



## **Okanagan Senate**

### **THE SECOND REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2015/2016 ACADEMIC YEAR**

**THURSDAY, 29 OCTOBER 2015**

**3:30 PM | ASC 130**

#### **1. Senate Membership– Dr Kate Ross**

##### **New Members** (information)

- Dr Andre Phillion, Faculty Representative for the Faculty of Applied Science, to replace Dr Spiro Yannacopoulos, resigned.
- Ms Lindsay Farrugia, Graduate Student Representative, to fill a vacancy.
- Ms Nishat Tasnim, Graduate Student Representative, to fill a vacancy.
- Mr Leo Tan, Student Representative for the Faculty of Health and Social Development, to fill a vacancy.
- Mr Laurence Watt, Student Representative at Large, to replace Ms Alliance Babunga, resigned.

##### **Nominating Committee** (information)

As a result of the call for nominations issued at the May meeting, Ms Nicole Legg has been acclaimed as elected to the Senate Nominating Committee until 31 March 2016 and thereafter until replaced.

#### **2. Minutes of the Meeting of 24 September 2015 – Dr Martha Piper** (approval) (docket pages 3-10)

#### **3. Business Arising from the Minutes – Dr Martha Piper**

#### **4. Remarks from the Chair and Related Questions – Dr Martha Piper** (information)

#### **5. Remarks from the Deputy Vice-Chancellor and Related Questions – Prof. Deborah Buszard** (information)

#### **6. Academic Policy Committee – Dr Miriam Grant**

- a. Considering Mental Health and Wellbeing in Academic Decision Making (discussion) (docket pages 11-26)
- b. Disestablishment of the Okanagan Sustainability Institute (approval) (docket pages 27-39)

#### **7. Admission & Awards Committee – Dr Marianne Legault**

New Awards (approval) (docket pages 40-43)

**8. Agenda & Nominating Committees – Dr Daniel Keyes Senate**

& Committee Attendance (approval) (docket pages 44-45)

**9. Curriculum Committee – Dr Peter Arthur**

Proposals from the Faculty of Arts & Sciences (approval) (docket pages 46-53)

**10. Report from the Provost – Dr Cynthia Mathieson**

- a. ASPIRE Learning and Teaching Fund
- b. External Review Processes and Update

**11. Other Business**

Election of a Senator to the Presidential Search Committee (election)

*The Rules and Procedures of the Okanagan Senate* states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: [facsec@mail.ubc.ca](mailto:facsec@mail.ubc.ca)

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



# OKANAGAN SENATE

## MINUTES OF 24 SEPTEMBER 2015

### DRAFT

**Present:** Dr M. Piper, Dr K. Ross (Secretary), Mr B. Ali, Ms L. Allan, Dr P. Arthur, Dr L. Berg, Ms H. Berringer, Dean *Pro Tem*. G. Binested, Mr D. Bual, Dr R. Campbell, Dr J. Castricano, Ms C. Comben, Dr J. Corbett, Dean *Pro Tem*. R. Eggleston, Ms E. Gallaccio, Dean M. Grant, Dr J. Johnson, Dr D. Keyes, Dr C. Labun, Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Dr M. Legault, Ms N. Legg, Dr Y. Lucet, Dr V. Magnat, Ms L. Marshall, Dr C. Mathieson, Dr S. McNeil, Ms L. Oleksewich, Mr D. Oyelese, Dr R. Sadiq, Ms S. Sneg, , Dean R. Sudgen, Ms J. Vinek, Dr D. Walker, Dr P. Wylie, Mr T. Zhang

**Regrets:** Mr I. Cull, Dr M. Evans, Ms A. Fleming, Dr D. Koslowsky, Mr J. McEwan, Dean M. Parlange, Dr J. Stites Mor, Dean W. Tettey, Dr G. Wetterstrand, Dr P. Wylie.

**Via Videoconference:** Chancellor L. Gordon.

**Recording Secretary:** Mr C. Eaton

### Call to Order

The Chair of Senate, Dr Martha Cook Piper, called the first regular meeting of the Okanagan Senate for the 2015-2016 academic year to order at 3:36 pm.

### Amendment to Agenda

Dr Piper advised that the Provost had requested that the proposal to disestablish the Okanagan Sustainability Institute be postponed to the next meeting of Senate as some background material had not been distributed as intended.

*By general consent, the agenda was amended to strike the report from the Senate Admissions Committee on disestablishing the Okanagan Sustainability Institute.*

### Senate Membership

Professor Buszard introduced Dr Piper to Senate.

Dr Piper announced the following changes to membership of Senate:

- Dr Philip Barker to fill a vacancy, Vice-Principal Research
- Dean *Pro Tem*. Robert Eggleston to replace Dean Wisdom Tettey, Faculty of Creative & Critical Studies



years it was extremely young, and to have our peers while at such a young age was an incredibly accomplishment.

In summation, the President opined that UBC was poised and at a critical point. She suggested that our first 100 years have been remarkable; our next 100 must be even more exceptional.

Senator Johnson asked when the vacancies announced under Senate Membership would be filled.

The Associate Registrar, Mr Eaton, advised that any needed bi-elections would be called shortly, although the *University Act* did set out rather lengthy timelines for that process. He further invited Senator Johnson to view the electoral register next time he was in Vancouver.

### **Remarks from the Deputy Vice-Chancellor**

The Deputy Vice-Chancellor welcomed Philip Barker as Vice-Provost, Research, and Rob Einarson as Associate Vice-President Finance & Operations to the Okanagan. She advised that the latter would be presented to Senate on financial matters later this year. She further thanked Gordon Binsted and Curtis Morcom for their acting roles.

Professor Buszard advised Senate that the faculties of Creative & Critical Studies and the I K Barber School of Arts and Sciences (the Faculty of Arts & Sciences) were in a conversation regarding possible academic reconfigurations between their two faculties.

Professor Buszard noted that on Monday there would be a ceremonial resigning of the Memorandum of Understanding between UBC and the Okanagan nation, in commemoration of the 10 year anniversary of the Okanagan campus and the signing of the original MOU in 2005. She expressed the strong support for the University expressed at a Council meeting of the Okanagan Nation chiefs where the uniqueness of this MOU was specifically noted.

Finally, The Deputy Vice-Chancellor reminded Senators that the Board of Governors would be on campus for their annual Okanagan meeting on the following Tuesday.

### **Candidates for Degrees**

Miriam Grant	}	<i>That the candidates for degrees, as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which they were recommended, effective September 2015, and that a committee composed of the Registrar, the appropriate Dean(s) or their appointed designates, and the Chair of the Okanagan Senate, be empowered to make any necessary adjustments. (2/3 majority required)</i>
Robert Lalonde		

**Approved**

### **Admission & Awards Committee**

The Chair of the Senate Nominating Committee Dr Legault, presented.

#### **BACHELOR OF HUMAN KINETICS ADMISSION REQUIREMENTS**

Marianne Legault                    }  
Catherine Comben                    }     *That Senate approve the admissions proposal for  
Bachelor of Human Kinetics for entry to the 2016  
Winter Session and thereafter.*

**Approved**

#### **NEW AWARDS**

*See Appendix A: Awards Report*

Marianne Legault                    }  
Wisdom Tettey                        }     *That Senate accept the new awards as listed and  
forward them to the Board of Governors for  
approval; and that a letter of thanks be sent to the  
donors.*

**Approved**

### **Nominating Committee**

The Chair of the Senate Nominating Committee, Dr Daniel Keyes, presented.

#### **COMMITTEE ADJUSTMENTS**

Daniel Keyes                         }  
Rehan Sadiq                         }     *That Ms Jeanette Vinek be appointed to the Senate  
Academic Policy Committee to replace Dr Spiro  
Yannacopoulos;*

*That Mr Baber Ali be appointed to the Budget  
Committee of the Council of Senates (Academic  
Building & Resources Committee of the Okanagan  
Senate) to replace Ms Alliance Babunga;*

*That Mr Terry Zhang be appointed to the Agenda Committee to replace Ms Lauren Marshall; and*

*That Ms Lauren Marshall be appointed to the Learning & Research Committee to replace Mr Babar Ali*

**Approved**

## **PRESIDENTIAL SEARCH COMMITTEE**

Daniel Keyes  
Marianne Legault

}

*That, pursuant to Section 27 (2) (f) of the University Act, Senate approve the procedures for the recommendation and selection of candidates for the President of the University as set out in the attached document.*

Senator Keyes advised that the proposal to be considered was approved by both nominating committees earlier in the month.

Chancellor Gordon highlighted 2 material changes to the committee – balance has been restored between Senate and Board representatives, and the search committee now has control over its own search consultant.

The Chancellor advised that he agreed with the committees' proposal to develop a more institutionalized policy around presidential searches.

Dean Tetey asked why the Board representation was external.

The Chancellor replied that it was because internal governors generally had other opportunities for representation.

**Approved**

## **Report from the President**

### **2014 ANNUAL REPORT OF THE OMBUDSPERSON FOR STUDENTS**

Ms Shirley Nakata, Ombudsperson for Students, and Maria Mazotta, Ombuds Officer, presented.

Ms Nakata advised that the two key focus areas of the office were fairness, and effective conflict engagement. As outlined in her written report, caseload has been increasing for both offices,

with over 100 files last year at the Okanagan campus. She advised that the bulk of the office's business was academic in nature with the 2<sup>nd</sup> largest category being interpersonal issues.

Ms Mazotta further noted that 85 cases had already been filed with the office this year, which indicates the caseload will be higher yet again in 2015. She noted that the Okanagan had seen a significant decrease in the proportion of graduate students, from 37% to 16%, but still higher than the 8.3% of the student body that is graduate students. In contrast, she advised that Vancouver has had a steady 40% graduate study client base over the past 6 years.

Ms Nakata then went over the key recommendations in her report:

- Load up on front end
- Provide decision makers with maps of resources
- Create templates
- Establish basic fairness best practices.

Senator Sneg asked if we knew what was considered a mental health concern in our statistics.

Ms Mazotta replied that we did not have a formal statistic as she was not a clinician and could not diagnose people with having mental health issues.

## **OTHER BUSINESS**

### **Report from the Provost**

#### **CURRICULUM REFORM IN THE FACULTY OF EDUCATION**

The Provost advised that last year, Susan Crichton presented and had a conversation with Senate about plans for curriculum in the faculty. She asked Gordon Binsted to speak to more recent developments.

Senator Binsted noted that the Faculty of Education had consulted widely and reviewed curricular structures around BC and Canada. As a result of that process, the Faculty has determined that a post-baccalaureate Bachelor of Education program is considered the most competitive and the best to integrate with our current structure. Further, the student and market demands were considered, as was a program size and structure that could be supported by those markets. He noted that the existing programs were above the provincial norm of 60 credits and a decision was made to restructure to that norm. The newly-imagined program is being developed to be 5 semesters/16 months in length and to work well with district hiring. Dr Binsted advised that this structure has approval in principal from the Faculty, and a framework will go to Senate Curriculum in the next month; if that framework is acceptable, the faculty will work on the details for January.

### **Other Business**

Senator Keyes asked the Provost for a status report on reviews of academic units.

The Provost replied that she was reviewing this matter and hoped to report later this fall.

### **Adjournment**

There being no further business, the meeting was adjourned at 4:37 pm.

## **Appendix A: Awards Report**

### *New Awards:*

#### **Malcolm Metcalfe Graduate Scholarship in Engineering**

A \$1,000 scholarship has been endowed by Malcolm Metcalfe to support a graduate student at the University of British Columbia, Okanagan campus. The scholarship will be awarded to a student enrolled in the graduate degree program in engineering (electrical specialization), with a focus on electric power systems, who has demonstrated academic and research excellence. The award is made on the recommendation of the College of Graduate Studies in consultation with the School of Engineering. (First award available for the 2015 Winter Session)

#### **Kelowna Jaycees – JCI (Junior Chamber International) Scholarship in Management**

A \$1,000 scholarship is offered by Kelowna Jaycees to a second-year student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. Preference will be given to the student with the highest sessional grade point average in first year. (First award available for the 2015 Winter Session)

#### **K. Joe Steele Bursary in Engineering**

A \$2,000 bursary is offered by Joe Steele to a student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to the student with the greatest financial need. (First award available in the 2015 Winter Session)

#### **Canadian Western Bank Scholarship in Management**

Two scholarships of \$1,250 each are offered by Canadian Western Bank to fourth-year students in the Bachelor of Management program in the Faculty of Management at the University of British Columbia, Okanagan campus. The scholarships will be awarded to the students with the highest sessional grade point average from third year and who have demonstrated an interest in finance by enrolling in at least two upper-level management finance courses in their fourth year. (First award available in the 2015 Winter Session)

#### **Louise Goldsmith Orava Memorial Award in Nursing**

An \$8,000 award (payable at \$2,000 per year) is offered by Dr. R. Norman Orava, in memory of Louise Goldsmith Orava and in recognition of her career as a registered nurse. The award is available to a first-year student in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Preference is given to the student with high academic achievement who also demonstrates assessed financial need. Subject to maintaining continued academic standing, recipients will have their award renewed for a further three years of study. (First award available in the 2015 Winter Session)

#### **UBC Okanagan Extracurricular Leadership Awards**

One or more award[s], which may range from \$500 each to the maximum allowable under athletic association regulations, are offered to one or more outstanding students at the University of British Columbia, Okanagan campus, in any year of study, with preference being given to those who have demonstrated excellent leadership skills in the past academic year in student government, service, sport, or the arts. Adhering to athletic association regulations, awards are made on the recommendation of the Athletics & Recreation Department to outstanding students who have demonstrated leadership skills and maintained good academic standing. (First awards available for the 2015 Winter Session).



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29 October 2015

To: Okanagan Senate  
From: Senate Academic Policy Committee  
Re: Considering Mental Health and Wellbeing in Academic Decision Making

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The Senate Academic Policy Committee has received a proposal from the UBC Okanagan Student Senate Caucus to have Senate consider student mental health and wellbeing in academic decision making. The Academic Policy Committee recognizes the importance of student mental health and wellbeing and supports the proposal in principle. The Student Senate Caucus has proposed a number of items for consideration (see attached) and the Academic Policy Committee will be discussing the best way to approach the suggestions as well as ways to engage other Senate committees and campus partners.

As the initiative will impact many of the committees of Senate, the Academic Policy Committee has brought the proposal forward to the full Senate for information and an initial discussion. The Committee asks Senate to consider the following questions:

- Which method(s) would you foresee having the best results in gaining input and feedback across campus and the Senate Standing Committees? (Roundtable discussion, focus groups, working sessions, etc.)
- Are there current discussion items within the Senate Standing Committees which may be affected by and/or benefit from the consideration of student mental health and wellbeing?
- Are there additional items not included in the Student Senate Caucus proposal that deserve attention by Senate?

Respectfully submitted,

Dr. Miriam Grant, Chair  
Senate Academic Policy Committee

24 September 2015

<http://senate.ubc.ca/okanagan>

**To: Okanagan Senate**

**From: UBC Okanagan Student Senate Caucus**

**Subject: Considering mental health and well-being in academic decision making to maximize student academic success and retention**

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Research shows a strong connection between student mental health and academic performance. Reports specific to UBC Okanagan's campus further demonstrate that mental health factors such as anxiety, depression, and stress have profound impacts on academic success and retention. UBC's Vancouver campus, along with several other top universities such as Queen's and the University of Toronto, have established a Senate Ad-Hoc Mental Health and Well-being Committee, or a variation thereof, to address such issues in academic decision-making in order to foster a campus environment that promotes academic success and well-being.

Furthermore, studies identify that an institution-wide, integrated, and holistic approach to addressing student mental health is essential to a thriving university environment.<sup>1, 2, 3</sup> This statement highlights the importance of focusing efforts of mental health and well-being upstream at a systemic level and taking proactive measures versus relying on our overextended reactive support programs and initiatives.

According to the 2014 Thrive Mental Health Initiative Report<sup>4</sup>, more students (59%) indicated that information about mental health supports would be best delivered through a UBC professor, rather than a friend (45%). Furthermore, almost half (49%) of responding students indicated that incorporating mental health planning and practices into their courses was very valuable.

As such, the UBC Okanagan Student Senate Caucus is pleased to recommend the following:

*Motion: That Senate develop a framework for incorporating consideration of student mental health and well-being into academic decision-making and examine and report on the current academic environment and its impact on student mental health, well-being, learning, and retention; and where appropriate, provide recommendations to changes in Senate policies and operations to better support students in fulfilling their full academic and personal potential.*

The UBC Okanagan Student Senate Caucus recognizes this proposal is a longer-term shift in academic decision-making. However, some immediate considerations that would assist in better supporting student academic success and well-being may include the following items for consideration:

- Create and present a summary report using existing and ongoing data, information, and research on stakeholder mental health and well-being at UBC's Okanagan campus
- Understand and define what fosters a healthy academic environment that promotes academic success, retention, and well-being for all at UBC's Okanagan campus
- Engage with key stakeholder groups across campus to gain a holistic understanding into the current state of the campus academic environment and its influence on student mental health, well-being, and academic success
- Outline modifications to policies, procedures, and operations that promote mental health and well-being in the interest of academic success and retention, while ensuring that they continue to fulfill their intended institutional purpose
- Develop a framework that outlines avenues for incorporating considerations of student well-being into academic decision making by the Senate and its Standing Committees
- Develop resource and support materials for students, staff, and faculty to promote positive mental health hygiene such as:
  - Create a comprehensive syllabus template for faculty that includes all relevant resources for students
  - Provide a list of resources to faculty that can be used to direct and refer students who are identified to be in crisis or at risk
  - Provide a list of personnel and primary contacts within the student support services for faculty referral
- Create a progress report on mental-health related initiatives that have taken place at the Senate level by the end of the winter session, which will be shared widely with the university community in a proactive manner. The report shall:
  - Provide a summary of the feedback received from key stakeholders
  - Provide a framework that can be utilized in academic decision-making to incorporate understanding and recognition of impacts on student health and well-being
  - Articulate the role of Senate in building a healthful academic environment
  - Provide recommendations to the Senate for changes to existing institutional structures and policies in order to better support mental health and well-being for all campus members

- Provide education opportunities to faculty and students about the resources available on campus

Respectfully submitted,

Shira Sneg  
Chair, UBC Okanagan Student Senate Caucus

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<sup>1</sup> Canadian Association of College and University Student Services, and Canadian Mental Health Association, (2012): “Post- Secondary student mental health: guide to a systemic approach”

<sup>2</sup> Dooris, M., Cawood, J., Doherty, S., Powell, S., (2010): “Healthy universities: concept, model and framework for applying the healthy setting approach within higher education in England,” Healthy Universities.

<sup>3</sup> Tsouros, A.D., Dowding, G., Thompson, J., Dooris, M., (1998): “Health promoting universities: concept, experience and framework for action,” World Health Organization Regional Office for Europe.

<sup>4</sup> An annual, week long, cross-campus collaborative initiative that aims to bring awareness to mental health and foster a sense of support, community, and inclusion.



# Considering Mental Health and Well-being in Academic Decision Making to Maximize Student Academic Success and Retention

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AD POPULUM





POTENTIA  
AD POPULUM

## Considering Mental Health and Well-being in Academic Decision Making to Maximize Student Academic Success and Retention

- Nicole Legg
  - 4th year Psychology, Bachelor of Science
- Lauren Oleksewich
  - 4<sup>th</sup> year Psychology, Bachelor of Arts
- Shira Sneg
  - 5<sup>th</sup> year Psychology, Bachelor of Arts





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AD POPULUM



# Made in consultation with

## Senate - Okanagan

- Dr. Peter Arthur
- Dr. Gordon Binsted
- Mr. Ian Cull
- Dr. Daniel Keyes
- Dr. Marianne Legault
- Dr. Cynthia Mathieson
- Dr. Stephen McNeil
- Dr. Wisdom Tettey

## Senate - Vancouver

- Ms. Mona Maleki, past Senator at Large
- Ms. Jenna Omassi, Senator at Large

## UBC Okanagan Health & Wellness

- Dr. Claire Budgen, professor Emerita
- Roger Wilson, Director

## Planning and Insitutional Research

- Stephanie McKeown, Director



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# UBC Strategic Plan: Commitment to Student Learning

## **Goal**

*Enhance the quality and impact of teaching for all students*

## **Action**

"Review and revise curricula and pedagogy to ensure that they are informed by leading edge research on how people learn"

## **Portfolio Action**

"Support student Senators and faculties as they focus on changing curricula, policy and pedagogy to support student well-being (VPS)"



# Current Measures & Initiatives



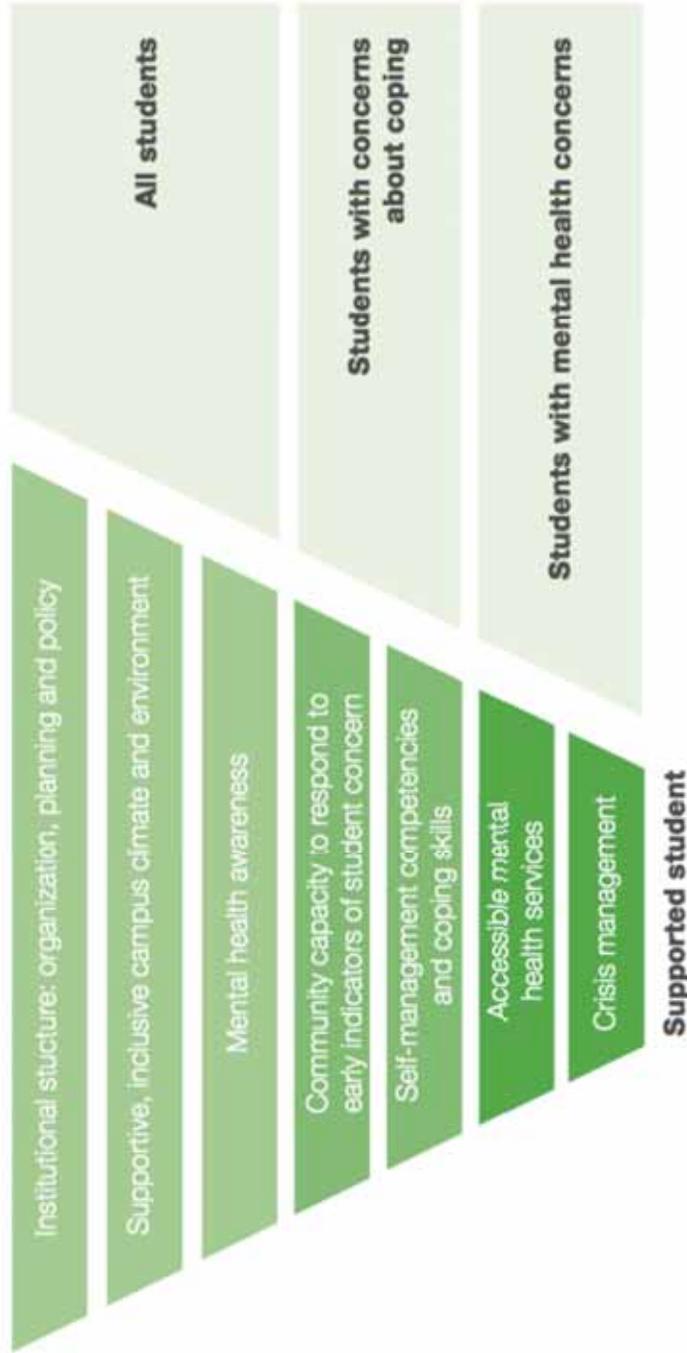
**UBC OKANAGAN**  
Aboriginal Programs & Services



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# Framework for Post-Secondary Mental Health Supports



Post-Secondary Student Mental Health: Guide to a Systemic Approach. (2013).  
[http://www.cacuss.ca/Library/documents/CACUSS\\_Handbook.pdf](http://www.cacuss.ca/Library/documents/CACUSS_Handbook.pdf)

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# Student Mental Health at UBCO

Academic Impact Factor	Percentage
Stress	35.2%
Anxiety	24.6%
Depression	16.9%
Finances	10.3%
Relationships	14.9%
Cold/Flu	24.6%
Homesickness	7.5%

American College Health Association. American College Health Association-National College

Health Assessment II: University of British Columbia- Okanagan Executive Summary Spring 2013.

Hanover, MD: American College Health Association; 2013.

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# Student Mental Health at UBCO

Data particular to UBCO students:

- 56.1%** Academics as an issue considered "traumatic or difficult to handle" in the last 12 months
- 54.5%** Overwhelming anxiety
- 35.5%** "So depressed it was difficult to function"
- 8.8%** Seriously considered suicide within the last 12 months





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# UBC(O) Thrive: Open Minds Report 2014

More students **(59%)** indicated that information about mental health supports would be best delivered through a UBC professor, rather than a friend (45%)

**Almost half (49%)** of responding students indicated that incorporating mental health planning and practices into their courses was very valuable





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# Role of Senate

- Policies, procedures and academic environment of an institution have both direct and indirect impact on student mental health and well-being, influencing academic retention and performance
- Invaluable role in leading the institution's systemic approach to addressing student mental health and well-being issues
- High systemic level and wide-reaching perspective of Senate allows for proactive, upstream movement





# Top Priorities

- Develop resource and support materials for students, staff, and faculty to promote positive mental health hygiene including:
  - Create a comprehensive syllabus template for faculty that includes all relevant resources for students
  - Provide a list of resources to faculty that can be used to direct and refer students who are identified to be in crisis or at risk
  - Provide a list of personnel and primary contacts within the student support services for faculty referral
- Include the various members in our campus community (students, staff, faculty, initiatives and leadership groups) regarding our work within Senate that pertains to mental health and wellbeing

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# Discussion Questions

- Which method(s) would you foresee having the best results in gaining input and feedback across campus and Senate Standing Committees? Round table discussion, focus groups, working session, etc.?
- Are there current discussion items in other Senate Standing Committees which may be affected by and/or benefit from the consideration of mental health and wellbeing
- Are there additional items not in the Student Senate Caucus memo that the Senate thinks deserve attention?



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September 9, 2015

**To:** Okanagan Senate  
**From:** Academic Policy Committee  
**Subject:** Disestablishment of the Okanagan Sustainability Institute (OSI) (approval)

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At the 20 December 2006 meeting, Senate approved the establishment of the Okanagan Sustainability Institute (OSI). The objective of the Institute was to harness and focus the expertise and resources at UBCO around sustainability issues and problems in the surrounding region, as well as in other provincial, national, and international regions. Since its inception, the OSI has broadly focused on economic, environmental, and human sustainability. All of these activities are now supported by other institutes on campus.

The Academic Policy Committee has reviewed and supports the recommendation of the Provost and Vice-Principal Academic to disestablish the Okanagan Sustainability Institute.

***Motion:*** *That Senate disestablish the Okanagan Sustainability Institute, effective September 1, 2015.*

Respectfully submitted,

Dr. Miriam Grant  
Chair, Academic Policy Committee



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**THE UNIVERSITY OF BRITISH COLUMBIA**

Office of the Provost and  
Vice-Principal Academic

**MEMORANDUM**

**Date:** September 09, 2015  
**To:** Academic Policy Committee of UBC Okanagan Senate  
**From:** Cynthia Mathieson, Provost and Vice-Principal, Academic  
**Re:** Okanagan Sustainability Institute (OSI) Dissolution

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At its meeting on December 20, 2006, under Policy O-5, the UBC Okanagan Senate established the Okanagan Sustainability Institute. Its mission was to harness and focus the expertise and resources at UBCO on sustainability issues and problems in the surrounding region, as well as in other regions by way of comparative studies, and at the provincial, national and international scales, by way of broader context whenever appropriate. The OSI's mission included basic and applied research, scholarship and creative work relevant to the long-term sustainability of the Okanagan region and beyond. In addition to facilitating and disseminating the results of research, the OSI developed and enhanced partnerships, collaborations and dialogue.

As demonstrated in the final annual report (attached), OSI projects have grown to include work throughout BC's interior and in collaboration with international networks. The OSI's near-decade of operation has achieved its initial goal of connecting a new university campus to a rapidly changing region. Concurrently, other institutes on our campus have now taken up sustainability research.

Since its inception, OSI has broadly involved economic sustainability, environmental sustainability and human sustainability. All of these activities are now supported by other institutes on campus, specifically: BRAES (Okanagan Institute for Biodiversity, Resilience and Ecosystem Services; environmental issues), IHLCDP (Institute for Healthy Living and Chronic Disease Prevention; health and population issues), ICER (Institute for Community Engaged Research; economic issues) and RSEDIC (Regional Socio-Economic Development Institute of Canada; regional development issues). The result of this confluence of factors indicates that at this juncture in UBC Okanagan development, the OSI should be dissolved with its mission, broadly conceived, taken up by other academic units on campus.

As a result of the above I am proposing the following motion be forwarded by the Academic Policy Committee to Senate:

That the Okanagan Sustainability Institute be disestablished pursuant to Policy O-5 effective September 1, 2015.

# OKANAGAN SUSTAINABILITY INSTITUTE

## Annual and Final Report 2014-2015



The Yellow Schoolhouse, Peachland

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## 1. Sustainability research present and future at UBC's Okanagan campus

Sustainability research and practice have been at the heart of UBC's Okanagan campus since its inception. The formation of the Okanagan Sustainability Institute (OSI) in 2006 was just one initial translation of strategic commitment into action. The OSI's formation offered concerned faculty researchers a venue for collaborative, interdisciplinary research aiming at reconciliation of the 'three p's' of people, planet and profit in theory and in practice.

Since the launch of the OSI and throughout its life as a successful catalyst of collaborative, interdisciplinary sustainability research on campus and in the region, the Okanagan campus has grown in size and diversity. What began, for example, as the Centre for Species and Risk and Habitat Protection has now matured into the Okanagan Institute for Biodiversity, Resilience and Ecosystem Services. Over the same period, the Centre for Social, Spatial and Economic Justice has grown to become the Institute for Community-Engaged Research. And most recently, the Regional Social and Economic Development Institute has grown from the interests of newly arrived and long-serving faculty. The reach of these three new institutes across the 'three p's' is to be welcomed as a deepening and broadening of UBC sustainability research capacity.

As three new institutes have emerged and taken up various dimensions of sustainability, researchers in the OSI have continued to support projects whose inception in the Okanagan has delivered lessons for translation of those projects to other regions in British Columbia and further afield. At this juncture in the evolution of the campus, success for the OSI's projects lies in reaching beyond the Okanagan in a more appropriate institutional home, transferring its projects to the Regional Social and Economic Development Institute while bringing the Institute's administrative operations and identity to a close. This annual report is accordingly the final report and the Institute will cease operations June 30, 2015.

## 2. Outreach and support for learning

Sustainability advocates the world over recognize that sustainability must be both a matter of understanding, and a matter of practice. Universities can play a role in both understanding and practice, but there can be no enduring sustainability without broad social participation – from private and public sector organizations, at home and at school, at work and in recreation. In this context, university institutes can play a special translational role connecting university-based knowledge to communities, and connecting communities and their needs and knowledge to universities.

The OSI has pioneered and modeled several kinds of connection between universities and the many local and global communities with which universities engage, always seeking to operate collaboratively across disciplines within the university and to co-create with communities to better understand problems, resolution methods, and success. Throughout our efforts we strive to work in the Okanagan as a 'living lab' where solution of locally-experienced challenges contributes to the global stock of solutions, and where solutions available around the globe can be brought to bear on special circumstances in our region.

Some connections between the OSI and communities are of a very familiar kind, as university researchers co-define challenges together with community partners, and research conducted in labs and on desktops is brought to partners who apply research results in their context. Other research and scholarship activities are less traditional in their conduct yet no less effective in generating results of scholarly and practical interest. Still other activities are intended to prepare for collaborative research and scholarship affecting sustainability, working with communities to increase their capacity to participate in research and use of research. We are particularly proud of our efforts to work with communities, partner organizations, and faculty members to support experiential learning in and beyond our region.

### **2.1 A practice of community outreach.**

Recognizing that sustainability is ultimately a chosen practice of particular communities and places, the OSI has fostered a range of activities and discussions stimulating university-community exchange of ideas. Each exchange has offered lessons regarding ways universities can pursue scholarly excellence while remaining relevant to their host regions, and while working from host regions to contribute to scholarly excellence with global impact. OSI researchers embody commitment to thinking globally and acting locally. Examples of recent OSI activities include:

- Organizing scholarly visits from doctoral students from countries including Pakistan and Belgium
- Coordination of UBC's participation in the Erasmus Mundus-funded NOVADOMUS project enabling faculty, staff, and doctoral student mobility over areas including public health
- Accompaniment of regional organizations developing strategies for community sustainability and resilience, e.g., South Okanagan Similkameen Economic Development Committee, Shuswap Healthy Community Coalition
- Participation in development of research and administrative structures of the Survive and Thrive Applied Research Facility with applications supporting human health in extreme environments including remote and rural research, forestry,

and farming

- Community seminars such as a presentation on life-cycle analysis for members of the City of Kelowna, Urban Systems, Interior Health and others
- Exploration of UBC's future in the Okanagan with the Urban Development Institute, at their February 2015 monthly luncheon where OSI Director Keith Culver served as 'talkshow host' for a panel bringing the development community UBC's views on the future: Deborah Buszard (DVC), Roger Sugden (Dean of Management), Rehan Sadiq (Acting Director, Okanagan School of Engineering), and Michael Shakespeare (Associate Vice President, Administration and Finance).

## 2.2 Enhancing curriculum and co-creating new models for interdisciplinary learning.

As an inherently inter-disciplinary, inter-faculty institute, the OSI is by Senate Policy O-5 a research unit, yet it is permitted to co-create curriculum subsequently offered by host faculties. This special interdisciplinary role can generate equally special results when blended with the OSI's regional network of partners and friends. The OSI has worked at undergraduate and graduate course levels to enhance opportunities for inclusion of exploration of sustainability issues in the context of experiential learning. Activities over the last year include:

- Collaboration with Betty Brown of Interior Health and Eric Li of the Faculty of Management, enabling every student in the mandatory third year marketing course to construct market plans for healthy active living in support of sustainable communities. Students worked with seventeen partner organizations in the Okanagan-Similkameen, from Princeton to Lumby and in between.
- Collaboration with Interior Health and regional communities to match 4<sup>th</sup> year Faculty of Management capstone student teams with six health-promotion projects in the Shuswap, Kelowna, Oliver and other communities
- Construction of novel community learning partnerships benefiting from student learning, including collaboration between the City of Revelstoke and Gorman Bros. in a project seeking to understand the social and economic impact of forestry in Revelstoke
- Participation in a successful Engineering-led proposal to the Canadian Queen Elizabeth II Diamond Jubilee Scholarships program. "Innovative Solutions for

Development and Managing Climate Resilient Transport Infrastructure in South Asia Region (SAR): A Life-cycle Thinking Approach” has been approved for over \$1 million in scholarship and program funding over its life, enabling international exchange between Canadian universities and universities in countries needing rapid interventions to improve the sustainability and resilience of their civil infrastructure under conditions of climate change and population growth while seeking sustainable social and economic development

- Convening, at the request of the Deans of Management and the Barber School of Arts and Sciences, an interdisciplinary curriculum creation group which has created a pilot interdisciplinary graduate course on sustainable water futures in partnership with an Okanagan community, for delivery in May 2015. With participation of faculty from the School of Engineering, the Faculty of Management, the Barber School, and the Faculty of Creative and Critical Studies, the curriculum team has created a course experimenting with several options for future interdisciplinary course delivery. The course will be delivered in a hybrid online/offline form, with students conducting preparatory work online, then participating in an intensive residential session on campus and at our Okanagan community partner’s site, followed by concluding work online. As demanded by the course content, the course will be team-taught, with disciplinary expertise regarding water sustainability issues accompanied by expertise on interdisciplinary research and knowledge translation. Community experts will participate as contributors and respondents to students’ efforts to frame and respond to the challenge of water sustainability in our partner community. The various elements of this approach are piloting new ways of using our summer term, and new ways of partnering with communities for the benefit of both communities and student learning in practice. Curriculum-developing faculty members include Thomas Heilke of the College of Graduate Studies and Political Science, Ross Hickey of Economics, Nancy Holmes of the Faculty of Creative and Critical Studies, and Rehan Sadiq of the School of Engineering.

### **3. Integrative research across academic and community boundaries.**

Institutes at UBC’s Okanagan campus are, by virtue of the policy which creates them, established to enable faculty members from diverse disciplines and perspectives to come together to engage questions and opportunities which do not fit in any single or existing academic unit. The OSI’s function as a catalyst of inter-faculty collaboration is accompanied by the OSI’s focus on sustainability as a matter of both understanding and practice. OSI researchers have reached across campus to one another, and beyond campus to partners in a range of ways extending understanding of multiple dimensions of sustainability while supporting the improvement of practice. As the OSI’s work continues in a different home, OSI researchers will continue to advance emerging projects while supporting existing projects, in efforts including:

- **Co-creation of the Healthy City Partnership** joining together the efforts of the City of Kelowna, UBC's Okanagan campus, and Interior Health to better understand the relation between healthy citizens and the performance of the built and natural environments they inhabit. Our collaboration aims to support evidence-based policy enabling healthy citizens to thrive in sustainable urban environments today and into the long-term future. Potential areas of collaboration include research into: future housing needs in Kelowna, greenhouse gas targets and citizens choosing change in their emissions-producing activities; urban food security; urban and cross-boundary transit and transport, and a Healthy City Strategy.
- Under the **Healthy City Partnership**, a large-scale research project co-funded by the City of Kelowna and the OSI is investigating the relationship between **greenhouse gas emissions and options for housing density and transport** within Kelowna's permanent growth boundary, together with public engagement to better understand public preferences regarding density and transport. This highly interdisciplinary project benefits from collaboration across multiple units: Carey Doberstein of Political Science, Kasun Hewage of Engineering, Ross Hickey of Economics, Ahmed Idris of Engineering, Eric Li of Management, Rehan Sadiq of Engineering, and graduate students Roberta Dyck, Rajeev Ruparantha and Sumeet Sekhon.
- **Life-cycle asset management (LCAM) to improve eco-efficiency of public buildings:** Together with industry partners Fortis BC and the City of Penticton, an OSI working group is developing better tools and techniques for energy and GHG management in new and existing public buildings. Building asset management is currently in a juvenile stage in most small and medium municipalities. This work focuses particularly on aging building infrastructure in small municipalities, which often lack the means to develop bespoke tools. Supported by a three-year NSERC Collaborative Research and Development agreement, the group is working with its partners to develop a life cycle asset management (LCAM) decision support tool (DST) to support sustainable management of public buildings through their life cycle. Due to its high energy and environmental footprint, special attention will be provided to improve the eco-performance of aquatic center buildings operated by municipalities. Project components include development of a database for critical components of building envelopes, evaluation of energetic performance of buildings, development of a failure risk index to enable timely maintenance, and implementation in Penticton of an LCAM DST to supporting best choice amongst building management options based on multiple criteria such as life cycle cost, level of service, energy use and GHG emission. This project is expected to lead to significant changes in building asset management in the public sector.

- **Sustainable Water-Energy Nexus in Urban Neighbourhoods:** In the semi-arid Okanagan and in similar locales around the world, sound management of urban water systems is key to improved urban sustainability. The management challenge has never been greater, facing diverse forces including population growth, climatic uncertainty, higher prices of water and energy, increasingly complex wastewater systems, and lifestyle changes. At the same time, energy use in urban areas is increasingly challenged by a complex array of factors including imperatives to transition to low-carbon energy, local energy sources, and renewable sources whenever possible. Moreover, water and energy are interdependent and have complex interaction called water-energy nexus (WEN). Energy is required for urban water processes such as water treatment and distribution, whereas water is required for energy generation such as hydropower and fossil fuel extraction. This project addresses the WEN by developing an integrated and comprehensive water and energy sustainability assessment framework for New Monaco, a new mixed-use neighbourhood development in Peachland. The project aims additionally to extend the results to develop a strategic framework applicable to other developments of similar scale, in the regional and Canadian context. In this project, the group is supported by NSERC Collaborative Research and Development funding and partners New Monaco Enterprise Corporation, FortisBC, the District of Peachland, Urban Systems, and Focus Engineering. Specific project components include the identification of innovative water and energy alternatives, evaluation of their sustainability and development of an interactive water-energy nexus (WEN) tool for a community within the Okanagan Valley.
- **Aesthetic values and the future built form of the Okanagan:** from July 18-August 11, 2014, the Yellow Schoolhouse in Peachland hosted its inaugural exhibit as the community's new art centre, and the OSI was proud to participate as Nancy Holmes and Denise Kenney curated their work with Peachland writers and artists expressing their vision of the Okanagan. The goal of the *Yellow Schoolhouse* project was to make art and generate conversation about Peachland and the Okanagan. How do Peachland residents experience their place? Can we imagine possibilities for development and growth in the community?
- **Agricultural necessity meets art:** Nancy Holmes of the OSI and the Faculty of Creative and Critical Studies has recently been awarded SSHRC funding for her collaboration with Cameron Cartiere of Emily Carr University in Vancouver. Their Public Art Pollinator Pastures research project is an environmental revitalization partnership between Emily Carr University, The University of British Columbia Okanagan, the City of Richmond and the City of Kelowna. The partnership will transform neglected greenways and brownfield sites in both cities into public art wildflower meadows benefiting a multitude of essential pollinators and creating

spaces for critical environmental sustainability, community engagement, and ecological transformation.

- **Happiness and place:** led by Dr. Mark Holder of Psychology, with members from the Barber School, and the Faculties of Management and Education, this new working group is using seed funding from the OSI to develop mixed-methods approaches to understanding and enhancing children's well-being in communities and places as an element of social sustainability. These approaches are intended to assist us in understanding children's well-being and the determinants of well-being which can be influenced by improved decision-making regarding our built environment, natural environment, and social policies. Key data for the mixed-methods approaches has been gathered from a 'Wall of Well-Being,' a kind of blackboard eliciting children's free-form responses to the phrase "I feel happy when..." Participating schools include Catholic Independent Schools Nelson Diocese, Vernon Christian School, and AS Matheson.
- **Culture Change and Socially Sustainable Healthcare:** led by Betty Brown of Interior Health, co-located on campus with the sponsorship of the OSI and the Faculty of Management, researchers have worked across faculties and throughout the Okanagan and beyond to address healthy living as a dimension of social sustainability in an era of sharply rising healthcare costs due to preventable disease. In addition to experiential learning projects described in preceding sections of this report, coordinative efforts for experiential learning have been explored in Nursing, Social Work, Psychology, and Management. Community links with Keremeos, Revelstoke and the South Okanagan are supporting projects as diverse as exploration of the idea of living wage communities, to examination of the determinants of social connectedness and community belonging. The efforts have been supported by knowledge translation activities including collaboration with the Institute for Healthy Living and Chronic Disease Prevention. We are co-delivering sessions in their community-university webinar series from the fall of 2014 to June 2015 to assist in building community capacity for choice of cultural change, participation in research, and use of research.

#### 4. Farewell but not goodbye from the OSI.

In long-lived institutions such as universities, it is easy to mistake the end of a department's or institute's name for the end of an idea or practice. The end of the OSI's tenure as the sole sustainability-oriented institute at the Okanagan campus is anything but the end of sustainability research in the Okanagan, and certainly anything but the end of the implications of the research conducted at the OSI to date. As other institutes take up further sustainability research, and as OSI projects grow to include work

throughout BC's interior and in collaboration with international networks, the OSI's near-decade of operation has achieved its initial goal of connecting a new university campus to a rapidly changing region. The OSI has catalyzed collaboration which will continue on in relationships and projects inhabiting new institutes, and should be remembered as having been the right idea, in the right place, for the right time.



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October 29, 2015

**To: Okanagan Senate**

**From: Admissions and Awards Committee**

**Subject: New Awards (approval)**

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The Admissions and Awards Committee is pleased to recommend the following to Senate:

*Motion: That Senate accept the awards as listed and forward them to the Board of Governors for approval.*

#### **Rationale**

The International Student Initiative (ISI) requests the following bursaries:

- The International Leader of Tomorrow Bursary – tuition*
- The International Leader of Tomorrow Bursary – living costs*
- The Donald Wehrung International Student Bursary – tuition*
- The Donald Wehrung International Student Bursary – living costs*

Very recently it was brought to the attention of the ISI team that while a memo was submitted to Senate Awards committee, in Vancouver, back in 2004 outlining the bursary approach for these hybrid awards, no formal descriptions for the International Leader of Tomorrow and Donald Wehrung International Student Bursaries were drafted and approved by Senate at the Okanagan. This proposal seeks to rectify that oversight. A similar proposal for recipients of these awards was drafted and approved by Senate in Vancouver in February 2015.

The bursaries provide continuing financial support to a student who was a recipient of either the International Leader of Tomorrow Award or the Donald Wehrung International Student Award in the previous academic year (see Appendix, last page). While the student does not meet the academic criteria for a continuing award according to regulations governing university awards as approved by the University of British Columbia Senate, they remain in academic standing for their Faculty and/or program, continue to demonstrate financial need and meet the other non-academic criteria for the International Leader of Tomorrow Award or the Donald Wehrung International Student Award.

The International Leader of Tomorrow and the Donald Wehrung International Student Awards are hybrid awards, meaning they are given on the basis of both significant financial need and merit. The language in the current University regulations identifies a set of standards for academic awards as well as one for financial-need based awards. There are no regulations specifically governing hybrid awards; however, these particularly hybrid award students have historically been held to the academic award standards.

In 2004, three years after the establishment of the International Leader of Tomorrow Award, the ISI Steering Committee, in Vancouver, consisting of Deans and Vice Presidents requested that the ISI put in place a financial safety net for these hybrid award winners. A proposal outlining this very same bursary approach was submitted to the Senate Awards Committee in April 2004 and thereafter, with the assistance of the then Student Financial Assistance & Awards Office; the bursary approach was implemented as described in this submission. When the Donald Wehrung International Student Award was created in 2006 the same bursary approach was used as a safety net. After the establishment of the Okanagan campus, the bursary approach described above, was used as a safety net for recipients of these awards on the Okanagan campus as needed.

A recipient of either the ILOT or the DWISA award would not be able to continue their undergraduate studies at the university as they would be unable to afford their international undergraduate tuition and fees, and living costs, without the benefit of a bursary. The bursaries provide flexibility and also take into account the non-academic criteria of the original International Leader of Tomorrow Award and Donald Wehrung International Student Award. Academic results are not the only determining factor for both awards.

For the 2015 winter session, 17 registered international undergraduate students are recipients of the ILOT Award and 6 are recipients of the Donald Wehrung International Student Award at UBC's Okanagan campus.<sup>1</sup>

### **Funding**

On January 25, 1996, the UBC Board of Governors approved market-based tuition for international students in undergraduate programs and mandated that 6.7% of international undergraduate tuition revenues be allocated towards international undergraduate student awards and financial assistance. The percentage allocation by the university has since increased to 7.47%. These funds support, amongst other things, the International Leader of Tomorrow and Donald Wehrung International Student Awards.

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<sup>1</sup> An ILOT Award recipient's annual financial need may be in the range from approximately \$15,000 CAD to \$41,000 CAD per year and a DWISA recipient's annual financial need is typically in the range of approximately \$35,000 CAD to \$41,000 CAD.

## **New Awards:**

### **1. International Leader of Tomorrow Bursary - tuition**

Bursaries ranging in value up to the full annual cost of the student's academic program tuition and fees are offered to continuing international undergraduate students who were previously awarded the International Leader of Tomorrow Award and continue to demonstrate financial need but do not meet the Senate's academic criteria for a continuing award. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

### **2. International Leader of Tomorrow Bursary – living costs**

Bursaries ranging in value up to the full cost of the student's living costs are offered to continuing international undergraduate students who were previously awarded the International Leader of Tomorrow Award and continue to demonstrate financial need but do not meet the Senate's academic criteria for a continuing award. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

### **3. Donald Wehrung International Student Bursary - tuition**

Bursaries ranging in value up to the full annual cost of the student's academic program tuition and fees are offered to continuing international undergraduate students who were previously awarded the Donald Wehrung International Student Award and continue to demonstrate financial need but do not meet the Senate's academic criteria for a continuing award. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

### **4. Donald Wehrung International Student Bursary – living costs**

Bursaries ranging in value up to the full annual cost of the student's living costs are offered to continuing international undergraduate students who were previously awarded the Donald Wehrung International Student Award and continue to demonstrate financial need but do not meet the Senate's academic criteria for a continuing award. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion,

whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

## **APPENDIX**

### **693 International Leader of Tomorrow Award**

Awards ranging in value up to the full cost of the student's program and living costs are offered to outstanding international students who demonstrate financial need. The value of each award will depend on the applicant's financial circumstances. The awards are made to students entering the University directly from secondary school or from a post secondary institution to an undergraduate program of study. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs or contribution to community service, to recognized achievement in fields of endeavor such as performing arts, athletics, debating or creative writing, and to achievement on external math or science competitions or examinations such as the International Chemistry and Physics Olympiads. Consideration is restricted to students nominated by the educational institution they are attending. The awards will be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient stands in the top quartile of his or her program of study and maintains his/her status on a student authorization to study in Canada. Award winners will have their situations reviewed annually regarding both academic progress and financial need.

### **4632 Donald Wehrung International Student Award**

Awards totalling \$45,000 have been endowed in honour of Dr. Donald A. Wehrung on the occasion of his stepping down as the founding Executive Director of UBC's International Student Initiative, in which capacity he served from 1996 to 2008.

The awards recognize outstanding international students from developing countries who have achieved academic excellence under exigent circumstances and would be unable to pursue post-secondary education without assistance. Candidates for the award are nominated by secondary schools, as well as by international, community-based and non-governmental organizations. The value of each award depends on the candidate's financial circumstances and the costs of their program. The awards are made to students entering the University directly from secondary school and may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient achieves satisfactory academic standing as determined by his or her Faculty, holds a valid Canadian Study Permit (student visa), and continues to demonstrate financial need. The awards are made on the recommendation of a selection committee comprised of faculty and staff from across the University, with input from members of the community.

Respectfully submitted,  
Dr. Marianne Legault,  
Chair, Admissions and Awards Committee



16 October 2015

To: Senate

From: Senate Agenda and Nominating Committees

Re: Senator Attendance

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The Senate Agenda and Nominating Committees have recently considered issues around Senate attendance and Senate committee attendance. The Committees have reviewed the attendance of all senators at committee meetings, and while found overall to be good, some deficiencies in the rules and protocols around attendance have been found that the Committees agree should be addressed:

- 1) Senate Attendance (approval)

The following is the current rule for Senate attendance:

“Rule 12

Any elected member may be granted a leave of absence for up to five consecutive ordinary meetings of Senate, except in the case of a student senator who may be granted a leave of absence for up to two consecutive ordinary meetings of Senate. Any absence without leave for more than five consecutive ordinary meetings, or two in the case of a student senator, shall result in a declaration of vacancy by the Secretary of Senate.”

The Committees are of the opinion that this rule makes an unneeded distinction between student and other members of Senate. While the Committee is aware that students have shorter term lengths on Senate than other members, this distinction seems irrelevant when speaking of consecutive meetings. The Committee is of the opinion that the lower value of three meetings is most proper for all senators, as this would represent most of a Term. The Committees further note that the rule is silent as to who grants a leave (although in practice this is the Senate Agenda Committee) and feel that this should be rectified. The Committees would recommend that the current practice where leaves are normally granted for short sabbaticals, illnesses, single Term class conflicts, or other similar circumstances be maintained.

Therefore, the Senate Agenda and Nominating Committees would recommend to you:

*That Rule 12 of the Rules and Procedures of Senate be struck and replaced as follows:*



Proposed Rule 12:

*“Any elected member may miss up to two consecutive ordinary meetings of Senate. Any absence of three consecutive ordinary meetings shall result in a declaration of vacancy by the Secretary of Senate except if the member in question is granted a leave of absence for one or more of the missed meetings by the Senate Agenda Committee.”*

2) Committee Attendance (information)

The Agenda and Nominating Committees have reviewed the issue of Senate committee attendance and are still considering if an automatic vacancy rule such as for Senate attendance would be appropriate. However, the Senate Nominating Committee would remind Senators that it does review attendance at standing committees, and reserves the right to recommend adjustments as needed to ensure that standing committees are appropriately staffed and attended. Further, the Nominating Committee has resolved that, space permitting, all senators should serve on at least one standing committee as a matter of principle. The Nominating Committee will be moving to enact this principle when possible.



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October 29, 2015

**To:** Okanagan Senate  
**From:** Curriculum Committee  
**Subject:** Curriculum Proposals (approval)

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

As such, the following is recommended to Senate:

***Motion:*** *That Senate approve the new and revised courses brought forward from the Faculty of Arts and Sciences.*

From the Faculty of Arts & Sciences

- i. BIOC 310 (3) Plant Chemistry (revised course)
- ii. BIOC 425 (3) Biocatalysis
- iii. CHEM 336 (3) Green Inorganic Chemistry
- iv. COSC 335 (3) Introduction to Medical Imaging and Imaging Informatics
- v. PHYS 336 (3) Introduction to Medical Imaging and Imaging Informatics
- vi. PSYO 435 (3) Substance Use and Abuse

For the Committee,

Dr. Peter Arthur  
Chair, Curriculum Committee



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category: 1</b>	
<b>Faculty/School:</b> IKBSAS <b>Dept./Unit:</b> Chemistry (IKB3) <b>Faculty/School Approval Date:</b> August 19, 2015 <b>Effective Session:</b> 2016W	<b>Date:</b> June 26, 2015 <b>Contact Person:</b> W. Stephen McNeil <b>Phone:</b> 250.807.8751 <b>Email:</b> s.mcneil@ubc.ca
<b>Type of Action:</b> Change course prerequisites, course description, and course title	
<p><b>Rationale:</b></p> <p><b>Changes to Course Prerequisites</b>          The current list of prerequisites refers to some courses in which the content has changed and is no longer appropriate. Several other courses are now teaching the required background in plant photosynthesis.</p> <p><b>Changes to Course Description</b>          Reference to some specific chemical classes and processes is removed to better reflect the current course content and current literature, and a greater thematic focus on the metabolic and functional roles of plant-synthesized compounds rather than their chemical classifications.</p> <p><b>Change to the Course Title</b>          In response to changes in curriculum in other BIOC courses, the material in BIOC 310 now places emphasis on the chemical compounds resulting from biochemical processes in plants, rather than the nature of those processes themselves. This shift is reflected in the new title.</p>	
<p><b>Proposed Academic Calendar Entry:</b></p> <p>BIOC 310 (3) Plant <b>C</b>hemistry</p> <p>Chemical constituents of plants, their synthesis, their contribution to key metabolic processes, and the regulation of their biosynthesis. <b>S</b>ynthesis of alkaloids, secondary <b>metabolites, nutrients, and bioactive</b> compounds. <b>Discovery of new phytochemicals and human uses of plants.</b> [3-0-0]          Prerequisite: One of CHEM 204, CHEM 214 and one of <b>BIOL 200, BIOL 210, BIOL 319, BIOC 305.</b></p>	<p><b>Present Academic Calendar Entry:</b></p> <p>BIOC 310 (3) Plant <b>B</b>iochemistry</p> <p>Chemical constituents of plants, their synthesis, their contribution to key metabolic processes, and the regulation of their biosynthesis. <b>Photosynthesis, carbohydrates, lipids, isoprenoids, and phenylpropanoids; nitrogen fixation, reduction, and assimilation;</b> the synthesis of alkaloids <b>and general</b> secondary compound <b>biosynthesis.</b> [3-0-0]          Prerequisite: One of CHEM 204, CHEM 214 and one of <b>BIOC 304, BIOL 311.</b></p>



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category: 1</b>	
<b>Faculty/School: IKBSAS</b> <b>Dept./Unit: 3, Chemistry</b> <b>Faculty/School Approval Date: August 19<sup>th</sup>, 2015</b> <b>Effective Session: W2016</b>	<b>Date: July 11, 2015</b> <b>Contact Person: Dr. Kirsten Wolthers</b> <b>Phone: 250.807.8663</b> <b>Email: Kirsten.wolthers@ubc.ca</b>
<b>Type of Action: New Course</b>	
<b>Rationale:</b> Biocatalysis is the application of enzymes and microbes for the biosynthesis of chemicals with an industrial or pharmaceutical value. This rapidly growing area, which aims to apply the high efficiency and selectivity of microbial chemical synthesis to an industrial setting, is spurred by both the desire for more sustainable approaches to fine chemical production and recent advances in protein engineering, bioinformatics and genome sequencing. This course has been previously offered as a well-regarded and high-enrolment special topics course (BIOC 420B). Because the course describes interdisciplinary applications that combine organic chemical synthesis, molecular biology, and protein structure/function analysis, it will appeal to advanced students in all of Chemistry, Biochemistry, and Biology. As well, it will serve as a highly-attractive elective for the new Green Chemistry stream of the BSc in Sustainability, currently under development. The chosen prerequisites are both introductory biochemistry courses that will ensure a familiarity with the basic principles of enzymatic catalysis.	
<b>Proposed Academic Calendar Entry:</b> <u><b>BIOC 425 (3) Biocatalysis</b></u>  <u><b>Biotechnological application of enzymes and whole cell catalysts for the synthesis of biofuels, pharmaceuticals, and other fine chemicals. Emphasis on enzymes used for organic synthesis, protein and metabolic engineering, and immobilization strategies.</b></u> <u><b>[3-0-0]</b></u> <u><b>Prerequisite: BIOC 304 or BIOL 311</b></u>	<b>Present Academic Calendar Entry:</b>  none



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category: 1</b>	
<b>Faculty/School:</b> IKBSAS <b>Dept./Unit:</b> Chemistry (IKB3) <b>Faculty/School Approval Date:</b> August 19, 2015 <b>Effective Session:</b> W2016	<b>Date:</b> June 26, 2015 <b>Contact Person:</b> W. Stephen McNeil <b>Phone:</b> 250.807.8751 <b>Email:</b> s.mcneil@ubc.ca
<b>Type of Action:</b> new course	
<p><b>Rationale:</b> Catalysis plays a critical role in Green Chemistry, the effort to make chemical synthesis more sustainable by using renewable starting materials and producing less waste. Chem 336 will introduce students to the principles of Green Chemistry, and the fundamental chemistry of earth-abundant metal catalysts. This course material has been offered previously and very successfully as a special topics course (CHEM 4220), but will now be introduced as a regular course offering with an accompanying laboratory component. This course will be of interest to students in both the Chemistry and Environmental Chemistry majors, with intention to pursue either academic or industrial careers. The course will also serve as a core offering in the Green Chemistry stream of the BSc in Sustainability, currently under development.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>CHEM 336 (3) Green Inorganic Chemistry</b></u>  <u><b>Use of inorganic and organometallic catalysts for sustainable synthesis.</b></u> <u><b>Renewable feedstock conversion, selective carbon-hydrogen bond functionalization, biodegradable polymer synthesis, photoredox catalysis, solar fuels. [3-4*-0]</b></u> <u><b>Prerequisite: CHEM 220 and one of CHEM 204, CHEM 214.</b></u>	<b>Present Academic Calendar Entry:</b>  none



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category: 1</b>	
<b>Faculty/School:</b> IKBSAS <b>Dept./Unit:</b> Computer Science/5 <b>Faculty/School Approval Date:</b> August 19, 2015 <b>Effective Session:</b> 2016W	<b>Date:</b> June 4, 2015 <b>Contact Person:</b> Dr. Yves Lucet <b>Phone:</b> 250.807.9505 <b>Email:</b> yves.lucet@ubc.ca
<b>Type of Action:</b> [delete other choices] New Course	
<p><b>Rationale:</b> The BC cancer agency has taught a medical imaging course as a special topic for several years. The course has been delivered in 2 versions: one targeted to physics students and one to computer science students. The present proposal is a formalization and clarification of the offerings.</p> <p>The computer science version, COSC 335 contains a significant computer science component in image processing including the delivery of a project.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>COSC 335 (3) Introduction to Medical Imaging and Imaging Informatics</b></u> <u><b>Fundamental image analysis techniques, Image creation, manipulation, optimization, and analysis to aid in the diagnosis and treatment of human health conditions. Generation and display of X-ray, CT, MRI, Ultrasound and Nuclear Medicine images. Imaging Informatics and its place in the Electronic Medical Record.</b></u> <u><b>Credit will not be granted for both COSC 335 and PHYS 336. [3-2-0]</b></u> <u><b>Prerequisite: A score of 60% or higher in PHYS 122 or (preferably) PHYS 102; and a score of 60% or higher in COSC 222.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category: 1</b>	
<b>Faculty/School:</b> IKBSAS <b>Dept./Unit:</b> Computer Science/5 <b>Faculty/School Approval Date:</b> August 19, 2015 <b>Effective Session:</b> 2016W	<b>Date:</b> July 3, 2015 <b>Contact Person:</b> Dr. Murray Neuman <b>Phone:</b> 250.807.9515 <b>Email:</b> murray.neuman@ubc.ca
<b>Type of Action:</b> [delete other choices] New Course	
<p><b>Rationale:</b> Medical Imaging, along with blood tests, is an essential diagnostic tool in modern medicine. This course emphasis how multidisciplinary subjects of Physics, Mathematics, Statistics and Computer Science play a significant role in the development and use of this technology. The BC cancer agency has taught a medical imaging course as a special topic for several years. The course has been delivered simultaneously in 2 versions: one targeted to physics students and one to computer science students. The present proposal is a formalization and clarification of the offerings.</p> <p>The physics version, PHYS 336 contains a significant physics, radiation safety and regulatory aspects of medical Imaging.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>PHYS 336 (3) Introduction to Medical Imaging and Imaging Informatics</b></u>  <u><b>X-ray, CT, MRI, Ultrasound and Nuclear Medicine images: creation and use to aid in the diagnosis and treatment of human health conditions. Radiation safety and regulatory aspects of Medical Imaging. Emphasis on multi-disciplines: especially the role of Physics, Mathematics, Statistics and Computer Science in the field of Medical Imaging. Credit will not be granted for both PHYS 336 and COSC 335.[3-0-0]</b></u> <u><b>Prerequisite: 3<sup>rd</sup>-year standing. A score of 60% or higher in PHYS 122 or (preferably) PHYS 102.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



## Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

<b>Category: 1</b>	
<b>Faculty/School:</b> IKBSAS <b>Dept./Unit:</b> Unit 4 <b>Faculty/School Approval Date:</b> Aug. 19, 2015 <b>Effective Session:</b> 2016W	<b>Date:</b> 2015.05.13 <b>Contact Person:</b> Dr. Marvin Krank <b>Phone:</b> 250.807.8773 <b>Email:</b> marvin.krank@ubc.ca
<b>Type of Action:</b> [delete other choices] New Course	
<b>Rationale:</b> <p>This course has been offered for several years as a Special Topics course. It covers material that is central to understanding substance use from a psychological perspective. The course will add to the advanced analytic objectives of our fourth-year courses. Specifically, the course will cover the complex interplay of personality, biological, genetic, social, cognitive, environmental, and cultural influences on behaviour that govern substance use with an emphasis on the psychosocial perspective. The course will examine current theories of substance use. Students will learn methods used to test theory-driven hypotheses with advanced research designs and statistical analysis including the psychometrics of psychological constructs, longitudinal change, mediation effects, and moderation effects. We will analyze the ways in which the processes of drug use link with other areas of behavioural science, and the scientific implications for policy and practice.</p> <p>The course builds on the material delivered in PSYO 335 which introduces aspects of substance use and abuse but now within the context of a seminar class; we have very few seminar courses in our program. This format will enable senior students to develop skills useful in graduate programs. As indicated above, the material will be covered in great depth which will allow students to explore the more nuanced aspect of drug use. This course also fits within the both of the major foci of our graduate program – Health &amp; Well-Being and Forensic Psychology, and may attract some of our graduate students and this would enrich the experience of our undergraduates.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>PSYO 435 Substance Use and Abuse (3)</u></b>  <b><u>Behavioural and cognitive processes that contribute to the initiation, escalation, and cessation of drug-taking behaviour; the development and prevention of problems associated with drug use. [2-0-1]</u></b>  <b><u>Prerequisite: PSYO 335 and third-year standing in Psychology.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> n/a</p> <p><b>Present Academic Calendar Entry:</b> None</p>
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