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UBC VANCOUVER



UBC OKANAGAN



Introduction

Professor Stephen J. Toope, President and Vice-Chancellor



Place and Promise: The UBC Plan was launched in December 2009. Now entering its third year, the plan continues to provide strategic direction across the university.

This report also incorporates the annual Institutional Accountability Plan and Report as required by the British Columbia 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 the Board Chair and President

20 July 2012

- 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 2011/12, as approved by the Board of Governors. This report also includes the 2012/13 - 2014/15 Institutional Accountability planning and reporting requirements of the Ministry of Advanced Education.

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 30.

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. 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 Okanagan, 2 Vancouver)
- 3 elected by students (1 Okanagan, 2 Vancouver)
- 2 elected by fulltime non-faculty employees (1 Okanagan, 1 Vancouver)
- 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 the brightest students from across Canada; move to broad-based admissions.
	Domestic population equipped with training from BC post-secondary institutes 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; fulfill provincial government's plan to dramatically increase international student enrolment.
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 for UBC students 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 a 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.
	Some high schools are moving to a trimester system	UBC is expanding its summer use of campus.
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 industry and community partnerships that address leading issues facing our communities; growing partnerships with civil society organizations re: community service and public policy.
	Knowledge development	Entrepreneurship@UBC helps researchers take their discoveries from the lab into everyday solutions. The Peter Wall Solutions Initiative seeks more active knowledge transfer into our wider communities.

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, having made significant savings in administrative functions through restructuring and reengineering systems. This will be monitored carefully going forward, particularly in light of no increase to the provincial funding for 2012/13.
	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 fifth year.
	Need for BC to build a stronger knowledge-based economy	Expand and amplify UBC's innovation strategy through multiple initiatives including UBC as a Living Lab, entrepreneurship@UBC, industry-friendly engagement processes and IP policies, partnership with the City of Vancouver and the Province on economic development
Enrolment Management	Admissions procedures	An admissions best practice review was completed and recommendations are being implemented. These include broad based admissions; assigning each undergraduate student an enrolment specialist; and creating a learning plan for each student.
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. The Research and International portfolio continues to identify and develop key areas for partnerships and collaborations, such as the new partnership with the Fraunhofer Institute in 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, 2011)				
- Baccalaureate full time	21,917	5,592	27,509	26,376
- Baccalaureate part time	7,399	1,259	8,658	8,462
- Post baccalaureate full time	2,629	175	2,804	2,917
- Post baccalaureate part time	2,507	17	2,524	2,587
- Non degree program full time	1,511	14	1,525	1,416
- Non degree program part time	2,484	192	2,676	2,738
- Masters full time	4,795	372	5,167	4,910
- Masters part time	1,210	103	1,313	1,099
- Doctoral full time	3,621	188	3,809	3,620
Faculty/Staff (as at Oct 31, 2011)				
- Faculty				
o Professorial Ranks	2,110	281	2,391	2,412
o Lecturers/Instructors(teaching only)	324	37	361	323
o Term Faculty: Sessional full time	81	12	93	119
o Term Faculty: Sessional part time	399	33	432	468
o Term Faculty: Other full time	282	17	299	397
o Term Faculty: Other part time	99	1	100	100
- Staff (FTE)	10,051	601	10,652	9,857
Ratios				
- Undergrad : Grad	4.0	10.9	4.4	4.5
- Student : Faculty	14.6	20.8	15.2	14.2
- Staff : Faculty (FTE)	3.1	1.6	2.9	2.9
Indicators				
- # Aboriginal student spaces	(UBC Total)		720	777
- # u/g students in community engagement activities	2,879	386	3,265	2,617
- Overall Voluntary turnover rates	(UBC Total)		7.4%	6.7%
o Faculty			1.1%	1.6%
o M&P			7.68%	6.3%
- # international graduate students	2,742	135	2,877	2,675
- # highly cited staff (Shanghai Jiao Tong ARWU weighting)	(UBC Total)		20	20
- # Alumni contacts	(UBC Total)		35,051	30,762
- GHG/Student FTE reduction from 2007 baseline	5.4%	12.2%	25.9%	18.6%

Background Data	UBC-V	UBC-O	UBC	Previous Year - UBC
- Library Holdings - physical volumes			5,534,763	5,483,103
- Library Holdings - e-books			943,945	875,670
- cIRcle (institutional repository) - # items			40,702	31,700
- Total space (nasm)				
o Academic	326,246	33,808	360,054	352,308
o Informal Student Space	32,480	2,053	34,533	16,353
o Non Academic	401,124	46,042	447,166	438,923
Expenses and Revenues				
- Total Revenue		(UBC Total)	\$2,014,304	\$2,034,817
- % government grants and contracts			49.9%	50.1%
- Total expenses		(UBC Total)	\$1,974,607	\$1,943,116
- % salaries and benefits			59.8%	59.1%
- Fundraising - total \$'s raised		(UBC Total)	\$194.1m	\$187.2m
- Endowment market value (as at Mar 31, 2012)		(UBC Total)	\$1,116m	\$1,133m

See also [Ministry indicators](#)

For further UBC details, see: <http://www.pair.ubc.ca/statistics/index.htm>



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 has a long tradition of promoting innovative approaches to learning and teaching, including using technology to extend and enhance the learning environment. A key innovation engine leveraged by the University since 1991 is the Teaching and Learning Enhancement Fund, which involves an annual funding competition enabling academic departments, individual faculty members and students to apply for project funding to support innovative formal and informal learning experiences.

A well-known innovation supported by this fund is WebCT, the virtual learning environment software invented in 1996 by Murray Goldberg in the Computer Science Department, which continues to influence educational delivery world-wide. UBC was an early adopter of this technology and it provides a strong base platform for engaging students and managing course content delivery. The University is currently in the process of migrating its courses into the latest version of the software offered by Blackboard, the company that eventually purchased WebCT.

The [Carl Wieman Science Education initiative](#) (CWSEI) is a multi-year project that is focused on dramatically improving undergraduate science education. It:

- establishes what students should learn;
- determines what students are actually learning; and
- suggests research-based improvement of student learning.

The CWSEI looks in part to technology as a way of improving effectiveness and efficiency along with enhancing communication to allow improved understanding of student progress, difficulties and provide more effective guidance. Faculty are supported in advancing understanding and use of measurable learning goals for their courses.

The Centre for Teaching, Learning and Technology is a result of a recent merger of the Centre for Teaching and Academic Growth (including the Institute for the Scholarship of Teaching and Learning) and the Office of Learning Technology, intended to have an impact that is “larger than the sum of its constituent parts”. In addition, it positions the Centre as the university steward of learning technology initiatives, facilitating partnerships and identifying enterprise-based approaches to supporting curriculum with appropriate technologies.

The new Centre brings together teams that have largely concentrated on supporting innovation at the course or individual scale (e.g. support development of a distance course, an innovative teaching approach in a course, advance practice of individual faculty members) and expands that work to engage more broadly across curricular contexts, often through developing new partnerships with Faculties where seconded faculty members work on curriculum-related initiatives. A new team, Strategic Curriculum Services has been launched that will broker new partnerships and support Faculty-level projects.

Students

Recruitment and Retention

Students are drawn to UBC for a variety of reasons, including its role as a globally recognized research and teaching institution. Recruitment is done through visits to high schools, through the website with its self-tours, through faculty and researchers talking about UBC, and through targeted campaigns across Canada and internationally.

A new Admission Process, including Broad Based Admissions and the use of technology to develop a learning plan, is underway. The Student Interactions Transformation Program (SITP) comprises a number of linked technology-related projects that seek to transform our interactions with students to ensure they support, enhance, and facilitate a transformative student learning environment. By linking projects such as the Learning Management System Upgrade, Online Advising Management System, Early Alert, Student Evaluation of Teaching, Broad Based Admission, etc. into a coherent program, the various partners are able to work together, see connections, share innovations and lessons learned and to have consistency in our approach across the individual initiatives. The program goals are to:

- Foster excellent advising practices
- Build student-centric enrolment services
- Facilitate enriched educational experiences
- Support a transformative learning environment
- Improve student communications
- Promote student well-being

Emmy Chahal, First Year Bachelor of Arts, International Relations, Gender and Women's Studies

"I didn't expect to fall in love with UBCO. But I did, when I least expected to. During orientation, *Hey Ocean* played a concert in the sunshine on the green grass of the commons. Something extraordinary happened.

"Nestled in the middle of the crowd, students threw their arms around each other, the circle growing until hundreds of students held each other, swaying to the music as they embarked on a new chapter. In that moment, I knew I was in the right place. I knew I had chosen the right road.

"We are the most privileged people in the world and I say that with humility. I try to remember that for me, the stars lined up, everything worked out and I am so fortunate to be studying at UBC's Okanagan campus. I feel truly lucky."



Amanda Cheong, Fourth Year Bachelor of Arts (Honours), Sociology

"The opportunity to study abroad through the Go Global program drew me to UBC. With Europe as my classroom, I gained an appreciation for taking my learning beyond the lecture hall and into the proverbial real world. This has informed my desire to effect positive social change through scholarly inquiry ever since, through opportunities provided by the UBC Arts Undergraduate Research Award, Community Service Learning, Student Directed Seminars, and the Honours Sociology Program."

"I am grateful that I go to a university that places great emphasis not only on academic learning, but also on the need for students to channel their knowledge and skills into contributing back to their local and global communities."

Last fall, the International Student Initiative (ISI) recruiting staff from both campuses visited schools and carried out other recruiting activities in more than 70 countries, in Asia, Europe, Africa, the Middle East, and throughout the Americas. Within the US, ISI visited schools, participated in college fairs and held information sessions in some 45 different US cities in 15 different States, including Hawaii and Alaska. ISI also visited local schools and colleges in BC and across Canada that enrol international visa students and provided a full slate of on-campus recruitment activities, including hosting student-led campus tours six days a week for approximately 10,000 prospective students and families.

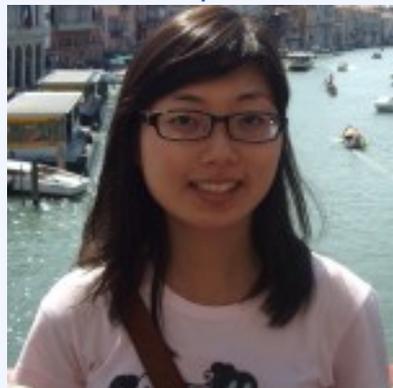
One program underway to assist students with disabilities is the UBC Vancouver Access Fund, used to cover extraordinary costs associated with the provision of disability related accommodations, such as specialized exam arrangements, alternate format materials, note taking, interpreting, captioning, use of specialized equipment, etc. The fund provided \$827,000, including \$160,000 from provincial and federal funding, to offset these costs.

Recruitment (% registered to total applicants)	Vancouver		Okanagan		
	2011/12	2010/11	2011/12	2010/11	
Undergraduates	- # applicants	27,613	26,640	6,756	5,842
	- % registrations	23.2%	23.2%	25.6%	25.5%
Masters Students	- # applicants	10,691	10,162	476	454
	- % registrations	23.3%	25.1%	36.3%	33.9%
Doctoral Students	- # applicants	3,285	3,040	187	211
	- % registrations	18.7%	19.2%	28.3%	22.7%

Student Awards

Students can [receive awards](#) through university bursaries and scholarships and through government awards and student loan programs. Both needs based and merit awards are made. Further details are available [here](#).

UBC Arts Co-op Student Wins National Recognition



Sophia Kim, a third year Economics and International Relations student from the Faculty of Arts, has been recognized as one of the nation's best co-op students by CAFCE (Canadian Association For Co-operative Education). Sophia was awarded an honourable mention for her work term at Aboriginal Affairs and Northern Development Canada, where she undertook what her supervisor described as "an ambitious research project examining the economic impact of treaties on First Nations in British Columbia." Sophia produced and presented a report to colleagues in Treaties and Aboriginal Government - Negotiations West, where her findings sparked debate about the treaty system as it relates to economic development. Read more about Sophia's award-winning work term [here](#).

In addition, each faculty provide specific awards and these are listed on their websites. An example is the College of Health Disciplines [Awards and Scholarships](#), which awards as listed here:

- [BC Health Association Legacy Award](#)
- [Cedar Lodge Endowment Fund](#)
- [Excellence in Interprofessional Education Teaching Award](#)
- [First Nations Health Sciences Scholarship](#)

- [Jessie Gordon McCarthy Memorial Scholarship](#)
- [John F. McCreary Prize](#)
- [John H. V. Gilbert Interprofessional Scholarship](#)
- [Harold F. & Anne Bedner Uphill Scholarship in Health Sciences](#)
- [Outstanding Leadership in Advancing Interprofessional Education & Professional Development Award](#)
- [Practice Education Team Award](#)

Faculty

Recruitment and Retention

Faculty are drawn to UBC not only because it is a globally recognized teaching and research university, but for the quality of its students and faculty.

Sumi Siddiqua, Assistant Professor, School of Engineering

"I chose UBC's Okanagan campus because it is a new beginning. UBC is a strong brand, and I wanted to be part of the history of the Okanagan campus. There were no professors in geo-environmental engineering and my plan is to build our expertise in this area. It is a great starting platform to be part of UBC. I really believe we can blaze new trails on the Okanagan campus."

Dr. Siddiqua's area of specialty is unsaturated soil. She has conducted research on the proposed nuclear waste disposal system in both Europe and Canada, which involved numerical and physical modeling of unsaturated clay soil. Her investigations focus on the use and characteristics of clay barrier systems, toxicity issues in porous media, landslides-geohazard and environmental factors.



Caroline Ichikawa Jenkins, Canada Research Chair in Philosophy

"I came to UBC Vancouver from the UK, attracted principally by the fact that UBC was offering an environment uniquely supportive of my research, as well as an opportunity for my husband and myself to work at the same institution. In nominating me for a Canada Research Chair, and making various other kinds of research support available, UBC has enabled me to achieve an ideal balance between intensive, focused research and research-led teaching at both graduate and undergraduate levels."

Dr. Jenkins' current goals at UBC include the mentoring and research training of early career scholars, the establishment of an international research partnership with the Northern Institute of Philosophy at the University of Aberdeen, and a project involving the philosophical significance of explanation. In so doing, Dr. Jenkins hopes to return to one of her abiding philosophical interests: knowledge which is independent of the evidence we gather through the senses.

Student/Faculty Ratios

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
Professoriate (fte)	19.8	19.4	24.9	21.5
Tenure Stream (fte)	18.3	18.0	22.5	19.9
All faculty	14.0	13.3	19.4	17.3

Review and Revise Curricula and Pedagogy

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 reform activity. There are many projects underway to provide enriched student learning through curriculum change. Also see the [Community Engagement](#) section for further stories.

All faculties are actively engaged in this area and the following are simply examples from three faculties:

Dentistry

Problem Based Learning - Classical Antiquity Comes of Age ([details](#))

- Prepares graduates to use critical and analytical thinking to assess, diagnose and manage complex cases

Volunteer Dentistry in the Downtown Eastside ([details](#))

- Volunteer dentists, alumni and students volunteer annually at multiple locations, promoting health education and enhancing students' awareness and role as global citizens with sustainable opportunities to serve

Ahead of the Wave in Community Engagement - Preparing a New Generation of Dentists ([details](#))

- The Professionalism and Community Service Program (PACS) is a dynamic model combining classroom learning with community-based outreach initiatives

Pharmaceutical Sciences

Introduction of a "Mogul's Den"

- PHAR 400 (Pharmacy Management) require teams to develop a business case for an innovative patient care service that could be provided in a pharmacy, pitching their ideas to a panel of pharmacy business leaders. In three cases, teams were approached to explore implementation of the proposals

Use of Lecture Capture Technology

- Material can be prerecorded for review prior to class, as well as recorded in real time for availability for review through WebCT Vista

Health Mentors Program

- Developed through the College of Health Disciplines, students from 6 programs, including Pharmacy, work together to learn from and with a person with a chronic condition

Sciences

Skylight - A Research-Focused Unit Advancing the Science Behind Education ([details](#))

- The Centre works with the UBC Science community and other units to contribute to the body of theoretical and practical knowledge about learning and teaching science, and to help students expand the depth and breadth of their learning

Launch of a Sustainability Science Course

- Science 120 (Sustainability Science) was offered for 18 students in a single section, exploring selected topics in sustainability. It will be offered as four sections (24 students each) in September and January starting Sept 2012

Communicating Science

- UBC Science's 300-level Communicating Science Course is expanding to three sections. Developed for the Combined Major in Science, it focuses on enabling students to critically evaluate and communicate scientific issues and findings

Technology is also being used to enhance curricula and pedagogy and relevant support and resources are provided throughout the university. Examples include:

- Faculty of Arts [ISIT unit](#) (Instructional Support and Information Technology) encompasses a variety of services ranging from research in learning analytics, to learning technology innovations to teaching support and training incorporating diverse pedagogical models.
- Faculty of Land & Food Systems [Virtual Soil Sciences Resource Center](#) provides a range of tools that can be used in courses and by community partners.
- The Master of Public Health is the only MPH program in Canada that offers a [distributed learning option](#).
- What I Learned in Class Today and Indigenous Foundations [websites](#), with Amy Perrault, CTLT Coordinator of Aboriginal Initiatives, helps build capacity for discussing Aboriginal topics.
- E-Portfolios are in use in Pharmacy and Education at:
 - <http://ctlit.ubc.ca/2010/07/16/e-portfolios-at-a-glance-doctor-of-pharmacy-program/>
 - <http://teach.educ.ubc.ca/resources/current-students/e-portfolios.html>

Simplify and Streamline Program Requirements and Course Prerequisites

This year, the Bachelor of Education program at the Vancouver Campus has gone through a major revision which is a good example of a curriculum renewal process that integrates streamlining of program requirements. The revised elementary, middle-years and secondary programs will now be 60-credit-after-degree programs for most students. In the past, some options within the program required up to 75 credits. In addition, all courses will now be offered with the principle that one credit hour equals one hour of in-class instruction. Teacher candidates will now have more time to dedicate to their courses and field experiences as they concentrate on becoming professional educators in an intense one-year-after-degree program.

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
% courses revised	8.7%	8.5%	10.2%	18.0%
# courses with community service learning	45	75	8	6
% classes under 20 students	1,103	1,063	343	252
# academic reviews completed	18	15	--	--

Academic Reviews

The following academic unit and program reviews were undertaken in 2010/11 and 2011/12 at the Vancouver Campus: Advanced Materials & Process Engineering Laboratory; Anaesthesiology, Pharmacology & Therapeutics; Audiology & Speech Sciences; Anthropology; Athletics; Bioinformatics; Botany; Cell & Developmental Biology; Central, Eastern & Northern European Studies; Dentistry (DMD); Dermatology; Engineering programs (10); First Nations Programs; Forest Resource Management; Forest Sciences; Geography; History; Interdisciplinary Oncology; International Relations Program; Linguistics; Mathematics; Mechanical Engineering; Medicine (Department); Neuroscience; School of Nursing; Occupational Therapy & Occupational Science; Ophthalmology & Visual Sciences; Orthopedics; Philosophy; Political Science; Pulp & Paper Research Centre; Sociology; Surgery; Urologic Sciences; Women's and Gender Studies Program; and Wood Science.

Successful accreditation reviews were conducted on programs such as Counselling Psychology, MSc in Audiology and Speech Language Pathology, Bachelor of Social Work, Master of Architecture, and numerous other programs and units.

In addition the following faculties/schools/colleges were reviewed in 2011-12: Dentistry; Graduate Studies; Science; the College for Interdisciplinary Studies; and Commerce (Sauder School of Business). These units were praised for their various strengths such as the Sauder School's "commitment to high-quality research" and the Faculty of Science's "prudent operation and steady academic direction enabling it to prosper". Dentistry received a unanimous endorsement of its existing academic plan and Graduate Studies was noted to be "well-respected nationally". The review of CFIS was followed by a university-wide process that led to Senate's approval of a revised mandate for the College and a re-alignment of some of its units with the Faculties.

The Okanagan campus Provost office has established a procedure for Academic Unit Reviews starting in September 2012.

Faculties and Departments are strengthening their efforts to effectively assess the educational outcomes of UBC programs. Examples include:

- The Faculty of Pharmaceutical Sciences Evaluation Unit has set up a logic model to measure outcomes of the Entry-to-Practice BSc Pharmacy Program, whereby a series of evaluation questions form the basis of a comprehensive plan for enhancements. An annual review of the Doctor of Pharmacy Program ensures constant monitoring of academic standing and competency of graduates.
- The Faculty of Law has reviewed and adjusted its programs to enable graduates to meet the amended competency levels established by the Federation of Law Societies.
- The Faculty of Arts' new curriculum-development process ensures that curriculum presents clear learning outcomes which align with the Faculty's graduate attributes and with the priorities stated in the Faculty's Strategic Plan.
- The Sauder School of Business has hired an Educational Assessment Specialist and established an Assurance of Learning Faculty Advisory Committee to collect and analyze student learning data to measure students' skills and recommend changes as appropriate.
- The Irving K. Barber School of Arts and Sciences and the Okanagan campus' School of Engineering launched the Women in Science and Engineering Mentoring Program this year, with 39 student mentees and 15 industry mentors participating. A prospective longitudinal review has been embedded into the program structure to assess the educational outcomes of the program. Information collected three times a year from mentees and mentors will inform future planning, and help to understand the academic benefits of mentoring female students in these programs.

Align Rewards and Recognition with Student Learning Goals

Professor of Teaching

Effective July 1, 2011, the rank of Professor of Teaching has been introduced into the tenure-track teaching stream at UBC. This new rank reflects the commitment of the University to educational leadership, outstanding teaching, curriculum renewal and pedagogical innovation. This rank will allow the university to more effectively recruit and retain faculty with primary commitment to its teaching mission by offering a more complete career track for outstanding university teachers and educational leaders.

Killam Teaching Awards

UBC annually awards 25 Killam Teaching Prizes. Established from a generous endowment provided by Dorothy and Izaak Walton Killam, these awards recognize and honour the excellence of our teaching faculty nominated by students, colleagues and alumni. [2011-12 recipients](#) include Dr. Steven Jones, Professor and Head of Bioinformatics, Department of Medical Genetics in the Faculty of Medicine, and Dr. Cay Holbrook, Associate Professor in the Department of Educational and Counselling Psychology and Special Education, Faculty of Education.

Killam GTA Awards

UBC also recognizes outstanding contributions of our Graduate Teaching Assistants in the accomplishment of the university's teaching mission. Each year [Killam GTA awards](#) are bestowed on 15 GTAs in recognition of their valuable contributions to student learning in our undergraduate programs. Nominations indicate a high level of respect from undergraduate students and academic or course supervisors. In addition, some Faculties have established their own Graduate Teaching Assistant awards. For example, the winner of the 2011-12 Teaching Assistant Award in the Faculty of Pharmaceutical Sciences was Dahai Zhang, a first-year PhD Student.

Teaching and Learning Enhancement Fund

The Teaching and Learning Enhancement fund projects encourage grass-roots educational innovation and are making a substantial contribution to the quality of the student learning experience at UBC.

2011/12 saw 69 projects funded for a total of \$2.6 million. One exemplary project from 2011-12 is the School of Journalism's "Reporting in Indigenous Communities", the first Indigenous reporting course in Canada.

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	
	2011/12	2010/11	2011/12	2010/11
#/% students receiving merit based support	12,072 (24.9%)	12,270 (25.8%)	2,503 (31.5%)	2,256 (31.8%)
#/% students receiving needs based support	11,963 (24.7%)	12,086 (25.4%)	2,665 (33.6%)	2,307 (32.5%)
\$ merit based support	\$63.0 m	\$64.8 m	\$6.1 m	\$5.7 m
\$ need based support	\$132.9 m	\$131.1 m	\$25.7 m	\$22.3 m
\$ need based government funding	\$119.0 m	\$115.2 m	\$22.9 m	\$19.7 m
Increase in need based government funding	3.3%	4.2%	1.7%	16.9%

Financial Assistance Programs

UBC has a number of programs in place, and the following table highlights some of those:

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
# international students in the Work Learn Program	242	291	90	74
# domestic students in the Work Study Program	1,510	1,795	616	655
International Leaders of Tomorrow (ILOT)				
- # awards	55	43	5	4
- amount	\$1,598,502	\$1,219,046	\$205,000	\$119,572
- # bursaries	21	30	--	--
- amount	\$491,638	\$740,341	--	--
International Student Humanitarian Award				
- # students	10	10	2	1
- total amount	\$382,861	\$328,607	\$78,570	\$36,943

Student Debt

Students may take on student loans to pay for their education. The following table shows the number of students with loans and the average amount of the loan.

2011/12	# students with loans		Average loan amount		% Students with Loans	
	Vancouver	Okanagan	Vancouver	Okanagan	Vancouver	Okanagan
Baccalaureate	7,415	1,971	\$8,487	\$8,779	25.3%	28.8%
Doctoral	157	12	\$12,408	\$11,975	4.3%	6.4%
Masters	905	60	\$12,088	\$11,088	15.1%	12.6%
Non Degree	171	15	\$6,926	\$6,758	4.3%	7.3%
Post Baccalaureate	1,650	110	\$12,619	\$11,804	32.1%	57.3%
Total	10,298	2,168	\$9,500	\$8,994	21.4%	27.4%

Facilities/Infrastructure

UBCV Campus - major capital projects

- Completion of
 - Allard Hall - Faculty of Law
 - Centre for Comparative Medicine
 - Centre for Integrated Research on Sustainability (CIRS)
 - Childcare Expansion Phase 1 - University Services Building
 - Norman B. Keevil Institute of Mining Engineering
 - Public Realm Enhancement - Main Mall, Agronomy Road, Buchanan Courtyards
 - Sauder School of Business Phase 2 and 3
 - Steam to Hot Water Conversion Project - Phase 1
 - Tennis Facility
 - Wayne and William White Engineering Design Centre

- In construction
 - Bioenergy Research and Demonstration Facility
 - Djavad Mowafaghian Centre for Brain Health
 - Earth Sciences Building
 - Pharmaceutical Sciences/Centre for Drug Research and Development
 - Ponderosa Commons Student Housing/Mixed Use Development
 - Public Realm Enhancement - Main Mall, Memorial Road, University Boulevard, Medical Courtyards
 - Steam to Hot Water Conversion Project - Phases 2 and 3



UBCO Campus -buildings

- Completion of
 - Engineering, Management and Education Building
 - Health Sciences Centre
 - Student Housing Phase 4 (Purcell Residences)
 - Geoexchange System Phase 3
 - Public Realm Enhancement

- In construction
 - Fitness and Wellness Centre



Informal Learning Spaces

Informal Learning Space (ILS) is increasingly popular and in great demand by all students at UBC. Significant ILS is developed within every new capital project; this year new Informal Learning Spaces opened at the Vancouver campus in Allard Hall and the Wayne and William White Engineering Design Centre. The university also situates ILS in 'found space' in existing buildings every year, as opportunities arise. This year, the Vancouver campus' Informal Learning Spaces Committee allocated \$213,000 to enhance student spaces in nine departments across three faculties.

The Collegia program at UBC's Okanagan campus has been expanded with the addition of a new collegia in the Engineering, Management and Education building. This program focuses on students who commute. Collegia offer 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. Please see video [here](#).

The Collegium Program at the Vancouver campus will establish a series of collegia over the next five years to provide commuting students with a “Home away from home” where they can meet with other students, socialize, study, eat, relax and land comfortably between on-campus commitments. UBC Vancouver Collegium Design Guidelines are developed and the first collegia sites are selected in Buchanan Block D Breezeway (to be enclosed), Cunningham lower level, Old SUB ground floor (2 locations) and the new Ponderosa Commons (2 locations).

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 student 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.

Career and Leadership Development

UBC provides students with exceptional opportunities to develop their leadership skills and build their careers. Mentoring ([video](#)) and Internship programs connect students with each other, faculty and professionals in the field. These experiences help students clarify their educational plans, expand their network and make important connections between their classroom learning and applications in the workplace. There are also a host of student-led initiatives such as the Student Leadership Conference, and Imagine - UBC’s orientation program for new students, that provide hundreds of students with opportunities to build their leadership skills.

Internationalization of Learning

In 2011-12 there were over 3,800 international undergraduate students registered on the Vancouver campus, and over 440 registered on the Okanagan campus, coming from 150 countries. The top five source countries represented by citizenship are the United States, China, South Korea, Malaysia, and Hong Kong, with strong representation from other countries including Japan, India, Indonesia, Taiwan and the United Kingdom.

In efforts to expand and diversify enrolments, UBC’s International Student Initiative (ISI) ventured into several new countries this year, or countries which for reasons of stability we have not been able to visit for some time, including Lebanon, Rwanda, and Colombia. ISI has also made in-roads into Central Asia and countries such as Georgia and Azerbaijan.

The ISI supports a number of merit-based and need-based awards for international students such as the International Leader of Tomorrow Award, the International Student Humanitarian Award, and emergency bursaries. In 2011-12, funding for such assistance totalled approximately \$300,000 for Okanagan undergraduates and \$2,520,000 for Vancouver undergraduates, to our knowledge more than any other Canadian University.

Academic English Support Program

The Academic English Support Program (AES) was piloted this past year. The AES was developed to support UBC students who have English as an additional language and whose academic performance might be enhanced through some additional English support modules. The program is open to all students, undergraduate and graduate. It is free of charge and includes an online diagnostic component and follow-up with a language coach who may recommend some language support modules. Some modules are face-to-face and others are online and especially developed for the AES program. The pilot has received positive feedback from the participants.

The English Foundation Program (EFP) was developed this year for domestic and international students, and will be a new opportunity on the Okanagan campus in the upcoming academic year.

Students applying to Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, or Bachelor of Management degree programs are eligible for the EFP will receive conditional admission to UBC's Okanagan campus. This innovative, accredited program combines intensive English language training and academic credit courses while engaging students in campus life — a perfect blend of strong academics, collaboration activities, and experiential and cultural learning.

Supplemental Learning Program

Almost 1,500 students at UBC's Okanagan campus benefitted from the guidance of [supplemental learning leaders](#) this year. This represented a 48% voluntary participation rate in the program of students enrolled in the 29 eligible courses. The SL initiative helps students develop the tools they need to be successful in their undergraduate degree programs. This program represents a new attitude to delivering higher education that fits with the holistic approach to supporting student learning and in fostering collaborative campus environments that support learning.

International Learning

UBC's international learning programs allow students to attend any of UBC's 150 prestigious [partner universities](#). Through living and studying internationally, students engage in hands-on experience with international development issues and grow both personally and academically as a result. Programs such as Study Abroad and International Service Learning also build students' global awareness and cross-cultural understanding. ([award winning video](#))

UBC Cooperative Education

Co-operative Education is a structured and formalized program integrating a student's academic studies with relevant, quality work experience. Co-op students alternate study terms and work terms in appropriate fields of business, industry, government, social services and the professions that offer suitable learning situations. The UBC Co-operative Education program has grown to be the largest program offered at post-secondary institutions in British Columbia with over 3,400 students completing work terms each year. Through co-op learning, students apply concepts from the classroom in real-world environments, explore career possibilities, develop professional networks and experience and earn money to help to finance their degrees.

Community Service Learning (CSL)

Community service learning takes place locally through the UBC-CLI and internationally through Go Global. Students participating in community service learning (CSL) or community based research (CBR) build their capacity to collaborate with faculty, staff, and community partners toward the resolution of complex community-based challenges.

Undergraduate Research

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

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
# students participating in community service learning	2,879	2,317	386	300
# outgoing students engaged in international learning opportunities	1,523	1,205	106	102
# students employed on campus through Work Study/Work Learn	2,029	2,331	706	741
# students participating in co-op work terms	2,095	560	125	29
# students in mentoring programs	1,028	845	39	--
# students on incoming exchange	687	625	4	6

Two examples of community service learning are:

International Students Benefit From JumpStart

- JumpStart is an orientation program for international students arriving at UBC's Okanagan campus.
- It engages current students to mentor new arrivals, developing new skills and enriching not only the learning environment but the campus community spirit.
- Video available [here](#)



Queen Alexandra Elementary - Reading Week Experience

- Mike Johnston, a fourth-year student in the Faculty of Arts at the Vancouver campus, participating in a [Reading Week](#) program to increase self-expression for kids through three days of activities in poetry, music, and photography.
- Working in the poetry stream, Mike and six other students guided students through writing exercises to increase their sense of confidence.
- "This community experience has been one of the most meaningful things I have done in my life," says Mike
- As a result of his experience and seeing the interplay between the theory on computer tools and technologies usage and its application, Mike feels able to make more strategic decisions on what he learns in class.

Community Service Learning (CSL)

The UBC Community Learning Initiative collaborated on efforts to understand the impacts of participation in Community Service Learning on student development. The research indicates that there are strong, statistically significant links between participation in CSL and higher levels of self-reported change in eight proficiency areas including:

- Ability to explore and appreciate sustainability in its many forms
- Ability to take personal social responsibility
- Ability to motivate and lead others toward a goal
- Ability to work as a team member
- Interpersonal skills
- Ability to appreciate racial and ethnic diversity
- Ability to appreciate cultural and global diversity
- Ability to understand and appreciate Aboriginal cultures.

This research is a powerful demonstration of the potential benefits of CSL and of the value of robust data on CSL participation.

Three examples of courses with a community service learning mandate are:

- Students in Econ 317: Poverty and Inequality and in Political Science 464A: Global Civil Society and NGOs in International Politics, worked together in collaboration with the BC Council for International Collaboration (BCCIC) to support the BCCIC's Learning Circle through scribing, participating in discussions, and the creation of media and documentation. In collaborating with a local partner with a global mandate, students gained a deeper understanding of how the local efforts of non-governmental organizations informed efforts to resolve global challenges beyond the scope of the community within which the partner and students were situated.

- Students in the Sauder School of Business' COMM 468: Marketing Applications course became involved with Klitsa Tutoring to help expand this new, fee-for-service, after-school program for children and youth launched by the Literacy Alberni Society. Sauder students travelled to Port Alberni for on-site learning and research, and returned to Vancouver better equipped to develop a marketing plan tailored to the needs of this rural community.
- Students in Sustainability 100 are working in small groups to research one of 12 key topics related to sustainability that will assist Fresh Outlook Foundation in developing material for public dissemination. As part of this course, students interviewed experts from the public, private and academic sector and conducted independent research to develop a summary presentation that will be readily accessible to the public. The presentations are in a poster, PowerPoint or video format and may be used on Fresh Outlook's website to promote sustainability.

SUPPORT STUDENT WELL BEING

Student Mental Health Plan

A comprehensive plan for promoting student mental health at UBC has been developed. This plan is systemic in nature and engages faculty, staff and students across multiple levels of prevention and intervention. Key approaches in this plan include:

- **Early Alert**
The [Early Alert](#) program, launched January 2012, helps create a campus community conducive to student wellbeing. Faculty and staff can identify their concerns about students who are facing difficulties sooner, in a more coordinated way, giving students the earliest possible connection to the right resources and support, before difficulties put their academic success at risk.
- **Support for Complex Student Concerns**
A Case Management approach has been developed to support students facing more complex difficulties that require a higher level of coordination in order to effectively address barriers to academic success. It enables a more comprehensive and integrated approach to supporting these students, maximizing the effectiveness of the services and resources being offered by any given unit. A new Case Manager position has been created to facilitate this approach. This position also plays a central role in the Early Alert System.
- **Access to Counselling Services and Student Health**
UBC Student Health saw 38,345 student visits. 4,519 of these were seen by Psychiatrists. UBC Counselling Services provided service to 2,539 students in 7,126 appointments from April 2011 to March 2012. 35% of students were referred to off-campus supports for counselling.

Group counselling programs for management of stress, anxiety and depression were re-structured to provide timely access to group programs. This resulted in a 53% increase in the number of students who accessed group counselling over the same time period in 2011.

UBC Athletics and Recreation

UBC consulted on an opportunity to join the NCAA Division II program. After consultation with the community and wide discussion, it was determined that working to revitalize the Canada West and Canadian Interuniversity Sports was the best way forward. Work is progressing on this project, through a Task Force convened by Canada West, which has produced a final report on principles and commitments to guide restructuring of interuniversity athletics.

Vancouver Campus



About above picture: Women's championship field hockey team with (back left) coach Hash Kanjee who led the Thunderbirds to 8 national titles during his 19 seasons at UBC.

Four national titles were won:

- women's field hockey (their 13th national title),
- women's volleyball (their 5th consecutive title),
- women's swimming (their 17th national title), and
- men's swimming.

Five UBC student athletes were named the best in their sport at the university level in Canada:

- Billy Greene (Hec Crighton Trophy, Football),
- Robyn Pendleton (women's field hockey),
- Kyla Richey (women's volleyball),
- Savannah King (women's swimming) and
- Billy Gosslund (men's swimming).

UBC student-athletes represented UBC and Canada proudly around the world this season. At the end of the summer, seventeen students and two coaches wore the Maple Leaf at the 26th Summer Universiade in Shenzhen, China. Tera Van Beilen (Oakville, ON) won two silver medals in swimming while Nathan Yu and coach Kevin Hanson led men's basketball to silver as well.

The next major international competition was the Pan American Games in Guadalajara, Mexico where rower Benjamin De Wit won silver as part of Canada's men's eight.

With the Summer Olympics this year, many UBC student athletes and UBC alumni have participated in the qualification process for London. Current student swimmers Tommy Gosslund, Savannah King, Tera Van Beilen, Martha McCabe and Heather MacLean all qualified to represent Canada at the 2012 Olympic Games. Three UBC alumni, Scott Dickens and Brent Hayden (swimming) and Inaki Gomez (race walking) also qualified for the London Games.

Athletics and Recreation opened a number of new facilities in 2011

- The UBC Tennis Centre officially opened its doors in fall 2011. The state-of-the-art facility houses nine new courts and is open to the public.
- SHOT - UBC's first Synthetic Hockey Off-ice Training facility at the Doug Mitchell Thunderbird Sports Centre. The synthetic ice rink surface is 1500 sq feet and allows for added high-performance training, youth programming and year-round hockey conditioning.
- The new 4500 sq. ft. Smith and Laycoe Varsity Training Centre opened in Summer 2011 for the varsity athletic strength and conditioning program.
- The UBC Sports Hall of Fame officially opened at the Doug Mitchell Thunderbird Sports Centre in April 2012. The facility recognizes over 100 years of Thunderbird success and highlights UBC's Olympic heritage.

UBC Vancouver Campus' Athletics and Recreation hosts 2012 Davis Cup

In February 2012, UBC Athletics & Recreation hosted the 2012 Davis Cup tie between Canada and France at the Doug Mitchell Thunderbird Sports Centre. The arena was completely transformed into a hard court tennis surface for the three day event. Over 15,000 spectators took came out to watch the sold-out event.

Okanagan Campus



At the Okanagan campus, the men's soccer team, under Head Coach Dante Zanatta, qualified for playoffs and won the PACWEST Bronze Medal, the first-ever provincial medal for men's soccer. The women's soccer team earned a provincial silver medal in a heartbreaking overtime loss. The men's and women's golf teams saw rookie Cody Bell placing first in the PACWEST and receiving the Provincial Academic Excellence, Provincial All-Star, Provincial Player of the Year and Academic All-Canadian honors. Cody went on to place 8th at Nationals. Teammate Alanna Kent won the National Silver medal and was named a National Championship Tournament All-star.

The Okanagan campus men's and women's basketball and volleyball teams entered the Canadian Interuniversity Sports (CIS) competition for the first time. All four teams set win/loss records for incoming Canada West members making UBC Okanagan the winningest new member since 1999. Highlights include women's volleyball winning five matches and taking their opposition to a fifth and deciding set in an additional six matches, and men's volleyball making Canada West playoffs in their first year.

Construction started on The Hanger, the Okanagan campus' first-ever built-to-purpose fitness centre. Funded through a \$3.5m donation from Barry Lapointe and Mary Jo Schnepf, this 8,700 sq.ft., two floor facility will open in early 2013 and will provide studio and weight training space for the campus and surrounding community.

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
Recreational programs				
• # league registrants	11,500	11,000	2,400	1,780
• # event and tournament participants	10,000	15,000	400	278
• #drop in users of Student Recreation Centre facilities	39,000	39,000	3,250	2,891
• # Bird Coop Fitness Members	12,000	11,200	n/a	n/a
Varsity Sports				
• National championships	4	2	0	0
• National podium	5	5	1	2
• Conference championships	4	7	2	3
• Provincial Gold Medalist	--	--	2	3

Student Housing

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.

Students Living on Campus	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
# student residence beds, managed by Housing Services	8,947	8,374	1,676	1,521
# student residence beds, managed by others (Theological/frats)	682	682	--	--
# new beds added during the year	566	---	212	136
% students living on campus	27%	18%	21%	21%

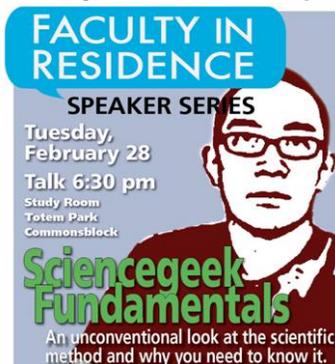
In 2011 UBC Vancouver expanded its residence guarantee (all first year students entering UBC directly from high school) to include students who had “stopped out” for one year before enrolling at UBC.

UBC has the largest on-campus residence program in Canada. UBC Vancouver’s Student Housing and Hospitality Services (SHHS) continues to move toward a target of 2500 new residence spaces by 2016 at the Vancouver campus. Key milestones of the past year include:

- The successful opening of hēm'ləsəm' and q'ələxən Houses at Totem Park residence - 566 new student spaces.
- Breaking ground on the Ponderosa Commons development, 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.

The Okanagan campus expanded its on-campus residence program with the addition of 212 new beds in the Purcell building.

Faculty in Residence Speaker Series



In continued support of enhancing living/learning opportunities in residence, and to encourage student out-of-class contact with faculty, Student Housing & Hospitality Services launched the 2011-12 Faculty in Residence Speaker Series at the Vancouver Campus. Faculty members from a variety of disciplines offer a short talk on a topic they found personally interesting or relevant, followed by discussion with attending residents. This series featured 13 faculty members ranging from UBC’s Provost and VP Academic to the Director Voice and Opera divisions.

Communication with Students

Vancouver Campus

In the 2010 and 2011 New to UBC survey, students named ‘communications’ and ‘websites’ as the two primary services for students that require improvement. In 2011 a newly hired Director of Student Communications Services at the Vancouver campus implemented a new staffing model and developed a strategic plan to improve the way that the campus communicates with its diverse range of students. Over the next two years students will experience increasingly focused, simplified and consistent messaging that will highlight information and opportunities and take their personal experiences and interests into account. An overhaul of www.students.ubc.ca will capture the key elements of the UBC student experience and will result in more integrated messages and information about services, experiential learning programs and involvement opportunities. This streamlined approach to communication will be critical to engaging students with the University and developing a life-long affiliation with UBC.

At the Okanagan campus, the first year experience is an initiative that matches senior students with first year students in their respective academic disciplines. This year the Peer Mentors communicated with incoming first year students in July, and 1,100 first year students responded with a variety of questions for their Peer Mentors. As a result, the Peer Mentors were able to effectively assist and ease students’ first year anxiety levels and make appropriate referrals as needed prior to their first week on campus. Students then met their Peer Mentors in person at orientation and

continued to receive information about on campus events or program information throughout the year from the same Peer Mentor. This program provided consistency in the messaging and information students were receiving from a familiar person to them.

Assessment of the Student Experience

New to UBC (NUBC) survey results

The 2011 New to UBC Survey shows that the expectations of incoming UBC students are changing. In particular there was a 5-10% increase in new entrants who are intending to experience enriched educational opportunities such as Community Service Learning, Co-op, Internships, Research Activities etc. UBC's strategic plan is well positioned to meet student's expectations by committing to providing all students with at least two enriched educational opportunities during their course of studies.

National Survey of Student Engagement (NSSE) results

The last two NSSE surveys have shown substantial and continuous improvements in the quality of relationships with faculty for both first year and senior levels students. The following examples illustrate those improvements.

Faculty of Science:

- The Faculty of Science has substantially increased the availability of small-group classes such as SCIE 113 (First-year Seminar in Science). Senior students have seen a growth in student led events aimed at strengthening Faculty / Student connections such as Get into Research

Faculty of Arts:

- The Faculty of Arts has instituted a requirement, for every student to enrol in a 'small-group' learning community in First Year. Curriculum in these small-group courses emphasizes an introduction to the research disciplines in the humanities and the social sciences. Every student is also required to complete a 'Research-Intensive' course in their major, typically in their fourth year. In this course they work collegially with research faculty on a project and potentially contribute to knowledge in the field.

Supplemental Learning Program:

- The results for the Okanagan campus have shown that over the last two NSSE surveys, we have improved a great deal on providing a supportive campus climate. Most specifically, students are more satisfied with the quality of academic advising and their entire educational experience.

International Student Barometer (ISB) Survey

For the first time this year, UBC joined leading institutions around the world in assessing the experiences of its international undergraduate and graduate students with the ISB Survey. Results available in spring will allow UBC to know what matters most to its international students and how better to support their learning and overall success.

Student Focus Groups

Students are invited to participate in focus groups throughout the year to provide feedback on the different programs that they are involved in on the Okanagan campus. These are opportunities for students to let us know what is working well for them or to offer suggestions for ways we could improve. Students have been very positive about having multiple opportunities to speak about their experiences. These sessions also promote student involvement and encourage students to offer feedback that will benefit current and future students. Any changes made to programming, based on

student feedback, are reported to students so they are aware that their participation has made a difference.

Support Student Led Initiatives to Create a Campus Culture of Involvement

There are a variety of initiatives undertaken annually by students. The following examples show some of those initiatives.

Okanagan

- Students' Japan relief fundraiser tops \$7,100**
Students at UBC's Okanagan campus joined with faculty, staff, UBC Students' Union Okanagan and the wider community during spring 2011 to raise funds to assist the Japan earthquake relief effort. Through bake sales, a Festival of a Thousand Cranes, and other events on campus, the students raised \$7,160. The money was given to the Japanese Consulate-General for use in Japan.
- Students share with GlobalFest**
GlobalFest on the Okanagan campus saw international students organize and participate in a community celebration of their diverse cultures from around the world. ([VIDEO](#))
- Bottled water target of student initiative**
World Water Day showcased student-led initiatives to reduce bottled water use on the Okanagan campus. The day also served as an important connection time for students, faculty, staff and the community to share ideas about improving water sustainability. ([VIDEO](#))
- UBC's Okanagan students brave winter chill to help homeless**
A group of UBC's Okanagan campus students gave up their warm beds for hard concrete and cold winter winds in a bid to raise money and awareness of the plight of [homeless people](#) in March. The students spent their first night sleeping in front of the Irving K. Barber School of Arts and Sciences Sunday and remained 'homeless' until Friday at 5 p.m. They still attended classes through the day, but were outside from 7 p.m. to 7 a.m.



Vancouver

**TEN YEARS
OF THE SLC.
AWESOME.**

- The Centre for Student Involvement (CSI) in its second year of operation, provided support to 1,300 student leaders whose leadership efforts reached over 10,000 students across campus through dozens of programs.

All initiatives through the CSI are either led by students or are conducted in collaboration with students.

- The Student Leadership Conference (SLC)* celebrated its 10th anniversary and sold out with a record 1,280 delegates.

The SLC provides students with opportunities for professional and personal development and to engage with the UBC community, whether as an attendee, presenter, volunteer, case study participant, or planning committee member.



- **Harvard World Model United Nations** a group of UBC students, with the support of the University, were successful in winning the bid to host the 2012 Harvard World Model United Nations in Vancouver from March 11-15, 2012. The United Nations simulation brought together 2100 university students from 65 countries representing 203 universities in a simulation representing assigned nations to build consensus and pass resolutions on current real-world issues.

Since May 2011 a 60-member Host Committee worked with the Harvard Student Secretariat to plan all aspects of the Conference. 80 UBC students were selected and trained to work as Assistant Committee Chairs alongside the 22 Committee Chairs from Harvard. 300 students from Lower Mainland universities and high schools volunteered at the conference.



- **TED X Terry** talks for the past four years this event has provided 8 students per year with a high profile platform to communicate their passions and desires to a campus audience of 350. The event is part of the TEDx initiative: <http://www.ted.com/tedx> which allows local communities to plan TED like events to promote dialogue and the sharing of ideas. All talks are recorded and the videos are posted on the TEDx You Tube Channel and the Terry Project website www.terry.ubc.ca

STUDENT LEARNING: *Summary Table*

Goals	Actions (<i>planning; process established and ongoing; in place; new</i>)	Select Outcomes
<p>Enhance the quality and impact of teaching for all students</p>	<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><i>Develop and implement key metrics and benchmarks as part of the periodic academic reviews</i></p>	<p>Curriculum review is a key component in ongoing planning for faculties and programs</p> <p>Technology is being used to aid in revision of curricula</p> <p>37 faculty/department reviews were completed</p> <p>The Teaching and Learning Enhancement Fund approved 69 projects valued at \$2.6 million</p> <p>10 academic and student life capital projects were completed at the Vancouver campus and 7 are under construction</p> <p>5 academic and student life capital projects were completed at the Okanagan campus and 1 is under construction</p>
<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>	<p><i>Provide undergraduate students with at least two enriched educational opportunities during their course of studies</i></p>	<p>Community Service Learning (CSL) placements increased by 24% from last year</p> <p>Over 2,000 students were in work study/work learn programs at the Vancouver campus and 706 at the Okanagan campus</p> <p>39 student mentees and 15 industry mentors participated in the first Women in Science and Engineering Mentoring Program at the Okanagan campus</p> <p>The Supplemental Learning (SL) Program was offered in 29 courses at the Okanagan campus, with 1,500 students taking part in the sessions</p>
<p>Support student well-being, personal development and positive affiliation</p>	<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>27% of Vancouver students live on campus and 21% of Okanagan students</p> <p>The Ponderosa Commons is under construction, adding 550 new spaces in 2013 and 550 in 2015</p>

with UBC through outstanding campus life programs and service excellence

Ensure regular assessment of the overall student experience, including alumni feedback

Support student led initiatives to create a campus culture of involvement

Peer mentors connected with 1,100 first year students to offer support and information about transitioning to university life at the Okanagan campus

NSSE, New to UBC and an International Student Barometer Survey are completed annually

Vancouver launched its Early Alert program in January 2012 to connect students with mental health resources and support

Student Health Services had over 38,000 student visits; Counselling Services saw over 2,500 students

Athletics and Recreation programs continue to be well utilized

Okanagan Campus started construction on their first built-to-purpose recreational facility

LINKS

Carl Weiman Science Education Initiative www.cwsei.ubc.ca/

Arts Co-op Placements <http://artscoop.ubc.ca>

Co-op Placements <http://coop.ubc.ca/>

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>

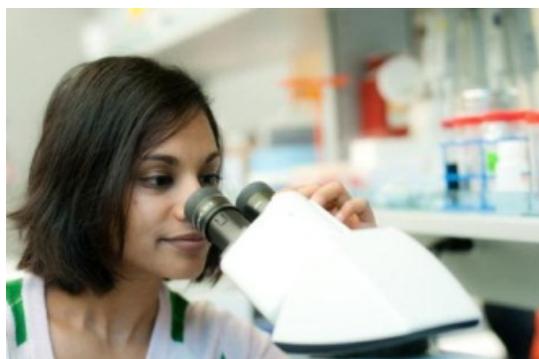
Vancouver - health and wellness www.students.ubc.ca/health/wellness.cfm?page=centre

Vancouver campus athletics www.gothunderbirds.ca

Okanagan campus athletics <http://web.ubc.ca/okanagan/athletics/welcome.html>

Centre for Teaching, Learning and Technology <http://ctlit.ubc.ca/>





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

Focus efforts on areas of excellence

In 2011/12, UBC researchers attracted over \$511 million in research funding, 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	2011	2010
# of published and ISI-indexed journal articles	6,151*	4,760*
# of articles in top journals <i>Science</i> and <i>Nature</i>	67	54
# of articles containing international collaborations	2,629	2,947
# of full-time tenure-track faculty members	2,368	2,346
Articles per full-time tenure-track faculty member	2.6	2.0

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

* Changes to the ISI Web of Knowledge in 2012 have made it impossible to exclude conference publications, as they were in 2010 and in previous years. 2011 figures exclude conference publications, 2010 include them

In 2011/12, UBC ranked #22 in the Times Higher Education (UK) ranking of the world's top 200 universities, and #37 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.

UBC researchers made a number of discoveries and captured funding in key areas of research excellence, including:

Composite Research Network

- The UBC-led [Composites Research Network \(CRN\)](#) will connect western Canadian academic researchers with businesses in the composite materials industry
- This industry produces materials reinforced with carbon and glass fibre for use in aerospace, shipbuilding, sports equipment and industrial products
- Made possible by a \$9.8M grant from Western Economic Diversification Canada, the CRN is led by Anoush Poursartip (Materials Engineering)

Michael Smith Foundation Award

- Dr. Neil Eves (Health and Exercise Science, Faculty of Health and Social Development, Okanagan campus) received a Michael Smith Foundation for Health Research Award Career Investigator Award
- Worth more than \$630,000, it was awarded for his innovative work in Chronic Obstructive Pulmonary Disease.

Gates Foundation Grand Challenges Award

- Deanna Gibson and Sanjoy Ghosh (Biology, Irving K Barber School of Arts and Sciences, Okanagan campus) were awarded a \$100,000 Grand Challenges Exploration grant from the Bill and Melinda Gates Foundation
- Gibson and Ghosh will examine how a pregnant woman's diet can affect her child's future susceptibility to infectious disease

Award to Prevent Sepsis

- Led by Dr. Charles Larson (School of Population & Public Health), researchers from UBC, Child & Family Research Institute, and BC Children's Hospital won a \$2.8-million grant from the Canadian International Development Agency (CIDA)
- The initiative will enable early detection of sepsis among mothers, newborns and young children, who are particularly at risk from sepsis

Top 10 Medical Breakthrough of 2011

- In a discovery that ranked as one of [Time Magazine's Top 10 Medical Breakthroughs of 2011](#), a UBC-led research group reported that *Fusobacteria*, which are rarely found in the human gut, appear to flourish in colon cancer cells and are linked to higher rates of the disease
- It's the first time *Fusobacteria* have been linked to cancer

Top Ten People Who Mattered in 2011

- UBC Zoologist Rosie Redfield was one of [Nature journal's Top Ten People Who Mattered in 2011](#)
- In her academic blog, Redfield questioned a NASA study that claimed to have found bacteria that could incorporate arsenic into their DNA in place of phosphorus

Deanna Gibson
Sanjoy GhoshRosie
Redfield

Neil Eves

Selected awards

- **UBC Press Receives Canadian History Prize:** UBC Press received the prestigious Wilson Prize for Publishing Canadian History, awarded annually by the Wilson Institute for Canadian History at McMaster University. The \$10,000 prize will be used to establish a fund for first-time authors in Canadian History to enhance the value of their works for wider audiences.
- **UBC professor wins distinguished humanities award:** George C. Grinnell (English, Faculty of Creative and Critical Studies, Okanagan campus) is the first Canadian academic to receive the Gustave O. Arlt Award, given annually by the Council of Graduate Schools to a young scholar-teacher who has written a book deemed to have made an outstanding contribution to scholarship in the humanities.
- **UBC drug delivery expert wins "Nobel Prize" of pharmaceutical research:** The Prix Galien Canada 2011 Research Award, the most prestigious award in Canadian pharmaceutical research and innovation, was presented to Dr. Pieter R. Cullis (Biochemistry & Molecular Biology), a pioneer in the field of lipids, biological membranes and drug delivery systems.
- **UBC geneticist receives premier award for leadership in medicine:** Dr. Michael Hayden (Centre for Molecular Medicine & Therapeutics) received the Canada Gairdner Wightman Award, the premier honour for leadership in medical science in Canada. Hayden was selected for his leadership in medical genetics, entrepreneurship and humanitarianism.
- **UBC biologist wins MacArthur "genius" grant and Guggenheim Fellowship:** Dr. Sally Otto (Zoology) received a MacArthur Fellowship, known as a "genius grant", from the John D. and Catherine T. MacArthur Foundation. She also received a Guggenheim Fellowship from the John Simon Guggenheim Memorial Foundation, for prior achievement and exceptional promise. Otto focuses on fundamental research in population genetics and evolution.
- **UBC innovator receives Manning award for green engine technology:** Phil Hill (Mechanical Engineering) was the 2011 recipient of the \$100,000 Encana Principal Award by the Ernest C. Manning Awards Foundation. Hill was chosen for his discovery of a technology that enables diesel engines to run on clean-burning natural gas without sacrificing their power or efficiency, and with reduced greenhouse gas emissions.

- UBC gains global politics expertise through new visiting Trudeau Fellow: Macartan Humphreys, an international expert on the politics of global aid, conflict and security, joined UBC from Columbia University as a Visiting Trudeau Fellow in the Department of Political Science. The \$225,000 fellowship from the Pierre Elliott Trudeau Foundation is awarded to individuals who have made meaningful contributions to social issues of importance to Canada.

Improve UBC Research and Graduate Support Funding

- Six new [Canada Research Chairs](#) were appointed at UBC and 11 more were renewed, infusing \$12.1 million into research at the university. The new appointments support research on brain health, fish physiology, psychology, discrimination, philosophy and catalyst development.
- UBC and Providence Health Care appointed Dr. Karin Humphries as the inaugural UBC Heart and Stroke Foundation [Professor in Women's Cardiovascular Health](#), the first research program in B.C. to focus on gender-based differences in cardiovascular disease. Dr. Humphries will focus on researching the detection and early treatment of cardiovascular disease and finding new ways to improve the education of physicians, women and their families on heart disease and stroke.
- The [UBC Peter Wall Solutions Initiative](#) provided at total of \$865,000 in funding for 12 new collaborative research projects involving UBC faculty members and partner communities or end users. The projects address a broad range of issues, including: palliative care in rural settings, improving health choices for youth, housing justice, specialized robotics-assisted therapy for stroke patients, and energy poverty and drinking water quality in First Nations communities.
- UBC's Okanagan campus established a Tri-Council scholarship seminar workshop series, significantly increased graduate travel support, doubled the opportunity for internal research grant support; and facilitated a broad range of research workshops in partnership with the Centre for Scholarly Communication.

Improve Infrastructure to Support Leading Edge Research

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



Sustainable Makeover to Biological Sciences Complex

- UBC's [hub for biology research](#) and education received a \$61.8 million makeover that provides more than 2,200 undergraduates and 370 researchers, staff and graduate students with brand new research labs and classrooms featuring sustainability features
- Funding was provided through the Knowledge Infrastructure Program, including \$30.9 million each from the provincial and federal governments



UBC and Vancouver Coastal Health open new medical research centre

- The new [Robert H.N. Ho Research Centre](#) at Vancouver General Hospital will focus on research in early detection and prevention of disease in three internationally renowned research programs: the Centre for Hip Health and Mobility, the Vancouver Prostate Centre, and the OvCaRe ovarian cancer research program
- Approximately 150 staff, clinicians and scientists will work at the building with 40 new jobs created within the Centre for Hip Health and Mobility



New UBC Law building opens

- Canada's first new, purpose-built university law school building in 30 years is a \$56-million facility with powerful learning and sustainability features
- Named after donor and alumnus [Peter A. Allard](#), Allard Hall will advance legal research and education in Canada, expand the Faculty of Law's presence in the community, and honour ties to B.C. First Nations.



New Scanning Electron Microscope and Micro Fabrication Lab

- Housed at UBC's Okanagan campus [SEM Lab](#), this enables researchers to better support innovation and high-tech training in areas such as mining and mineral exploration, agriculture/ agroforestry, biomedical sciences and aerospace
- An industry outreach program with UILO is facilitating connections with companies in the BC interior that can benefit from accessing these facilities, and is building collaborative projects to address industry challenges
- Funding was provided by the Charles E. Fipke Foundation and Western Economic Development Canada



Engineering, Management and Education Building - Okanagan Campus

- completed in summer 2011
- This \$68-million, 14,500 sq. m. building is home to three faculties and includes a wide array of student and research labs, faculty, staff and graduate student offices, graduate writing rooms, videoconference board rooms and meeting rooms



Reichwald Health Sciences Centre - Okanagan Campus

- This \$31-million Centre is the home of the Southern Medical Program (SMP), part of UBC's distributed medical program
- In January 2012, the first class of 32 students began classes on the Okanagan campus
- They will also receive clinical training at the SMP's clinical campus at Kelowna General Hospital
- Clerkship programs in years three and four will take medical students to sites throughout BC's Interior including Kamloops, Vernon, Penticton, Trail and Cranbrook

Expand Recruitment of Top Ranked Graduate Students

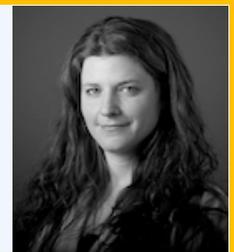


Chris Willie (PhD Candidate - Human Kinetics, Okanagan campus)

- * Chris examines the mechanics that control blood flow to the brain and how it may vary in different clinical populations and environmental conditions, challenging assumptions about the roles of arteries in controlling blood pressure and blood flow to the human brain
- * In 2011, Willie received the Vanier Scholarship in Interdisciplinary Studies, a Killam Memorial Predoctoral Fellowship, the Killam-Donald N. Byers Prize, an Alexander Graham Bell Graduate Scholarship, and a Michael Smith Foreign Study Supplement
- * Willie cites the leading research expertise and world-class facilities on the Okanagan campus as factors in his success

Lara Rosenoff Gauvin (Doctoral Student - Anthropology, Vancouver campus)

- * One of 14 national Trudeau Scholars in 2011, recipients are awarded a \$180,000 scholarship to examine issues of fundamental importance to Canadians, such as the environment, international affairs, responsible citizenship and human rights
- * Rosenoff is studying how violence and displacement in northern Uganda have interrupted the transmission of moral and cultural knowledge between generations
- * She chose UBC because of the reputation of the Anthropology Department, the Museum of Anthropology and the Liu Institute for Global Issues



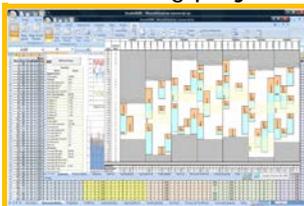
KNOWLEDGE EXCHANGE AND MOBILIZATION

For the past five years, the University Industry Liaison Office (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.

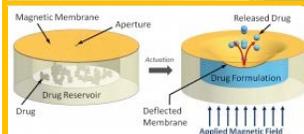
	2011/12	2010/11
New spin offs	3	9
Cumulative total of spin offs	152	149
Invention disclosures	124	129
Industry sponsored research projects	977	1,179
Contracted research projects	1,622	1,871
Revenues from technology licensing	\$7.7m	\$8.8m
Patents filed	171	212
Patents issues (all countries)	46	32

The following projects demonstrate ways in which UBC innovation has local and global impact:



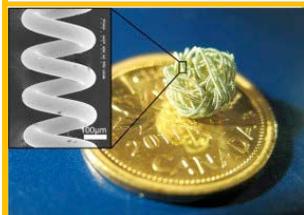
System Reduces Waitlist for Chemotherapy Patients

- A new [scheduling technology](#) created by researchers from the Sauder School of Business and the BC Cancer Agency has substantially improved scheduling for chemotherapy treatments
- Since SmartBook was launched in June 2010, the number of patients who receive fewer than seven days' notice of an appointment has dropped by 58 per cent, and the number of waitlisted patients has dropped by 84 per cent.



New Drug Delivery Device Treats Diabetes-Related Vision Loss

- A team of UBC engineers and scientists developed a [device](#) that can be implanted behind the eye for controlled and on-demand release of drugs
- This device will treat retinal damage caused by diabetes



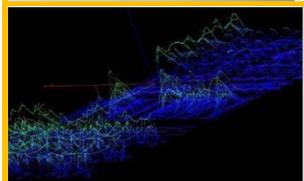
New technology to monitor brain aneurysms

- UBC researchers developed an approach for [monitoring brain aneurysms](#)
- It is potentially less invasive and more accurate than current methods, and simple enough for home use
- In the first study of its kind, the team used a standard platinum embolization implant as an "antenna" to wirelessly monitor blood flow in a weakened artery



Phone Oximeter wins global competitions

- A UBC invention transforms a cell phone into a portable blood-oxygen tester
- Post Doctoral Fellow, Dr. Walter Karlen, was awarded a \$100,000 Grand Challenges grant to further develop the invention by using the built in camera to diagnose pneumonia in South Africa
- A short video is available [here](#)



Making Future Computers Cooler

- Harish Rajput, a recent Masters graduate of the School of Engineering (Okanagan campus) developed software that will help predict and avoid problematic heat build up in complex integrated circuits
- The start-up company, Trajectory Design Automation, will license the tool and integrate the algorithm into chip design tools to be marketed worldwide

Engaging the Community

UBC Hosted/Sponsored Research Focused Events

Event	Description
Celebrate Research Annual Awards	An annual awards ceremony recognizing honours and achievements by top UBC researchers in the past year, drawing over 200 to the Vancouver event and 150 to the Okanagan event.
Celebrate Research Speaker Series at Robson Square	A free public lecture series at Robson Square featuring UBC researchers speaking on the U.S. election, the genomics of wine, and politics in the modern workplace, attracting over 400 attendees.
Canada Excellence Research Chairs public forum	Organized in partnership with SSHRC, this half-day event featured a series of brief public lectures by 13 Canada Excellence Research Chairs at Robson Square.
2012 Annual Meeting of the American Association for the Advancement of Science (AAAS)	Vancouver hosted the world's largest general science and policy conference, with UBC as a local university partner. The meeting had a record-breaking 12,478 attendees from 59 countries, including 6,387 members of the public who attended the free Family Science Days.
CFI Speaker Series at Robson Square	In partnership with CFI, internationally renowned speakers presented on early child development, quantum computing, regenerative building design, and brain imaging.
Multidisciplinary Undergraduate Research Conference	An annual conference for UBC undergraduates involving oral and poster competitions, judged by graduate students.
Neuroscience Research Colloquia	A regular series of 30+ one-hour talks by local, national and international neuroscientists at the Brain Research Centre.
Barber School Distinguished Speaker Series	Over 1,300 Okanagan residents came out to listen to four outstanding speakers from the Irving K. Barber School of Arts and Sciences, on a wide range of topics and issues.

Expand the Multiplicity of Knowledge Exchange Channels

The [entrepreneurship@UBC Seed Accelerator fund](#), a partnership between the BC Innovation Council, UBC and alumni, is a venture fund providing UBC students, faculty, staff and recent alumni with up to \$100,000 in early-stage capital to establish new start-ups. By the start of December 2011, more than 140 new ventures had applied for support. In the inaugural seed funding competition, Aeos Biomedical won a \$50,000 equity investment for an invention developed by students in a joint Sauder School of Business-UBC Engineering undergraduate class.

At the Okanagan campus, entrepreneurship@UBC programs are partnering with Accelerate Okanagan, the local tech incubator, which organizes a variety of technology mentor and business development programs. One entrepreneur to benefit is Samuel Schaefer, a fourth-year Engineering student, who is developing a smart compact microscope that 'fits in the palm of your hand.' The UILO is helping Sam to establish a start-up company to develop his prototype for school and home use.

UBC launched the Start-up Services Voucher in Jan 2011 to provide new ventures from the UBC community with up to \$5,000 in start-up business services, such as business planning, market research, intellectual property strategy and grant writing. One company to benefit from the pilot program was SemiosBio, which offers non-toxic and sustainable pest management solutions, and which closed its first round of financing after receiving assistance with corporate structuring.

The Okanagan internal research grant program has expanded its program to include funding to engender new research collaborations by funding workshops and/or travel for research collaboration. Increased funding for student travel grants and a commitment to fund a full time research facilitator and a research workshop/event programmer will also allow increased capacity in this area.

Make UBC Research Accessible in Repositories



[cIRcle](#), *UBC's digital repository*, helps students, researchers, and international scholars access a treasure trove of research. Started as a pilot project in 2007, cIRcle is already ranked 21st among US and Canadian repository rankings and 48th in the world. Coordinator Hilde Colenbrander notes, "We're aiming to be a digital archive of the University's intellectual output." cIRcle is based on an open access model, which allows anyone with a Web browser to access more than 40,000 works from UBC faculty and students for viewing, research and other scholarly pursuits.



Historical BC Newspapers digitized by UBC Library

UBC Library is digitizing versions of 24 community newspapers from around the province as part of its BC Historical Newspapers Project. The project, led by the Library's Digital Initiatives unit, range from the *Abbotsford Post* to the *Phoenix Pioneer* and date from 1865 to 1924. All are available for free online viewing at <http://historicalnewspapers.library.ubc.ca>.



Preserving Cultural Heritage

UBC Library's Indigitization project is helping preserve First Nations history and culture for the digital age by assisting First Nations communities to preserve and digitize their own valuable oral histories and language recordings. These histories can be preserved and accessed by researchers and community members for generations to come. Partners include the Irving K. Barber Learning Centre, the First Nations House of Learning, the Museum of Anthropology (MOA) and the School of Library, Archival and Information Studies. The First Nations Technology Council, and the

Heiltsuk, Ktunaxa and 'Namgis First Nations.



Anniversary of Japan Disaster: UBC Library Exhibit supports reflection, healing

In February 2012, UBC Library held an exhibition (*Retell, Rethink, Recover*) commemorating the disasters that struck Japan last year. The event featured a portrait project at the Irving K. Barber Learning Centre which featured images of survivors and an all-day conference co-sponsored by the UBC Asian Studies

Department for students, faculty, alumni, and community members. Conference topics included presentations on the rescue efforts from Vancouver and a historical look at the similar geographical disasters from the Edo Period (1600 - 1868). For more information, visit <http://bit.ly/HdURNI>.

RESEARCH EXCELLENCE: *Summary Table*

Goals	Actions (<i>planning; process established and ongoing; in place; new</i>)	Select Outcomes
<p>Increase the quality and impact of UBC's research and scholarship</p>	<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>Continued focus on areas of excellence, including genomics, clean energy, neuroscience, composite materials, cancer, public and population health, and biodiversity</p> <p>UBC was a partner university for the 2012 AAAS Annual Meeting, the world's largest science and policy conference, held in Vancouver</p> <p>18 doctoral students received Vanier Scholarships.</p> <p>UBC Peter Wall Solutions Initiative provided first round of funding to researchers and community partners</p> <p>entrepreneurship@ubc Seed Accelerator Fund held inaugural funding competition, awarding \$50,000 to a UBC start-up formed by students</p> <p>UILO start-up services vouchers provide \$5,000 in business services to UBC start-up companies.</p> <p>Cutting edge new facilities and equipment in biological sciences, law, medicine, and geochemistry</p> <p>Recruitment efforts continue and the university continues to seek ways to increase funding support</p>
<p>Be a world leader in knowledge exchange and mobilization</p>	<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>Publications in leading journals <i>Science</i> and <i>Nature</i> increased by 24 per cent over 2011</p> <p>UBC's digital repository - cIRcle is ranked 21st in USA and Canada and 48th in the world repository rankings</p>

LINKS

Open access repository <https://circle.ubc.ca>
 Celebrate Research Week www.celebrateresearch.ubc.ca
 Entrepreneurship@UBC www.uilo.ubc.ca/entrepreneurship.html
 Research website www.research.ubc.ca





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 plan is anticipated to be finalized by late fall 2012.

PUBLIC UNDERSTANDING OF SOCIETAL ISSUES

Facilitate Deliberative Public Dialogues

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 <http://www.events.ubc.ca>. The following are examples:

Indigenous Studies Hosts International Virtual Forum

- UBC Okanagan's Prof Tirso Gonzales and Prof Miquel Gonazlez from York University organized a series of 5 dialogues
- The *Indigenous Peoples, Self-determination and Autonomy in Latin America and Canada* forum is a project of the [Bolivian Centre for Multidisciplinary Studies](#); the [International Secretary for Human Development](#) at York University and the Okanagan's [Indigenous Studies Program](#)
- The forum and related activities were in preparation for the annual meeting of the Canadian Association for Latin American and Caribbean Studies, held at the Okanagan campus in May 2012



Cute Cats, Arab Spring and Social Media

- 2011 Vancouver Human Rights Lecture with Ethan Zuckerman, a media research scientist from MIT
- Presented in partnership with UBC Continuing Studies, The Laurier Institution, Yahoo! And CBC
- The lecture discussed the use of social media into platforms essential to transparency and the instantaneous dissemination of information.
- <http://www.thelaurier.ca/human-rights/human-rights-lecture-2011>

Other examples include:

- The Niquab and Religious Expression: This 2011 UBC-Laurier Multiculturalism Lecture, in partnership with CBC Radio One, featured Farzana Hassan, a commentator on Islam and Muslim issues. Hassan examined the issues surrounding the niqab and religious freedom.
- Dr. Paul Kershaw partnered with the YWCA on a national “Does Canada work for all generations?” speaking tour to report on the findings of his recent [Family Policy Report for Canadians](#).
- The Okanagan hosted a [UBC Dialogues forum](#) on Sept 24th with Paul Kennedy, host of CBC Radio’s Ideas, moderating the topic: The Okanagan’s future: age and diversity.
- The [Community Engagement and Service Mission of Universities](#), a compendium of essays edited by Hans G. Schuetze, UBC Faculty Emeriti, was released in 2011. This book has a particular emphasis on economic and social development challenges.
- Okanagan’s [Distinguished Speaker Series](#) saw more than 1,300 Okanagan residents attend four talks by noted speakers around the theme of Civil and Sustainable Society.

Facilitate Engagement of Faculty and Students in Public Policy

Faculty and students engage in issues that may lead to changes in or a deeper understanding of public policy.

The Community Discusses the Growing Problem of Obesity

- “[Weighing In](#): Current Scientific Evidence and Community Perspectives on Obesity” was a half-day symposium held at Kelowna General Hospital
- Speakers included UBC professors Gareth Jones, Jonathan Little, Mary Jung and Deanna Gibson
- It showcased research initiatives to reduce adult obesity; highlighted community experiences in addressing obesity; and explored advances and challenges related to improving healthy living with obesity



Veterans Transition Program (VTP) Helps Former Soldiers Return to Everyday Life

- Members of the Standing Committee on National Defense and Veterans Affairs visited UBC to learn about the VTP
- Founded by Dr. ’s Marvin Westwood and David Kuhl, developed by the Dept. of Educational and Counselling Psychology and Special Education, the VTP helps former members of the Canadian military transition back to civilian life
- See [video](#)

Other examples include:

- Grade 11 and 12 students join community members, UBC scholars and victims of genocide or the Holocaust at a [forum](#) at UBC’s Okanagan campus on the causes and consequences of genocide.
- Economist and leading [happiness](#) researcher John Helliwell has coauthored a “World Happiness Report” that will support a special UN meeting.
- Researchers from UBC’s Okanagan campus, Australia’s CQ University and the University of New South Wales held a symposium, titled [Research on Motion: Innovative Approaches to Support Physical Activity](#).
- Seven experts from four universities in Iceland, Sweden and Denmark visited UBC’s Okanagan campus for a day long [public forum](#) on neoliberalism and post-welfare Nordic States - considered an international model of successful social democratic governance.
- *Canada Foundation for Innovation Dialogues at UBC Robson Square* presents a public lecture on early child development. Adele Diamond and Clyde Herzman, both Canada Research Chairs, shared their perspectives on the factors and activities that determine whether a person thrives or struggles in the face of challenges that require a nimble, resilient and creative mind.

FOSTERING ENGAGEMENT WITHIN THE WIDER COMMUNITY

Increase Student, Faculty and Staff Participation in Service to the 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.

Academic Initiatives

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

Harvest Research has Benefits for Students and Community

- The [UBC Preservation Farm and Research Initiative](#) (PFRI) is an acre of land near the Okanagan campus that brings together research and teaching.
- The project was founded by Claude Desmarais, Reichwald Professor in Germanic Studies
- Students from a variety of faculties complete projects ranging from growing and selling organic produce, to writing poetry for the garden to conducting a sustainability study



Forestry Students Go Into the Field and Get Their Hands Dirty

- [CONS 451](#) (Integrated Field School) is a fifteen credit capstone course
- Students address interdisciplinary issues including alpine, grasslands and aquatic ecosystems
- Students work on real world problems to come up with practical solutions

Community Service Learning

Get Involved

- Headed up by Michelle Lowton, [Get Involved](#) based in the University Centre at the Okanagan campus, provides opportunities for students to volunteer, locally and internationally
- Many volunteering opportunities are non-traditional and cover a broad spectrum of activities
- A recent opportunity took students to a small village in Peru where students worked on projects that improved life in the village



UBC Farm - Children and Farm Friends

- Faculty of Education's Intergenerational Landed Learning Project is donor funded
- Children in Vancouver's urban centre can work alongside volunteers called "Farm Friends"
- The out-of-classroom learning opportunity uses experiential learning, mentorship and place-based learning
- The project explores how participation in an urban farming project can foster environmental consciousness, respect for nature and an understanding of food-land issues

Community Partnerships

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

Food Mapping Concept Born on UBC's Okanagan Campus

- A partnership with the Central Okanagan Food Policy Council and the Interior Health Authority
- Funding is from UBC's Institute for Healthy Living and Chronic Disease Prevention and the Geomatics for Informed Decisions (GEOIDE) network
- Human geography student Shayne Wright and Jon Corbett, assistant professor of Community, Culture and Global Studies believe people want to think about where their food comes from and discuss issues on this [new website](#)



UBC Judicial Externship Program

- 8 third year students each term are chosen to serve as interns to the judges of the BC Provincial Court
- Students obtain hands-on legal experience, ranging from research, observing trials or participating in a circuit court sitting
- Sites range from Vancouver to Surrey to Haida G'waii

Learning Initiatives

Community Service Learning (CSL) and Community Based Research (CBR), coordinated through the Learning Exchanges at each campus provide many opportunities for students. 2,879 students at the Vancouver campus and 386 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.

Students Revamp Websites for Local Non-Profit Groups

- Third year Human Computer Interaction students worked with seven non-profit groups in the Okanagan
- Working in teams of three, students gathered information and conducted detailed analyses of the organizations' websites, users and functionality
- Students then recommended how to make the websites more effective and user-friendly, both technically and from the users' viewpoint



ESL Conversation Program Breaks Down Barriers One Language at a Time

- The ESL Conversation Program is supported by the HSBC Bank Canada and hosted in Vancouver's Downtown Eastside
- Recent immigrants and citizens can improve their English-language skills, assisted by student volunteers
- The program has expanded with the establishment of new curriculum development committees and the creation of an ESL Creative Writing group

Community Research Initiatives

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

Studying Wellbeing of Newcomers Who Settle in Smaller Centres

- Shirley Chau, associate professor of social work, has received a grant from the Canadian Institute of Health Research to examine the wellbeing of immigrants
- The study is being conducted in Kelowna, Red Deer and Brandon
- It will look at the stress of moving to a new country, building a new life, new career and trying to find one's way in a new culture



Mitacs-Accelerate Graduate Research Internship Program

- A graduate research internship program connecting students from UBC and other Canadian universities with companies through research projects
- Funding is from the province, Western Economic Diversification and the Networks of Excellence Industrial R&D Internship Program
- A national program, MITACS is based at UBC Vancouver

(note: same table as is in student section)

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
#/% students participating in community service learning	2,879	2,317	386	300
#/% outgoing students engaged in international learning opportunities	1,523	1,205	106	102
#/% students employed on campus through Work Study/Work Learn	2,029	2,331	706	741
#/% undergraduates graduating with a co-op designation	2,095	560	125	29
#/% students in pilot Arts internships	146	129	--	n/a
#/% students in mentoring programs	1,028	845	39	--

Vancouver Campus Cultural Venues

The cultural venues provide learning and research opportunities not only for students and faculty, but also for the public. Over the past year, these cultural venues at the Vancouver campus have been moved to either the Arts or Sciences Faculty to better coordinate all activities. Plans are underway to heighten public awareness of the various venues and of the offerings open to the public.

# visitors to venue: Vancouver Campus (calendar year)	2011/12	2010/11
Chan Centre for the Performing Arts	107,324	129,419
Nitobe Gardens	75,979*	76,125*
Museum of Anthropology	137,645	141,545
Beaty Biodiversity Museum	32,193*	4,011**

* Calendar Year; ** Beaty opened in Fall 2010, so this is a partial year only

Some of the popular events that happen annually include:

- The family friendly [Apple Festival](#) at the UBC Farm celebrates over 70 varieties of apples with tastings, children's games, baking and how-to demonstrations, with over 44,000 pounds of apples going home with festival-goers.
- The Life Sciences Institute graduate students organize [CSI@LSI](#), a science outreach activity where high school students determine 'whodunit' using real scientific experiments and equipment.
- The Out to Lunch music series, created by music sessional lecturer Gene Ramsbottom, has been part of the Vancouver Art Gallery program for over 25 years.

COMMUNITY ENGAGEMENT: *Summary Table*

Goals	Actions (<i>planning; process established and ongoing; in place; new</i>)	Select Outcomes
Dedicate University resources to public understanding of societal issues 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>Dialogues on societal issues continue, ranging from Indigenous Studies to Human Rights lectures</p> <p>Symposiums, forums and research venues continue to engage the public in discussion on issues that lead to changes in, or a deeper understanding of, public policy</p>
Be a leader in fostering student, faculty, staff and alumni engagement within the wider community	<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><i>Diversify and broaden UBC's communications to fully engage UBC's communities</i></p>	<p>2,879 students in Vancouver and 386 at the Okanagan campus were involved in community service learning through the Learning Exchange</p> <p>Campus cultural venues provide learning and research opportunities for students, faculty and the public. Over 350,000 visits were made to venues at the Vancouver campus</p> <p>The VP Portfolio has been repositioned and a search for a new communications lead is underway</p>

LINKS	<p>Events at UBC http://www.events.ubc.ca or http://web.ubc.ca/okanagan/events.html</p> <p>Vancouver Learning Exchange www.learningexchange.ubc.ca/Welcome.html</p> <p>Okanagan Learning Exchange http://web.ubc.ca/okanagan/students/learningexchange/welcome.html</p> <p>Cultural Attractions at UBC www.attractions.ubc.ca/culture_entertainment/</p> <p>Beaty Biodiversity Museum http://www.beatymuseum.ubc.ca/</p>
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Aboriginal Engagement

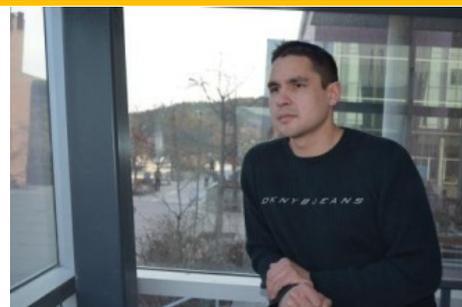
The University engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations.

EXPAND EDUCATIONAL OPPORTUNITIES FOR ABORIGINAL PEOPLE

Strengthen Programs of Academic and Social Support

As the demographics of Aboriginal UBC students shift, so do their needs in terms of academic services and social supports. In Vancouver, staff at the First Nations House of Learning, the VP Students Office, and within individual faculties are continuously reassessing student needs and responding with new initiatives or improvements to existing services.

Over the past year staff have worked on the way in which Aboriginal student information is collected and managed, providing a more accurate understanding of the University's Aboriginal student body and allowing more effective service delivery. For example, Student Housing is now better able to automatically provide priority to Aboriginal students.



The Aboriginal Access Studies (AAS) Program

- Spencer Belcourt dropped out in Grade 11 - 9 years ago. Now a mature student with a family, he joined the Aboriginal Access Studies Program at UBC's Okanagan Campus
- Students have access to tutoring sessions, capacity-building workshops and networking with other students in the program
- The program fits a broad range of students from recent high school graduates to mature students and at full capacity will offer services to 100 Aboriginal students

UBC Aboriginal Jumpstart

- This year, UBC's [Jumpstart orientation](#) program included a new Aboriginal Cohort at the Vancouver campus
- Nine new Aboriginal students took part in this engaging program, participating in wider Jumpstart programming as well as special activities tailored specifically to their academic and cultural needs
- Programming included academic workshops, lectures, cultural activities, and social events



Financial Support

Financial hardship continues to be a barrier to post-secondary education for many Aboriginal students. To address this, UBC is working to create and expand scholarships and bursaries at both the undergraduate and graduate levels. In addition to awards open to all students, each year nearly \$600,000 in scholarships, bursaries, awards, and fellowships is reserved specifically for Aboriginal students at UBC Vancouver. Just over half of this funding is directed to Aboriginal graduate students.

This year, a new \$5,000 [Aboriginal Major Entrance Scholarship](#) was created at the Vancouver campus. Renewable for up to three additional years for a total of \$20,000, it will be awarded annually to two Aboriginal students according to broad-based criteria including academic excellence, leadership qualities and outstanding contributions to the community. Similar entrance awards are already being offered at UBC's Okanagan campus.

Expand Curriculum Offerings

The development of curriculum and programs that address the issues and concerns important to Aboriginal communities continues to be a major focus. At least nine new courses were created across three faculties and a total of over 80 courses with significant Aboriginal content were offered at the Vancouver campus in 2011/12 including the Faculty of Law's Aboriginal and treaty rights in its first year law curriculum and the Faculty of Education's core Aboriginal education course for all teacher education students. The Okanagan campus is developing new courses in indigenous studies, Biology, Nursing and the Faculty of Education. Three new courses were created and 18 courses with significant Aboriginal content were offered at the Okanagan campus. UBC continues to build on its long history of offering programs and concentrations that specifically address Aboriginal topics.

This year two new programs at the masters' level have been launched at the Vancouver campus. The Faculty of Education will offer a new Masters of Indigenous Knowledges and Pedagogies and the School of Community and Regional Planning's Indigenous Community Planning specialization will have its first intake of seven students, four of whom are Aboriginal. The specialization in planning aims to empower indigenous communities and community planners in their aspirations for sustainable social and economic development (read more and watch the video [here](#)).

The Okanagan campus created the Centre for Indigenous Media Arts (CIMA) to foster innovation and adaptation of new media technologies as it seeks to devise new expressions of indigenous culture for the 21st century. CIMA will work with Elders to expand and develop new modes to disseminate and transmit traditional knowledge, as well as to document innovative approaches to cultural expression.

The Summer Institute for Interdisciplinary Graduate Studies is designed for Aboriginal graduate students at the Okanagan campus to learn and engage with Indigenous Methodologies from leading Aboriginal scholars.

	Vancouver 2011/12	Okanagan 2011/12
# courses with significant Aboriginal content	At least 82	At least 18
# new courses with significant Aboriginal content added this year	At least 9	At least 3

Increase Hiring of Highly Qualified Aboriginal Faculty and Staff

Faculty and Staff

Recruiting highly qualified Indigenous faculty and staff is key to the University's work to expand relevant curriculum, community-based research, and Aboriginal student enrolment. UBC Vancouver's



complement of tenure-track indigenous faculty members has nearly doubled in the last 3 years, with a number of faculty searches currently underway for experts in Indigenous areas. For a full list of Indigenous faculty members at UBC Vancouver visit <http://aboriginal.ubc.ca/faculty/>

At least two new Indigenous staff were also recruited to the Vancouver Campus. Debra Martel (Métis) joined the First Nations House of Learning as Associate Director and Sarah Dupont (Métis) has filled the new Aboriginal Engagement Librarian Position at *Xwi7xwa* Library. Her work includes providing reference and instruction services to students and faculty.



Revitalization of Language Through Technology

- Originally from Hawaii, Dr. Galla studied Linguistics at the University of Arizona
- Dr. Galla's research explores what technology initiatives Indigenous language communities are using to revitalize, maintain, and promote their language
- She was drawn to UBC by the focus, particularly within the Faculty of Education, on Indigenous Languages and education as well as their complement of indigenous faculty members with eight tenure track/tenured members and five (9-12 month) lecturers, the largest cluster of its kind in Canada

UBC's Centre for Teaching, Learning and Technology (CTLT), in partnership with the First Nations House of Learning, also works towards the development of more effective instructional approaches for faculty and teaching assistants working with Aboriginal and other socially and culturally contentious issues.

	Vancouver	
	2011/12	2010/11
Tenure-track indigenous professors	21	21
Indigenous academic caucus members	28	27

Create and Support Programs that Help Prepare Aboriginal Students for Post-Secondary Education

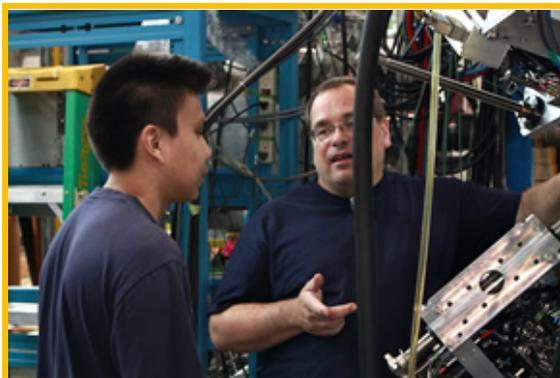
Youth Programming

UBC has a wide range of innovative programs that help prepare Aboriginal youth for post-secondary education and to envision themselves at university. In Vancouver, these programs reach nearly 300 Aboriginal youth every year and hundreds more visit for tours and events. Annual youth programs include the Native Youth Program at MOA, CEDAR in the Faculty of Science, Summer Science at the Institute for Aboriginal Health, Ch'nook Cousins at the Sauder School of Business, and the Bridge Through Sport Program, a partnership between FNHL and Musqueam.



Peer Support Network - Okanagan Campus

- As part of the Aboriginal Student Centre, students are hired as peer mentors
- These students provide much needed support to other students, and receive a small source of income while creating a student-friendly atmosphere in the Centre



Emerging Aboriginal Scholars Summer Camp

20 First Nations students in grades 10 and 11 participated in a new 5-week summer camp jointly run by the Pacific Institute for the Mathematical Sciences and the First Nations House of Learning. Participants took English and Math classes each morning and participated in an internship program. Time was also spent speaking to elders and meeting with members of the Aboriginal community working in a variety of fields. To read more and watch the video, visit <http://aboriginal.ubc.ca/2011/10/13/9670/>

Examples of other initiatives include:

- In partnership with the National Aboriginal Achievement Foundation (now Indspire), UBC welcomed over 450 Aboriginal secondary school students from across Canada to both campuses to participate in hands-on activities that showcased opportunities and services at UBC while helping them to [picture themselves in post-secondary](#).
- The eHealth Strategy Office, with a \$917,000 award from the Canadian Institute for Health Research, has developed an [online mentoring](#) program to support Aboriginal youth's secondary health science programs. The first program has 59 mentees and 45 mentors.
- The [UBC Youth Sharing Circle](#) brings together Aboriginal youth from across the province through interactive videoconference and online streaming/chat rooms.

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
Number of Aboriginal secondary school student groups participating in campus tours	14	7	20	28
Number of Aboriginal secondary school students participating in campus tours	303	146	307	534
Number of Youth Participating in after school and summer programming	at least 271	--	n/a	n/a
Number of Aboriginal Students Enrolled (all degree categories)	1,080	924	UBC Total	
Faculty of Law Aboriginal Student Enrolment	56	54	n/a	n/a
New to UBC Aboriginal undergraduate student admissions	117	75	n/a	n/a

INCREASE ENGAGEMENT WITH ABORIGINAL COMMUNITIES

Increase Service Learning Opportunities with Aboriginal Organizations and Schools

360 UBC students spent over 10,000 hours engaged in service learning with Aboriginal organizations or schools with significant Aboriginal populations, with 18 schools and organizations.

East Vancouver school Grandview/¿uuqinak'uuh Elementary, with over 60% Aboriginal students, is trying a different approach to teach their students. As an Earth School, it dedicates a full academic year on a particular "Earth" theme to provide overarching learning opportunities throughout the year. This year, the Year of the Forest, saw the school work closely with 20 Faculty of Forestry students to develop and deliver hand-on workshops and field trips, helping forestry students understand how to deliver their academic knowledge to elementary school classrooms.

Community Service Learning in Schools with Significant Aboriginal Population	Vancouver	Okanagan
# Schools and community organizations involved	18	8
# UBC students involved	360	20
Total hours of participation	10,624	n/a

Strengthen and expand research grounded in significant community collaboration and consultation

UBC has over 50 faculty members conducting research with an Aboriginal focus and their work is increasingly being done using community-based research practices. A community-based research task force has been appointed to look at community-based research and make recommendations pertaining to its institutional support. This work is significant in that collaborative research with Aboriginal communities and organizations is increasingly important both in the relationships it forms and in the direction and quality of the research it generates.

One leading example of community-based research out of the Faculty of Medicine is the Cedar Project. It is well established that HIV/AIDS and hepatitis C virus are disproportionately affecting Aboriginal people across BC. The Cedar Project is a CIHR-funded cohort study designed to address this inequity by exploring the reasons for HIV and HCV vulnerability among young Aboriginal people who use drugs in Vancouver, Prince George and Chase, BC. Its aim is prevention, and it is the first and only study of its kind in North America. A coalition of Aboriginal leaders, scientists and community members has provided governance and support for the entire research process, and its partners include Carrier Sekani Child and Family Services, Splots' in-Secwepemc First Nation, Neskonlith First Nation, Adams Lake Indian Band, and many others.

Create venues for dialogue with Aboriginal communities and the broader public

Dialogue on the History and Legacy of the Indian Residential School System in Canada

- In fall 2011 UBC welcomed nearly 200 university administrators, national Aboriginal leaders, faculty members, and residential school survivors to an important dialogue on the legacy of residential schools
- The [highly successful dialogue](#) was on the history of the Indian residential schools and the role that contemporary educational institutions can play in addressing their effects



Aboriginal Education Coordinators Conference

- This two day event entitled "Supporting Student Success" was held at the Okanagan Campus
- It included a cultural tour of Westbank First Nation's Community Services Building, Sensisyusten House of Learning and the Nk' Mip Desert Cultural Centre of the Osoyoos Indian Band
- This inaugural conference welcomed more than 80 participants from across Canada
- In addition to UBC, sponsors included the Okanagan Indian Band, the Osoyoos Indian Band, the Westbank First Nation, and Okanagan College

Other examples include:

- The Native Indian Teach Education Program brought together Aboriginal support workers, resource teachers, education district staff and teachers working with Aboriginal K-12 learners in a conference at the Longhouse in Vancouver. Experiences were shared and resources were developed to facilitate Aboriginal student success, as well as to introduce NITEP mentoring and recruitment.
- The first annual student-led Global Indigenous Conference at the Vancouver campus was held in the spring, with 250 students, faculty and community members meeting over two days. It featured Indigenous speakers from across BC and the world, including Klaus Quicque and Antonio Fernandini, Indigenous environmental activists from Peru, to discuss and generate dialogue on complex and universal issues related to globalization and Indigenous peoples.
- A partnership with the Interior Health Authority, Westbank First Nation, Ki Low Na Friendship Society, and the BC Metis Family Services (Kelowna) will investigate mental health and addictions treatment specifically related to Aboriginal communities.

ABORIGINAL ENGAGEMENT: *Summary Table*

Goals	<i>Actions (planning; process established and ongoing; in place; new)</i>	Select Outcomes
<p>Expand educational opportunities for Aboriginal people and widen opportunities for all students to learn about Aboriginal issues and perspectives</p>	<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>Aboriginal student orientation offered in partnership with Jumpstart</p> <p>New to UBC Aboriginal undergraduate student admissions at the Vancouver campus increased by 56% to 117</p> <p>New Aboriginal Major Entrance Scholarship created, providing support for 2 students</p> <p>At least 82 courses with significant Aboriginal content offered (nine new)</p> <p>Masters of Indigenous Knowledges and Pedagogies, and Indigenous Community Planning specialization created</p> <p>At least one new Indigenous Faculty member and two new indigenous staff members hired at UBC Vancouver</p> <p>Youth programming reaches 300 youth each year at the Vancouver Campus and 150 at the Okanagan campus, plus hundreds more for events and school tours, including a doubling of Aboriginal secondary school students visiting each campus</p> <p>E-mentoring BC, an online mentoring program for Aboriginal youth, has 59 mentees and 45 mentors in its first intake</p> <p>Emerging Aboriginal Scholars Summer Camp launched</p> <p>Aboriginal Access Studies program will support 100 students at the Okanagan campus</p> <p>Peer Support Network at the Okanagan's Aboriginal Centre hires 20 students as mentors</p>
<p>Increase engagement with Aboriginal communities in mutually supportive and productive relationships</p>	<p><i>Increase service learning opportunities with Aboriginal organizations and schools with significant Aboriginal populations</i></p> <p><i>Strengthen and expand research grounded in significant community collaboration and consultation</i></p>	<p>360 UBC students engaged in over 10,000 hours of service learning at schools with significant Aboriginal populations or Aboriginal organizations at the Vancouver campus</p> <p>Community-based research task force struck to look at community-based research and its institutional support</p> <p>There are hundreds of research projects across all disciplines working on Aboriginal topics. This</p>

	<p><i>Create venues for dialogue with Aboriginal communities and the broader public on significant issues</i></p>	<p>includes projects in the Humanities, Social Sciences, Natural Resources, Biological Sciences, Education, Medicine and Law</p> <p>Dialogue on the History and Legacy of the Indian Residential School System in Canada held at the First Nations Longhouse</p>
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LINKS

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

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

Institute for Aboriginal Health www.iah.ubc.ca

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

<http://aboriginal.ubc.ca/programs>

First Nations House of Learning www.longhouse.ubc.ca/

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





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.

In September 2011 UBC launched the most ambitious alumni engagement and fundraising campaign in Canadian history. The *start an evolution* campaign aims to double the number of alumni involved in the life of the University to 50,000 annually and to raise 1.5 billion dollars by 2015. The campaign features hundreds of specific opportunities for involvement and investment at www.startanevolution.ubc.ca. The initiatives outlined below fall under the umbrella of the *start an evolution* campaign.

Alumni Affairs at UBC, representing the combined efforts of the University and UBC Alumni Association, engages alumni and students as future alumni, in the life of the University. Through communications and by connecting alumni to the institution and one another, we enrich the lives of alumni and position them to be supporters of and advocates for UBC.

DEEPER CONNECTION TO UBC

Create Opportunities for Alumni to Connect Intellectually with the University

Surveys of UBC alumni indicate they desire a continuing intellectual connection with UBC. Alumni Affairs aims to satisfy this desire through programs and podcasts that give access to UBC expertise and insight; publications that draw attention to the high-calibre research and people this university has to offer; and by pointing alumni in the direction of further learning opportunities. Some examples of opportunities include:

UBC Dialogues

- This event series continues to pose provocative questions and stimulate intellectual discussion. It has been well received and attended in the Lower Mainland, across Canada and abroad.
- A recent post-event survey for Vancouver indicated more than 88 per cent of attendees would attend another dialogue or recommend one to a friend, and 77 per cent stated that the event met or exceeded expectations, citing the topic as the main draw for their attendance, followed by hearing from UBC experts.



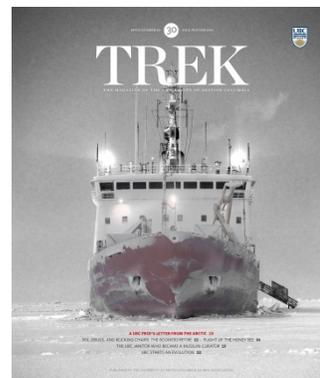
- Topical questions for panel discussion have included: Do fish have a future? Is our oil dependency crude? Are our children paying the price for our work-life imbalance? Who's controlling the police? Complementary medicine: can we have faith in health alternatives? Where is the value in art?

Trek Magazine

- Trek Magazine is a publication for UBC alumni, with annual spring and fall print issues and four online issues that started in September 2011.
- It provides at-the-fingertips opportunities for alumni to learn and comment about what's happening at UBC or become further involved.

The Alumni Travel Program

- Often delivered by UBC experts, this program adds an educational element to trips.
- Last year's program included an expedition to Antarctica hosted by Thelma Cook, alumna and professor emerita; an exploration of the Mekong River hosted by alumnus Gordon Longmuir, associate of the Institute of Asian Research at UBC and former Ambassador to Cambodia (1995-1999); and a voyage in Canada's Northwest Passage with Professor Michael Byers, Canadian Research Chair in International Law and Politics.



Develop Volunteer Opportunities

Alumni Affairs wants to increase alumni involvement with UBC to 50,000 individuals a year by 2015. Volunteering is just one way alumni have to connect with UBC. They can mentor students, present at student events, organize reunions for their classmates, help out at campus attractions, and more. The many volunteer opportunities included:

- **Spring Graduation** took place over six days on UBC's Vancouver Campus, adding more than 7,300 new members to the UBC alumni community. Inside the Chan Centre, 49 volunteer alumni representatives provided each new member with an official welcome. Each had personal reasons for taking on this role: ten volunteered for the ceremonies of family members; four didn't participate in their own ceremony, and wanted to see what they'd missed; eight were sharing in the success of their mentees; and one was celebrating the 50th anniversary of his graduation - almost to the day - on stage.
- In the Okanagan, alumni continued to mentor students as panelists at the **Career Cafés** and were also on hand at the annual Grad Gala.
- [Rachel Lewis](#), MBA '00, Chief Operating Officer of the Vancouver Whitecaps FC, recently spoke and engaged with students at the 2012 Student Leadership conference, UBC's largest student-run conference, providing over 1100 delegates with the opportunity to achieve their personal breakthroughs through engaging workshops and speakers.

Alumni Affairs, with support from Career Services, has opened up more volunteer opportunities for alumni and made these easily accessible [online](#). And a set of tools has been added to the Alumni Association website:

- Volunteering [landing page](#)
- [Resource bank](#) for volunteer managers
- Mentorship [landing page](#)

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
# of volunteers	2,455	1,878	102	---
UBC Dialogues (attendance)	490	520	48	---

Build Highly Engaged Alumni Communities

UBC alumni form communities based on commonalities such as place of residence, former membership of student clubs, professional interests, and shared causes. Alumni Affairs facilitates and encourages such connections whenever possible by providing tools such as website templates and assistance with event and committee organization.

Some of the events included:

- The **SPARK alumni branch** is a joint initiative between Business and Computer Science alumni and students, dedicated to bringing together UBC's entrepreneurial alumni and building bridges between student companies and industry contacts. The launch party in fall 2011 brought out more than 100 attendees and opened with a welcome from the founder of SPARK, Ryan Fetterly. It proceeded with two exceptional keynote speakers: Janice Cheam, President and CEO of Energy Aware, and Darcy Hughes, CMO for Recon Instruments
- Held in 11 cities in Asia and three in North America last fall, UBC Bound! student send-off events welcomed more than 230 new students to the UBC family. The events were hosted by 215 alumni in their home communities, enabling local students to establish early UBC connections by meeting peers destined for Vancouver and the Okanagan, and finding alumni mentors.
- *Guess Who's Coming to Dinner* was a popular alumni engagement and fundraising initiative that took place in early December in the Okanagan. Alumni hosts cooked dinner for paying guests and the proceeds went to the Okanagan Alumni Endowment, a bursary fund set up by local UBC alumni for current students. Earlier in the year, summer socials in North, South and Central Okanagan were also held in the homes of alumni, with UBC providing catering. Young alumni and student performers provided entertainment.
- The 2011 **UBC Athletics Big Block Banquet** celebrated student and alumni athletes with more than 500 students in attendance. Alumni Affairs partnered with Athletics to provide the Thunderbird rings. During Vanier Cup/Grey Cup week, the **Thunderbird Football Association** executed three successful events (with communication, event management and volunteer support from Alumni Affairs). Between them they engaged 130 young footballers from the Vancouver area, 25 coaches (including CFL Hall of Famers, UBC Football alumni, and special guest UBC Quarterback and 2011 Hec Creighton Winner Billy Greene), and 400 UBC Alumni. They also raised \$200,000 for endowed scholarships.

INCREASE ALUMNI COMMITMENT THROUGH OPPORTUNITIES FOR LIFELONG ENGAGEMENT

		Vancouver		Okanagan	
		2011/12	2010/11	2011/12	2010/11
Actively Engaged Alumni	Engagement includes attending events, mentoring, volunteer activity, editorial commentary, making a donation to UBC, etc. This figure is up 36% from 2009/10	35,051	30,762	--	--
Alumni Weekend	Annual event with tours, classes, presentations	2100	2,000	--	--
Publications	Trek [UBC alumni print magazine, twice annually]	172,000	175,000	--	--
	Trek Online [electronic magazine 4 times annually]	102,000	--	--	--



	Alumni Connections [Okanagan monthly newsletter]	--	--	8,000	8,000
E-blasts	# individual touches to promote programming and events	2,412,951	3,389,7444	--	--
Website Visits	Unique visit total	117,588	121,855	--	--
Alumni Contacts	Addressable alumni	208,093	205,267	--	--

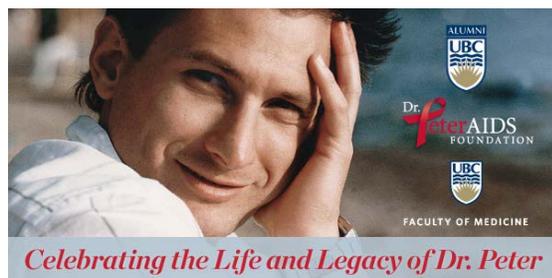
Expand University Wide Efforts to Engage Alumni

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. Alumni Affairs works with campus partners throughout the year to develop opportunities of value to alumni, including:

- **Alumni Weekend 2011** offered educational sessions, campus tours, access to museums and galleries, open-houses, family-friendly events, and reunions. Events were organized in partnership with more than 50 different faculties and departments on campus and affiliated alumni. Compared with 2010, RSVPs increased by 29 per cent and overall attendance by 30 per cent.
- In the Okanagan, the annual **UBC Community Curling Funspiel**, a collaborative effort between Alumni Relations, Campus Life and Campus Rec., brought together both Okanagan and Vancouver alumni, students, staff and friends.
- **Chekhov's Wild Honey** at the Frederick Wood Theatre last spring showcased UBC student talent. More than 300 attendees enjoyed a pre-reception for guests and remarks by the director, MFA candidate Brian Cochrane. The Faculty of Arts and Alumni Affairs plan to host more events to help promote student productions.
- **The Next Step** event series focuses on professional development and social networking opportunities for young alumni. The series entered a new stage of growth in 2011/12, developing closer partnerships with campus colleagues and reaching more targeted markets. *The Next Step: Staying Competitive* was presented in partnership with UBC Athletics and the School of Kinesiology. *The Next Step: Building Your Practice* is a partnership with UBC Dentistry, UBC Pharmaceutical Sciences and the UBC Faculty of Medicine.

Build Positive Regard for UBC

Alumni are UBC's most important ambassadors and their positive regard for the institution is key to its success, and to their increased involvement in its endeavours. From publications that elevate the reputation of UBC and stress its enduring relevance to alumni, to celebrations of its most accomplished grads, students and faculty, Alumni Affairs demonstrates that UBC is a valuable social asset worthy of its grads' attention, pride and support.



In 2011, UBC won an award from the Association of American Medical Colleges (AAMC) for an event **Celebrating the Life and Legacy of Dr. Peter Jepson-Young**, a Vancouver physician diagnosed with HIV/AIDS in 1985. When his condition became too debilitating to continue practising medicine, he sought to inform and educate the public and others living with HIV/AIDS via *The Dr. Peter Diaries* aired on CBC. The celebration event attracted overwhelming attendance and interest,

including local and national media coverage, and brought together members of Peter's Medicine Class of 1985 for a reunion. It was a successful partnership between UBC and community organizations to reflect on a legacy of courage and humour.



The annual Alumni Achievement Awards are always a reminder of the talent and dedication that exists within our community. From ground-breaking medical research to far reaching social advocacy efforts, the accomplishments of our 2011 awards recipients were celebrated at the Four Seasons Hotel in Downtown Vancouver on November 29. The Global Citizenship Award was given to [M. Hosny El-Lakany](#), PhD '69 who is an adjunct professor and director of the international program in the Faculty of Forestry. He has dedicated his life to pushing the environmental agenda on the world stage. During his four-decade career, he has not only conducted novel and award-winning research but also applied it to shape policies addressing some of the world's most imperative issues. These include deforestation, land degradation, climate change, globalized trade and investment, forest governance, poverty reduction and natural resource conservation.



Alumnus Ross Langford began his UBC journey as a student and is continuing it as cabinet chair of the *start an evolution* campaign for the Okanagan campus. Langford and the volunteer cabinet are helping to raise \$100 million for student learning, research innovation and community engagement initiatives. Their involvement and dedication is invaluable as the University seeks to increase its capacity and expand its impact.

Build a New Alumni Centre

Building an alumni centre at the Vancouver campus is one of the key objectives of the University and the UBC Alumni Association. Positioned at the heart of campus, this iconic building will be the first of its kind in Canada and a physical embodiment of the critical role of alumni in the life of the University. The UBC Alumni Centre will be home to the energy of bright minds from the community and across all faculties, and a host to thought-leaders from Canada and around the world. It will be a starting point and gathering place - a campus home to build relationships, exchange knowledge, and contribute positive change to the world.

Designing a home that truly captures the spirit and power of UBC and its alumni requires a dedicated group of individuals. The UBC Alumni Centre can certainly lay claim to some of the best. Alongside a core group of alumni staff, Mark Mawhinney (BA '94), Rod Hoffmeister (BA '67), Graham Senft (BA '01), and John Metras (MBA '92), lent their considerable talents to realising the vision for alumni engagement through the Centre. Contributing countless hours to the project, these alumni offered expertise in project management, building design, strategic partnerships, and sustainability, amongst other areas emerging through the design process.

ALUMNI ENGAGEMENT: *Summary Table*

Goals	Actions (<i>planning; process established and ongoing; in place; new</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>Over 490 people attend UBC Dialogues to discuss issues facing society today</p> <p>2,455 alumni volunteered with the University through events, mentoring, presenting at student events, etc.</p> <p>Aided by Alumni Affairs, connections and communities of alumni continue to be built through shared causes, professional interests, location and faculties</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>Events from Alumni Weekend at the Vancouver campus, the Grad Gala at the Okanagan campus, Funspiels and alumni evenings at campus cultural events bring alumni together</p> <p>The Next Step event focuses on professional development and social networking opportunities for young alumni</p> <p>Over 2.4 million e-blasts were sent out promoting programming and events</p> <p>A core group of alumni staff are members of the Building Committee committed to ensuring the Alumni Association sees the Alumni Centre become a reality</p>

LINKS

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





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.

Intercultural understanding is an inherent aspect of all commitments in *Place and Promise*, resulting in concurrent activity across the University.

The development of the intercultural understanding mid-level strategic plan is in draft phase, undergoing final consultation. It provides a framework for forwarding the University's commitment to intercultural understanding, with a focus on four key objectives: fostering social relationships across cultural difference, "courageous conversations" on campus, learning intercultural understanding in the classroom, and research and operational excellence.

As part of the development of this plan, numerous initiatives have been undertaken, including an informal audit of existing activity contributing to intercultural understanding on campus, a review of available literature and related research, and piloting a number of actions. The development of the plan included over 200 individual meetings with faculty, staff and students, and student focus groups and was aimed at capturing the most pressing issues relating to intercultural understanding.

The mid-level plan will also help to focus existing activity towards the four key objectives. The following highlights capture only a fraction of the breadth of activity in this area.

BENEFITS OF INTERCULTURAL LEARNING

Expand learning opportunities encouraging cultural diversity, dialogue and debate.

Intercultural understanding is an integrated part of the student learning experience, in and outside the classroom. 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.

Curriculum

Intercultural understanding is core to the subject matter for many courses at UBC. This is especially true for UBC's world-renown program in Cultural Psychology; the Specialization in International Forestry; the Conflict Resolution, Arts and iNtercultural Experience (CRANE); the English Language Institute (ELI); the First Nations Studies Program; and the Immigrant Vancouver Ethnographic Field School (IVEFS). Courses dealing specifically with intercultural understanding can be found at the

Continuing Studies Centre for Intercultural Communication (CIC) and courses in Anthropology, Asian Studies; Educational and Counselling Psychology; Psychology; Language and Literacy Education; and Sociology.

The most profound curricular examples are often experienced in less obvious courses. Undergraduate student Joy Richu had come to assume that her childhood in Kenya would never be reflected in CRWR 203, a children's creative writing course. She had become accustomed to unfamiliar book titles and the "blank and confused stare" she often received when she mentioned books from her own childhood. In the semester, her professor laid out a selection of books and asked the students to discuss the literary elements from one of the books. As Joy approached the table, she was unexpectedly surprised: "Lying amongst the other novels and fairy tales, a book with a girl on the cover that looked like ME! I felt my heart skip a beat. Without a second thought (or glance at the other books), I quickly grabbed the book, marvelling at the cover."

There are also numerous curricular examples in graduate student programs. A notable example 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 UBC 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 social learning processes that form the foundation of effective community engagement and participatory planning.

Perhaps the most notable curricular advancement has been the announcement of the Asian Canadian Studies Minor in the Faculty of Arts, with a goal to learn from anti-Japanese and anti-Asian racism and discrimination in our history so that future generations can engage better in issues of justice, equity and inclusion. This new minor is one of three measures approved by the UBC Senate in 2011 to recognize and understand what happened to Japanese Canadian UBC students in 1942.

Community, Culture and Global Studies at the Okanagan campus pursues education and research in Anthropology, Gender and Women's Studies, Human Geography and Indigenous Studies.

The Okanagan campus' Centre for Social, Spatial and Economic Justice is currently researching processes that marginalize Aboriginal people, disabled people, economically disadvantaged people, queer and two-spirited people, and racialized people.

Student-Directed Approaches

UBC students demonstrated much passion and readiness through the many student-directed efforts towards intercultural understanding. Select initiatives include:

- the [Tandem Language Exchange](#), a student-driven program supported by the Centre for Intercultural Language Students (CILS), the English Language Institute (ELI), the Simon K.Y. Lee Global Lounge and Resource Centre, and the Provost's Office, paired students in facilitated language exchange. Piloted in January 2011 and run over three semesters, the program has paired 402 students and proven to be an effective way of fostering meaningful relationships and a depth of understanding across cultures. In the most recent semester, 27 languages were offered.
- The [Peer Program](#), a network of over 300 students in 11 peer-to-peer support programs, has made intercultural understanding and social responsibility a priority for student learning.
- Student clubs have also played a major role in fostering difficult conversations. In September 2011, *Perspectives Magazine*, a student-run publication whose mandate is to foster intercultural awareness on campus, developed criteria and presented its list of the "Top-10 Intercultural

Clubs", profiling the student clubs whose activities and programming aim to facilitate intercultural understanding on campus.

- The Asian Canadian Cultural Organisation (ACCO) ran a series of dialogues in November 2011 called, *Huddle 2011*, which explored the challenges of coordinating of initiatives around environmental issues, advocacy for LGBTQ rights, and civic engagement across cultures. Similarly, the Caribbean African Association (CAA) presented a student-directed dialogue called *Uncensored Series*, which challenged student clubs to consider "cultural cliquing" as a barrier to being an intercultural campus.
- The *Dean's Lecture Series on Equity, Diversity and Intercultural Understanding* and The Interdisciplinary Roundtable on Diversity - a partnership between students and faculty, was launched this year. Sponsored by the Equity Office, the Provost's Office, the Faculty of Arts and Faculty of Education, this series featured presentations by faculty, the Dean of Education (November 2011), and the Dean of Arts (February 2012) on related topics. The series lead up to *The Futures of Change: Equity, Diversity and Intercultural Understanding Colloquium* (March 2012), which showcased graduate student research in related topics.
- The *Indigenous Studies* program offers interdisciplinary courses providing perspectives of Indigenous peoples from the Okanagan, Canada and world communities. The involvement of the Okanagan nation and the En'owkin Centre in its development and in ongoing partnership provides a strong foundation in the Okanagan community and ensures continuing input from Indigenous perspectives.

Experiential and Hands-On Learning

UBC facilitates intercultural learning opportunities for more than 1,500 students through [Go Global programs](#), including academic exchange, international service learning, group study, research abroad and the [U21 Global Issues Program](#);

The UBC-Community Learning Initiative ([UBC-CLI](#)) coordinates community-based experiential learning (CBEL) throughout UBC. CBEL encompasses initiatives that provide students with opportunities to apply their discipline-specific knowledge toward the resolution of complex community-based challenges. 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 program completion.

The following are examples of courses that use community and hands-on experience to facilitate intercultural learning.

- ANTH 100-001 *Introduction to Cultural Anthropology* is a tutorial that uses interactive technologies to video-conference and on-line chat with students at partner universities in Michigan, Korea, Taiwan and/or the Czech Republic (including students from across Europe). For three consecutive periods of approximately 2-3 weeks each, UBC students participate in telecom group interviews, on-line chatting, and faculty-guided discussions to learn about their partners' culture while simultaneously teaching them about their own.
- HKIN 489D *Interculturalism, Health & Physical Activity*, a fourth-year seminar taught by Dr. Wendy Frisby in the UBC School of Kinesiology, aims to examine: the juxtapositions between the theoretical, the practical, and the personal in relation to promoting interculturalism, health, and physical activity. This course is designed to develop skills and an inventory of 'promising practices' that will better equip fourth-year students for working in a variety of intercultural contexts (e.g., local community, schools, government, business, research, internationally).

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 Continuing Studies Centre for Intercultural Communication. Examples include:

Human Resources

- Leave for Change Program sends six UBC staff overseas on volunteer placements annually, resulting in transformational experiences that are shared [here](#).
- UBC Community Leadership Program, a partnership with the Community Learning Initiative, Organizational Development and Leadership, and Student Development that involved 10 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.
- HR Advisory Services has been building the capacity of HR Advisors at each campus in Intercultural Communication and Cross-Cultural Interviewing for the purpose of promoting barrier free recruitment and promotion.

Centre for Teaching, Learning and Technology (CTLT) - Vancouver Campus

- Living Lab is an interactive theatre program that engages UBC teaching and learning communities in conversations about complexities and challenges that arises in diverse and multicultural classrooms. Since fall 2009, Living Lab has performed over 20 times across UBC for TA training, professional development for faculty, and teacher education courses.
- Aboriginal Initiatives programming at CTLT provides expertise and support for faculty-based initiatives focused on improving classroom climate, environments conducive to student success, and strengthens local capacity to conduct effective approaches to intercultural dialogues about race, identity and socially contentious topics. This year an innovative series of professional development workshops titled *Aboriginal Initiatives: Classroom Climate* was created, focusing on classroom discussions of Aboriginal and non-Aboriginal histories and relationships. This series pilot was well-attended by senior and junior faculty, teaching assistants, researchers, graduate students and staff from all over the University.

UBC Equity Office

- Produced and officially released [Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC](#), the mid-level strategic plan giving effect to the values of equity and diversity as expressed in *Place and Promise* and outlines how the University plans to embed equity and diversity goals in all aspects of its strategic planning.
- Launched UBC's new [Diversity at UBC](#) website. Administered by the Equity Offices, this website aggregates diversity and equity-related web links from across the University and helps to facilitate the ability of all students, staff and faculty to find relevant UBC resources in the areas of employment, academic programs, research, university services, campus involvement and engagement, grants, awards and other diversity and equity related resources.

- Introduced equity briefings for search committees for senior academic positions across the university. Equity training was also provided to faculty search committees in 2011. Both initiatives have been received well and will continue to expand.
- Newly established the [Provost's Advisory Committee on Equity and Diversity](#) in early 2012. This committee replaces the President's Advisory Committee on Equity, Discrimination and Harassment, which historically provided the University with advice and direction to meet the commitment to create and maintain an inclusive work and study environment for students, faculty and staff.
- The [Equity Matters Campaign](#) promotes education and awareness on issues of equity and diversity on the Okanagan campus; provides learning resources on the website; connects with on and off-campus units and groups.

Office of the Ombudsperson for Students - Vancouver Campus

- Coordinates an annual "professional development opportunity for UBC frontline staff", called *Connecting Place and Promise: Building a Community of Service Excellence*. Sessions included International Students: Responding to Diversity; Intercultural Understanding; Access & Diversity; and Handling Difficult Conversations.

UBC Continuing Studies Centre for Intercultural Communication (CIC) provides:

- The UBC Certificate in Intercultural Studies program has been a key source for professional development for hundreds of UBC staff and faculty for well over a decade. Courses in Strategies for Effective Intercultural Communication, Building Multicultural Teams, Identity and Intergroup Relations and Internationalizing Post-Secondary Institutions, are some of the most frequently chosen courses for UBC staff and faculty.
- CIC also offers customized workshops for campus groups, frequently in the area of Creating an Inclusive Classroom for TAs and last year in the area of Intercultural Supervision of Graduate Students, for faculty in partnership with FOGS.
- For managers and human resource professionals, CIC has several HRMA accredited workshops in: Engaging and Retaining a Diverse Workforce; Cross-Cultural Interviewing; and Strategies for Success with Culturally Diverse Learners.

REMOVE BARRIERS TO DIVERSITY

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

It is important to note that UBC has a rich resource of international diversity. There are 144 countries represented by international students at both campuses and nearly 4 out of 5 students can speak two or more languages. In places like St. John's College, UBC's International Graduate College, two-thirds of the students come from outside North America from over 45 different countries.

As in the previous year, improvements to processes and supports to UBC staff and faculty begin with orientation and professional development, as described in the [Focus on People Framework](#). As intercultural understanding has been recognized as contributing to the mental health of UBC's staff and faculty, UBC is also looking at ways to integrate intercultural understanding into health promotion at UBC, including growing intercultural awareness and related interpersonal capacity through content in the [Healthy UBC Newsletter](#).



UBC Jump Start, an intensive pre-session academic orientation designed originally for international students, connected this year's first ever cohort of Aboriginal students with students across difference in authentic and meaningful ways. Partners in learning, nine first-year Aboriginal students and 300 new-to-UBC international students explored their own and each other's ways of knowing, while creating robust social networks to support them through their time at UBC. In 2012, 900 international students are expected to participate in UBC Jump Start.

Access and Diversity works with the each of the University's campus' to foster an inclusive and welcoming living and learning environment at UBC and to eliminate structural and attitudinal barriers based on disability, race and ethnicity, sexual orientation, and gender identity. Highlights include:

- Support for over 1,600 undergraduate and graduate students with documented disabilities, coordinating disability-related accommodations such as specialized exam arrangements, alternate format materials, note taking, interpreting, captioning, and facilitates access to funding for specialized equipment; facilitate over 5,000 exams for students requiring specialized adapted equipment, a distraction free environment and extended testing time.
- The "Be More Than a Bystander" campaign, a partnership with UBC Athletic and the Ending Violence Association of BC was launched. Drawing on the power of peer and cultural influences in society to compel individuals to take on leadership roles in violence prevention in their communities, five UBC Varsity athletes received bystander awareness training with the BC Lions and will serve as role models on campus. This work will be furthered by the development of a Violence Intervention and Prevention project on the Vancouver campus in the coming year.
- Training was facilitated for an initial cohort of students based on Dr. Ishu Ishiyama's (2000) "Active Witness Model", which encourages every individual to move from being a passive to an active witness, taking an active role in promoting positive social change. In its second year, this program engaged 30 student leaders who will support 150 student organizations and communities in building their capacity to promote a healthy and respectful environment.

The Equity Offices at each campus drives many systemic improvements, including:

- A project to welcome new Academic Heads of Units, and to invite them to discuss their roles and responsibilities on the handling of concerns related to harassment and discrimination and the advancement of equity and diversity at UBC was implemented.
- Funding of the Equipment Accommodation Fund (EAF) and the Equity Enhancement Fund (EEF), which support the University in attaining its educational and employment equity goals. In 2011, six projects were funded on both campuses at a total of \$47,000.
- Educational offerings on discrimination and harassment, sexual harassment, racism, bullying and homophobia, customized sessions on human rights and diversity strategies and issues can be requested at any time for students, staff or faculty and events to mark days of national or cultural significance. These include conferences, speakers, educational and social programming for days like the International Day for the Elimination of Racial Discrimination.
- New facilitators have been added to the [Positive Space Campaign](#), a popular campus-wide program that works to make UBC more welcoming and inclusive of lesbian, gay, bisexual, queer, trans and gender variant people and issues on campus. From the program's inception in 2002 to present, the Equity Office has offered 153 workshops to UBC students, staff and faculty, many of whom have then chosen to become Resource Persons for the Campaign.

The Office of the Ombudsperson for Students 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 Ombudsperson's support in managing conflict resolution, often with faculty or staff who also reflect a variety of ethnic and academic cultures.
- The Office functions as a central resource around cultural awareness for various committees and working group discussions across the University.
- Over the past year, the Office of the Ombudsperson for Students has coordinated an effort towards an "integrated conflict resolution system" at UBC (on-going).

In partnership with St. John's College, the Faculty of Graduate Studies, Access and Diversity, the Office of the Ombudsperson for Students, VP Students Office and the Provost's Office, 200 first year international graduate students were brought together to share their stories, seek resources and ask questions in an informal environment. Representatives from a broad range of units and offices were present to mix and mingle among the students and where appropriate, answer questions and provide resources. This event aimed to foster a stronger sense of community and inclusion amongst international graduate students.

	Vancouver 2011	Okanagan 2011
Equity: Human rights related concerns	98	75
Non-human rights related concerns	55	30
Other (can include inquiries unrelated to a specific incident or concern)	4	--
Equity Enhancement Fund - # projects	6	7
Ombudsperson for Students: # of student visitors	249	n/a

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

Over the last two years, Campus and Community Planning (C&CP) has initiated considerable structural and environmental changes that go far beyond compliance to UBC's building code around accessibility. Continuing with the updates to the Vancouver Campus Plan (2010), all new buildings and public realm capital projects are being built to the new standard. Please refer to [Section 4.3 of Part 2](#) and [Section 2.2 of Part 3](#) (Design Guidelines) of the Vancouver Campus Plan. Improvements that address the accessibility and mobility with a more holistic approach of how people journey throughout the entirety of campus continue each year.

Significant completed examples include:

- Improvements to length of Agricultural Road. Paving material and gradients are now in compliance with highest standards of accessible design. Removal of all curbs and barriers from Agricultural Road walkways and lawn areas. Creating a primary east-west corridor across campus (East Mall to West Mall).
- Universal integrated access provided to the front door of the Klinck Building from Agricultural Road (removal of barrier previously created by flight of steps). Interior improvements required to provide universal access inside the building from this entry point.
- Universal integrated access provided to Math Annex Building.
- Removal of all curbs and barriers from Main Mall walkways and lawn areas between Koerner Plaza and University Boulevard. Improvements to paving material and gradients on this segment are now in compliance with highest standards of accessible design. Renovations to the rest of the Mall (Rose Garden to Thunderbird Commons) currently underway.

- Removal of two exterior sets of steps on Main Mall frontage of Chemistry Building.

There are at least ten major enhancements underway involving the removal of curbs and barriers along major pathways, improvements to paving material and gradients, the creation of a new universally accessible north-south route, the creation of barrier free large commons, and the creation of integrated universally accessible ramp entrances.

With a similar commitment to making classrooms and learning spaces more accessible, UBC has recently updated its [Learning Space Design Guidelines](#) with added provisions addressing accessibility in classrooms. Please refer to [Section 5.04 of the Learning Space Design Guidelines](#).

UBC has 339 General Use classrooms at its Vancouver campus. 333 or 98% are accessible. All buildings are accessible at the Okanagan campus.

INTERCULTURAL UNDERSTANDING: *Summary Table*

Goals	<i>Actions (planning; process established and ongoing; in place; new)</i>	Select Outcomes
<p>Increase awareness and experience of the benefits of intercultural learning</p>	<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>Faculty of Arts have implemented an Asian Canadian Studies minor</p> <p>Student directed efforts, such as the Tandem Language Exchange and Peer Programs Committee have been implemented</p> <p>Experiential and hands-on learning opportunities continue to expand</p> <p>Diversity at UBC website was launched, aggregating diversity and equity-related web links from across the university</p> <p>Provost's Advisory Committee on Equity and Diversity was established</p>
<p>Remove barriers to greater cultural and intellectual diversity within the University, including those faced by historically disadvantaged groups</p>	<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><i>Expand opportunities to safely express and converse on issues of cultural diversity at all levels of the university</i></p>	<p>UBC was recognized as one of Canada's Best Diversity Employers for the fifth consecutive year</p> <p>Student Development and Services include 24 training programs that support intercultural understanding</p> <p>The Jump Start program expanded to include Aboriginal students as well as international students</p> <p>The Equipment Accommodation Fund and Equity Enhancement Fund support educational and employment equity goals, supporting 6 projects in 2011</p> <p>Campus and Community Planning continue their multi-year program of access upgrades at the Vancouver Campus, with ten major projects underway</p> <p>Okanagan Campus continues its inclusive campus initiative</p> <p>Opportunities continue to be developed through student and academic programming</p>

LINKS

Diversity at UBC <http://diversity.ubc.ca/>

Equity Office Vancouver campus www.equity.ubc.ca/

Equity Office Okanagan campus <http://web.ubc.ca/okanagan/equity/welcome.html>

Inclusive Campus initiative <http://www.ubc.ca/okanagan/equity/programs/inclusivecampus.html>





International Engagement

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

INCREASE CAPACITY TO ENGAGE INTERNATIONALLY

Increase Student Participation in Learning and Service Abroad

UBC offers a wide range of options for students to gain international experience during their studies. Faculties may offer co-op placements abroad and UBC's dedicated student mobility office, Go Global, works with academic departments to offer undergraduate and graduate students opportunities to study abroad, research abroad and undertake international service learning. About 14% of undergraduates at UBC's Vancouver campus and 22% at the Okanagan campus will have had an international experience by the time they graduate, compared to the national average of 3%.

International Community Service Learning and Community Based Research

UBC's International Service Learning (ISL) programs help students contribute to projects led by community partners around the world, connecting their academic studies with real-world experience. Students discover the local impact of global issues and build meaningful connections with communities. Students are also eligible to conduct research at many of UBC's [150 partner universities](#), which offers many benefits to UBC students, including opportunities to learn new research techniques, improve prospects for an academic career, engage with people from other cultures, and make contacts and build international networks.

Okanagan Campus Volunteer Efforts Extend to Peru

- Seven students participated in the new [Get Involved Program](#), stepping away from urban life to get involved in the small village of Lobitos, Peru
- Focusing on health promotion, the students endeavored to make a difference in the lives of the villagers, volunteering with the [WAVE Foundation](#)
- Their outreach, with three health promotion drives, was conducted in the community centre and the local beach





Sustaining Delicate Ecosystems in Costa Rica

- Vancouver students participate in sustaining and developing the [delicate coastal ecosystem](#) in Costa Rica through the International Service Learning program
- Students in photo take notes while examining sea turtle nests at the Quelonios project in Pacuare
- Student Rhys Edwards says “the supervisors of Go Global will teach you how to deal with challenges, derive personal meaning from your projects, effectively contribute to your host organization, and ultimately return with more than a line on your resume.”

Further examples include:

- a sustainable livelihoods program in [Uganda](#) in partnership with the Canadian International Development Agency (CIDA) and the Association of Universities and Colleges of Canada (AUCC).
- a community-based food security intervention in [Rwanda](#) for a fourteen-week placement working on a Multiple Micronutrient Powders project within a collaborative partnership model.
- [Project GROW](#) - Ghana Rural Opportunities for Women, started four years ago, continues to work with a cooperative group of 120 women from two villages to meet their community objectives.

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
# outgoing students engaged in international community service learning	73	85	36	--
Published articles with an international co-author(s)	2,629	2,455	System total	

Increase the International Dimension of Educational Opportunities

UBC aims to offer all of its students a learning experience that incorporates an international dimension. While this can be achieved in part through opportunities to study or research abroad, it must also be an aspect of learning here on the UBC campuses to prepare students for careers in global society.



UBC's Faculty of Dentistry students connect and collaborate with their peers across three continents using a specialized website developed at UBC. The site allows them to review each other's clinical work and participate as a group in case-based tutorials. Also, the dialogue between peers unveils cultural, political and infrastructure issues that have as much impact on clinical activity as pure science. The project currently involves five dental schools – UBC, Birmingham, Hong Kong, Melbourne and Tecnológico de Monterrey, and aims to expand further. Dr. Karen Gardner, associate clinical professor of oral health sciences and dental education research at UBC, was recognized for her work in creating the site with the inaugural U21 Award for Internationalisation.

Increase Support for International Collaborations

Published in the spring of 2011, the UBC International Strategic plan provides a framework for international engagement, and identifies specific goals and regions of key interest. UBC's recent activities in support of these goals include the following:

- Professor Toope accompanied BC Premier Christy Clark on her Nov. mission to India, where the opening of the UBC India office, with centres in Delhi and Bangalore was announced. The office will support relationships between UBC and Indian partners, provide information on UBC to potential students and help to raise the profile of UBC in India.
- UBC hosted a meeting of the Canada-China Joint Science and Technology Committee, co-chaired by Dr. Alain Beaudet, President, Canadian Institutes for Health Research (CIHR) and Dr. Jianlin Cao, Vice Minister, Ministry of Science and Technology (MOST) in Oct, thereby strengthening its relationships with the Chinese government and Chinese university and industry partners. Professor Toope is a member of the Joint Committee.
- UBC's Sauder School of Business formed a [strategic partnership](#) in June with the Copenhagen Business School (CBS), one of the largest in Europe. The new partnership builds on an active 16-year exchange program, and supports stronger ties between the two institutions in research, academic programs, student and faculty exchange, and other scholarly pursuits.
- UBC is developing a range of innovative multidisciplinary partnerships in India to create a centre of excellence to accelerate community transformation and sustainability. UBC has established an India Advisory Committee of community and business leaders with significant expertise in India.
- Partnerships in China are an important part of UBC's collaborative research agenda. UBC's Faculty of Medicine has a particularly strong network with top Chinese universities. One example is Dr. Weihong Song's joint institute for research into Alzheimer's disease at Chongqing Medical University. Dr. Song, a professor of psychiatry and a Canada Research Chair, received China's highest honour for foreign experts - the Friendship Award, in October 2011.

Expand Recruitment of Outstanding Students and Faculty

Faculty

UBC recruits talented faculty members from around the world. Professors and lecturers from countries other than Canada help to create globally relevant and responsive curricula, a multicultural learning experience, and research and training of the highest caliber. UBC has programs in place to support faculty members who are new to Canada, including the Work-Life & Relocation Services Centre, University-wide orientations, and research-specific orientations.

Graduate Student Support

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.

Graduate Student Recruitment

Programs and partnerships support UBC's efforts to attract top international students to UBC graduate programs. For example:

- UBC has entered into a [new partnership](#) with the African Institute for Mathematical Sciences (AIMS), a centre for the development of math and science talent across Africa. UBC will fund scholarships through the AIMS Next Einstein Initiative, which will support African students at an AIMS centre located in South Africa. UBC will also promote the opportunity for UBC faculty and graduate students to visit AIMS as short-term course instructors, and to build connections between UBC students and AIMS students. While the scholarship program will help to build capacity in Africa, it will also support UBC's efforts to attract top students from Africa to graduate programs at UBC.
- Through the [RISE Worldwide program](#), German students in engineering and natural sciences come to UBC for up to 12 weeks for research internships. The German Academic Exchange Service (DAAD) provides funding for the students in form of travel support, monthly allowance and

insurances. In 2011, UBC had 11 participants, the largest group in North America; in 2012, 20 students are confirmed to come to UBC, bringing with them up to \$48,000 total in funding support. The students are undergraduates; the goals of the program are to recruit these top students into UBC graduate programs, increase research collaboration with German partners, and encourage RISE alumni to act as ambassadors for UBC in Germany.

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
# international graduate students	2,852	2,571	144	104
% international graduate students	28%	26%	21%	19%
Increase over past year in international applications	13.8%	23%	3.4%	54%

STRENGTHEN UBC'S PRESENCE AS A GLOBALLY INFLUENTIAL UNIVERSITY

Increase Substantial Strategic Partnerships in Regions of Priority to UBC

Partnership Funding

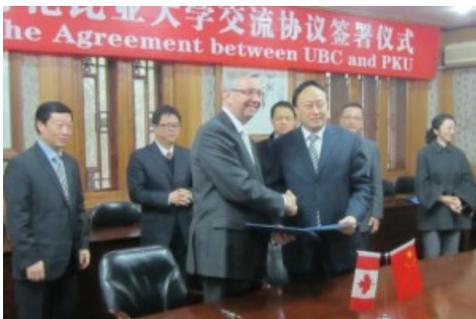


- and show through 3D visualizations -

To support the activities of its international partnerships, UBC seeks funding from a variety of sources, such as the [Nereus Program](#). A \$13-million international research network, with funding from Japan's Nippon Foundation, it brings together experts in fisheries, climate change, environmental policy, geospatial modeling, marine ecology and socio-economics for research collaborations, capacity building and to increase public awareness about fish stock depletion. It connects UBC with Princeton, Duke, Stockholm and Cambridge universities. In February it unveiled the first global model of life in the world's oceans, allowing scientists and policymakers to predict the state of life in the oceans of the future.



International Visitors



UBC's Peter Wall Institute for Advanced Studies has a scholarly partnership with [the Collège de France](#), which allows outstanding faculty to come to UBC as Wall Distinguished Visiting Professors. In turn, the Collège de France invites UBC faculty to spend time in Paris as "Chairs d'État". In 2011 Alain Berthoz, Founding Director of the Laboratory of Physiology of Perception and Action of the French "Centre Nationale de Recherche Scientifique" returned to the Peter Wall Institute as a Distinguished Visiting Professor and Brett Finlay, Professor of Biochemistry and Microbiology at UBC went to the Collège de France, as a "Chair d'État"

UBC hosts formal visits from high-level partners, potential partners, and international embassies. Many of these visits support the development of international collaborations and partnerships. For example, UBC hosted presidents and/or chairs from three top Chinese universities: Peking University, Renmin University and Tsinghua University. The delegates were interested in discussing the strategic management of a top research-intensive university. In March, Professor Toope

visited these universities in China and signed agreements to strengthen research relationships and support student mobility.

UBC strives to accommodate hundreds of visitor requests each year at all levels; the high volume reflects UBC's status as a sought-after partner and research collaborator.

Through a number of funding mechanisms, both internal and external, UBC supports the scholarship of many visiting fellows, faculty and graduate students. At UBC's Okanagan campus, the invited International Distinguished Visitor Fund, valued at \$5,000/visit, was established. This provides opportunities for international colleagues to visit UBC, engage with the campus community and share their research and expertise.

Enhance Scholarly Communications on Global Issues

UBC Press is Canada's leading social sciences publisher with an international reputation for producing innovative works of scholarly excellence. Each year the Press produces seventy new titles, which are available to the world English-language market in digital and print form. UBC Press publishes in many areas of global interest, including environmental studies, Aboriginal studies, security studies, and globalization and transnational studies, and keeps more than 19,000 scholars informed about forthcoming titles pertinent to their work. This year UBC Press sold more than 46,000 books to libraries, scholars, students, and researchers in Canada and throughout the world.

Strengthen UBC's Role in International Development

Many of UBC's internationally focused research projects and teaching projects support capacity-building in the developing world. Some of these projects receive funding from the International Development Research Centre (IDRC) or the Canadian International Development Agency (CIDA).

The Canadian International Food Security Research Fund is a collaborative program with funding from both the IDRC and CIDA. In June 2011, a UBC international research project was awarded a \$3.4 million grant from the Fund to [increase food security](#) in the Andean regions of Peru.



Dr. Shafique Pirani, Clinical Professor in UBC's Department of Orthopaedics received the [2012 Humanitarian Award](#) from the American Academy of Orthopaedic Surgeons (AAOS) for his commitment to improving the function and quality of life of Ugandan children afflicted with clubfoot. Dr. Pirani helped launch the Uganda Sustainable Clubfoot Care Project (USCCP), a nonprofit organization dedicated to reducing widespread disability from neglected clubfoot. The USCCP received funding from CIDA, and a \$100,000 gift from an anonymous donor to support the expansion of the program to other countries.

INTERNATIONAL ENGAGEMENT: *Summary Table*

Goals	<i>Actions (planning; process established and ongoing; in place; new)</i>	Select Outcomes
<p>Increase the capacity of UBC students, faculty, staff, and alumni to engage internationally</p>	<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>14% of undergraduates at the Vancouver campus and 22% at the Okanagan's campus will have an international experience, compared to the national average of 3%</p> <p>Research is conducted at UBC's 150 global partner universities</p> <p>Strategic partnerships, such as the one between the Sauder School of Business and the Copenhagen School of Business provide research, academic programs and exchanges</p> <p>This year saw a 13.8% increase in international applications at the Vancouver campus and a 3.4% increase at the Okanagan campus</p>
<p>Strengthen UBC's presence as a globally influential university</p>	<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>New partnerships were formed, such as that with the Nereus Program, a \$13 m international research network</p> <p>UBC Press sold more than 46,000 books, producing 70 new titles</p> <p>ciRcle, UBC's digital repository, piloted in 2007, now has over 41,000 entries and continues to grow</p> <p>A partnership with CIDA and AUCC saw a sustainable livelihood program established in Uganda</p>

LINKS

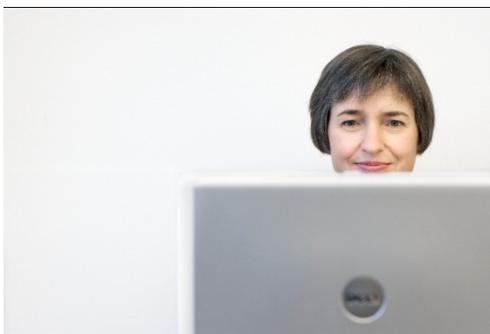
International Strategic Plan <http://research.ubc.ca/vpri/call-input-draft-international-strategic-plan>

Go Global www.students.ubc.ca/global/index.dfm

International Student Initiative www.calendar.ubc.ca/vancouver/index.cfm?tree=6,231,723,0

Office of the Vice President Research and International www.research.ubc.ca





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.

BE THE PLACE OF CHOICE FOR OUTSTANDING FACULTY AND STAFF

Processes are in place to recruit first choice applicants

The “employer story” is a recruitment branding project initiated to support the attraction and retention of faculty and staff who will be successful at UBC. The goal of the project is to convey what it means to work at UBC, to those who are considering a career here. New advertising templates were developed in 2011/2012 to support the faculty and staff recruiting process. These advertising templates will be rolled out to the University community in 2012.

Establish a faculty/staff relocation office in Vancouver; expand services to the Okanagan



Jayne Booth and her staff at the Work-Life and Relocation Services Centre provide what Booth calls “five-star concierge service” to incoming professors, postdoctoral fellows, senior staff, and visiting faculty. The Centre’s staff connects new arrivals with resources to ease their transition to a new city.

Professor David Rummel, who left New York and the New York Times to teach at the UBC Graduate School of Journalism, says that Centre staff helped him connect with the moving company, referred him to software that aided his housing search, and gave him information about navigating the intricacies of immigration and importing a car from the U.S.

The Centre helps as many as 300 new faculty, staff, and postdocs each year. Dr. Ricardo Carvalho, says he and his wife Dr. Adriana Manso, who relocated with their daughter from Brazil to teach at the Faculty of Dentistry, were always treated as though they were the Centre’s only clients. He says, “every time I have a chance I stop over there for a black tea. They are just fun and lovely people to spend time with.”

In addition to the in-person services offered in Vancouver, UBC's Okanagan Campus launched online resources to support relocating faculty in 2011/2012 and will soon open its own Welcome and Relocation Services Centre,

where incoming faculty will have personalized support to help them connect with appropriate childcare and housing resources, and to help partners with job search efforts.

Expand efforts to create and recognize linkages between performance and academic priorities, administrative effectiveness and the budget framework

Significant work has been done to develop and review the faculty financial and operational 10-year plans, based on the enrolment-driven budget framework. This work will provide the foundation on which UBC can make appropriate linkages between its academic priorities and the budget framework.

To further support this goal, a distributed, integrated model of administrative support was implemented in 2011/2012 in the Finance function across all administrative and ancillary units, three Faculties, and the UBC Library. In addition, the budget review process was expanded further into the organization with reviews now being conducted with many schools and departments.

On the Okanagan campus, the Provost is establishing positions to support Faculties with strategic and financial planning to better link academic operations with the enrolment and budgeting processes. In addition, the Office of the Provost, supported by Human Resources, is beginning to develop a resource planning and review cycle that supports academic planning and budgeting needs.

Develop and implement effective communication vehicles for faculty and staff

Improving the communications infrastructure has been a priority for UBC in the past year. An increased focus on communications resulted in the recasting of the VP portfolio External and Community to VP Communications & Community Partnership.

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
I feel proud to work for UBC* (% agree)	75%	--	79%	--
Would recommend UBC as a good place to work* (% agree)	70%	--	71%	--
Voluntary turnover rates	7.7%	6.8%	4%	4.2%
Faculty hires (Bargaining Unit)	334	344	69	44
Related Academic Appointments (includes post-doc, clinical, emeritus, etc)	1,485	1,710	57	35
Staff hires	2,671	2,582	365	296
Work-Life and Relocation Services - # clients	275	225	3	--

* All faculty and staff

Provide faculty and staff with professional development opportunities

UBC is committed to supporting all employees in their professional development, and to creating reflective learning opportunities that engage and benefit the mind. In 2011/2012, a project was initiated to support staff to apply for professional development funds online. Programming has begun, and the online system is expected to launch in 2012/2013.

Faculty and staff are invited to explore UBC resources best suited to their learning needs at <http://www.hr.ubc.ca/learning-development/ubc-service-providers/>.



	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
# faculty/staff using tuition waivers for self/professional development	2,696	2,394	(UBC Total)	
# participants: HR sponsored staff workshops (Note: Vancouver numbers include only MOST offerings)	207	311	458	n/a
# faculty/staff working with a Coach through Coaching@UBC	136	126	9	8
# faculty using PD funds	1,208	1,078	179	149
# staff using PD funds	742	608	44	62
As a UBC employee, I am satisfied with the opportunities for learning available to me at UBC through internal providers* (% agree)	73%	--	71%	--

*Source: 2011 Workplace Experiences Survey

HEALTHY, INSPIRING WORKPLACE

Respectful, Inclusive and Collegial Work Environment

Develop an integrated strategy to create a respectful, inclusive and collegial work environment



At an event to welcome their new Dean, the Faculty of Education signalled its commitment to nurturing a respectful environment in which to work and learn by envisioning how to do so as a community.

"The point was to start [the Dean's] tenure here by bringing the community together in a way that started this dialogue," says Dr. Deborah Butler, Associate Dean, Strategic Development.

Faculty leadership accessed grant funds made available by the University's Respectful Environment Committee and created an event that invited faculty, staff and student representatives to help direct the Faculty's approach to bringing UBC's Respectful Environment statement to life. The event was launched with a welcome, singing, and drumming by members of the Musqueam community. Then incoming Dean Blye Frank, whose research specialties include equity and diversity, opened the session, emphasizing the importance of the Respectful Environment statement, which was developed by the University to provide guideposts for creating a workplace culture that is inclusive and respectful.

Importantly, Dr. Butler says, initiatives focused on ensuring a culture of respect have been launched with the arrival of the new Dean, who is a supporter of what he terms joyous quarrelling: where colleagues engage respectfully with ideas without any "nasty business."

Continue to implement recommendations of the Task Force on Family Responsibilities

The primary accomplishment in 2011-2012 was the drafting of the Statement on Family Responsibilities. Similar to the Respectful Environment statement, the Statement on Family

Responsibilities is intended to guide the University community in how to consider the personal and family responsibilities of faculty and staff in order for them to balance their professional and personal lives. The importance of this initiative was confirmed by faculty and staff responses to the November 2011 [Workplace Experiences Survey](#). The Statement is expected to be finalized in 2012/2013.

Staff Awards

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
President Service Awards for Excellence	5	5	(UBC total)	
DVC and Principal Award	---	---	1	0
President Service Awards (Vancouver); Staff Awards of Excellence (Okanagan)	8	7	4	3
My immediate unit head/manager treats people fairly* (% agree)	74%		77%	

*Source: 2011 Workplace Experiences Survey

Healthy Workplace Initiatives

As the Health Promotions Co-ordinator for Human Resources, Suzanne Jolly reports she was fielding requests from across the Vancouver campus for training to help better understand mental illness.

UBC has created many programs to engage faculty, staff and students about the importance of mental well-being. Employees can attend lunchtime seminars on subjects such as work-life balance, healthy eating, and stress management. UBC Thrive, held in October at the Vancouver and Okanagan campuses, promotes ways for UBC community members to build positive mental health. In 2011, Thrive events featured sessions about optimism and anxiety, and yoga and meditation classes. When asked about the benefits of participating in Okanagan Thrive events, Tracey Hawthorn, Coordinator WRAP and Health Promotions said "in our first ever Thrive Week, we effectively challenged the way people look and deal with mental health on campus and have provided a foundation on which all campus stakeholders can have the ability to flourish in both academic and professional environments."



Dr. Joyce Boon and Dr. Wisdom Tettey

In order to augment existing programs offered by the University, UBC and the Canadian Mental Health Association jointly developed a new training program called Responding with Respect. It's designed to help faculty and staff identify mental health warning signs in the workplace, and refer their colleagues to resources.

Jolly says that for years, people were more comfortable talking about their physical health. "It's very bold for an employer to talk about mental health and UBC is definitely in the forefront."

The Healthy Workplace Initiative Program (HWIP) provides semi-annual funding to UBC units, to help reduce faculty and staff long-term and chronic disease by supporting healthy behaviours. In 2011/2012, HWIP funded 23 projects, ranging from a holistic nutrition series for all staff and faculty

initiated by the Library at the Okanagan campus, to diabetes screenings and prevention program as part of Aboriginal Health Initiative at the Vancouver campus.

In 2011/2012, the Okanagan campus fully rolled out the Work Reintegration and Accommodation Program (WRAP) to provide centralized case management of work-related illness and injury, and to support individuals, heads and supervisors in planning for a healthy return to work.

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
# of Work loss accidents	271	252	(UBC total)	
Income replacement - number	247	239	(UBC total)	
- % of workforce	2.4%	2.6%	(UBC total)	
# of units accessing Healthy Workplace Initiative Program (HWIP)	20	26	3	
# of Healthy Workplace initiatives	48	45	34	
My unit supports me in making choices that contribute to my mental health and well-being* (% agree)	53%	---	54%	

*Source: 2011 Workplace Experiences Survey

Affordable On-Campus Housing and Childcare Options

Affordable on-campus housing - Vancouver

Through the *Vancouver Campus Plan* and the *Land Use Plan* processes, faculty, staff and student identified housing affordability and choice on the Vancouver campus as key issues. In response, the Community Planning Task Group of the UBC Board of Governors led the process of developing a Housing Action Plan for the Vancouver campus in 2011/2012.

Between April 2011 and March 2012, the Community Planning Task Group of the UBC Board of Governors, supported by Campus and Community Planning, gathered feedback and information to inform the development of potential housing options. This process began with a thorough review of UBC's existing housing programs. Several new options were brought forward for consideration as a result of an assessment of other universities' and jurisdictions' housing programs and public input. Faculty, staff, and students actively participated in three public forums, focus groups, a blog by Task Group Chair Dr. Ghoussoub and outreach meetings between April 2011 and March 2012. The faculty/staff housing demand study and the student housing demand study also informed the development of the options.

In spring 2012, a Discussion Paper was released for public consultation which outlined potential housing program options, which will be considered by the UBC Board in 2012-13.

Child care - Vancouver



By opening an additional 37 spaces at the University Services Building in September 2011, UBC Child Care Services has expanded to more than 570 licensed spaces for children (infant to 12 years of age).

UBC plans to open an additional 24 child care spaces in the Ponderosa Phase 2 building in 2014. Additionally, there will be a 16-space Occasional Care Centre located in the new Student Union Building, to provide flexible short-term services for three- to five-year-olds whose parents need child care services while they attend or teach classes, or participate in on-campus activities.

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
Childcare Spaces - existing	527	425	3 rd party provider	
- added this year	45	102		

Development of Academic and Administrative Heads and Directors

2011/2012 saw the launch of the Academic Leadership Series at the Okanagan campus. The program is an opportunity for Academic Heads of Unit to come together to enrich their leadership practices and facilitate success in the carrying out of their administrative responsibilities. The Academic Leadership Development Program (ALDP) was launched at the Vancouver campus in 2006/2007, and continues to attract new Academic Heads each year.

Managing at UBC continued to have a strong year, with 121 Administrative Leaders participating across UBC.

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
# of participants: Managing at UBC	107	80	14	11
# of participants: Academic Development Leadership Series	23	15	19	--

OUTSTANDING WORKPLACE ENVIRONMENT: *Summary Table*

Goals	Actions (<i>planning; process established and ongoing; in place; new</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><i>Expand efforts to create and recognize linkages between performance and academic priorities, administrative effectiveness and the budget framework</i></p> <p><i>Develop and implement effective communication vehicles for faculty and staff</i></p>	<p>Completed programming requirements for faculty e-recruit.</p> <p>Began project to give staff access to professional development funds.</p> <p>Work life and Relocation Services extends virtual services to Okanagan. In-person service is planned for 2012/2013.</p> <p>Developed and reviewed 10-year faculty financial and operational plans based on the enrolment-driven budget framework.</p> <p>Expanded budget reviews at the school and department level in selected areas.</p> <p>Completed recruitment for a new VP Communications & Community Engagement.</p> <p>Movement of staff and faculty to a common email system</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><i>Continue to implement recommendations of the Task Force on Family Responsibilities</i></p>	<p>Implemented a fund that departments could access to focus on creating respectful work environments.</p> <p>Successfully provided departments from Vancouver and the Okanagan with funds to support healthy workplace initiatives. WRAP program established on Okanagan campus</p> <p>Opened new child care facility at the University Services Building at the Vancouver campus.</p> <p>New Academic Leadership Series launch at the Okanagan campus.</p> <p>Drafted the Statement on Family Responsibilities</p>

LINKS

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



Sustainability

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

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

Operating budgets are structurally balanced on both campuses. All administrative, ancillary and faculty budgets were reviewed to ensure alignment against Place and Promise and financial viability with a mid-term outlook.

Healthy budgets means that core programs are protected and that investments can be made against key Place and Promise priorities

On the other hand, University resources remain significantly constrained because neither the government grant (flat) nor domestic tuition (2%) are keeping pace with UBC's Higher Education Price Index inflation of 3%.

This means that difficult decisions have been made to reorganize some units, with resulting job losses and redeployments. Despite some progress, funding does not yet meet University needs in key areas such as building operations or classroom services.

Investing in Place and Promise with a structurally balanced budget

Okanagan Budget 2011/12

- The focus was on the economic stability of the faculties and administrative units, mostly achieved through recurring investments
- Strategic allocations were made to support enrolment growth and *Place and Promise* initiatives, targeted to academic units and student learning

Vancouver Budget 2011/12

- Faculty priorities: Vancouver faculties continued to invest across the board in curriculum redesign, experiential learning and research priorities. Central support was sought and obtained

to eliminate the Faculty of Law building mortgage, to appropriately fund the Master of Public Health, to stabilize ICORD (with further funding from Faculties of Medicine and Science and the Rick Hansen Foundation), to support Green and St. John's Colleges as part of transition to the New Operating Model, and to realign the Chan Centre with the Faculty of Arts and the Botanical gardens with the Faculty of Science, with specific budget adjustments to ensure the long-term viability of these University assets

- Student Housing: Continuous build-out including the completion of Totem in-fill and the approval of Ponderosa Commons
- Learning: Significant investments in Student Information and Learning Management Systems
- Innovation: Seed funding for Campus as a Living Lab projects and for Entrepreneurship@UBC
- Development and Alumni engagement: Further investments in University capabilities to engage alumni and fundraise
- Communication: Investment in Digital Channel infrastructure on campus
- Infrastructure: Full funding and completion of the IT transformation initiatives started in 2010, implementation of an integrated reporting system tied to enrolment management, improved funding for building maintenance and launch of the keyless building access project in Vancouver

Key financial indicators:

2011/12	Vancouver	Okanagan
Operating surplus (deficit)	\$0m	\$0m
Operating revenue	\$913m	\$107m
Working capital	\$245m	(UBC total)
Debt service ratio	2.21%	(UBC total)
Credit rating	Moody's Aa1; S&P AA+	(UBC total) Best in Canada
Endowment - Annual return	10.80%	(UBC total)
- 4 year average return	-0.60%	
Staff Pension Plan benefit funding (going concern)	114%	(UBC total)

UBC AS A LIVING LABORATORY

Through its collective efforts in education, research, partnerships and operations, the University advances sustainability on its campuses and beyond, acting as an experiment in sustainability, a living laboratory where faculty, students, staff and partners test, learn, teach, apply, and share the outcomes of our inquiries.

UBC has long embraced an interdisciplinary approach, and applies that same thinking to how it addresses sustainability. The Living Laboratory concept takes it one step further. Participants from across the academic and operational areas of the University, as well as the larger community, are invited to be part of the Campus as a Living Laboratory for innovation.

Move Towards Carbon Neutrality

In the first two years of implementing its [Climate Action Plan](#), UBC made significant progress toward achieving its aggressive GHG emission reduction targets of 33 per cent below 2007 levels by 2015, investing \$117 million in innovative energy efficiency and infrastructure projects that will pay back in utility savings.

At the Okanagan campus, the geo-exchange technology for heating and cooling needs is in place for most campus buildings, estimated to avoid putting approximately 38,000 tonnes of greenhouse gas

emissions into the atmosphere over a 25-year period, the equivalent of running over 6,900 cars for a year.

Integrate the Physical Operation with Research and Teaching

In November 2011, the Centre for Interactive Research on Sustainability (CIRS) opened on the Vancouver campus. Built to exceed LEED Platinum and Living Building Challenge standards, this \$37 million “living laboratory” will help to regenerate the environment and advance research and innovation on global sustainable challenges. A [video](#) prepared for the opening of CIRS is available for viewing.

Achievements in campus sustainability



UBC received [Canada's first Gold rating](#) in the Sustainability Tracking, Assessment & Rating System (STARS), a new comprehensive university sustainability rating framework in which over 300 post-secondary institutions across North America are participating.

- UBC began one of the largest steam to [hot water conversions](#) in North America at its Vancouver campus, a project that replaces 14 km of aging steam system piping infrastructure, reduces GHG emissions by 22 percent and saves the University up to \$4 million a year in operational and energy costs. Phase 1 has been completed.
- The [WaterFillz kiosks](#) were expanded to Arts and Sciences II, Engineering, Management and Education, and the Health Sciences Centre at the Okanagan campus. This [program](#) reduces plastic bottle waste generated on campus.
- The [Shut the Sash](#) competition engaged over 100 researchers in three energy-intensive lab buildings to save energy by closing fume hood sashes. This Vancouver campus competition reduced fume hood energy consumption by 85 per cent, the equivalent of eliminating energy use in 46 typical homes.
- The [Building Tune-up](#) program is retro-commissioning 72 buildings across the Vancouver campus to reduce GHG emissions in core buildings by 10 percent. A pilot in two buildings was completed, implementation in 17 buildings is underway, and investigation of 21 more buildings is in progress.



Steam Plant and Hot Water Conversion



WaterFillz Kiosk

- An expanded [Do It in the Dark](#) energy and water conservation competition in Totem Park and Place Vanier at the Vancouver campus reached over 3,100 first-year students with energy and water conservation messaging and tips. UBC won ‘campus champion’ in the provincial competition, Totem Park won the grand prize for greatest energy reduction, and Place Vanier took 3rd place for participation.
- A draft [Zero Waste Action Plan](#) and [Water Conservation Action Plan](#) were prepared after extensive consultation work and campus audits on the Vancouver campus. The plans will be finalized in 2012/13.
- [UBC SEEDS Program](#) engaged over 500 students, staff, and faculty to work collaboratively on the development and implementation of projects that apply the “Campus as a Living Lab” concept and address real-life campus sustainability challenges. Innovative outcomes included a worm composting pilot in the current SUB and approval for integration into the new SUB, a campus food garden guide, a paper towel composting pilot, a new weed-control protocol, and a UBC Fair Trade Marketing Plan leading to the first UBC Fair Trade Week.



©Jerald Walliser
Shut the Sash project



©Jerald Walliser
Do It In The Dark Competition

Teaching and Learning

- The opening of [UBC’s Sustainability Education Resource Centre](#) in September 2011 gives students, staff and faculty at the Vancouver campus a central place to access information on integrating sustainability into educational opportunities and co-curricular experiences. A dedicated Student Sustainability Advisor assists students in exploring the breadth and depth of available possibilities.
- UBC’s goal of ensuring all students have access to an education in sustainability via a Sustainability Learning Pathway (up to a minor) was supported by the publication of “Transforming Sustainability Education at UBC: Desired Student Attributes and Pathways for Implementation.” This document, authored by the inaugural cohort of the UBC Sustainability Initiatives’ Teaching & Learning Fellows at the Vancouver campus, lays out a framework for sustainability education at UBC that is grounded in four high-level student sustainability attributes - holistic systems thinking, sustainability knowledge, awareness and integration, and acting for positive change. At the Okanagan campus, the Centre for Teaching and Learning offers workshops on integrating sustainability into course materials. Partnering with goBeyond Teach-In initiative, faculty participate in an annual Teach-In.
- The Vancouver campus’ Sustainability Initiative co-delivered innovative co-curricular programs including the [Greenest City Scholars Program](#) (with the City of Vancouver), [UBC Reads Sustainability](#) (with AMS Sustainability), Sustainability Across the Curriculum Community of

Practice (with Centre for Teaching, Learning and Technology), the [2011 International Student Energy Summit](#) and the 2012 IB World Student Conference.

- UBC's Vancouver campus "Celebrating CIRS | Accelerating Sustainability Conference" welcomed 385 delegates to a three-day "meeting of the minds" in the new Centre for Interactive Research on Sustainability. Speakers from Canada, China, the US, UK and Australia included Dr. Steve Rayner from Oxford University, Bob Berkebile of BNIM, and Dr. David Suzuki who presented to a sold-out Chan Centre.

Research and Partnerships



The \$27 million Bioenergy Research and Demonstration Facility, located at the Vancouver campus, will reduce campus GHG emissions by 9 percent. It commences operation in May 2012. The first commercial-scale demonstration of combined heat and power generation utilizing biomass gasification in North America, this innovative research platform will yield valuable new knowledge in the clean energy sector. This facility, and the Centre for Interactive Research on Sustainability, were featured on the CBC's *The Nature of Things* episode "[Future City](#)."

- In March 2012, UBC forged a formal partnership with Germany's Fraunhofer, Europe's largest research institution for applied research, to focus on renewable-energy technologies. The UBC-Fraunhofer memorandum of understanding (MOU) sets the parties intent to develop joint projects in areas that include biomass and electrochemical energy conversion, fuel cell and hydrogen technologies and energy efficient building technologies. As well, the MOU seeks to foster scholarly and student exchanges while increasing links with industry and commercialization opportunities.
- The UBC-Honeywell MOU formalizes a joint mission to accelerate the research and development of community integrated smart energy systems. The technologies, processes and models collaboratively developed under this relationship will go on to fundamentally change the way energy is managed at UBC, thanks to the close engagement of UBC Operations.
- Working with the Water Research Foundation, UK Water Industry Research, Infrastructure Canada and the National Research Council of Canada, Okanagan civil engineering professor [Rehan Sadiq](#) is developing tools that local governments or water suppliers can use to make better decisions about when to replace or refurbish infrastructure such as water systems.
- UBC and Cooledge Lighting Co. are evaluating new luminaries as part of a Sustainable Development Technology Canada program to develop new, innovative technology in Canada.
- In March 2012, UBC was awarded follow-on funding from Natural Resources Canada to enhance and extend the performance of the innovative Bioenergy Research & Demonstration Facility. The enhanced facility will now use a clean alternative to back-up power. The facility will also benefit from an engine heat recovery system that will capture excess heat to improve the thermal efficiency of the systems.

- NSERC, OK Builders Supplies Ltd. and the City of Kelowna support the research of Shahria Alam in looking at using other materials than crushed, recycled concrete for aggregate materials in producing new concrete.

Key Metrics

	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
Living Lab funding (industry, research, operations)	\$200m	--	--	--
GHG/Student FTE reduction from 2007 baseline	5.4%	12.2%	25.9%	18.6%
STARS rating	gold	n/a	(UBC total)	
# of sustainability-focused courses	96	96		n/a
# of sustainability-related courses	350	289	75	75
SEEDS Program - # engaged			n/a	n/a
- students	400	497		
- faculty	37	37		
- staff	66	59		
- # student reports	119	149		
USI Teaching and Learning Fellows	6	6	n/a	n/a
USI Teaching and Learning Spotlight Award Grants	4	4	n/a	n/a
# Living Lab industry partnerships	11	11	(UBC total)	
# of Living Lab Community partnerships (MOU)	5	3	(UBC total)	

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



UBC became the first [Fair Trade Campus](#) in Canada, the result of a collaboration between UBC Food Services, AMS Food Services and UBC Engineers Without Borders. The Fairtrade Canada designation, which recognizes UBC for its national leadership in Fair Trade purchasing, commits UBC to buy coffee, tea, chocolate and tropical fruit from producers who guarantee higher social, environmental and pay standards for farmers and workers. UBC held its first [Fair Trade week](#) in March 2012.

- The award-winning [Sustainability Coordinator Program](#) engaged 110 staff on the Vancouver campus with opportunities and resources to promote and implement sustainable practices in their unit. New resources and initiatives developed for the program in 2011/12 included a [New Employee Sustainability Guide](#) for UBC staff and faculty, the UBC [Recyclopeda](#) and a monthly sustainability networking series.
- BC's Climate Action Secretariat, the Fresh Outlook Foundation and UBC's Okanagan Sustainability Office partnered again to host the third annual Thompson-Okanagan Climate Action Exchange on the Okanagan campus.

- The [Sustainability in Rez](#) program continued to mobilize students to reduce water, waste, and energy consumption in residences and to build a culture of sustainability by training and supporting 32 Residence Sustainability Coordinators in 2011/12. Key achievements include developing tailored Sustainability in Rez [toolkits](#) and creating three new formal Sustainability Committees in student residences at the Vancouver campus.
- UBC [broke ground](#) on the new [Student Union Building](#), which is aiming for LEED Platinum+ and the Living Building Challenge. The first student union building of its kind in North America, the SUB will serve as a dynamic gathering place for students to interact and grow a vibrant student community on the UBC-Vancouver campus.
- Over 3,450 followers engaged with UBC sustainability--@sustainUBC--on the social media tool Twitter, sharing information, opinions and calls to action. The University also launched a sustainability-focused Facebook page.
- The [AMS Sustainability Projects Fund](#), established September 2011, has distributed over \$60,000 thus far to support 26 student projects that reduce the ecological footprint of UBC's Vancouver campus and its students while increasing education and outreach opportunities. Projects listed at <http://www.amssustainability.ca>.
- The UBC Sustainability Initiative built strong connections with student groups through regular Sustainability Networking events and supporting their events including Sustainability Education Day, Sustainability Movie Night, eARTH: Sustainable Art event and the 2012 No Other World (NOW) Sustainability Conference.
- The new [Get Involved Program](#) will see up to 13 students step away from urban life and into a small village in Peru. Students will work with the [WAVE](#) Foundation on sustainability projects.

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.

UTown@UBC is UBC's vibrant residential community on campus where over 18,000 students, faculty, staff and other residents live, work and learn together. Innovative, sustainable community development and green building design is making UTown@UBC an emerging ecocity where shops, services, parks and public transportation are all within walking distance of home and work. In addition to creating a sustainable community, UTown@UBC's is also contributing to the financial sustainable of the university. To date, family housing has generated over \$307 million to the endowment, advancing UBC's academic mission by funding research, teaching and learning. And in June 2011, the Board of Governors adopted the Student Housing Endowment Fund, which provides access to long term financing for future student housing developments. Family housing development will support that fund, allowing UBC to substantially increase the stock of student housing on campus. Major milestones include:

Land Use Plan Implementation

- As part of the creation of a Housing Action Plan for the Vancouver campus, a comprehensive discussion paper was developed to explore potential housing program options to help improve housing choice and affordability for faculty, staff and students.

- Amendments were made to the Wesbrook Place Neighbourhood Plan, to help achieve a more sustainable community and transfer some of the housing density from UBC Farm, which has been retained for sustainability teaching, research and innovation. In support of the development of this neighbourhood, the #41 bus will be routed through Wesbrook starting in April, 2012.
- Resolution of the Gage South Area, including reserving that area for 12-month housing for graduate students and post-doctoral fellows. This planning process also determined the permanent locations for a diesel bus facility, new aquatic centre and an improved MacInnes Field.

Vancouver Campus Plan Implementation

- In September 2011, Totem Park opened 566 new beds, furthering the student housing objectives outlined in the Vancouver Campus Plan.
- Public realm improvements were completed on the first section of Main Mall as well as Agricultural Road. These improvements, along with the approval of a vehicle access plan for the core of campus, are the first steps towards the implementation of the campus pedestrian core.

Transportation

- In fall 2011, UBC transitioned successfully to the province-wide UPass program (UPass BC) and upgraded the pass distribution system.
- New bike parking facilities were installed, including the conversion of 14 car parking spaces into 170 secure bike parking spaces.
- Ridership of public transportation increased again this year - transit trips have almost quadrupled from 19,000 trips per weekday in fall 1997 to 74,800 in fall 2011. More trips are made to and from UBC by transit than by all other modes combined.
- Participation in the UBC Line Rapid Transit Study, exploring options for creating a rapid transit line on the Broadway corridor to UBC.

Community Development

- Installation of a new playground in the Chancellor Place Neighbourhood.
- A joint initiative with the University Neighbourhoods Association (UNA), the Utown@UBC community grants program has so far awarded 16 small grants (\$1,000 or less) to local residents in student and family housing for projects which contribute to the social vibrancy of the campus community.
- A sustainability MOU with the UNA will allow for joint planning on waste reduction and water and energy conservation as well as sustainable transportation and community engagement.
- A feasibility study explored installing the first multi-use skatepark on a university campus in Canada. This was also a joint project with the UNA.

All campus	Vancouver		Okanagan	
	2011/12	2010/11	2011/12	2010/11
Student beds - existing	8,700	8,700	1,677	1,521
- added this year	566	---	212	136
Childcare Spaces - existing	656	554	3 rd party provider	3 rd party provider
- added this year	45	102		
% U-Town households with one person working or studying	52%	52%	---	---
# of faculty and staff rental units	557	557	---	---
% of campus units classified as rentals	25%	27%	---	---
% of campus units classified as restricted rental	14%	15%	---	---

SUSTAINABILITY: *Summary Table*

Goals	Actions (<i>planning; process established and ongoing; in place; new</i>)	Select Outcomes
<p>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>	<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 review established</p> <p>Budget continues to link closely with <i>Place and Promise</i> goals and actions</p> <p>A balanced budget is in place</p> <p>Fundraising campaign successfully launched; 2011/12 saw \$194.1m raised</p>
<p>Make UBC a living laboratory in environmental sustainability by combining its sustainability leadership in teaching, research and operations</p>	<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><i>Continue to develop strategic partnerships with global industry leaders and emerging BC companies with a focus on clean technologies and smart energy and water systems</i></p>	<p>GHG emissions reduced: 5.4% at Vancouver, 25.9% at Okanagan (compared to 2007 baseline)</p> <p>Sustainability Education Resource Centre opened in September 2011</p> <p>A Sustainable Learning Pathway (up to a minor) is available as part of the framework for sustainability education</p> <p>Green roof research is ongoing by the Engineering Faculty at the University House on the Okanagan campus</p> <p>UBC and Fraunhofer will develop joint projects in areas including fuel cell and hydrogen technologies</p> <p>The innovative Bioenergy Research and Demonstration Faculty will open in May 2012</p>
<p>Foster social sustainability through teaching, research and community engagement that promote vibrant human interaction and community cohesion</p>	<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>Construction is underway to LEED Platinum standard</p> <p>UBC became the First Fair Trade Campus in Canada</p> <p>Partnership established with Okanagan Student's Union for WaterFilz Kiosks and campus community events</p> <p>Partnership established with the Climate Action Secretariat and Fresh</p>

<p>Create a vibrant and sustainable community supported by exemplary governance</p>	<p><i>Strengthen community governance to further take up UBC's lead in sustainability initiatives</i></p> <p><i>Align land use planning with sustainable development objectives</i></p> <p><i>Implement a land use plan to create a sustainable community on campus</i></p> <p><i>Develop and implement campus and community plans that promote pedestrian friendly campuses with an integrated transportation infrastructure and a lively public realm</i></p>	<p>Outlook Foundation on Regional Climate Action initiatives in the Okanagan</p> <p>UBC's Board of Governors adopted the Student Housing Endowment Fund</p> <p>Gage South area reserves that area for 12-month housing for graduate and post-doctoral fellows</p> <p>Permanent locations for diesel bus facility, new aquatic centre and an improved MacInnes Field were finalized</p> <p>A sustainability MOU with the UNA allows for joint planning on waste, water, energy and sustainable transportation</p> <p>New bike parking facilities were installed</p> <p>A phased Campus Public Realm plan is underway</p> <p>UBC participated in the UBC Line Rapid Transit Study</p>
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LINKS

Sustainability website <http://www.sustain.ubc.ca>
 Campus Planning <http://www.planning.ubc.ca/>
 Public Realm http://www.planning.ubc.ca/vancouver_home/campus_design_and_public_places/public_realm.php
 Finance Website <http://www2.finance.ubc.ca/>
 University Town http://www.planning.ubc.ca/vancouver_home/utown_ubc.php
 UBC Okanagan Sustainability: <http://www.ubc.ca/okanagan/sustainability/welcome.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 2011/12 - 2013/14 Service Plan, released May 2011. <http://www.gov.bc.ca/aved>. Selected Ministry goals, objectives and strategies and UBC aligned strategies are shown below.

Ministry GOAL 1	British Columbians access B.C.'s post-secondary education system to meet the needs of a knowledge driven economy and society.
<i>Ministry Objective 1.1</i>	British Columbians are able to fulfill their potential through access to quality education and training.
<i>Ministry Strategies</i>	<ul style="list-style-type: none"> ➤ Continue to provide spaces and infrastructure to support accessible education and training opportunities ➤ Continue to advance initiatives to increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners ➤ Maintain affordable public university education through fair tuition policy ➤ Through student financial aid programs, 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 ➤ Protect student and taxpayer investments in post-secondary education through reviews of student outcomes, accountability frameworks and rigorous quality assurance standards ➤ Complete the business process review of the post-secondary transfer system to work towards seamless mobility of students and greater portability of credits ➤ Work with key stakeholders to eliminate barriers to post-secondary education for the disabled community
<i>UBC Strategies</i>	<ul style="list-style-type: none"> ➤ Implement broad based admissions throughout the University, not just in select programs such as Medicine, Business, etc. ➤ Continue to implement the renewed strategic plan: <i>Place and Promise: The UBC Plan</i>, released in December 2009 ➤ Through the Centre for Teaching, Learning and Technology, implement learning technology initiatives, facilitate partnerships and identify enterprise-based approaches to supporting curriculum with appropriate technologies ➤ 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 ➤ Continue to build experiential learning into the curricula (international learning opportunities, internships, co-ops, service learning, research based experiences, leadership opportunities) at all levels

- Work with other post-secondary institutions to ensure student mobility
- Continue to build and expand on Continuing Studies offerings, providing lifelong learning and alternative learning opportunities
- Continue developing strategies for specific access and success for Aboriginal learners, particularly in graduate studies
- Support Aboriginal student transition to work through innovative professional development programs and on campus recruitment initiatives
- Continue to provide financial support to eligible students so that finances are not an impediment to commencing or continuing their studies
- Continue to increase needs based assistance; 2011/12 saw an increase of 1.5% at the Vancouver campus and 15.2% 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*. This multi-dimensional strategy is a critical contributor to UBC's commitment to an Outstanding Work Environment
- Continue to invest in and enhance its professional schools (Law, Business, Medicine, Pharmacy)
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Ministry GOAL 2 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.

Ministry Objective 2.1 B.C. attracts and increases the number of students in B.C.'s education system.

Ministry Strategies

- 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.
- Provide students with a recognizable symbol of quality education through the Education Quality Assurance designation program
- Develop an International Post-Secondary Strategy that sets provincial government priorities for action to support the growth and international competitiveness of this sector

UBC Strategies

- Continue implementation of the "Names Not Numbers" program that assigns each student, at time of first entry, an enrolment service specialist who will stay with them throughout their undergraduate experience
- Continue university focus on student life to provide additional learning opportunities and help ensure student success
- 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
- 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)
- Continue providing global education in second language acquisition (UBC is the leading BC institution in this field)
- Continue to be an effective platform for engaging Asia, through universities, governments and civil society

- Continue to provide non-disciplinary skills training to all levels of students through partnership with MITACS, which is hosted at UBC
- Offer 50 scholarships annually to students from India, in conjunction with the MITACS Globalink 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 its JumpStart program
- 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
- Ensure regular assessment of the overall student experience through participation in various surveys including NSSE, and the UBC undergraduate and graduate surveys
- 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.'s public and private post-secondary, industry and workplace training sectors support productive career development

Ministry Objective 3.1 British Columbia's post-secondary system is flexible and responsive to the needs of learners and B.C.'s economy.

Ministry Strategies

- Fund public institutions to support accessible education, targeting a portion of funds for the delivery of priority programs
- Continue collaborating with our post-secondary education and training partners to deliver programs to meet increased demand in expanding sectors of the economy such as health care

UBC Strategies

- Continue to increase support for graduate students, augmenting programs such as the four year model for graduate funding recently implemented
- Continue to invest in health training; as the province's sole medicine training provider, with contributions by both Government and UBC, a doubling of the medical spaces was achieved by 2011 with the opening of the Okanagan campus' distributed medical school program; also an increase

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- in the number of pharmacy seats by fall 2012
- Through the distributed medical program, linkages with over 20 hospitals in all six of the province's health authorities are established, as well as teaching locations in Vancouver, Kelowna, Prince George and Victoria
 - Provide undergraduate and graduate students with innovative professional development programs and advising to support sound labour market decisions
 - 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 in BC)
 - 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:

2011/12 Performance Results

Performance Measure	Actual 2011/12	Target 2011/12	Actual 2012/13	Target Assessment 2011/12
Student spaces	Data from 2010/11 Fiscal Year		Data from 2011/12 Fiscal Year	
<i>i. Total Student Spaces</i>	43,598	42,016	44,575	achieved
<i>ii. nursing and other allied health programs</i>	2,888	2,721	2,907	achieved
<i>iii. medical school programs</i>	1,020	1,056	1,056	achieved
Total credentials awarded	3 yr avg 2007/8 - 2009/10		3 yr avg 2008/9 - 2010/11	
	10,293	10,635	10,658	achieved
Research Funding	Data from 2009/10 Fiscal Year:		Data from 2010/11 Fiscal Year:	
<i>i. Sponsored research funding from all sources (million \$)</i>	Total: \$538.4 Federal= \$259.0 Provincial= \$103.0 Other= \$176.4	Total: ≥ previous year	Total: \$575.2 Federal= \$285.8 Provincial= \$83.9 Other= \$205.5	achieved
Aboriginal Student Headcount	Data from 2009/10 Academic Year		Data from 2010/11 Academic Year	
<i>Total number (#)</i>	924	≥ 904	1,080	exceeded
<i>Percent (%)</i>	1.9%	≥ 1.9%	2.1%	exceeded
Aboriginal Student Spaces	Data from 2009/10 Academic Year		Data from 2010/11 Academic Year	
<i>Total spaces</i>	720	n/a	777	
<i>Ministry (AVED)</i>	720		777	
<i>Industry Training Authority</i>	n/a		n/a	

Performance Measure	Actual 2011/12	Target 2011/12	Actual 2012/13	Target Assessment 2011/12
Bachelor's Degree completion rate	2010 BGS Survey Data		2011 BGS Survey Data	
<i>Direct Entry Students (%)</i>	77.2%	≥ 77.2%	75.9%	substantially achieved
<i>Transfer Students (%)</i>	75.4%	≥ 75.4%	75.0%	substantially achieved
Baccalaureate graduate assessment of quality of education	2010 BGS Survey Data		2011 BGS Survey Data	
<i>i. Satisfaction with Education (%)</i>	92.0% (+/- 0.7%)	≥ 90%	91.2% (+/- 0.8%)	achieved
<i>ii. Skill Development (avg. %)</i>	79.4% (+/- 1.1%)	≥ 85%	79.5% (+/- 1.1%)	substantially achieved
<i>Written Communication</i>	76.2% (+/- 1.1%)		75.6% (+/- 1.2%)	
<i>Oral Communication</i>	73.1% (+/- 1.2%)		71.7% (+/- 1.2%)	
<i>Group Collaboration</i>	72.1% (+/-1.2%)		73.8% (+/-1.2%)	
<i>Critical Analysis</i>	87.6% (+/- 0.8%)		88.2% (+/- 0.9%)	
<i>Problem Resolution</i>	74.3% (+/- 1.2%)		74.9% (+/- 1.2%)	
<i>Learn on your own</i>	88.3% (+/- 0.8%)		88.7% (+/- 0.8%)	
<i>Reading and Comprehension</i>	84.0% (+/- 1.0%)		83.6% (+/- 1.0%)	
Baccalaureate graduate assessment of quality of instruction	2010 BGS Survey Data:		2011 BGS Survey Data:	
	92.8% (+/-0.7)	≥ 90%	92.0% (+/- 0.7%)	achieved
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	2010 BGS Survey Data		2011 BGS Survey Data	
	81.7% (+/- 1.2%)	≥ 90%	81.6% (+/- 1.3%)	substantially achieved
Baccalaureate graduate outcomes - unemployment rate	2010 BGS Survey Data		2011 BGS Survey Data	
	7.0% (+/- 0.8%)	≤ 13.4%	7.8% (+/-0.8%)	exceeded

Target Assessment Scale	Description
exceeded	More than 10% above target
achieved	Up to 10% above target
substantially achieved	Up to 10% below target
Not achieved	More than 10% below target

2012-13 - 2014/15 Performance Targets

Performance measure	2012/13	2013/14	2014/15
Student spaces			
Total student spaces	42,094	42,222	TBD
Nursing and other allied health programs ¹	2,793	2,889	TBD
Medical school programs	1,088	1,120	TBD
Credentials awarded			
Number	≥ 11,026	TBD	TBD
Aboriginal student headcount			
Number	≥ 1,080	≥ previous year	
Percent	≥ 2.1%		
Bachelor's degree completion rate			
Direct entry students (%)	75.9%	≥ previous year	
Transfer students (%)	75.0%		
Student satisfaction with education			
Baccalaureate graduates	≥ 90%		
Students' assessment of skill development (average %)			
Baccalaureate graduates	≥ 85%		
Student assessment of the quality of instruction			
Baccalaureate graduates	≥ 90%		
Unemployment rate			
Baccalaureate graduates	≤ unemployment rate for individuals with high school credentials or less		
Student assessment of usefulness of knowledge and skills in performing job			
Baccalaureate graduates	≥ 90%		
Research capacity			
Sponsored research funding from all sources (million \$)	\$575.2	≥ previous year	

Notes:

¹ Includes 513 spaces at UBC Okanagan each year

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.

