursuit of their goals.

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### *How a Dream Job Created a Volunteer*



*Carmen Lee, BA'01, loves her job, and volunteers to help students find the same level of satisfaction in their future careers*

Carmen Lee likes to keep busy. Somewhere between working as the marketing manager for a global consulting company, kneading dough as a culinary student, taking classes on image consultancy, and refining her palate through involvement with the Wine & Spirit Education Trust, she finds time to volunteer with Career Services, helping UBC students and young alumni tread the oft perilous path towards professional fulfillment. Carmen describes volunteering as part of her lifestyle. As a UBC student she provided marketing and communications help for *Imagine UBC* and was

president of the Poli Sci Student Association. Through these and numerous other volunteer roles, she built valuable relationships and gained experience that would help her make sound career choices.

When she graduated in 2001 the job market was still reeling from the dot-com bubble burst. Carmen's career path was uncertain; she could go where many poli sci students had gone before - law school - or she could tap into her natural abilities as a people person and pursue marketing and communications. On the verge of applying to law schools, Carmen made a career defining detour and enrolled in a corporate communications program.

What followed was a marketing internship with Deloitte, a consulting firm for Fortune 500/1000 companies that employs more than 100,000 people worldwide. Marketing presented Carmen with a learning curve, but one that excited rather than intimidated her. A permanent employee at Deloitte for nine



years now, Carmen still talks about her job with all the passion of a young intern.

Carmen knows a few things about finding a dream job, and shares them with students through her work with Career Services. She leads interview skills workshops, helping students avoid sweaty palms and mumbled answers. (Ask her what the most common interview mistakes are, and she will respond that it's usually an over-eagerness to please, or unpreparedness.) She also advises arts

students through the faculty's Tri-Mentoring program. Whether it was her elementary school teacher who taught her to take risks, or her professor at UBC who encouraged her to take learning beyond the classroom, Carmen knows the importance of good advice.

Carmen's role as a volunteer is similar to her previous role as a student and her current role as a marketing manager: it's all about working on relationships and communication, and the fulfillment of doing both well.

### *Alumni Centre*

Over the course of the year, planning for a new Alumni Centre at the Vancouver campus has become a central focus of alumni messaging and volunteer activity. Focus groups, an Alumni Centre charette and contests have helped us shape Alumni Centre programming and overall support messaging.

### *Building Relationships*

Alumni Affairs holds events in the Lower Mainland, the Okanagan and in its branches across Canada and around the world. Many of these events involve Professor Toope, senior academics, alumni relationship managers and/or Jeff Todd, Executive Director/AVP Alumni.

### *Select Alumni Affairs Events*

Event	Numbers	Comments
Annual Alumni Weekend	1,500	Tours, Classes Without Quizzes, kid-friendly events, presentations from the School of Music, wine tasting. In spite of rainy weather, Alumni Weekend attracted alumni and friends from across the Lower Mainland.
Annual Endowment Fund Gala - UBO	184	Fundraising dinner for Alumni Endowment, providing bursaries for 3 <sup>rd</sup> and 4 <sup>th</sup> year students
Achievement Awards Presentation Dinner	200	Held in conjunction with the President's Annual Blue and Gold Review, the Awards were presented at an intimate dinner at Sage Bistro, with recipients, their families and nominators.
Trek Magazine	2	This award-winning publication is delivered to every addressable graduate and donor. (~190,000) <a href="http://www.alumni.ubc.ca/trekmagazine/index.php">www.alumni.ubc.ca/trekmagazine/index.php</a>
E-blasts to promote events	157 blasts 3,389,744 recipients	Promoting everything from Alumni Weekend and UBC Dialogues to the Great Trekker Luncheon in Toronto and Professor Toope's presentation in London, U.K.





Okanagan Alumni Connections Newsletter	8,000	Online newsletter for Okanagan based alumni and on request <a href="http://web.ubc.ca/okanagan/alumnirelations/connections.html">http://web.ubc.ca/okanagan/alumnirelations/connections.html</a>
Alumni Actively Engaged	30,762	Engagement includes attending events, mentoring, volunteer activity, editorial commentary, making a donation to UBC, etc. This figure is up 36% from 2009/10
Website visits	121,855	Unique visit total is up 7% from 2009/10

### Rory Green - What dreams are made of



As a young girl, Rory Green wanted to be a fairy princess. Realizing it was not the most viable employment option, she then dreamt of being a veterinarian. However, that aspiration proved equally impractical after discovering her allergies to fur.

Bridging the divide between a dream job and a real job is often a difficult feat. What gave Rory a firmer footing was knowing what she cared about. As a Poli Sci major at UBC plotting her future career path, Rory knew two things for sure: she wanted a 'non-sciency' job and she wanted to lend a helping hand to those in need. The non-profit sector proved a perfect fit, and upon completing her last exams at UBC, Rory began her job as a Revenue Development Coordinator with the Canadian Cancer Society (CCS).

Alongside her work for the CCS, Rory volunteers with UBC's Career Services as a speaker on the Arts Career Expo's (ACE) non-profit panel. She wants students to know that a career with non-profit organizations does not have to mean a penniless existence. The realist and the idealist in you can happily coexist.

Rory's work in revenue development deals with the practicalities of corporate

fundraising. She is a skillful fundraiser and big-picture thinker. She views her role as much more than asking for money: it's about presenting opportunities to individuals and organizations so they can make a meaningful difference in the fight against cancer.

This fight against a disease that claimed more than 76,000 lives in Canada in the past year alone is what Rory is most passionate about. It is also a fight that transcends statistics and is deeply personal. When she was 14 her best friend Valerie was diagnosed with leukemia and passed away a year later. Today, 10 years later, due to research funded by the CCS and others, approximately 9 out of 10 children with the same type of leukemia will survive.

Rory's journey towards the career of her dreams is a story that she feels UBC students need to hear. Speaking at ACE, she emphasizes the value of a UBC degree and the importance of active volunteerism. There is no 'magic' degree to attain in order to work with non-profits.

In fact, Rory found her job by contacting organizations whose missions interested her, and forging contacts that would remember her name when employment opportunities arose. Today Rory is not the fairy princess or veterinarian she once dreamt of being, there's no 'magic wand waving', 'tiara wearing' or 'communing with cute animals' involved in her job description. But Rory is doing what she loves, and that's the stuff that dreams are made of.

**ALUMNI ENGAGEMENT: Summary Table**

Goals	Actions ( <i>planning; process established, implementation well underway; substantial progress</i> )	Select Outcomes
Enrich the lives of graduates through a deeper connection to UBC, and help the University achieve its vision	<p><i>Create opportunities for alumni to connect intellectually with the University</i></p> <p><i>Develop volunteer opportunities that are valuable for alumni and the University</i></p> <p><i>Partner with students and graduates to build highly engaged alumni communities</i></p>	<p>Robson Square hosted 500 alumni through 11 programs and special events</p> <p>UBC Dialogues, alumni weekend, annual Alumni Achievement Awards, <i>Trek Magazine</i>, <i>Grad Gazette</i>, <i>Alumni Connections</i> continue to keep alumni engaged</p> <p>Partners across the Vancouver campus joined together to organize and execute reunions and other programs</p> <p>Alumni in the Okanagan served as mentors to students and new graduates through faculty based initiatives and Career Cafés</p>
Increase alumni commitment to UBC through an expansion of opportunities for lifelong engagement	<p><i>Expand University-wide efforts to engage alumni</i></p> <p><i>Build positive regard for UBC through inspiring events, effective communications and outstanding services</i></p> <p><i>Build a new Alumni Centre that will serve as a dynamic welcome centre on the Vancouver campus, bringing together all members of the campus community</i></p>	<p>The Alumni Centre has received Board approval; planning is underway</p> <p>UBC Dialogues are well attended, providing opportunities for dialogue with UBC faculty</p>

**LINKS**

Alumni Affairs strategic plan <http://strategicplan.ubc.ca/files/2009/11/AA-Strat-plan.pdf>  
 Alumni Affairs [www.alumni.ubc.ca](http://www.alumni.ubc.ca)  
 Irving K Barber Learning Centre [www.attractions.ubc.ca/lifelong\\_learning/](http://www.attractions.ubc.ca/lifelong_learning/)





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## Intercultural Understanding

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

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Over the last year, progress has been made around the University's commitment to Intercultural Understanding (IU), subsequent to the development of a discussion paper by Professor Toope entitled, *Promoting Intercultural Understanding*, now widely-read since its release in December 2009. Ensuring that the University's commitment to IU exceeds the rhetoric commonly used by universities around the world, the discussion paper provided an initial conception of how the University might take full advantage of the rich diversity that already exists on campus. The paper resulted in a significant amount of activity spanning all of the University and intersecting with the other concurrent priorities of *Place and Promise*.

In December 2010, Alden E. Habacon was appointed as the Director of IU Strategy Development. Reporting to the Provost and President. This position has been focused on further articulating the impact and benefit of greater IU to students, staff, faculty, alumni and the public, and has involved inventorying, coordinating and stimulating increased engagement as part of the development of an IU Strategic Plan.

### *Benefits of Intercultural Learning*

#### **Expand learning opportunities encouraging cultural diversity, dialogue and debate.**

Since the onset of the University's commitment to IU, it has been made imperative that IU be an integrated part of the student learning experience. This is especially true for the following examples that include intercultural learning through curriculum, student-directed learning and learning through community service and studies abroad.

##### *1a. Curriculum*

Curriculum is by far the most important place for intercultural learning. Through an innovative adjustment to the content in *Approaches to Literature* (ENGL110) a 100-level course that reaches hundreds of undergraduate students, Dr. Chris Lee, Assistant Professor in the English Department has stimulated greater student engagement across profound cultural differences. Dr. Lee has

incorporated popular modern Chinese literature short stories by Eileen Chang in translation, making the content more accessible to a diverse undergraduate student body. Chinese-speaking students able to read the original text can easily find them, enabling the students to contribute to class discussion in ways not previously possible. Lee has modelled a simple and effective way to make course content more inclusive, harnessing the diversity of the student population to produce a more meaningful dialogue in the classroom.

An example of both graduate and interdisciplinary curriculum that address IU is SCARP 548B: *Current Issues in Planning: Building Inclusive Communities in an Age of Uneven Development*, a social learning studio for graduate students in the School of Community and Regional Planning (SCARP). This course provides an introduction to concepts and theories about community development and social learning combined with hands-on experience with the kinds of social learning processes that form the foundation of effective community engagement and participatory planning.

### *1b. Student-Directed Approaches*

As an example of an Enriched Educational Experience, Student Directed Seminar SOCIA 433A examined various dimensions of identity formation and Multiculturalism in Canada, with an emphasis on political and sociological implications and a critical analysis of cultural integration and immigration. Sponsored by Dr. Neil Guppy, Director and Head of the Sociology Department and led by three fourth-year undergraduate students, Hanae Akiyama (Psychology); Asuka Ichikawa (International student from Japan); and Christina Kwon (English Literature), this course was attended by an intercultural mix of international, foreign-born and Canadian-born domestic students. It was an incubator for greater intercultural dialogue of the issues surrounding multiculturalism and identity, exploring the legal aspects of multiculturalism in Canada and the relationship between the First Nations and the Canadian government.

### *1c. Experiential and Hand-On Learning*

Over the last year UBC has provided expanded intercultural learning opportunities for hundreds of students through both its Community Service Learning (CSL) and Go Global programs. Intercultural understanding is a core aspect of *pre-departure* and community service preparatory training, the learning experience itself, and the guided self-reflection during and after the completion of both programs.



GEOG 495 is an example of intercultural understanding through a CSL and Community Engagement experience. Taught by Dr. Juanita Sundberg in the Department of Geography, the course explores the notions and politics of solidarity between Canada and social justice struggles in Latin America, using CSL models. In 2011, GEOG 495 brought in and collaborated with community partners Jolom Mayaetik, an

indigenous women's weaving cooperative in Mexico, as well as *la mano*, a Vancouver-based social enterprise founded by UBC Alumni Jennifer Boundy. The classroom and curriculum facilitate international engagement, reflection and action with a focus on indigenous women's autonomy and creative resistance. Students developed concrete and viable initiatives that support the goals of the Mexican cooperative—working across cultural and linguistic borders in socially responsible ways while learning about the ethics of solidarity from multiple perspectives. The course also produces a blog that extends the intercultural understanding and dialogue into the public sphere:

<http://blogs.ubc.ca/geog495>



***Promote effective intercultural professional development for faculty and staff***

Intercultural understanding is at the core of numerous initiatives aimed at building the intercultural competencies of faculty and staff provided through Human Resources (HR [as part of the Focus on People Framework]), the Centre for Teaching, Learning and Technology (CTLT), the Equity Office and UBC Continuing Studies. Examples include:

***Human Resources***

- Leave for change program sent six staff overseas on volunteer placements, resulting in transformational experiences that are shared at <http://www.hr.ubc.ca/blog/tag/leave-for-change/>
- UBC Community Leadership Program, a partnership with the Learning Exchange and Student Development that involved 37 staff accompanying graduate students to schools in Vancouver's downtown eastside, an area that experiences great diversity with respect to ethnicity and economic advantage
- Academic Leadership Development Program (ALDP) for new academic Heads and Directors, and modules within UBC's Managing at UBC program for new staff managers, address foundational concepts such as conflict resolution and cultural interpretation. Greater intercultural content for both programs is under development

***Centre for Teaching, Learning and Technology (CTLT)*** offered two key programs aimed at IU in the classroom:

- Living Lab, a theatre based community engagement that guides training around the challenges of diverse and multicultural teaching and learning environments; and
- Global Citizenship, a variety of programs, workshops, and resources that assists the UBC teaching community in fostering global citizenship through curriculum

***UBC Equity Office***

- Offers standard workshops that cover a variety of human rights and equity-related topics from discrimination and harassment to employment and educational equity; and custom workshops such as Inclusive Leadership Session as part of the Faculty of Graduate Studies (FOGS), and Pathways to Success Program designed specifically for graduate students in various disciplines.
- Educational programming has focused on raising awareness and engaging in respectful dialogue on equity related issues through the Equity and Human Rights Workshops and most notably, the Positive Space Campaign which raises the visibility of welcoming and supportive places for lesbian, gay, bisexual, queer, questioning, trans, gender-variant, two-spirit and intersex (LGBTQTTI) people and issues on campus. From the program's inception in 2002 to present, the Equity Office has offered over 140 workshops to UBC students, staff and faculty, many of whom have then chosen to become Resource Persons for the Campaign.





*UBC Continuing Studies Centre* develops and provides substantial intercultural developmental opportunities including

- Intercultural Supervision of Graduate Students (in partnership with FOGS);
- Intercultural Campus: Concepts and Strategies for Inclusion; and
- the Certificate in Intercultural Studies, a professional development certificate program for UBC staff, faculty and off campus participants

## *Remove Barriers to Diversity*

### *Improve processes and supports to achieve a diverse and excellent student, staff, and faculty body*

Improvements to processes and supports to UBC staff and faculty begin with orientation and professional development, as described in this section and in the [Focus on People](#) Framework. [Student Development & Services](#) (SD&S) units have an intercultural mandate of working with students, staff and faculty to support broader student learning outcomes related to intercultural effectiveness, diversity awareness, social justice and equity. These units include Access and Diversity; Career Services; Counselling Services; Go Global: International Learning Programs; International Student Development (ISD); Student Development; Student Health Services; Centre for Student Involvement; the Simon K.Y. Lee Global Lounge & Resource Centre; Peer Programs; and UBCevents. IU is a core component of at least 24 SD&S training programs that support the intercultural competencies and experiences of SD&S staff and student leaders. Key examples include intercultural competencies for Student Health Services staff; intercultural understanding, communication, and skills building for students participating in Go Global programs (part of all *pre-departure*, *in-session*, and *return* programming for students in these programs); and the Jump Start curriculum and academic coaching which provides international students with critical knowledge of UBC's academic culture.

UBC has also implemented systemic supports to meet the changing needs of an increasingly diverse and complex student, staff and faculty body at UBC. This has included the Breastfeeding Spaces Initiatives at both Vancouver and Okanagan campuses, a collaboration between the Equity Office, HR and the Department of Health, Safety and Environment that established a network of private and semi-private spaces across both campuses that have been identified and serve as breastfeeding-friendly spaces for students, staff and faculty. While all women at UBC have the right to breastfeed anywhere on campus, this initiative acknowledges that some mothers prefer to breastfeed their children in discreet settings for personal, religious and cultural reasons.

The [Equity Office](#) at Vancouver also continued the implementation of the Equity Enhancement Fund (EEF), which helps academic and administrative units realize capacity for equity by providing funds to assist in the creation of new initiatives that enhance equity across the University. In the past year seven projects were funded, including \$12,000 to CTLT in support for the continued implementation of the Living Lab project.

As IU is core to all forms of conflict resolution, the [Office of the Ombudsperson](#) (OO) for UBC Vancouver incorporates intercultural understanding into every interaction with students. UBC's students from all over the world and from a wide range of backgrounds seek the OO's support in managing conflict resolution, often with faculty or staff who also reflect a variety of ethnic and academic cultures.

The OO also functions as a central resource around cultural awareness for various committees and working group discussions across the University. In being intimately connected to the acute issues of

students as they relate to faculty and staff, the OO is able to provide recommendations to the highest-level decision-makers on systems-level, procedural and structural changes that would have maximum benefit to students. The OO also delivers workshops on conflict resolution, managing difficult conversations and related topics to student, faculty and staff. Excellence in the area of conflict resolution is defined in the importance of humanizing the interaction, exercising empathy and acting with compassion, keeping in mind the diversity of all the individuals involved in any given conflict or challenging situation.

### ***Enhance accessibility of the physical environment at UBC for people with disabilities***

Over the last year, [Campus and Community Planning](#) (C&CP) has initiated considerable structural and environmental changes that go far beyond compliance with BC's building code around accessibility. With support from the Senate Academic Building Needs Committee, the Vancouver Campus Plan was updated with strengthened principles around accessibility. The Vancouver Campus Plan was adopted in June 2010 and replaced the former Main Campus Plan from 1992. This new plan brings into effect a set of policies and design guidelines to significantly enhance accessibility policy for UBC's Vancouver campus buildings and public realm. All new buildings and public realm capital projects are being built to the new standard. In addition, an audit was completed of the existing campus and buildings to prioritize existing accessibility problems requiring retrofit.

Wherein building codes address the accessibility of buildings, the new Vancouver Campus Plan more importantly aims at making improvements to campus that address accessibility in the public realm, thinking of accessibility and mobility in terms of how people journey throughout the entirety of campus. This more sophisticated and holistic approach considers the total physical experience of the Vancouver campus. Please refer to [Section 4.3 of Part 2](#) and [Section 2.2 of Part 3](#) (Design Guidelines) of the Vancouver Campus Plan.

Specific examples of enhancements to accessibility include: the addition of sidewalk-to-road curb ramps at a number of locations around the campus core and by student and staff housing in East Campus; the removal of gradient barriers in the North Campus area by MOA, Mary Bollert Hall and Green College and the provision of *wayfinding* maps within parkades, specifically targeted to providing information on how to access visitor-centric locations and public attractions. C&CP has also taken the opportunity to create an accessible entry at the front entrance of the C&CP building, reinforcing the sense of accessibility at the heart of the unit responsible for managing the Vancouver Campus Plan.

INTERCULTURAL UNDERSTANDING: *Summary Table*

Goals	Actions ( <i>planning; process established, implementation well underway; substantial progress</i> )	Select Outcomes
Increase awareness and experience of the benefits of intercultural learning	<p><i>Expand learning opportunities encouraging cultural diversity, dialogue and debate</i></p> <p><i>Promote effective inter-cultural professional development for faculty and staff</i></p>	<p>Intercultural and diversity training programs are in place for students, faculty and staff and are continually being enhanced</p> <p>An Intercultural Strategy is under development</p>
Remove barriers to greater cultural and intellectual diversity within the University, including those faced by historically disadvantaged groups	<p><i>Improve processes and supports to achieve an excellent and diverse student, staff and faculty body</i></p> <p><i>Enhance accessibility of the physical environment at UBC for people with disabilities</i></p>	<p>UBC was recognized as one of Canada's Best Diversity Employers for the fourth consecutive year</p> <p>A multi-year program of access upgrades is underway at the Vancouver campus for existing buildings, access is included in new building planning, and an inclusive campus initiative is in place at the Okanagan campus</p>

## LINKS

Diversity at UBC <http://diversity.ubc.ca/place-and-promise/>  
 Equity Office Vancouver campus [www.equity.ubc.ca/](http://www.equity.ubc.ca/)  
 Equity Office Okanagan campus <http://web.ubc.ca/okanagan/equity/welcome.html>  
 Inclusive Campus initiative <http://web.ubc.ca/okanagan/equity/inclusivecampus.html>





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## International Engagement

The University creates rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.

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### *International Strategic Plan*

In the spring of 2011, the Vice-President Research & International (VPRI) launched the UBC International Strategic Plan. The plan was created in consultation with the International Advisory Council, a group of UBC faculty members with expertise in international engagement. The plan provides guiding principles for engagement and outlines specific goals during its three- to five-year time frame.

- **Goals:** Supports the international engagement of faculty, researchers, students, alumni and staff. Supports research collaboration and funding, student recruitment and mobility, and partnerships. Outlines challenges and strategies for engagement, with a focus on three regions: China, India, and Europe. Acknowledges the growing interest in Africa.
- **UBC Okanagan:** The principles and overall directions in the plan hold true for both campuses. UBC Okanagan will develop its own plan and priorities.
- **Action Matrix:** Identifies specific tasks for the next three years. Many are now underway and outcomes will influence future activities.
- **Consultation Process:** UBC Board of Governors, UBC Senate, UBC Town Hall, and UBC Community consultations stimulated constructive discussion. UBC's approach received broad support.
- **Launch:** Sent to UBC partners, the Canadian consular corps, members of international networks such as Universitas 21, and publicly through the VPRI website ([www.research.ubc.ca](http://www.research.ubc.ca)).

### *International Partnerships*

UBC's international engagement is built on a foundation of partnerships with universities and institutions around the world. UBC has hundreds of international links, including approximately 300 formal institutional agreements and memoranda of understanding, as well as many more informal links.



### AUCC Mission to India



*Professor Toope delivered an address to the plenary session of the Federation of Indian Chambers of Commerce and Industry Higher Education Summit*

The Association of Universities and Colleges of Canada (AUCC) organized this mission attended by 15 presidents, the largest delegation of Canadian university presidents ever to travel abroad. The mission's goals

were to:

- explore innovative research and cooperation opportunities with Indian institutions;
- raise the profile of Canada's higher education 'brand' in India;
- better understand the implications of India's new Foreign Education Providers Bill; and
- attract more Indian students to Canada.

The trip, which received extensive coverage in the international, national and local media, provided an excellent opportunity to meet with established and emerging partner universities, and to sign agreements. At the conclusion of the mission, there was an immediate increase in the number of applications to study at UBC from Indian students.

Sharing information and resources regarding international connections builds efficiency and greater impact with international counterparts. The International Office provides mechanisms to assist in this. These include:

- UBC's executive team and Deans share their travel schedules
- A survey of faculty members by the Institute of Asian Research determined Asian connections in six geographical regions
- VPRI and researchers at UBC's Okanagan campus are creating an internet based map to display UBC's international engagement, including partnerships and research collaborations. Faculty, students and staff from both campuses will be able to add projects to this searchable map.

### Partnership Funding

To support the activities of its international partnerships, UBC seeks funding from a variety of sources. Recent examples of funding from international sources to support international activities include:

#### Max Planck Society

- A new partnership established the Max Planck - UBC Centre for Quantum Materials on the UBC campus, which strengthens and expands the existing research collaboration begun by UBC's Department of Physics
- The Centre receives funding from the Max Planck Society and support from the German Ministry of Science for travel and workshops
- Future goals under discussion include creating opportunities for post-doc programs, joint tenure track positions, joint senior professorships, and support for capital projects

#### Hong Kong University

- Professor Lap-Chee Tsui, Vice Chancellor and President of Hong Kong University, came to the UBC campus in October 2010 to celebrate the opening of a student residence and international collegium
- The facility will support mobility activities and exchanges between UBC and Hong Kong University
- The facility and its programming are supported by a \$4 million gift pledged by Hong Kong businessman Simon K.Y. Lee



**Dragon Gate Program**

- Lou-Chuang Lee, Minister, National Science Council of Taiwan, visited UBC in September 2010 to increase research collaboration through the Dragon Gate Program
- This program provides UBC researchers access to funding to collaborate with Taiwanese universities
- [www.taiwantoday.tw/ct.asp?xItem=135546&ctNode=445](http://www.taiwantoday.tw/ct.asp?xItem=135546&ctNode=445)

**French and British Embassies**

- Funding was negotiated from the French and British embassies to support building international collaborations
- Scholars from UBC's Brain Research Centre met with leading brain researchers in Paris, and a delegation of scientists from the University College London visited the BC Centre for Excellence in HIV/AIDS

**International Research Visitors**

The VPRI office hosts high-level international visitors from foreign governments, the consular corps, partner universities and institutions. Many of these visits support the development of research collaborations and partnerships. Since 1985, there have been more than 2,500 international delegations to UBC.

2,500	International delegations to UBC since 1985
98	Delegations hosted in 2010/11
226	Visiting scholars from outside Canada (spanning the globe, including Brazil, China, Europe, India and the United States)
800	Post-doctoral fellows hosted annually (half are recruited internationally)
5	European Post-doctoral Fellows funded through the European Commission's Marie Curie Fellowship Program
7	International Research Collaboration Workshop Awards (\$68,600 total value, leveraging \$102,000 matching funds)

**Graduate Students**

UBC helps graduate students study, conduct research, and form connections all over the world. Graduate students can work with UBC's dedicated student mobility office, [Go Global](#), to find funding support and investigate mobility opportunities with UBC's international partners.

Total \$'s awarded	Students supported	Funder	Purpose
\$332,000	830	Faculty of Graduate Studies/Graduate Student Travel Fund	Students use funds to travel abroad to present at conferences, or to participate in a music competition or performance
\$66,000	77	Go Global Scholarships/VPRI Mobility Award	Supports short-term study and research abroad, both outbound and incoming graduate students. 2010/11 supported 46 outbound and 31 incoming students

Students also receive additional support through other Canadian & international sources, such as the tri-council Michael Smith Foreign Studies Supplement, the China Scholarship Council and DAAD, which supports mobility with Germany. Jointly funded travel scholarships enabled graduate students to attend conferences such as the 2010 Doctoral Conference in Indonesia, hosted by the Association of Pacific Rim Universities, and the G8 University Students Summit, an international inter-university student conference on sustainability, held in Banff, Alberta in 2010.

UBC developed new agreements with three Brazilian universities to support the new Brazil-Canada Research Projects Award. This award supports the mobility of PhD students via team-oriented research projects between Brazilian and Canadian universities. The MOUs represent important collaborative research activities with South America in areas of water, sustainability and zoology.

### *International Graduate Student Recruitment*

UBC seeks to attract the best graduate students in the world to come to UBC for their studies. The following illustrate two innovative programs providing support to students:

- UBC participates in the Globalink Canada-India Graduate Student Fellowship Program, an innovative project created in partnership with [MITACS](#), a federally and provincially funded research network hosted by the University of British Columbia. Eight Canadian universities came together this year to offer fifty fellowships with a total value of \$3.5 million, to support Indian students who wish to pursue a graduate degree (Masters or PhD) in Canada.
- In partnership with the China Scholarship Council, MITACS is expanding its Globalink program to bring 20 top-level undergraduate students from China to British Columbia universities in the summer of 2011. As part of this pilot project, UBC expects to host the majority of these students.

	Vancouver	Okanagan
# international graduate students	2,571	104
% international graduate students	26.4%	19%
Increase over past year in international applications	23%	54%

### *International Community-based Research*

Community based research is a key component of UBC's international activities. The following illustrates some of the research undertaken this year.

- A new facility located in Ho Chi Minh City will treat oral cancer in Vietnam. This program builds on the existing South East Global Community Dental Residency Program that combines academic study with community services outreach and knowledge transfer
- UBC Okanagan doctoral student M. Anwar Hossen is researching water policy and governance in rural Bangladesh
- UBC faculty were involved in ten active IDRC projects and seven active CIDA-funded projects this year, including two health projects to prevent and control dengue in Ecuador, and reduce infectious diseases in health care workers in South Africa

### *Scholarly Communications*

UBC Press is Canada's leading social sciences publisher. With an international reputation for publishing high-quality works of original scholarship, UBC Press publishes books that draw on cutting-edge research and push the boundaries of academic discourse in innovative directions. Each year, UBC Press publishes seventy new titles in a number of fields, including Aboriginal studies, Asian studies, Canadian history, environmental studies, gender and women's studies, geography, health and food studies, law, media and communications, military and security studies, planning and urban studies, and political science.

INTERNATIONAL ENGAGEMENT: *Summary Table*

Goals	Actions ( <i>planning; process established, implementation well underway; substantial progress</i> )	Select Outcomes
Increase the capacity of UBC students, faculty, staff, and alumni to engage internationally	<p><i>Increase student participation in learning and service abroad</i></p> <p><i>Increase the international dimension of UBC's educational opportunities</i></p> <p><i>Increase support for international collaborations by faculty, staff and alumni</i></p> <p><i>Expand recruitment of outstanding students and faculty from around the world</i></p>	<p>UBC's International Strategic plan was launched in the Spring</p> <p>830 graduate students received funds (total \$332,000) for travel abroad to present at conferences or perform</p> <p>77 students received Go Global Scholarships to support short term study and research abroad</p> <p>International graduate students represent 26% of graduate students at the Vancouver campus and 19% at the Okanagan campus</p>
Strengthen UBC's presence as a globally influential university	<p><i>Increase the number of substantial strategic partnerships in regions of priority to UBC</i></p> <p><i>Enhance UBC's scholarly communications on global issues, including on the web</i></p> <p><i>Strengthen UBC's role in international development</i></p>	<p>300 formal institutional agreements and memoranda of understanding are in place, as well as many informal links</p> <p>UBC Press publishes seventy new titles annually in a variety of fields</p> <p>62% of published research had international collaborations</p>

## LINKS

International Strategic Plan <http://research.ubc.ca/vpri/call-input-draft-international-strategic-plan>  
 Go Global [www.students.ubc.ca/global/index.dfm](http://www.students.ubc.ca/global/index.dfm)  
 International Student Initiative [www.calendar.ubc.ca/vancouver/index.cfm?tree=6,231,723,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=6,231,723,0)  
 Office of the Vice President Research and International [www.research.ubc.ca](http://www.research.ubc.ca)





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## Outstanding Work Environment

The University provides a fulfilling environment in which to work, learn and live, reflecting our values and encouraging the open exchange of ideas and opinions.

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### Be the Place of Choice for Outstanding Faculty and Staff

In 2010, efforts to support the Outstanding Work Environment commitment continued through Focus on People, UBC's people practices framework designed to transform the vision for people practices into tangible outcomes.

Creating an outstanding work environment is the responsibility of everyone who works at UBC. This year an Integration Team was established to assist individual units in identifying actions that can be taken to integrate the Outstanding Work Environment goals and actions with unit plans, from recruitment to orientation to retention.

#### *Processes are in place to recruit first choice applicants*

From continuing to support new faculty relocating to UBC from around the world, to the development of mentoring programs, recruitment is actively supported at UBC. It is anticipated that e-recruit for faculty will be rolled out in the next year. Work is also underway to develop tools and templates that will support recruiting efforts and show what it means to be part of UBC.

A mentoring program for faculty continues to be implemented. The program is a joint effort between Human Resources and the Centre for Teaching, Learning and Technology (CTLT). For those involved in the program, user-friendly guides for mentees, mentors and Heads have been developed, as well as other resources such as an annotated bibliography of how to mentor junior faculty. Faculty of Arts is launching a mentorship program for Post-Doctoral Fellows.

#### *Provide faculty and staff with professional development opportunities*

An IT career framework pilot has been launched in UBC IT, CTLT, Medical IT and at the Okanagan campus, with an initial focus to create a comprehensive career framework with standardized job descriptions. The following story describes this initiative and what it means for IT professionals at UBC.





### **IT Career Pathing**

Dave Lampron, the Faculty of Medicine's Director of Technology-Enabled Learning, never gave any consideration to a management role while he was completing his computer systems studies. The former research assistant was turning a knack for desktop support

and web development work into a new career, and had his eye on a database administrator role. "If there was some sort of career pathing that I could have referred to, then it would have given me a better idea of career opportunities," he says.

The career framework that's being put in place for IT professionals provides the means to clarify roles and identify possible career paths for all IT professionals at UBC. Lampron notes that the framework also provides standardization and clarity for IT professionals entering the organization as well as for those who have been with UBC for some time.

The IT Career Pathing project was launched in February 2010 with four pilot groups: UBC IT, MED IT, the Centre for Teaching, Learning and Technology (CTLT) and IT Services Okanagan, and its initial focus was to create a comprehensive career framework with standardized job descriptions. Julie Kothlow, the project lead, explains that the various IT departments at the University previously listed more than 300 different job descriptions, which have been trimmed by more than 50%. There are now career framework ladders in 13

different career areas, from project managers to systems analysis to management streams.

In addition, the framework provides information to help staff and managers define great performance so that IT professionals can learn how to leverage their strengths and make even stronger contributions to their teams. Oliver Grüter-Andrew, UBC's Chief Information Officer, says: "We view it as a platform from which to specify professional development programs for every individual's career aspirations."

Staff at UBC IT will be the first to link their performance and career development to the new framework. Bob Macdonald, Manager, UBCNetwork and Infrastructure Facilities, says that the most exciting part of the pilot rollout for him is the ability to give his staff increased responsibility to manage their job performance and career development goals.

Christopher Pryde, Medicine's Director of IT Operations, explains that retention is another key benefit of the career pathing project for managers throughout IT, who will be able to more clearly illustrate the opportunities for advancement for ambitious, high performing employees, who might otherwise look outside the University.

The process is very beneficial to UBC as a whole says Don Thompson, Director of Information Technology at IT Services Okanagan. "People can see they are not simply a box on an org chart. They have a better sense of where they will fit in the future." This sense of belonging is a clear highlight for the pilot integration in IT. And because the University plans to extend career frameworks across the organization in the future, the hope is that staff in other departments and units will eventually experience similar opportunities and benefits.



## Healthy, Inspiring Workplace

### *Healthy Workplace Initiatives*

In 2010/11, a one year fund was established to assist departments with initiatives related to creating a respectful environment. The focus for the Respectful Environment Statement will shift to students in 2011/12. <http://www.hr.ubc.ca/respectful-environment>. The Integration Team, working closely with representatives from the Aboriginal Strategy, expanded its mandate to include the Equity and Diversity strategy and intercultural understanding. <http://www.focusonpeople.ubc.ca/making-it-happen/integration-team/>

#### **Feast Bowl**



One of the *Place and Promise* goals within the Outstanding Work Environment commitment is to be a healthy, inspiring workplace. HR's Focus on People framework supports this goal through the Healthy Workplace Initiative Program, which provides \$100,000 in funding annually to UBC departments and units that wish to promote healthy behaviours that reduce long-term and chronic disease.

Through a Healthy Workplace Initiative Program grant, a team from the First Nations House of Learning (FNHL) and the Institute for Aboriginal Health (IAH) has begun hosting a monthly community meal that celebrates Aboriginal traditions, healthy eating, locally grown food, and the community of First Nations, Métis and Inuit people on the Vancouver campus.

At the February Feast Bowl meal, about 40 faculty, staff and students, representing an array of cultures and UBC departments, gathered in Sty-Wet-Tan Hall at FNHL to eat a

home-cooked meal and enjoy the opportunity to speak with colleagues and friends. Following a blessing by Dr. Richard Vedan, a professor in the School of Social Work, participants served themselves a meal of chilli, bannock and homemade jam, and roots and shoots salad with mugs of hot coffee and mint tea made from dried mint grown on the UBC Farm.

A key initiative of the Feast Bowl is to provide opportunities for teaching participants about nutrition and food and its relationship to health. Hannah Lewis, the Institute for Aboriginal Health Garden and Community Kitchen Coordinator, says she plans a series of presentations featuring elders from various nations, or volunteers from the Wellness Centre, a health and wellness resource for UBC students that is located in the Student Union Building.

<http://www.students.ubc.ca/livewelllearnwell/services-resources/wellness-centre/>

Suzanne Jolly, Coordinator for Health Promotion Programs, says that the application from FNHL and IAH fit the criteria of the HWIP funding in several ways. The Feast Bowl was created to address Aboriginal health needs, which are often underserved by broader health initiatives, and also uses UBC resources such as the UBC Farm. Moreover, the meal is a way to bring together resources and experiences from across the Aboriginal community, such as traditional knowledge about food and medicine from elders in the community.

A medicine-making workshop was held in the Longhouse in conjunction with a previous Feast

Bowl meal. Lewis notes that almost all of the plants used during the workshop, including calendula, comfrey, yarrow, plantain and balsam, were grown at the IAH plot on the UBC Farm.

Beyond the funding commitment from HWIP, the FNHL and IAH hope to continue with the Feast Bowl based on available funding.

Support for healthy workplace initiatives also involved an expansion of the medical surveillance program at the Vancouver campus to provide increased clinical services to the research community. Initially implemented to cover animal care personnel and those involved with Level III biohazard research, it was expanded to other UBC employees at risk of exposure to hazardous materials in other work environments. A similar program is being launched at the Okanagan campus.

THRIVE week, a joint program with the Vice President, Students incorporates a week specifically focused on promoting mental health for students, staff and faculty at the Vancouver campus. <http://thrive.ubc.ca> Stand Up for Mental Health, a comedy show teaching stand up comedy to people with mental illness as a way of building confidence and fighting public stigma, prejudice and discrimination was held at both campuses. Mental Health training for departments is currently being developed.

A focus on families continues with the establishment of breastfeeding spaces at the Vancouver campus. Note that such spaces already existed at the Okanagan campus. A statement on family responsibilities is in development and will be released in 2011/12. See [www.focusonpeople.ubc.ca](http://www.focusonpeople.ubc.ca) for an update on the Task Force on Family Responsibilities.

### **Child Care Expansion**



Two parent representatives from the UBC Daycare Parent Council lauded UBC's child care centres as "the gold standard," and said they were pleased with the university's efforts to provide parents in the UBC community in Vancouver with child care options.

Lisa McIntosh Sundstrom, an Associate Professor and Graduate Advisor in the Department of Political Science since 2002, says that having the convenience of high quality child care on site is helpful for her productivity at work.

"I love the child care community, access to green space, education and commitment levels of staff," says Elinor Delgatty, an Arts Advisor with the Faculty of Arts.

Both Delgatty and Sundstrom say they are thrilled to have excellent child care provided by the University, although they, like everyone on campus, know people who are waiting. Waiting for quality child care is a national

problem, however, and both parents acknowledge that it's unrealistic for UBC to be the sole provider of care for its employees' children.

The University is working to help provide child care options to parents who are waiting for spaces in UBC child care centres. These options include referrals and resources from the West Coast Child Care Resources Centre, which maintains a registry of Licence Not Required (LNR) family day cares. UBC is working with the Resources Centre to encourage and aid the development of new LNR spaces on the Endowment Lands. Another database is available by registering with Human Solutions, UBC's Employee and Family Assistance Program provider.

Parents in the UBC community waiting for child care can also access child care spaces and emergency care at Kids & Co. The University has a membership with this national child care company, which currently has facilities in Richmond and North Vancouver, and a new centre scheduled to open soon on

Vancouver's west side. In addition, the university has an existing agreement with the Developmental Disabilities Association that provides day care spaces in Vancouver, Richmond and at Vancouver General Hospital.

The University committed two years ago to increase the number of licenced and LNR child care spaces on the Vancouver campus to a total of 1,000 by 2015. Darcelle Cottons, the Director of UBC Child Care Services, says 70 new full-time spaces will open by the end of 2011, and credits the rapid pace of openings to the ability to renovate existing UBC child care centres.

The parents say that UBC has put a tremendous amount of resources behind providing excellent care for their children. And Sundstrom notes that what's important to her personally "is the signal that UBC communicates through the commitment to high-quality day care - that employees and their ability to integrate work with family life are important to the University."



OUTSTANDING WORKPLACE ENVIRONMENT: *Summary Table*

Goals	Actions ( <i>planning; process established, implementation well underway; substantial progress</i> )	Select Outcomes
Be the place of choice for outstanding faculty and staff	<p><i>Ensure processes and supports are in place to recruit first choice applicants</i></p> <p><i>Provide faculty and staff with the means and professional development opportunities to fulfil UBC's vision, values and commitments</i></p> <p><i>Establish a faculty/staff relocation office in Vancouver; expand services to the Okanagan</i></p>	<p>E-recruit allows for tracking of first choice applicants</p> <p>Continue to enhance web-based recruiting processes, which includes tracking of first choice applicants</p> <p>A mentorship program for post-doctoral fellows has been launched in Arts at the Vancouver campus</p> <p>Managing@UBC continues to expand its offerings to new managers</p> <p>The Work Life Relocation Office, in place now for a year, is now working with the Okanagan campus to determine service needs</p>
Be a healthy, inspiring workplace that cultivates well-being, resilience and commitment, and be responsive to the family needs of faculty and staff	<p><i>Develop an integrated strategy to create a respectful, inclusive and collegial work environment</i></p> <p><i>Increase support for Healthy Workplace Initiatives</i></p> <p><i>Provide a variety of affordable on-campus housing and child care options</i></p> <p><i>Ensure that academic and administrative heads and directors have the training, time and support they require to be effective</i></p>	<p>Following a one-year educational outreach program, a one-year fund was established to assist departments with initiatives related to creating a respectful environment; the focus for the Respectful Environment Statement will shift to students in 2011/12</p> <p>Expanded offerings at both the institutional and departmental level, with an increased focus on mental health awareness</p> <p>Providing a variety of childcare options continues to be a priority. An update is available at <a href="http://www.focusonpeople.ubc.ca/making-it-happen/ubc-child-care">http://www.focusonpeople.ubc.ca/making-it-happen/ubc-child-care</a></p>

## LINKS

Human Resources [www.hr.ubc.ca/](http://www.hr.ubc.ca/)Focus on People: Workplace Practices at UBC [www.focusonpeople.ubc.ca/welcome.html](http://www.focusonpeople.ubc.ca/welcome.html)Equity [www.equity.ubc.ca/](http://www.equity.ubc.ca/)Diversity at UBC <http://diversity.ubc.ca>  
[www.students.ubc.ca/access/index.cfm](http://www.students.ubc.ca/access/index.cfm)





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## Sustainability

The University explores and exemplifies all aspects of economic, environmental and social sustainability.

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At UBC, sustainability is not simply a word to define - it is a term that defines UBC and how it interacts with the world. Considered one of the most sustainable post-secondary institutions in the world, thanks in part to aggressive greenhouse gas reductions, UBC continues to take bold steps in sustainability that drive operational decisions and whenever possible, integrate teaching, learning and research opportunities.

### Ensure UBC's Economic Sustainability

#### Investing in Place and Promise with a structurally balanced budget

UBC has another structurally balanced operating budget for 2011/12, without any cut to faculties on either campus. This is a positive achievement given the difficult economic environment for universities in North America, and it positions UBC well to continue its upward trajectory.

UBC's strong operating situation is driven by three factors:

- Strong provincial government support for post-secondary education, with limited cuts to provincial funding
- Tremendous academic and research momentum, with external research funding that now exceeds \$500 million; strong demand for UBC programs including rising demand from international students
- Strong financial management from all units, faculties, research centres, ancillary and administrative units, with detailed annual reviews to ensure financial stability and alignment with *Place and Promise*



**Place and Promise Priorities** - focus investments on:

- **Student Learning and Engagement:** an \$8m down-payment for the Ponderosa Hub; multi-million dollar investments into our Student Information and Learning Management Systems; and the hiring of a case manager for student advising
- **International:** a comprehensive strategy to attract and retain international students and a material increase in Student Financial Aid for ISI students
- **UBC as a Living Lab:** investments into UBC's research partnership and grant management capabilities; the expansion of MITACS and the financial stabilization of UBC's now world class animal care facilities
- **UBC in its Region and Province:** strengthening of Campus and Community Planning to support UBC's expanded mandate in planning and consultation
- **Diversifying Revenue:** a significant investment in Development and Alumni Engagement before the launch of the Campaign
- **Communications:** investments in capabilities around Communication Strategy and into Digital Channel infrastructure

**Okanagan Budget 2011/12** focus:

- Base budget stabilization of our faculties and units, mostly achieved through recurring investments
- Enrolment growth, investment in academic units and infrastructure improvements, focusing on program development and student support
- Strategic allocations to implement priorities of *Place and Promise* and UBCO's Strategic Action Plan

**Vancouver Budget 2011/12** focus:

- The economic sustainability of the faculties and cultural attractions, mostly achieved through one-time strategic investments and operational improvements
- Infrastructure improvements in systems and buildings, with a focus on simplification and sustainability
- The implementation of short- to mid-range *Place and Promise* priorities, which will receive the bulk of the recurring funding allocations

**Key financial indicators:**

Metrics	Vancouver	Okanagan	Comments
Operating surplus (deficit)	\$0 m	\$0 m	Structurally balanced budgets both centrally and within most academic units; no pension liability
Student support	\$51 m	\$7 m	Includes financial and experiential learning
Infrastructure budget	\$69 m	\$8 m	
Endowment - Net value - Annual return	\$1,105 m 10.8%		Annual Return (net) to March 31, 2011
Debt (Vancouver & Okanagan)			This is within the Board of Governor's guidelines. Moody's Investors Services currently rates UBC long-term debt at Aa1, Standard and Poor's is AA+.
- Academic debt	\$242 m		
- Self-sustained debt	\$272 m		

## UBC as a Living Laboratory

Sustainability is a key differentiator for BC and a central element of the provincial agenda for innovation and long-term economic transformation. It provides UBC with a partnership agenda with both the public and private sector, allowing the opportunity to move from 'sustainability leader' to 'BC's hub for sustainable innovation'. The sustainability initiative promotes and unites efforts in campus sustainability, teaching and learning, research and partnerships.

### *Uniting operations and academics*

The Vancouver Campus SEEDS project advanced UBC's commitment to explore and exemplify sustainability by fostering partnerships between 59 staff, 37 faculty and 497 students, resulting in 80 sustainability projects and 149 student reports.

The Okanagan campus engaged over 200 students in operational activities from waste audits to recycling compliance programs. WaterFilz kiosks have been implemented in four buildings to reduce bottled water consumption.



### *Campus Sustainability*

- Partnering with Pulse Energy and BC Hydro to recommission 72 core academic buildings at the Vancouver campus will see a 10% reduction in GHG emissions by 2015. Students and staff can view real-time energy consumption through Pulse Energy's online dashboard
- In 2010/11 UBC registered five new building projects at its Vancouver campus for LEED Gold Certification; eight LEED projects will complete between 2011 and 2013, with the new Student Union Building (SUB) and the Centre for Interactive Research on Sustainability targeting LEED platinum
- A stakeholder consultation process to develop action plans to achieve new milestones in water conservation and waste reduction was started at the Vancouver campus
- UBC's Vancouver campus became carbon neutral by offsetting all corporate GHG emissions through the Pacific Carbon Trust
- A geo-exchange district heating and cooling system is integrated into all new buildings at UBC's Okanagan campus, with a 45-50% reduction in energy consumption over conventional building designs



### *Do It In the Dark International Energy Competition*

1,100 Totem Park students participated in this competition, saving 9,432 kWh over three weeks. The only Canadian University to participate, UBC placed second overall and achieved a 17.4% aggregate reduction in electricity use in Totem Park residences at the Vancouver campus.

### *Teaching and Learning*

- A comprehensive, online inventory of over 350 undergraduate and graduate sustainability courses offered across UBC's Vancouver campus ([www.sustain.ubc.ca/teaching-learning/courses](http://www.sustain.ubc.ca/teaching-learning/courses)) was launched, improving access to sustainability learning opportunities
- Started in September 2010, the USI Teaching & Learning Fellowship Program brings together six outstanding UBC sustainability education leaders on the Vancouver campus to share ideas and make concrete contributions to advancing sustainability curricula. The 2010 Fellows focused on designing a framework to advance sustainability education, highlighting four key student sustainability attributes that can help curriculum developers create sustainability learning pathways for undergraduate students.

- Vancouver campus' USI Teaching and Learning Spotlight Program awards grants to instructors to expand, revise and/or retool an existing course and increase its relevance to sustainability issues. Four grants were awarded and supported the development of new curriculum, completion of a new text on sustainability, and improvements in labs, tutorials and learning modules on course websites.

### **UBC Reads Sustainability**

Four dynamic authors and 443 participants came together to launch UBC Reads Sustainability, a joint undertaking with the UBC Sustainability Initiative, AMS, Centre for Teaching, Learning and Technology (CTLT), UBC Mix and the Ike Barber Learning Centre. Together, they select leading sustainability books, integrate the books into UBC courses and host the authors via public lectures.

<http://www.terry.ubc.ca/index.php/2010/09/21/ubc-reads-sustainability/>



### **Research and Partnerships**

- The Vancouver Campus broke ground in February on the \$27 million Bioenergy Research and Demonstration Project (BRDP). Utilizing clean wood biomass, it will generate enough electricity to power 1,500 homes, reduce the campus' natural gas consumption up to 9% and eliminate 4,500 tonnes of greenhouse-gas emissions per year
- One of the largest hot water conversions in North America, with 14 km of piping and an \$87 million capital investment, was approved to replace the existing steam system infrastructure at the Vancouver campus
- A National Research Council MOU outlines steps to accelerate the development, deployment and commercialization of clean energy technologies
- A City of Vancouver MOU supports shared sustainability interests and includes the Greenest City Scholars program in which 10 UBC graduate students work on a sustainability research collaboration program with the City of Vancouver
- A BC Hydro MOU supports shared interest in energy conservation and efficiency, and the development of micro-grid and smart grid technologies on the Vancouver campus
- A sustainable community development grant solidifies a partnership with the City of Kelowna to develop and implement projects and research meeting key sustainability issues and needs within the community
- A Fischer Scientific-UBCO partnership launched the first lab plastics recycling program in a Canadian university
- A Fortis BC-UBCO partnership focuses on energy reduction through sustainable behaviour change among staff, faculty and students

Metrics	Vancouver	Okanagan	Comments
# of sustainability-focused courses	96	n/a	Sustainability course inventory complete and available online
# of sustainability-related courses	289	n/a	Sustainability course inventory complete and available online
# of students, staff, and faculty engaged through SEEDS Program	593	n/a	SEEDS engaged 59 staff, 37 faculty members and 497 students in 2010/11
# of USI teaching & learning Fellows	6	n/a	Fellows represent 5 faculties: Applied Science, Education, Medicine, Land and Food Systems, Science
# of USI teaching & learning Spotlight Award grants	4	n/a	Spotlight awards granted to courses in 4 faculties: Applied Science, Forestry, Land and Food Systems,

# of UBC teaching & learning partner organizations	7	n/a	Science UBC Units: Centre for Teaching, Learning & Technology; Learning Exchange; AMS; Ike Barber Learning Centre; UBC Mix. UBC Student Groups: Common Energy, GoBeyond
# of Industry partnerships	11	2	BC Hydro, Modern Green, Honeywell, Haworth, Nexterra Systems Corp, GE Energy, FP Innovations, CST Innovations, McFarland Marceau Architects Ltd, Equilibrium Consulting Inc., Cooledge Lighting Inc.; Fisher Scientific, Fortis
# of Community partnerships (MOU)	3	2	City of Vancouver, BC Hydro, National Research Council; City of Kelowna, Climate Action Secretariat
Sustainability Scorecard (Sustainable Endowment Institute's Green Report Card)	A-	n/a	Grade improved from B+. <a href="http://www.greenreportcard.org/report-card-2011/schools/university-of-british-columbia">http://www.greenreportcard.org/report-card-2011/schools/university-of-british-columbia</a>
GHG emission - tCO <sub>2</sub> e	58,353	2,726	
GHG /Student FTE (compared to 2007)			
- tCO <sub>2</sub> e	1.42	0.50	
- % decrease	12.2%	6.3%	

## Foster Social Sustainability and Community Engagement

UBC views sustainability as a societal conversation about the kind of world we want to live in, informed by some understanding of the ecological, social and economic consequences of our individual and collective actions.



UBC's Okanagan campus' leadership in sustainability stewardship has been recognized with two prestigious City of Kelowna 2010 Mayor's Environmental Achievement Awards. Each year, the City presents awards in seven categories to individuals and groups who demonstrate an outstanding commitment to environmental stewardship in the City of Kelowna.

The campus was noted for making strides toward sustainability and demonstrating outstanding and innovative contributions to environmental sustainability, receiving first place in the Most Sustainable Development Award category.

Dedicated individuals from the campus community are at the heart of advancing the campus' sustainability mandate. In addition to the Most Sustainable Development award for the campus, UBC's "Compost King" Allan King, received recognition. King, who has been involved with the Kelowna campus for 30 years, received the first-place award in the Most Environmentally Dedicated Individual category.

[http://www.kelowna.ca/iNews/scripts/nws002.cfm?News\\_ID=2121](http://www.kelowna.ca/iNews/scripts/nws002.cfm?News_ID=2121)

In the past year, UBC has connected and collaborated with communities to address sustainability issues. These connections include:

- The award-winning Sustainability Coordinator Program engaged 150 staff and faculty on the Vancouver campus with opportunities and resources to promote and implement sustainable



practices in over 300 departments. The Residence Sustainability Reps program mobilized students to reduce water, waste, and energy consumption in residences and to build a culture of sustainability by training and supporting over 80 student leaders in 2010/11

- The UBC Sustainability Initiative supported sustainability programming in various UBC units and student groups and helped to co-deliver new and innovative programs including UBC Reads Sustainability and the 2011 Sustainable Campuses NOW! conference
- The University is well-represented on the social media tool Twitter, where some 1,900 followers engage in sharing information, opinions and calls to action re: sustainability
- The Campus as a Living Laboratory Symposium, held in September 2010 on the Vancouver campus, reached capacity with over 400 students, staff, faculty and community members attending workshops addressing sustainability in our campus life and our campus systems

Metrics	Vancouver	Comments
# Sustainability Coordinators	150	engages faculty and staff in sustainability
# Residence Sustainability Coordinators	80	held 8 events in 2010/11
# Student Sustainability groups on campus	26	groups, clubs, and associations
# Twitter followers	1,803	sharing UBC messages

## Create a Vibrant and Sustainable Community

When the Vancouver campus decided to use a portion of its 1,000-acre land endowment to build residential housing in the early 1990s, UBC took the first step in what would become a new phase of sustainable planning on campus. UBC pursued creative approaches to transform a commuter campus into a thriving ecocity. Twenty years later, UBC's Vancouver campus combines a sustainable residential community—known as UTown@UBC—with one of the most sustainable academic campuses in the world, creating a vibrant place for people to live, work and study on campus.

### Major Milestones

#### Vancouver Campus

- UBC's Board of Governors approved a Student Housing Financing Endowment, directing a large portion of land lease proceeds toward financing student housing projects
- The renewed Vancouver Campus Plan was approved, providing a cohesive framework for development
- UBC's Public Realm plan is underway with one of its first projects, the Buchanan Courtyards, to open this spring, featuring a rainwater garden, multi-purpose lawns, seating and a performance stage
- A second Public Realm project will improve the pedestrian environment on one of the most travelled routes on campus: Agricultural Road which links the Vanier Place residents to the Student Union Building, classrooms, labs and libraries
- Recent changes to UBC's Land Use Plan will make it possible to create smaller, more affordable housing for more faculty, staff and students to rent or lease
- The Community Planning Task Group of the UBC Board of Governors is leading the process of developing a Housing Action Plan to improve housing choice and affordability for faculty, staff and students
- A new *Village Centre Academic Commercial Services Work*





*Group* has been established to advise UBC on a sustainable approach to the mix and location of shops and services for the new SUB, University Boulevard and surrounding interests

- New bike parking facilities at Buchanan Tower and at North Parkade bringing secure lockers across campus to seven
- Residential Environmental Assessment Program (REAP), UBC's homegrown green-building standard for neighbourhood housing, is now in pilot on institutional projects at Totem Park Residence which is expanding by 567 beds for fall 2011, and at the Okanagan campus
- 63,000 transit trips to and from campus a day, nearly half of all trips, has reduced automobile trips by 15% since 1997
- UBC is collaborating with the University Neighbourhoods Association to support UBC's Living Lab objectives through opportunities identified in the UNA neighbourhoods, e.g.:
  - developing an MOU to advance shared sustainability objectives
  - extending kitchen waste composting service to 1,100+ homes using UBC services
  - developing a community energy and emissions plan, hiring a community energy manager, cost-shared by UBC, UNA and BC Hydro

### *Okanagan Campus*

- Student housing continues its buildout, with 140 beds added in 2010, and Phase 4 underway with 212 beds to open August 2012
- Innovative contributions to environmental sustainability wins the campus first place in the 2010 Mayor's Environmental Achievement Awards for the Most Sustainable Development
- A campus sustainability walking tour has a series of sustainable stations around campus where subject matter experts discuss features that make the campus sustainable
- The UniCycle program provides reclaimed and refurbished bicycles that the campus community can borrow for a quick and sustainable way to get around campus
- Over eight km of biking and walking trails on campus make up the Campus Trail System—an initiative that preserves the campus' natural environment and supports a vibrant, connected and healthy campus community
- A compost program takes waste from all areas of campus and composts it for use in enhancing the soil quality on campus
- The [Learning Garden](#) is a model school garden promoting the principles of sustainable environmental practice, responsible stewardship of nature and ecoliterate knowledge



**SUSTAINABILITY: Summary Table**

Goals	Actions ( <i>planning; process established, implementation well underway; substantial progress</i> )	Select Outcomes
Ensure UBC's economic sustainability by aligning resources with the University vision and strategic plan and deploying them in a sustainable and effective manner	<p><i>Implement a budgeting framework that allocates resources based on strategic goals, including enrolment, with accounting simplification to improve financial control</i></p> <p><i>Deliver a balanced budget annually, through active revenue management and a constant search for effectiveness and efficiencies</i></p> <p><i>Provide a solid financial foundation for long-term success through land revenues, asset management and the launching of a significant fundraising campaign</i></p>	<p>Budget framework implemented; strong financial management with detailed annual reviews established</p> <p>Budget links closely with <i>Place and Promise</i> goals and actions</p> <p>Balanced budget in place</p> <p>Student Housing Financing Endowment at the Vancouver campus approved by the Board of Governors to direct land lease proceeds towards financing student housing projects</p>
Make UBC a living laboratory in environmental sustainability by combining its sustainability leadership in teaching, research and operations	<p><i>Establish a widely shared baseline of the UBC carbon footprint, moving towards carbon neutrality in our operations</i></p> <p><i>Integrate the University's physical operations with its research and teaching mandate as a living laboratory</i></p>	<p>Baseline established; will continue to monitor and report on carbon footprint</p> <p>GHG emissions reduced at both campuses: 4.3% at Vancouver, 19.1% at Okanagan (compared to 2007 baseline)</p> <p>Hot water conversion project launched at the Vancouver campus, a key strategy to meeting GHG targets</p> <p>University as a Living Laboratory symposium held at the Vancouver campus, brings together academics and operations</p> <p>SEEDS integrates sustainability research projects into campus operations, involving faculty, students and staff (V - 80 projects, 593 people; O- over 200 students engaged)</p>
Foster social sustainability through teaching, research and community engagement that promote vibrant human interaction and community cohesion	<p><i>Work with the AMS to build a new student union building that will serve as a dynamic centre for student life</i></p> <p><i>Work with community based organizations to create a deeper understanding of how social sustainability can be achieved locally and globally</i></p>	<p>Innovative partnership between SEEDS and AMS resulted in 21 student projects informing the development of the new SUB</p> <p>MOU with the City of Vancouver in place and supports 10 UBC graduate students' research on sustainability</p> <p>Okanagan campus wins City of Kelowna Mayor's Environmental Achievement awards</p>

Create a **vibrant and sustainable community** supported by exemplary governance

*Strengthen community governance to further take up UBC's lead in sustainability initiatives*

*Develop and implement campus and community plans that promote pedestrian friendly campuses with an integrated transportation infrastructure and a lively public realm*

Campus plans are in place at both campuses

Vancouver campus has initiated a 5 year Public Realm Enhancement project, with Buchanan Courtyards opening this spring

#### LINKS

Sustainability website <http://www.sustain.ubc.ca>

Campus Planning <http://www.planning.ubc.ca/>

Public Realm [www.planning.ubc.ca/campus\\_design\\_public\\_places/public\\_realm/public\\_realm\\_plan.php](http://www.planning.ubc.ca/campus_design_public_places/public_realm/public_realm_plan.php)

Finance Website <http://www2.finance.ubc.ca/>

University Town [http://www.planning.ubc.ca/utown\\_ubc/index.php](http://www.planning.ubc.ca/utown_ubc/index.php)

UBC Okanagan Sustainability: <http://web.ubc.ca/okanagan/healthsustainability/sustainability.html>

UBC Reads Sustainability <http://www.terry.ubc.ca/index.php/2010/09/21/ubc-reads-sustainability>

UBC Okanagan SEEDS <http://www.ubc.ca/okanagan/sustainability/sustcamp/academic/seeds.html>

UBC Vancouver SEEDS <http://www.sustain.ubc.ca/seeds>



# Alignment with Ministry Goals

Ministry of Advanced Education and Labour Market Development goals are described in its 2010/11 - 2012/13 Service Plan, released March 2010. <http://www.gov.bc.ca/aved>. Selected Ministry goals, objectives and strategies and UBC aligned strategies are shown below.

<b>Ministry GOAL 1</b>	<b>British Columbians access B.C.'s post-secondary education system to meet the needs of a knowledge driven economy and society.</b>
<b>Ministry Objective 1.1</b>	British Columbians are able to fulfill their potential through access to quality education and training.
<b>Ministry Strategies</b>	<ul style="list-style-type: none"> <li>➤ Continue to provide spaces and infrastructure to support accessible education and training opportunities</li> <li>➤ Continue to advance initiatives to increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners</li> <li>➤ Maintain affordable public university education through fair tuition policy</li> <li>➤ Increase the responsiveness of the post-secondary education and training system to labour market demand through detailed regional labour market forecasting and analysis, produced by the Ministry of Regional and Economic Development, to inform decision-making and investments</li> <li>➤ Continue to develop programs and strategies to reduce financial barriers for students and encourage early planning for the selection and financing of post-secondary studies</li> <li>➤ Work with key stakeholders to eliminate barriers to post-secondary education for the disabled community</li> </ul>
<b>UBC Strategies</b>	<ul style="list-style-type: none"> <li>➤ Continue to implement the renewed strategic plan: <i>Place and Promise: The UBC Plan</i>, released in December 2009, a plan that coordinates and drives a culture of planning for the university</li> <li>➤ Review and revise curricula and pedagogy to ensure it is informed by leading edge research and research on how people learn and integrate with learning spaces</li> <li>➤ Continue to build experiential learning into the curricula (international learning opportunities, internships, co-ops, service learning, research based experiences, leadership opportunities) at all levels</li> <li>➤ Work with other post-secondary institutions to ensure student mobility</li> <li>➤ Continue to build and expand on Continuing Studies offerings, providing lifelong learning and alternative learning opportunities</li> <li>➤ Continue developing strategies for specific access and success for Aboriginal learners, particularly in graduate studies</li> <li>➤ Support Aboriginal student transition to work through innovative professional development programs and on campus recruitment initiatives</li> </ul>





- Continue to provide financial support to eligible students so that finances are not an impediment to commencing or continuing his/her studies
- Continue to increase needs based assistance; 2010/11 saw an increase of 5.9% at the Vancouver campus and 17.9% at the Okanagan campus
- Continue to provide financial support and professional development through on campus work programs
- Ensure the ongoing success of UBC's human resource strategy - *Focus on People: Workplace Practices at UBC* - as it moves from its third to fourth year of implementation. This multi-dimensional strategy is a critical contributor to UBC's commitment to an Outstanding Work Environment
- Continue to invest in its professional schools (Law, Business, Medicine, Pharmacy)
- Continue to invest in health training; as the province's sole health training provider, with contributions by both Government and UBC, a doubling of the medical spaces will be achieved by 2011 with the opening of the Okanagan campus' distributed medical school program, as well as an increase in the number of pharmacy seats by 2012
- Provide undergraduate and graduate students with innovative professional development programs and advising to support sound labour market decisions
- Continue to focus on the national recruitment strategy, implemented in 2007 to draw talented students from other parts of Canada who may remain to contribute to the BC economy

<b>Ministry GOAL 2</b>	<b>B.C.'s dynamic and integrated post-secondary education system is a global destination of choice for students to learn, stay to live, work and invest.</b>
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<b>Ministry Objective 2.1</b>	<b>B.C. attracts and increases the number of students in B.C.'s education system.</b>
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<b>Ministry Strategies</b>	<ul style="list-style-type: none"> <li>➤ Attract students by capitalizing on B.C.'s educational, economic and social advantages and develop strategies to encourage students to learn, live and work in B.C.</li> <li>➤ Provide students with a recognizable symbol of quality education through the Education Quality Assurance designation program managed by the Ministry of Regional and Economic Development.</li> <li>➤ Maximize the ability of universities to deliver high quality education and innovative research through partnerships, government policy and operating incentives.</li> </ul>
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<b>UBC Strategies</b>	<ul style="list-style-type: none"> <li>➤ Continue to build on its top performance in international mobility (UBC has the largest program of international exchange in BC, and one of the largest in Canada)</li> <li>➤ Continue to be a principal conduit for talented people arriving in BC, both from other provinces and internationally</li> <li>➤ Continue to focus on out of province recruitment</li> <li>➤ Continue providing global education in second language acquisition (UBC is the leading BC institution in this field)</li> <li>➤ Continue to be an effective platform for engaging Asia, through universities, governments and civil society</li> </ul>
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- Continue to provide non-disciplinary skills training to all levels of students through its partnership with MITACS, which is hosted at UBC
- Offer 50 scholarships annually to students from India, in conjunction with the MITACS GlobalLink program
- Continue to build awareness among employers of how they can hire international students, working in collaboration with CIC, BCPNP and Service Canada - a rare partnership amongst agencies and unique to BC
- Continue to engage with employer communities in BC, Canada and internationally through on campus recruitment, practicums, internships, co-op and mentoring programs
- Support international students transition to work through innovative professional development programs and on-campus work opportunities
- Expand part-time paid research opportunities that are tied to academic programs
- Continue to expand transitional roles for graduating students within the employer community
- Continue to use the Provincial Nominee Program as a hiring tool, as well as a tool to retain students
- Continue to provide international work placements and international service learning to meet increasing demand for these by both students and prospective placements
- Increase the number of students participating in community service learning, currently 1,600+ students, by 10% at the Vancouver Campus by 2013/14
- Ensure regular assessment of the overall student experience through participation in various surveys including NSSE, and the UBC undergraduate and graduate surveys
- Continue to enhance the professional programs provided only by UBC - Dentistry, Law, Medicine, and Pharmacy
- Continue to act as an overseas training institution for Chinese officials from throughout China by the State Administration of Foreign Experts Affairs (UBC was certified for this in 2009)
- Improve processes and supports to achieve an excellent and diverse student, staff and faculty body
- Enhance UBC's scholarly communications on global issues, including on the web

**Ministry  
GOAL 3**

**B.C. is a leader in science, technology and innovation.**

**Ministry  
Objective  
3.1**

B.C.'s investments in post-secondary education, research and innovation are fostering creativity, commercialization and knowledge development.

**Ministry  
Strategies**

- Support research and innovation through funding graduate student spaces at research intensive universities and through the B.C. Knowledge Development Fund.
- Continue the development and management of research and innovation policy and research related investments and ensure programs and agencies are aligned with the priorities of the B.C. Research and Innovation Strategy.



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- Leverage the B.C. research and innovation system to encourage the development, commercialization and adoption of technologies and processes that align with, and contribute to, B.C.'s economic priorities.
  - Work with partners to advance a culture of science and innovation across B.C. that encourages commercialization and the development of entrepreneurs and achieves economic development and economic diversity.
  - Leave a Year of Science legacy to increase awareness of, and participation in, the sciences that will ensure the viability and success of the provincial economy into the future.
  - Collaborate with the Ministry of Energy and other levels of government, academia and the private sector to foster solutions to B.C.'s energy challenges.
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- UBC Strategies*
- Continue to increase support for graduate students, augmenting programs such as the four year model for graduate funding recently implemented
  - Continue to focus on innovative research that serves the people of British Columbia, Canada and the world through effective use of resources such as health research funding (UBC attracts over 80% of this funding in the province) and graduate student research (UBC has over two thirds of the PhD enrolment)
  - Continue to develop strategic international relationships and research partnerships and agreements to raise international awareness of UBC and the province and attract talent to the province
  - Continue to recruit Canada Research Chairs, a program designed in part to attract talented non-Canadians to be professors here
  - Continue to create partnerships that research, model and take knowledge for sustainable solutions into the community, showing 'UBC as a living laboratory'
  - Continue the development of partnerships and collaborations with private industry, other universities and the community; acting as an agent of change in society
  - Continue to work with partners in industry and government to bring together academia, industry and the public sector through research and training initiatives
  - Continue to contribute to the BC economy, estimated in 2009 to be roughly 5% or \$10 billion, through programs to attract and retain faculty and students at both the local, national and international levels
  - Continue to improve infrastructure to support leading edge research
  - Expand the multiplicity of knowledge exchange channels, such as global access licensing, and maintain and enhance UBC's leadership position in tech transfer and as an acknowledged patent powerhouse
  - Continue UBC's lead role in the transformation of BC's resource based economy through Forestry, Mining, Fisheries and the Wine industry
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# Ministry Indicators

The following table shows the performance measures the Ministry tracks and the results:

## 2010/11 Performance Results **NOTE: Waiting for final data from the Ministry**

Performance Measure	Actual 2009/10	Target 2010/11	Actual 2010/11	Target Assessment 2010/11
Student spaces	Data from 2009/10 Fiscal Year		Data from 2010/11 Fiscal Year	
<i>i. Total Student Spaces</i>	42,264	41,904		
<i>ii. nursing and other allied health programs</i>	2,806	2,111		
<i>iii. medical school programs</i>	986	1,024		
Total credentials awarded	3 yr avg 2006/7 - 2008/09		3 yr avg 2007/8 - 2009/10	
	10,223	10,520	10,293	substantially achieved
Research Funding	Data from 2008/09 Fiscal Year:		Data from 2009/10 Fiscal Year:	
<i>i. Sponsored research funding from all sources (million \$)</i>	Total: \$524.6  Federal= \$268.1 Provincial= \$104.3 Other= \$152.2	Total: ≥ previous year	Total: \$538.4  Federal= \$259.0 Provincial= \$103.0 Other= \$176.4	achieved
Number and percent of public post-secondary students that are Aboriginal (self reported)	Data from 2008/09 Academic Year		Data from 2009/10 Academic Year	
<i>Total number (#)</i>	904	≥ 904	924	achieved
<i>Percent (%)</i>	1.9%	≥ 1.9%	1.9%	achieved
Bachelor's Degree completion rate	Data from 2008/09 Academic Year		Data from 2009/10 Academic Year	
<i>Direct Entry Students (%)</i>	76.6%	≥ 76.6%	77.2%	achieved
<i>Transfer Students (%)</i>	76.4%	≥ 76.4%	75.4%	substantially achieved

Performance Measure	Actual 2009/10	Target 2010/11	Actual 2010/11	Target Assessment 2010/11
Baccalaureate graduate assessment of quality of education	2009 BGS Survey Data		2010 BGS Survey Data	
<i>i. Satisfaction with Education (%)</i>	91.50% (+/- 0.7%)	≥ 90%	92.0% (+/- 0.7%)	achieved
<i>ii. Skill Development (avg. %)</i>	77.7% (+/- 1.1%)	≥ 85%	79.4% (+/- 1.1%)	substantially achieved
<i>Written Communication</i>	73.5% (+/- 1.2%)		76.2% (+/- 1.1%)	
<i>Oral Communication</i>	69.5% (+/- 1.3%)		73.1% (+/- 1.2%)	
<i>Group Collaboration</i>	72.1% (+/- 1.2%)		72.1% (+/- 1.2%)	
<i>Critical Analysis</i>	86.8% (+/- 0.9%)		87.6% (+/- 0.8%)	
<i>Problem Resolution</i>	71.0% (+/- 1.2%)		74.3% (+/- 1.2%)	
<i>Learn on your own</i>	87.6% (+/- 0.9%)		88.3% (+/- 0.8%)	
<i>Reading and Comprehension</i>	83.4% (+/- 1.0%)		84.0% (+/- 1.0%)	
Baccalaureate graduate assessment of quality of instruction	2009 BGS Survey Data:		2010 BGS Survey Data:	
	91.4% (+/- 0.7%)	≥ 90%	92.8% (+/- 0.7%)	achieved
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	2009 BGS Survey Data		2010 BGS Survey Data	
	82.9% (+/- 1.2%)	≥ 90%	81.7% (+/- 1.2%)	substantially achieved
Baccalaureate graduate outcomes - unemployment rate	2009 BGS Survey Data		2010 BGS Survey Data	
	7.0% (+/- 0.8%)	≤ 14.0%	7.0% (+/- 0.8%)	exceeded



# Financial Information

For the most recent financial information, please see the Audited Financial Statements available at:  
<http://www.finance.ubc.ca/financialreporting/FinancialReportingFinancialStatements.cfm>



**Note:** This report incorporates the Institutional Accountability Plan and Report to the Ministry of Advanced Education.

**Prepared by:**

Patricia Stevens, Executive Director, Office of the President, with grateful thanks for story suggestions and photographs provided by many people across each campus.

