

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

University Centre · UNC 322
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THE OKANAGAN SENATE

AGENDA

Wednesday 21 October 2009

3:30 pm to 5:30 pm

LIB 317 | UBC OKANAGAN CAMPUS

1. Senate Membership – Mr. James Ridge

a. Vice-Chair of Senate (information)

In response to a call for nominations for the annual election of a Vice-Chair of Senate issued at the 23 September 2009 meeting of the Senate, the Secretary has received one nomination for Dr. Jan Cioe. Dr. Jan Cioe has accepted and is thus acclaimed as elected.

b. Notice of Replacement (information)

Ms. Lindsay Amantea replaces resigning Student Senator Mr. Gary Cowan as Student Representative At-large

c. Call for Nominations (information)

One (1) Student Senator to serve on the Nominating Committee to replace resigning Senator Mr. Gary Cowan until 31 March 2010 and thereafter until replaced.

2. Minutes of the Previous Meeting, 23 September 2009 (approval) (circulated – Item 2) – Vice-Chair Dr. Jan Cioe

3. Business Arising from the Minutes – Vice-Chair Dr. Jan Cioe

4. President's Remarks and Related Questions – Professor Stephen Toope

5. **Place and Promise: The UBC Plan** (information) (circulated – Item 5) – Professor Stephen Toope
6. **International Engagement and Global Influence: How Ambitious is the University of British Columbia?** (information) (circulated – Item 6) – Professor Stephen Toope
7. **Deputy Vice-Chancellor’s Remarks – Dr. Doug Owram**
8. **From the Board of Governors (information) – Vice-Chair Dr. Jan Cioe**

Confirmation that the following items approved by the Okanagan Senate had been subsequently approved by the Board of Governors as required under the *University Act*.¹

Senate Meeting of 11 February 2009

Curriculum Proposals from Faculty of Arts and Sciences

New Award

Senate meeting of 11 March 2009

Curriculum Proposals from the Faculties of Arts and Sciences, and Creative and Critical Studies.

New Awards
9. **Submission of Consolidated Financial Statements for 2008/2009** (information) (circulated – Item 9) – Vice-Chair Dr. Jan Cioe
10. **Nominating Committee – Committee Chair Dr. Carol Scarff**
 - a. Okanagan Senate Committee, Council of Senates Committee Membership Adjustments (approval) (circulated – Item 10a)
 - b. Okanagan Senate Committee Terms of Reference, Composition Adjustments (approval) (circulated – Item 10b)
11. **Academic Policy Committee – Committee Chair Dr. Jan Cioe**
 - a. Parchment Signing for Graduate Degrees (approval) (circulated – Item 11a)
 - b. Update on Student Mobility (oral report)
12. **Curriculum Committee – Acting Chair**

Curriculum Proposals from the Faculty of Arts and Sciences (approval) (circulated – Item 12)

¹ February and March 2009 notifications were approved by the Board but inadvertently omitted from previous Senate agendas.

13. Learning and Research – Committee Chair Dr. Peter Arthur

- a. Candidates for Emeritus/Emerita Status (approval) (circulated – Item 13a)

14. Admissions and Awards Committee – Committee Chair Dr. Sharon McCoubrey

- a. New Award (approval) (circulated – Item 14a)

15. Report from the Registrar – Mr. James Ridge

- a. Discipline for Non-Academic Misconduct: Student Code of Conduct (information) (circulated – Item 15a)

16. Other Business

**Regrets: Nathalie Bomberg (250) 807-9259 or email nathalie.bomberg@ubc.ca
UBC Senates and Council of Senates website www.senate.ubc.ca**

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THE OKANAGAN SENATE

MINUTES - **Draft**

Wednesday 23 September 2009

2:30 pm to 4:30 pm

LIB 317 | UBC OKANAGAN CAMPUS

Attendance

Present: Professor S. J. Toope (President), Dr. D. Owram (Deputy Vice-Chancellor), Ms. S. Morgan-Silvester (Chancellor), Mr. J. Ridge, (Associate Vice-President, Enrolment Services & Registrar), Dr. A. S. Abd-El-Aziz (Provost), Dr. P. Arthur, Dean R. Belton, Ms. S. Bertrand, Dean R. Campbell, Dr. J. Castricano, Dr. J. Cheng, Dr. J. Cioe, Ms. C. Cody, Dr. F. de Scally, Dr. M. Duran-Cogan, Ms. C. Hopkins, Mr. A. Hu, Dr. J. Johnson, Mr. S. Joseph, Dr. D. Keyes, Dean M. Krank, Ms. C. Kuhn, Dr. R. Lalonde, Ms. R. L'Orsa, Dr. G. Lovegrove, Acting Dean C. Mathieson, Dr. B. Nilson, Dr. B. O'Connor, Dr. G. Pandher, Ms. L. Patterson, Dr. M. Rheault, Dr. C. Robinson, Acting Dean K. Rush, Dr. B. Schulz-Cruz, Mr. D. Vineberg, Ms. J. Walker, Dr. S. Yannacopoulos, Ms. G. Zilm

Guests: Ms. L. Collins, Mr. C. Eaton, Ms. M. Kruiswyk, Ms. C. Dauvergne, Dr. A. Jones, Ms. I. Parent, Dean G. Stuart

Regrets: Dean T. Aboulnasr, Mr. G. August, Ms. M. Burton, Mr. N. Cadger, Ms. L. Driscoll, Dr. C. Hodge, Dr. A. Joy, Mr. J. Kent, Dr. S. McCoubrey, Acting Dean D. Muzyka, Dr. H. Najjaran, Ms. W. Rotzien, Dr. C. Scarff,

Recording Secretary: Ms. N. Limbos-Bomberg

Call to Order

The Chair called to order the first regular meeting of the Senate for the 2009/2010 academic year.

Introductions

The Chair welcomed Mr. James Ridge, Associate Vice-President, Enrolment Services & Registrar and Secretary to Senate to his first regular meeting of the Okanagan Senate. Ms. Ingrid Parent, the new University Librarian, was welcomed to her first meeting of the Okanagan Senate.

Senate Membership

Vice-Chair of Senate

The Secretary issued a call for nominations for one (1) Senator to serve as Vice-Chair of Senate for a term of one year and until replaced, pursuant to s. 37(1)(a) of the *University Act*. The nominations deadline was set at 30 September 2009.

Declarations of Vacancy, Replacement

The Secretary declared the following vacancies:

1. One (1) representative of the Students At-large to replace resigning member Mr. Gary Cowan.
2. One (1) faculty representative of the Faculty of Health and Social Development to replace Dr. Craig Mitton.

The Secretary issued notice of the following replacement:

1. Dr. Jonathan Holzman assumes the seat of resigning Senator Dr. Jennifer Gustar as Representative from the Joint Faculties.

Minutes of Previous Meetings

Minutes of the Previous Meeting, 6 May 2009

Moved: Dr. Cioe
Seconded: Ms. Cody

That the minutes of the Okanagan Senate Meeting of 6 May 2009 be adopted as circulated.

The motion was put and carried.

Minutes of the Special Meeting of Senate to Consider the Administrative Organization of Graduate Studies at UBC Okanagan, 9 September 2009

Moved: Dr. Abd-El-Aziz

Seconded: Dr. Castricano

That the minutes of the Special Meeting of the Okanagan Senate to Consider the Administrative Organization of Graduate Studies at UBC Okanagan, 6 May 2009 be adopted as circulated.

The motion was put and carried.

Remarks from the Chair and Related Questions

The President offered highlights from UBC's first annual President's Town Hall Meeting held that day.

Provincial Government Relations

Provincial Budget

The President noted good news in the form of continued support for research-intensive universities with an increase to UBC's operating grant, a signal of the government's interest in higher education. In the previous six months, \$128.4 million was received from the provincial government for new capital projects, there had been an investment in three new buildings at the Vancouver campus; and the Okanagan continued its build-out.

Harmonized Sales Tax

The President expressed concern over the new Harmonized Sales Tax (HST) as currently there were no provisions for rebates of institutions of higher education, unlike those in place for charities and municipalities. He noted that he was in active discussions with the Ministry of Finance and while the Ministry had indicated that the government was considering an increase in university operating grants to offset the HST, a rebate, as is offered in other provinces, was preferred.

Michael Smith Foundation for Health Research

The President reported that the Michael Smith Foundation for Health Research had received no further provincial government commitment. He added that recent discussions in the press with Kevin Falcon, Head of the British Columbia Ministry of Health Services, suggested there might be a replenishment of the fund, although this is not certain.

Provincial Reduction in Student Financial Assistance

The President expressed concern over the reduction of \$16.7 million from the provincial Student Aid BC budget: targeted cuts had seriously affected certain types of students in terms of scholarships and special program bursaries.

UBC Strategic Plan

The President described the continued development of Place and Promise: The UBC Plan. Senators were encouraged to respond to calls for comment on the preview available at www.strategicplan.ubc.ca/vision_mission.

H1N1 Influenza Planning

The President noted that the potential for an H1N1 pandemic this autumn was being closely monitored. He stressed that while each campus had implemented different protocols in conjunction with the local health authority, two common measures would minimize transmission:

1. Frequent hand washing; and
2. Limiting contact with others when experiencing symptoms.

In response to a question regarding the availability of vaccinations, the President advised contacting the local health authority.

From the Board of Governors

The Senate received for information confirmation that the following items approved by the Okanagan Senate were subsequently approved by the Board of Governors as required under the *University Act*. The Chair confirmed that communications between the Board and Senate secretariats were proceeding seamlessly, with no delay in the transmission of materials.

Senate Meeting of 8 April 2009

Curriculum proposals from the Faculties of Applied Science, Arts and Sciences, and Health and Social Development.

The establishment of the Institute for Healthy Living and Chronic Disease Prevention.

Senate Meeting of 6 May 2009

Curriculum proposals from the Faculties of Arts and Sciences, Creative and Critical Studies, Education, Health and Social Development, and the College of Graduate Studies.

The amendment to the resolution approved on 11 March 2009 that the pre-requisites for all first-year English courses be amended to change the effective date from 2009 Winter to 2010 Winter.

Deputy Vice-Chancellor's Remarks

The Deputy Vice-Chancellor noted that the strategic plan for UBC Okanagan was proceeding in parallel with the system-wide Strategic Plan, with the Provost conducting consultations with various groups, and hosting an open forum to inform the Academic Plan in mid-October.

Report from the UBC Faculty of Medicine

Dr. Owram introduced Dr. Allan Jones, Regional Associate Dean, Faculty of Medicine and Associate Vice-Provost, Medical Sciences at UBC Okanagan for the Southern Medical Program to offer an introduction and update.

Dr. Jones began by encouraging feedback, and expressed his hope that the Program would effectively develop synergies with existing teaching and research activities.

Highlights:

- UBC Faculty of Medicine is a system-wide faculty and home to the province's only medical school.
- In partnership with the six health authorities, the University of Victoria, the University of Northern British Columbia, and now UBC Okanagan.
- UBC Faculty of Medicine programs are delivered in more than 80 communities throughout the province.
- UBC Faculty of Medicine offers programming in three areas: undergraduate medical education (Doctor of Medicine), postgraduate medical education (with 62 residency training programs), and continued professional development.
- 2011 start date with 32 students at the UBC Okanagan site, making UBC the 8th largest medical school in Canada.

In response to a question whether graduates would be obliged to practice in this region, Dr. Jones replied in the negative, but added that while some are lost to residency placements, recent surveys indicate that British Columbia is a favourite place to practice.

Dr. de Scally inquired how many instructors would be based in the Okanagan. Dr. Jones noted that four Okanagan-based scientists, ten clinical academic

faculty, and two instructors would work with community health professionals from this region.

Dr. Gavin Stuart, Dean of the Faculty of Medicine, reinforced President Toope's comment on the need to carefully navigate challenges and opportunities around program accreditation.

The Chair called for the following motion:

Moved: Dr. Abd-El-Aziz

Seconded: Ms. L'Orsa

That the Okanagan Senate officially welcome to UBC Okanagan the Southern Medical Program and representatives of the UBC Faculty of Medicine.

The motion was put and carried.

Academic Policy Committee

Committee Chair Dr. Jan Cioe presented the oral report.

Next Steps - The Administrative Organization of Graduate Studies at UBC Okanagan

Dr. Cioe reported that the Deputy Vice-Chancellor, the Provost, and the Dean of the College of Graduate Studies had met, and that an Interim Director of Interdisciplinary Graduate Studies (IGS) for a term of one-year was to be announced shortly.

Dr. Cioe noted that the issue of signing degree parchments remained unresolved and would be brought to the next Senate meeting via the Academic Policy Committee. Dr. Keyes requested and Senators concurred that the Committee propose a more permanent resolution.

Curriculum Committee

As a non-member of Senate, Acting Chair Mr. Eaton was given leave by Senate to present the report.

See also, 'Appendix A: Curriculum Summary.'

Moved: Dr. Cioe

Seconded: Ms. L'Orsa

That Senate approve the new courses brought forward by the Faculty of Applied Science as set out in the attached proposal.

Discussion

Dr. Cioe observed that as many of the proposed new courses contain a “credit will not be granted” phrase, some undergraduate students might one day find themselves in the position of being prohibited from taking many graduate-level courses. Dr. Yannacopoulos noted that Applied Science carefully monitors student records, and also offers many course options; he stated that it is the goal of the Faculty to attract the best students and retain them as graduate students.

The motion was put and carried.

Admissions and Awards Committee

Acting Chair Dr. Yannacopoulos presented the report.

New Awards

Moved: Dr. Yannacopoulos

Seconded: Dr. Rheault

That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.

Discussion

In response to a question around the nomination process for the Bauschke awards, Dr. Yannacopoulos responded that, as was the case in all faculties, the Barber School of Arts and Science’s awards committee would adjudicate.

The motion was put and carried.

Admissions Proposal: Academic Leave

Moved: Dr. Yannacopoulos

Seconded: Ms. Cody

That Senate approve the proposed changes to the policy on Academic Leave.

The motion was put and carried.

Report from the Associate Vice-President, Enrolment Services and Registrar***Preliminary Enrolment Report, 2009/2010***

Mr. Ridge had circulated a preliminary report on enrolment by campus. He indicated that a more detailed report would be available in November 2009. Key indicators for the Okanagan were as follows:

- As of August 26, 2009, UBC Okanagan had 6,015 registered students (5,325 as of same date 2008).
- Total enrolment could be disaggregated into 406 graduate students, 5,458 undergraduate students, and 119 unclassified, visitor, and Access Studies students.
- Undergraduate degree program headcount had grown to 5,458 students, a 12% increase over point-in-time 2008 (this figure excludes unclassified, visitor, and Access Studies students). Total undergraduate FTE (Full Time Equivalency) enrolment was currently at 4,908, a 15% increase over point-in-time. The fact that FTEs had increased more than headcounts suggests that the average UBC student was taking a slightly higher courseload than in 2008.
- Graduate enrolment had also grown to a total of 406 registered students, an increase of 39% (293 as of same time date 2008).

Key trends to watch include:

- Top countries for international students are China, South Korea, and the United States. In total, UBC Okanagan's ISI population represented over 50 countries.
- Students admitted via alternate offer made up approximately 10% of enrolment and lead to elevated retention issues being closely monitored through strategic enrollment management.
- Female students were in majority.
- Aboriginal student enrolment was declining.
- Programs with finite enrollment attract more qualified students than there were seats available.

Discussion

Mr. Ridge discussed student retention, namely the spike of students transferring from this campus to the Vancouver campus; he committed to researching the statistics on these transfer students. The Deputy Vice-Chancellor added that the Okanagan's biggest retention challenge was that UBC O was sometimes a student's second-choice school, with many students completing first year and then leaving. Dr. Yannacopoulos raised Engineering students as an exception to this trend, stating that several students transferred to the Okanagan in second year from UBC Vancouver. He also noted that statistics show that students who transferred from the Okanagan to Vancouver did as well, and in some cases better, in second year compared to continuing Vancouver students, and credited the School of Engineering faculty and staff.

Dr. Duran-Cogan wondered why aboriginal student enrolment numbers were in decline. The President expressed his concern over this trend, citing a need to further investigate issues of access to higher education and funding.

The Deputy Vice-Chancellor noted the encouraging trend of the mean admission average increasing every year. He noted that limited enrolment programs like nursing would likely need to raise the minimum admission average in response.

Dean Belton clarified that the 57% capacity cited for the Bachelor of Fine Arts program did not properly account for registered students and suggested alternative means of calculating statistics with the Faculty of Creative and Critical Studies.

Dr. Najjaran expressed his desire to see sessional lecturers and course sections added to respond to last minute student enrolment and registration trends. The President suggested addressing these concerns from the more broad level of strategic enrollment management. The President expressed his concern over retention rates as a whole. Dr. Najjaran pointed out that the University of Toronto's first-year engineering program does not allow classes larger than 100, and expressed his feeling that Okanagan classes were over-sized and did not allow for an optimum teaching environment. The President disagreed with this point, and stated that overall the UBC faculty-student ratio is one of the best in the country alongside the University of Toronto and McGill University. The Deputy Vice-Chancellor added that it is important to review all factors in considering class size, including program, year, the role of sessional instructors, and budget.

Dr. Rheault raised student life as a major factor in student retention, namely lack of access to physical, cultural, and social activities. The Deputy Vice-Chancellor agreed, noting that the Associate Vice-President, Students Mr. Ian Cull, and the Provost Dr. Alaa Abd-El-Aziz are addressing both non-academic and academic initiatives in the emerging UBC Okanagan Academic Plan.

Adjournment

There being no further business, the meeting was adjourned at 4:25pm.

The following regular meeting of the Senate was scheduled for Wednesday 21 October 2009 at 3:30pm to 5:30pm in Library 317.

**Regrets: Nathalie Bomberg (250) 807-9259 or email nathalie.bomberg@ubc.ca
UBC Senates and Council of Senates website www.senate.ubc.ca**

Appendix A: Curriculum Summary

Faculty of Applied Science

1. The following new courses:
 1. ENGR 415 (3) Reliability Engineering and System Safety/ ENGR 515 (3) Reliability Engineering and System Safety
 2. ENGR 510 (3) Continuum Mechanics
 3. ENGR 520 (3) Energy Transformations in the Environment
 4. ENGR 532 (3) Project Planning and Control
 5. ENGR 533 (3) Construction Engineering and Management
 6. ENGR 534 (3) Road Safety Planning and Engineering
 7. ENGR 536 (3) Sustainable Land Use and Transportation
 8. ENGR 538 (3) Rock Engineering
 9. ENGR 539 (3) Terrain Modelling and Analysis
 10. ENGR 541 (3) Water Resource Modelling
 11. ENGR 546 (3) Biological Treatment Processes
 12. ENGR 549 (3) Environmental Risk Analysis
 13. ENGR 558 (3) Power Electronics
 14. ENGR 562 (3) Information Theory
 15. ENGR 568 (3) Advanced Digital System Design
 16. ENGR 571 (3) Radio Frequency Integrated Circuits
 17. ENGR 572 (3) Photonic Engineering
 18. ENGR 584 (3) Heat and Mass Transfer
 19. ENGR 592 (3) Microfluidics
 20. ENGR 593 (3) Computational Fluid Dynamics

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21 October 2009

To: Okanagan Senate

From: Mr. James Ridge, Secretary

Subject: Place and Promise: The UBC Plan (information)

I have received on your behalf the attached draft of Place and Promise: The UBC Plan.

The President has requested that this item appear on the 21 October 2009 Senate meeting agenda for information and discussion. A final draft will be brought to the November meeting of the Okanagan Senate for endorsement.

VISION STATEMENT

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



COMMITMENTS to assist UBC to reach its vision and create an exceptional learning environment**NOTE: listed alphabetically***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.

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.

Community Engagement

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

Inter-Cultural Understanding

The University engages in reflection and action to build inter-cultural 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.

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.

Student Learning

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

Sustainability

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

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 and widen opportunities for all students to learn about aboriginal issues and perspectives

ACTIONS

- strengthen programs of academic and social support for aboriginal students
- expand curriculum offerings focusing on aboriginal issues and perspectives
- create means to increase hiring of highly qualified aboriginal faculty and staff
- create and support programs that help prepare aboriginal students for post-secondary education

- increase engagement with Aboriginal communities in mutually supportive and productive relationships

ACTIONS

- increase service learning opportunities with Aboriginal organizations and schools with significant aboriginal populations
- develop UBC as a venue for dialogue with Aboriginal communities and the broader society on significant Aboriginal issues
- increase collaborative programming between UBC and Aboriginal organizations at the local community level

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.

- increase alumni commitment to UBC through an expansion of opportunities for lifelong engagement

ACTIONS

- expand university-wide efforts to engage alumni
- build positive regard for UBC through inspiring events, effective communications and outstanding services
- build a new Alumni Centre that will serve as a dynamic welcome centre on the Point Grey campus, bringing together all members of the campus community

- deepen alumni connection to UBC to enrich the lives of graduates and help the university achieve its vision

ACTIONS

- develop volunteer opportunities that are valuable for alumni and the university
- partner with students and our graduates to build highly engaged alumni communities

COMMUNITY ENGAGEMENT

The University serves and engages with society in mutually beneficial relationships that enhance economic, social, and cultural well-being.

- dedicate the university's resources to enhance social understanding and action

ACTIONS

- lead deliberative public dialogues on issues of public concern and actively invite community participation
- facilitate engagement of faculty and students in public policy development

- be a leader in fostering student, faculty, staff and alumni engagement within the wider community

ACTIONS

- increase student, faculty and staff participation in community service learning, community based research, and service to the community
- better define and assess "service" for purposes of tenure and promotion
- increase community use of learning, cultural and outdoor venues on the Point Grey campus

INTER-CULTURAL UNDERSTANDING

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

- increase the diversity of intellectual, cultural, and social experiences for our various communities

ACTIONS

- expand educational activities encouraging cultural diversity, dialogue and debate
- promote effective inter-cultural professional development for faculty, staff, and administrators

- remove barriers to greater cultural and intellectual diversity within the university, including those faced by historically disadvantaged groups

ACTIONS

- improve processes and supports to achieve a diverse and excellent student, staff, and faculty body
- enhance accessibility of the physical environment at UBC for people with disabilities

INTERNATIONAL ENGAGEMENT

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

- increase the capacity of UBC students, faculty, staff, and alumni to engage internationally

ACTIONS

- increase student participation in learning and service abroad
- increase the international dimension of UBC's educational opportunities
- increase support for international collaborations by faculty, staff and alumni
- attract outstanding students and faculty from around the world

- strengthen UBC's presence as a globally influential university

ACTIONS

- increase the number of substantial strategic partnerships in regions of interest to UBC
- enhance UBC's scholarly communications on global issues, including on the web and through other communications

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

ACTIONS
<ul style="list-style-type: none">• ensure processes and supports are in place to recruit first choice applicants• provide faculty and staff with the means and professional development opportunities to fulfil UBC’s vision, values and commitments• establish a faculty/staff relocation office

- be a healthy, inspiring workplace that cultivates well-being, resiliency and commitment

ACTIONS
<ul style="list-style-type: none">• create a vibrant community through the provision of a variety of on-campus affordable housing and childcare options, in a in a sustainable, pedestrian-friendly setting with an integrated transportation infrastructure• increase support for healthy workplace initiatives• create and sustain a respectful and collegial work environment• ensure academic and administrative heads and directors have the training, time, and support they require to be effective

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.

- increase the quality, and impact of UBC's research and scholarship

ACTIONS

- increase UBC's research impact by focusing on areas of excellence
- increase UBC research funding in both absolute and relative terms, including support from non-traditional sources
- develop and maintain appropriate infrastructure to support leading edge research

- be a world leader in knowledge exchange and mobilization

ACTIONS

- increase emphasis on partnership creation in addition to more conventional technology transfer
- make global access licensing more common and successful
- develop a campus strategy for making UBC research accessible in digital repositories, especially open access repositories

STUDENT LEARNING

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

- enhance the quality and impact of teaching for all students

ACTIONS

- review and revise curriculum and pedagogy to ensure that they are informed by leading edge research, including research on how people learn
- conduct periodic reviews of educational outcomes of academic programs
- simplify and streamline program requirements and course prerequisites whenever possible to enhance flexibility and self-directed learning
- further align the university rewards and recognition systems with student learning goals

- provide all students with at least one special educational enrichment opportunity during their course of studies

ACTIONS

- expand educational enrichment opportunities, including research, first year small class experience, international learning, community service learning, and co-op/practicum/internship opportunities
- ensure that every student has access to at least one enrichment opportunity

- support a campus life experience for students that promotes well being and personal development, responds to student needs, and achieves strong positive affiliation with UBC

ACTIONS

- continue the rapid expansion of student housing, informal learning space and on campus work opportunities
- implement a coordinated strategy for communication with students
- ensure regular assessment of the overall student experience, including alumni feedback

SUSTAINABILITY

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

- ensure UBC economic sustainability by aligning resources with the university vision and strategic plan and deploy them in a sustainable and effective manner

ACTIONS

- implement a budgeting framework that allocates resources based on strategic enrolment, with accounting simplification to improve management control
- deliver a balanced budget annually, through active revenue management and a constant search for effectiveness and efficiencies
- provide a solid financial foundation for long-term success through land revenues, asset management, and the launching of a significant fundraising campaign

- make UBC a living laboratory in environmental sustainability by combining its sustainability leadership in teaching, research and operations

ACTIONS

- establish a widely-shared baseline of the UBC carbon footprint, moving towards carbon neutrality in our operations
- link the University's physical operations with its research and teaching mandate as a Living Laboratory to demonstrate global leadership

- foster social sustainability through teaching, research and community engagement that promotes vibrant human interaction and community cohesion

ACTIONS

- create lively university neighbourhoods with outstanding public services and amenities
- work with the AMS to build a new student union building that will serve as a dynamic centre for student life
- work with community based organizations to create a deeper understanding of how social sustainability can be achieved locally and globally

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21 October 2009

To: Okanagan Senate

From: Mr. James Ridge, Secretary

Subject: International Engagement and Global Influence: How Ambitious is the University of British Columbia? (information)

I have received the enclosed draft document, International Engagement and Global Influence: How Ambitious is the University of British Columbia?, and on behalf of the President I am pleased to coordinate any questions or feedback.

Please submit comments to nathalie.bomberg@ubc.ca or 250-807-9259.

International Engagement and Global Influence: How Ambitious
is the
University of British Columbia?

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Can UBC be more Internationally Engaged and Globally Relevant?

The University of British Columbia is already one of Canada's most internationally engaged universities. In the Trek 2010 Plan, UBC committed itself to further internationalization as one of five central ambitions. The university aimed to strengthen global awareness on campus, to increase international learning opportunities and to enhance its reputation internationally.

Progress on these aims was not tracked systematically, but there is evidence of upward movement. The university continues to strengthen its position on the two main international rankings, now standing within the top 35 universities in the world. Our researchers publish more joint research undertaken with colleagues outside Canada than scholars of any other university in the country. Colleagues participate in hundreds of teams involving distributed research in dozens of countries. Many specialized centres exist within the university to promote research with strong international dimensions, ranging from the Institute of Asian Research (IAR) to the Liu Institute for Global Issues (Liu) to the Asian Law Centre. UBC has substantially increased its foreign research funding and philanthropic gifts. UBC scholars and students participate in scores of CIDA and IDRC-funded international development projects, some benefitting from an innovative programme of donated airline tickets. Hundreds of students participate in international academic exchanges, and undertake community service learning and co-op placements outside Canada. Joint professional programmes with foreign universities have been created in the fields of law, accounting, education, and engineering. We welcome foreign students to four special residences co-sponsored by sister institutions from Asia and Latin America, an opportunity unique in Canada. Almost 15% of UBC's undergraduate student population hails from outside Canada. Nearly a quarter of our graduate population bears a visa.¹ Many programmes already exist to support foreign students, especially on the Vancouver campus, many delivered through International House, this year celebrating its 50th anniversary.

Despite these undoubted achievements, and the evident passion of many students, staff and academic colleagues for robust international engagement, many members of the university community have expressed disappointment that the whole seems to amount to less than the sum of its parts. If our ambition is to position UBC as a centre of research and teaching on the major issues facing humanity in the 21st century, as I think it should be, then we will have to more clearly define the ambition and be more organized in its pursuit. The world is struggling to address fundamental challenges including climate change, devastating infectious diseases, a skewed distribution of economic benefits, cultural and religious conflict, and weak global governance. If UBC is to be relevant and significant as a globally influential university, we need to demonstrate that we are at the centre of dialogue and activities on the big issues that matter. University faculty, students and staff do not try to promote and sustain greater international engagement for the sake of some abstract "internationalization," but because they are passionate about issues and subjects, and international engagement makes them more effective.

External pressures to develop additional international linkages are also growing, with more frequent visits from foreign delegations, and more requests for "partnerships" arriving each week across the university. Although the Senates of UBC have articulated criteria for assessing

¹ Comparable numbers for the University of Toronto are 8% undergraduate and 14 % graduate; for McGill 17% undergraduate and 20% graduate; and for U. Cal. Berkeley 4% undergraduate and 18% graduate.

partnerships with other universities, and a general policy on “university-wide” collaborations exists, the framework in place to help decision-makers set priorities in responding to these requests lacks specificity. Nor is there a clear focal point for the conduct, support, promotion, sharing, and integration of international activities at UBC. Few resources have been devoted to seeding international research or teaching relationships. Still only a modest percentage of our domestic students have a formal international experience as part of their undergraduate programme (including study abroad, coop placements, community service learning, and research placements). We do not effectively share the experiences of our many international development projects across the university. Our longstanding connections with Asia, singular amongst Canadian universities, have not blossomed into deeper academic relationships as fully as one might expect. Although progress has been made, we have not yet fully succeeded in marshalling our resources to identify and share the international points of contact that currently exist in the university. Information about activities, opportunities and people (our own and visitors and those abroad) must flow up, down, and around to reach the wider UBC community. The ambitions of Trek 2010 did not even contemplate the creation of UBC Okanagan, and we have not identified the particular campus-specific opportunities for increasing international engagement.

Therefore, despite impressive increases in our international engagement, one is left with the sense that UBC is not yet operating at the top of its game when envisioning and supporting robust linkages around the globe. With greater, and more focused, efforts to communicate and collaborate, UBC is poised to be best in class. This discussion paper traces out possible ways forward.

Purposes and Principles of International Engagement

In a world of great economic, scientific and technological interdependence and increasing cultural interchange, where major universities are increasingly judged by their ability to influence globally; in a country of growing cultural, ethnic and racial diversity, when one of our main campuses is located in a city where almost half the population is of Asian ancestry, UBC simply must be a leader in international engagement. With a current international environment challenged by problems that cannot be confined within any border, including climate change, economic disparity and terrorism, universities have a role to promote dialogue and reach toward solutions. In sum, internationally-engaged universities are increasingly central to the dynamic international role of countries with which Canada likes to compare itself.

Canada has been falling behind in international influence for almost two decades. The evolution of Canada’s sense of place in the world was, I think, positive through to the 1980s, but then it began to founder, in part because it was rooted in a rather static world-view, and had become idealized. Canada was a comfortable so-called “middle power,” committed to open trade (but not in agriculture), to peace-keeping (in limited circumstances), and to international development assistance (though far less generously than most Canadians believed). Above all, Canada was the not-USA, at least in the mind of many Canadians. Then along came the Free Trade

Agreement with the US and then NAFTA, which changed the economic dynamic, with Canada becoming more and more reliant on the US market.²

Canada has lost its once comfortable place in absolute terms in the post-WWII world. We are not militarily important (despite our preoccupation with a role in Afghanistan), we don't have much clout at the UN, not much influence in Europe, nor indeed in the international institutions that we helped to create, like NATO and the International Financial Institutions (IFIs). Even in the World Trade Organization, we have been replaced by Australia in the small contact group of quiet influencers. Ironically, given our fundamental commitment to our continent through NAFTA, we don't have much clout in the US either.

Canada has lost its place in relative terms as well, as the world changes around us. As Conference Board of Canada work has shown, Canada is not maintaining its place in terms of economic productivity or competitiveness. We are no longer leading economic or social innovators. Our relative economic weight in the system has declined precipitously; as have trade shares with our major trading partners (including the US, where China has been rapidly consolidating in the number one exporter spot). Our continued dependence on natural resources, which seems to have been intensified in the current economic crisis, may trap us in a low value-added economic role. Canada could do much more to develop full and productive relationships with key players in the new global environment – India and China in particular.

In 2005, Robert Greenhill, then a senior fellow at the International Development Research Council, authored a report on Canada's role in the world. It was based upon a survey of global elite opinion. He concluded: "the overriding theme from 1989 to 2004 is that of decline – decline in our reputation and relevance with the United States, decline in our leadership role in development, and decline in the international significance of our peacekeeping and other international security activities."³

For a time, our absolute and relative decline was masked by the positive role that Canada played in some specific areas like international environmental negotiations, and the promotion of a "human security" agenda. That agenda included: negotiations to create an anti-personnel landmines ban; the successful creation of an International Criminal Court; and promulgation of a "responsibility to protect" in situations of humanitarian crisis. Canada's government was a leader in these initiatives, but they were marginal to the broad sweep of economic, political and social evolution in the late twentieth and early twenty-first centuries. They were good things to do but they did not contribute strongly to firm up Canada's position in the world.

UBC and sister universities can help re-establish a more prominent role for Canada around the world. Great research universities are sites of intellectual and cultural interchange; they attract talent from around the globe and bridge between countries and continents; they create

² Only very recently has the pendulum begun to swing back, with Canada now benefitting from somewhat more diversified sources of international trade income.

³ See Robert Greenhill, "The Decline of Canada's Influence in the World: What is to be Done for It?" (2005) Feb. *Policy Options* 34, at 34; <http://www.irpp.org/po/archive/feb05/greenhill.pdf> (accessed 5 January 2008).

partnerships that generate shared understandings and that can even lead to commercial opportunities.

UBC's global reach is best pursued and focused if we agree upon some central principles of engagement:

- International engagement is a good in itself for it reveals new worlds to students, staff, faculty, and alumni(ae); it is likely to enrich lives and open spirits. Only through increased international engagement will UBC be able to occupy a position at the centre of global dialogue around the issues that matter most to our world. For a major public, research-intensive university such as UBC, international engagement is a fundamental part of what many of us need and want to do; it is not a side-of-the-desk consideration.
- International engagement is not just about what happens out in the world; it is about what happens here on our campuses. Who can and do we interact with? What courses can students take that allow for in-depth exploration of perspectives transcending the Canadian experience?
- The university must steward its resources wisely, so international engagement must be built on a sustainable basis, supporting, not undermining, the teaching and research mission of the university. This is especially true from a student perspective because in any foreseeable future, not all students will have a direct opportunity to study or work outside Canada as part of an academic programme. Although we must work hard to expand access to international opportunities for students without independent means (through fundraising, etc), we must also find ways to “internally internationalize” so that all UBC students can benefit from UBC's global connections through more global content in courses, and a more diverse campus community with more opportunities for interaction.
- Existing international ties developed by faculty members and students should form the primary basis for increased interaction, assuming that they are beneficial to the university, rather than trying to impose new relationships from the top down. The university-wide role is to provide strategic direction, share opportunities that come to the attention of university leadership, help gain access to resources for greater international engagement, and facilitate the sharing of information within the university.
- Engagement across borders and cultures is ethical only if the benefits are to a significant degree mutual. This does not require an exact balancing of benefit – something that cannot be evaluated with precision in any event – but it does require frank consideration of the distribution of burden and benefit in international relationships.
- International engagement must also take place in light of UBC's environmental sustainability goals. This has important implications for travel in particular.
- UBC cannot be everywhere and UBC cannot effectively address all issues of global relevance. Effectiveness of engagement should be a primary test of purpose.

Directions and Priorities

Principles alone will not, of course, guide UBC on a path to greater international engagement and more significant influence, but they should help us develop methods for further planning, and shape some of the choices before us. But before we consider choices, it might be wise to

identify the seven broad areas in which a university might imagine further “internationalizing” itself. The first is through changing demographics: we must consider the profiles of our faculty, staff and student complements. Among students, we need to consider separately the categories of undergraduate, graduate and professional programme students. Might we target any of these categories for an increase in people from outside Canada? Internationalization occurs first and foremost on our campuses through diversity, and programmes supporting diversity, such as our international peer programme, a robust International House, international residences, the Global Lounge in the Marine Towers residences, and international student associations and clubs.⁴ A second means of internationalization is the creation of international opportunities for our students and staff, including hosting of foreign students and staff, at whatever level. This includes exchange and visiting programmes, co-op and community-service learning placements, travel opportunities within academic programmes, international engagement opportunities for staff (e.g., “Leave for Change”), and international (or global) course content.

A third form of international engagement is built upon strong bilateral or multilateral programmes with foreign universities. This might include articulated course relationships (e.g., 2 plus 2 programmes), joint degrees, co-tutelle, or highly developed exchanges. A fourth form of internationalization focuses around joint international research projects or programmes of our faculty and graduate students. Fifth would be “deep relationships” with institutions, most likely other universities, which have profile, mission and values closely aligned to those of UBC. A sixth form of international engagement would be less academically focused, encompassing alumni linkages, international fundraising activities, contacts with international organizations and networks, relationships with foreign governmental and non-governmental entities. Seventh on the list of means to forge greater international engagement and influence is to work much harder to increase UBC’s presence in the social, professional and academic spaces of the internet. Such actions would raise UBC’s profile, and would encourage UBC faculty, staff and students to play a more prominent role in the emerging cyber-landscape of global issues.

Even if the university community chose to do so, it would not be possible to expand on all these fronts consistently and simultaneously. Most obviously, the appropriate approaches for UBC V and UBC O are likely to be decidedly different. Even within each of our main campuses, different departments, faculties and administrative units might wish to set immediate priorities for increasing engagement in only one or two of these seven potential areas of growth, in keeping with the principle of leveraging existing contacts first. In other cases, such as in overall foreign student targets, we will have to work collaboratively across many units if we are to achieve our goals.

Making Choices

Even a university as large as UBC cannot effectively engage on all issues of global relevance or in all regions of the world. That said, it is not possible in a major public university to simply decree what our international focus should be. Some engagements are opportunistic and fortuitous; others have evolved over a long time; some are based on personal histories and relationships; still others respond to particular structures or opportunities in a given field of

⁴ See also S.J. Toope, “Promoting Intercultural Understanding: A Discussion Paper Draft 2” (August 2009) which focuses on wider issues of diversity.

study. In seeking out robust international partnerships, UBC must also be realistic about its standing in the world. A very small subset of universities, mostly in the US and the UK, benefit from reputations that make them preferred partners for almost every institution in the world. UBC is well-respected internationally but is not yet at that level, and it would be wise to invest our time and effort in building relationships with foreign institutions that are genuinely and particularly interested in partnerships with top public – in our case, Canadian – universities.

The best that an overarching international strategy can do is provide guidance on key issues, establish where limited central university resources will be directed in support of international engagement objectives, create incentives for targeting international engagement, and facilitate and encourage better communication across the university. Choices need to be made, but they can't and won't be made centrally. It might be worth considering, however, the creation of a "Global Engagement Advisory Council" that could provide advice to heads, directors and deans as they think through their international priorities. The Council would not be a decision-making body, but would be a collection of university leaders with wide international experience. Their role would be to talk through strategies prepared by units and help to identify risks, opportunities and potential synergies across the university.

When UBC, and its various Faculties and units, make choices to selectively promote greater international engagement, we must do so with an awareness of the consequences. Internationalization (both as a whole and in terms of more specific priorities) will have an asymmetric impact across UBC programs and activities. Some foresight with respect to resource allocation will have to be part of strategic thinking on these matters. In addition, "local" (departmental or Faculty) leadership on international engagement should not mean duplication of resources across the campus; there must be ways found to provide central facilitation when appropriate. For example, we should not run ten different student exchange offices with separate staffs.

Choice of Regions and of Themes

In making choices as to where the university and individual units should focus energy and resources, it would be wise to consider both regional and thematic issues. The world is small and it is huge. Although one can imagine individual UBC professors, staff and students engaging almost anywhere across the face of the earth, a given unit may wish to establish where its engagement is likely to bring the greatest benefit to its own community and to partner communities outside Canada. The university as a whole should ask the same question. In other words, as one agglomerates the individual points of engagement, more focus should be demanded. An individual who can secure funding and establish effective relationships may find him- or herself studying or working almost anywhere. But a department may want to try to bundle those relationships to achieve some focus by establishing an overarching partnership or by facilitating the building up of further relationships in the same geographic location, or even the same institution, based on an opening achieved by an individual student or researcher. A Faculty might want to evaluate that departmental activity and assess whether or not it is possible to tie that activity to the work of other departments in the same country or region. Just as "bottom up" is the most likely indicator of success for the university in identifying areas of geographic focus, so too is it the best indicator for Faculties and departments. But this approach

should not be confused with a lack of direction; building on the work of others requires a strategy and the making of specific choices.

Because university research and pedagogical aspirations are generally driven by substantive commitments to areas of study or to particular problems, thematic focus should also be considered at the levels of department, Faculty and university. Given the tremendous diversity of our community, individuals should and will pursue an almost infinite range of opportunities to study and research, or to engage in development projects. But ambitious and strong departments necessarily achieve some focus because it is simply not possible to be great at everything: they hire to strengthen particular fields and they actively recruit students who can contribute best to those fields. The same ambition should shape international engagements. At the Faculty level, too, there will be some areas of notable strength in which international work is likely to have the greatest impact. I would hope that these decisions would be made in light of overall university objectives in the strategic plan (forthcoming 2009) and in the research plan (forthcoming 2009). Each Faculty's own academic plan should also guide international connections.

a. An Asia Focus: Honouring our Past and Playing to Strengths

Asian studies began at UBC more than 50 years ago, when Dr. Norman "Larry" MacKenzie recruited Professors Fred Soward and Bill Holland to create formal programmes of teaching and research. UBC's scholarly interest in Asia has deepened and widened since that time, with the Asian Studies Department and the Institute for Asian Studies recognized globally. Over the last twenty-five years, UBC's Asian connections have exploded because of immigration patterns that have seen a transformation of Vancouver into a significant Pacific Rim city. Academic connections to Asia, and especially to China, have spread far beyond the realm of "Asian studies" to include Medicine, Law, Sauder, and Education, to name but a few of the Faculties with strong Asian links. Music is poised to build broader relationships with some focused effort. On the Vancouver campus, almost half of our students have an Asian heritage. Our alumni organization in Hong Kong is amongst the largest and most active outside Canada. The Tokyo, Taipei and Seoul chapters are also growing. It is fair to say that UBC is as well placed as any university in the Western world to build upon these existing connections, and to broaden them.

One important opportunity for UBC is to develop greater coherence and unification between our various Asian research programmes. Currently, the Asian Studies Department, IAR and Liu do not collaborate as effectively as they need to if UBC is to have the influence I think that we all aspire to achieve. Each possesses academic strengths that need to be better marshaled; none is properly seen as a mere "service" department for the others. Instead, we have to find ways for the full scholarly and policy opportunities present in each to be more widely shared. Greater concentration of university resources for Asia-related work would most effectively support graduate students, postdocs, undergraduates, and faculty members in their research and teaching efforts. Assembling a UBC-Asia Council responsible for careful analysis of our strengths and the wisest ways to leverage such strengths may be a useful way forward.

The current political relationship between Canada and China has been marked by significant tensions but new initiatives are promising. This fast evolving situation actually opens up special possibilities (and perhaps even responsibilities) for UBC to engage as actively as possible with

China. Although UBC has existing formal partnerships, with some leading Chinese universities, these are not as active as one would hope. At the 2008 meeting co-hosted by UBC and the Chinese Vice-Minister of Education, and bringing together leading universities from China and the Commonwealth (plus Ireland), other opportunities for strategic partnership emerged, based where there are already individual linkage points (e.g., in Szechuan) and a real desire to connect. For China, it would seem wise to try to identify no more than 5-6 universities where there is potential for significant graduate student exchange and research collaboration. Not all these universities should be in Shanghai and Beijing. The relationship with the China Scholarship Council must be nurtured carefully. We will also have to work to build up the alumni network in China. UBC could also play a useful convening role, possibly through the Liu Institute, in maintaining dialogue between non-governmental actors in Canada and Chinese interlocutors.

Hong Kong is a special case for UBC in China. Given the extraordinary alumni base, continuing strong family ties and relative ease of contact, Hong Kong should continue to be a primary focus for UBC in Asia. Consideration should be given to how UBC O might be integrated more fully into Hong Kong. There continues to be good donor potential, and the strategic relationship with Hong Kong University is growing. HKU should be the primary academic partner for UBC in Hong Kong, with the Chinese University of Hong Kong a focus for joint work in Asian studies. Recent advances in the UBC-HKU relationship include the joint law degree, workshops on infectious diseases and Simon K.Y. Lee-HKU House at UBC. Hong Kong remains the right base for the UBC Asia regional office. Student recruitment efforts are strong, but could be further intensified, with special attention being paid to possibilities for growth at UBC O.

UBC V already has strong links with three other Asian jurisdictions: Japan, Korea and Taiwan. Japan is important primarily for joint research and student exchange (for undergraduates, Japan is still the primary Asian destination, and at the graduate level there are strong links with Tokyo University in physics, for example), as well as for industry linkages, especially for Applied Science and Science. Modest support for cultural interchange is also available in Japan, and should continue to be pursued actively. Korea is an important source of students for UBC, both undergraduate and graduate, and this connection is by no means fully developed. In addition, the Korean desire to promote Korean culture is a source of support for Arts and CfIS programmes at UBC. Industry linkages need further exploration, with Applied Science likely taking the lead. Taiwan is a good source for graduate and undergraduate students and there is significant potential for research links, mostly in Science and Medicine. Like Korea, Taiwan actively seeks opportunities to promote itself internationally, and UBC could be a partner in this endeavour, for cultural not political purposes.

A heretofore neglected frontier for UBC in Asia is India. As a relatively stable multicultural democracy, a dynamic economic power, a cultural powerhouse, an important player in worldwide innovation (especially in IT), and with a huge post-secondary sector, attention simply must be paid to India. However, India presents a series of challenges as well, not the least of which is the relatively weak Canadian profile. It might be wise for UBC to work in collaboration with other leading Canadian universities to enhance our collective presence. Currently, India is only a minor source of students at the undergraduate or graduate levels, and there are few vital research partnerships. The challenge is to find points of entry where interests align, and where the field is not fully occupied by other universities from the US and Europe. Exploratory visits

to India over the last eighteen months suggest that, given the structure of the higher education sector, attempts to develop close partnerships with major universities could be challenging. (Though opportunities may exist in the social sciences and humanities with Jeharwal Nehru University or the University of Delhi).

India is creating and funding more and more small, elite, institutions that are drawing local talent (the famous IIT's, as well as the Indian Institutes of Management and the Indian Institutes of Science). UBC has already developed links with the IIT Dehli, and the Sauder School works with the IIM Ahmedabad. A promising set of connections is emerging with key federal institutions such as the National Institute for Mental Health and Neuroscience in Bangalore, and the Energy and Resources Institute in New Delhi. UBC's global access policy, which encourages developing world access to UBC innovation at significantly reduced cost, is attracting positive attention in India, with the news of a potential UBC breakthrough in the treatment of Leishmaniasis. UBC could also work with MITACS, Canada's leading creator of graduate studies-industry linkages, to develop a graduate student internship programme in India, and to further develop the "Globalink" programme that in 2009 brought outstanding Indian undergraduate students to UBC for summer research internships. In the social sciences and humanities, UBC may wish to explore connections with some of the small but strong Indological research centres in, for example, Pune and Pondicherry.

It should be noted that UBC is particularly fortunate right now to have good access to strong Canadian diplomatic supporters in Asia, ambassadors and high commissioners who know and have worked with UBC, and who care about education and research collaboration. With changeover in such appointments being endemic and rather swift, we should be aggressive in using this advantage in China, India, Japan and Korea.⁵

b. A North American Focus with Latin American Accents

Given the continuing importance of the social, cultural and economic relationship between Canada and the US, and given the existence of NAFTA and the worrisome challenges faced by Mexico, both socially and economically (instability due to narco-trafficking and corruption; diminishing receipts from workers in the US), it would seem logical for UBC to continue to expand connections within North America. At the level of scientific and medical research, these connections grow organically because of patterns of research funding and graduate education that link Canada and the US very strongly. More effort is needed to try to integrate Mexican researchers into these research networks, perhaps building on the experience of the Pacific Institute of Mathematical Studies (PIMS), which has developed strong Canada-US-Mexico links. The existing relationship with Tec de Monterrey is a good place to focus UBC's energy.

⁵ Singapore is a difficult case. Despite our long connection with NUS, and its dynamic new leadership, the government of Singapore seems to be committed to a particular model of joint venture work which makes it challenging to pursue stronger research partnerships without creating an offshore campus. There are individual linkages that should be explored with graduates interested in industry-university partnership. In addition, student exchange is likely to remain robust in part due to the availability of foundation funding. There is also a solid alumni base.

A potential refinement to any US engagement is that UBC might wish to focus its connections on the West coast. It is surprising how limited our engagement is with the University of Washington, despite that university's extraordinary success in research, and particularly in medicine and Asian topics. Research connections to the University of California system seem stronger but are largely ad hoc, and there is no strategy for engagement at the Faculty or university level despite the discussions over of the last few years of a California-BC and California-Canada partnership. These partnerships need to be made real though bilateral investment.

Interestingly, despite strong science and medicine connections across the US, UBC has not fully exploited the potential to expand further into social science and humanities links at the research level. Although UBC is home to one of Canada's only programmes in US Studies, the programme does not seem to have taken off. More private support is required to strengthen the programme, but so too is an academic commitment to justify further private support. Perhaps a broader North American focus would generate more interest across the university.

On student exchanges, there is some doubt as to the "stretch" achieved when Canadian students study in the United States. Although the cultures are not, of course, fully aligned, there may be a lack of social and cultural challenge for Canadian undergraduates studying in the United States. Graduate studies in the US are a different matter, for there the issue is quality of the educational opportunity more than social and cultural stretch. Opportunities in Mexico for undergraduates are limited due to the overall quality of institutions and to the mass style of undergraduate education. Tec de Monterrey continues to provide the best focus for student exchange with Mexico, although UBC may wish to further explore other options including Universidad de las Americas Puebla and El Coegio de Mexico (for Arts), where some positive exchange has already taken place.

UBC currently engages with Latin America primarily through expanding community-service learning opportunities for students and through international development initiatives centred on public health and medicine. UBC is also part of a network of researchers (with significant funding from DFAIT) monitoring the state of democracy in the Andes, called the Andean Democracy Research Network. These connections should certainly be maintained and expanded if external resources can be found to support them adequately.

c. Europe, Africa and Australasia

After a period of some stagnation, Europe (collectively through the EU) is re-emerging as a central economic and cultural player on the world stage. With the likely continuing decline of US dominance,⁶ Europe cannot be ignored. The EU is the largest trading bloc in the world; in the form of NATO, Europe is home to the most powerful military alliance in history. It holds vast linguistic and cultural diversity. That being said, UBC cannot be active across Europe in all

⁶ See the remarkable self-assessment of US decline in influence by a key player in the United States intelligence community in United States. National Intelligence Council, "Global Trends Report 2025" (2008) http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/21_11_08_2025_Global_Trends_Final_Report.pdf (accessed 5 January 2008). The NIC is a public US government forum, organized through the CIA.

fields. Given existing patterns of research collaboration, and student exchange, UBC might want to focus immediate efforts on expanding relationships with a handful of universities in the UK, France and Germany. Interest in robust partnership has been expressed by LMU in Munich, the CNRS in France (PIMS is already a Unite Mixte of CNRS), and various UK universities including University College in London. Particular interest is being expressed in linking to the Centre for Drug Research and Development located on the UBC V campus. Other relationships will be important for individual researchers and students, but it would be useful to try to focus university level resources where there is a real chance of broad and deep engagement. Given the demographic patterns in the Okanagan, it might be wise for UBC O to focus energy on building relationships with Germany. L'Université Libre de Bruxelles has been active in trying to create a stronger link with UBC. Although there may not be obvious synergies in the sciences and medicine, the location of ULB, and its strong desire to connect, suggests that some focus within the social sciences (economics, political science, international relations, education policy, and science policy) would make sense.

There are also some thematic areas where greater engagement with Europe would be particularly attractive for UBC. Migration and multiculturalism are critical issues in Europe, and UBC has good connections to European universities and research institutes on this topic, primarily through our Department of Geography. Canada and Europe are also directly connected on one of the most critical security, environmental and indigenous issues today: the Arctic. The environmental deterioration and the increased security significance are affecting Inuit communities in northern Canada and Greenland, the Sami in Norway, Sweden, and Finland, and others in Russia. Canadians and Americans fail to appreciate that Europe has much more experience, history, and knowledge of Western-Islamic relations that does North America. This is obviously another critical global issue for which partnership between UBC and European universities would be beneficial.

Attempts to connect UBC to the Erasmus programme are also worth significant effort, as this might open up remarkable exchange opportunities for students. EU diplomats in Canada have offered to help promote this connection. More effort is required to seek out research funding sources in Europe, both public (likely through the EU), and private. The alumni branch in London is growing in strength, as is the work of the UK Foundation. How might we use this to reach out more effectively to our modest alumni base in continental Europe?

UBC has very limited research ties to Africa, when compared to peer institutions in the UK, France or the US. Although various research groups across campus (including student-led groups) will continue to engage in important African-related work, ranging from water resource development, to HIV-AIDS education and treatment, to nursing, UBC does not have a sufficient base to make an institutional level commitment to work in Africa. However, an opportunity may exist for UBC to work in a consortium to mentor one or more university partners in Africa. This opportunity is currently being explored though the Global University Leaders Forum of the World Economic Forum, and separately through an ad hoc group in discussions with the World Bank. Community-service learning opportunities that currently exist in Lesotho, Rwanda, Swaziland, and Uganda could also be expanded. In addition, UBC O could create strong ties with North Africa. Egypt in particular seems to hold opportunity for student recruitment and focussed inter-university exchanges.

Given strong cultural links and relative proximity, it is surprising that UBC does not have more robust links to Australia and New Zealand at the level of joint research. Although Australasia is a primary destination for UBC students, is a point of close contact administratively (through sharing of information and unit review processes), and is the source of a relatively large number of UBC professors and staff, the research ties do not seem to be widespread. In recent months, great work has taken place to strengthen research ties, in part through the framework created by the MOU between the State of Queensland and the province of British Columbia. UBC is certainly not yet leveraging the undergraduate connections to welcome a sufficient number of Australasian graduate students. It is especially unfortunate that we have not built upon the mutual interest of UBC and Australasian universities in Asia. Australia has been much more aggressive in promoting joint research in Asia, especially in China. For example, various universities have created substantial research seed funds to encourage links with Chinese researchers. UBC might consider trying to promote trilateral relationships. Given our ties through the APRU and U21 networks, UBC might explore strategic partnerships with the University of Melbourne, the University of New South Wales, the University of Queensland, and Auckland University, building upon our work in Asia. This is also a region in which UBC O might wish to become more active, for example in student recruitment and in research into water and drought.

Indigenous Peoples and International Engagement

Another area in which UBC might wish to build upon existing relationships with Australasia is in our mutual interests in promoting indigenous education and stronger engagement with indigenous communities. The leader in existing international collaboration on indigenous issues is the Faculty of Education, but one could imagine strategic links in Science (Fisheries research, for example), Forestry and Arts (Political Science, History, Anthropology, and Psychology). It is also worth considering how our new aboriginal strategy might be bolstered by seeing UBC as a linking point between indigenous communities in BC and outside Canada.

Sustainability as a Focus for Global Influence and Learning

It is clear that sustainability will be one of the main transversal themes in the new UBC strategic plan. UBC is highly regarded internationally for its research prowess in many areas within the broad topic of sustainability: climate change, fisheries, regional and community planning, green building design, natural resources management, public policy, forestry – the list goes on and on. In addition, UBC has carved out a strong reputation for sustainability in campus operations. From the UBC Renew projects to the geothermal energy supply at UBC O, from the SEEDS initiative to the commitment to a sustainable U Town – UBC is increasingly recognized as a global sustainability leader. This commitment will be strengthened, and it makes sense for many parts of the university to include sustainability initiatives in planning for international engagement.

International Development as Active Engagement

The Trek 2010 plan on internationalization had practically nothing to say, at least explicitly, on UBC's engagement in international development work. Yet scores, if not hundreds, of our colleagues and students devote considerable energy to participating in and managing international development projects. Various units in the university are also conducting leading research with an international development focus. For example, SCARP is working with the United Nations to collect, organize and make available the UN Habitat archives (in collaboration with the Barber Learning Centre). In various areas of global health UBC is active through the Centre for International Health, Dentistry, Medicine, and Nursing on both campuses. Other groups on campus have been working assiduously to promote policies that favour healthy and ethical international development work, including the essential medicines student coalition and the Centre for International Health. UBC has taken a leadership role in providing for and facilitating global access to our research discoveries, and specifically in promoting research into neglected diseases. This leadership may open doors to enhanced opportunities in international development by other units in the university, working inter-professionally and across disciplines. UBC has also been instrumental in facilitating the UNESCO network on participatory development, which should give access to partnership possibilities across the university.

The AUCC is going to be working with the IDRC to explore how North-South relationships figure into Canadian university strategies for internationalization, with a focus upon international development. UBC could use this opportunity to conduct a robust information gathering exercise to see what work is currently being done on campus and to see how it fits with the internationalization principles articulated above. It seems that our current international development engagements are not widely known across the university; we are certainly not sharing our own lessons learned; and we may not be helping each other be successful in application and evaluation processes.

Graduate Students as Primary Actors in Internationalization

With new and internationally experienced leadership in Graduate Studies, a new framework for graduate student funding, a new Canadian branded scholarship scheme, and an affirmation of UBC's commitment to increase the proportion of graduate students on the Vancouver campus, the time is ripe to improve the overall quality and to increase the number of foreign graduate students at UBC. Working with the Provost's Office, and with individual Faculties, the Dean of Graduate Studies should establish a target for international graduate student recruitment, elaborate a plan for international recruitment, and work to gain access to new external scholarships for our most promising candidates. These scholarships should be both Canadian (Vaniers, Trudeaus) and foreign (China Scholarship Council; reverse Rhodes; NSFs). Even though graduate student recruitment remains primarily within the purview of departments, the university can provide a framework for recruiting as well as financial incentives to encourage effective recruiting. It may be time to consider whether or not it is possible to create new financial models that encourage the recruitment of outstanding foreign graduate students.

Improving UBC's performance in the recruitment and graduation of foreign graduate students, assuming strong quality and serious attention to language skills, has many potential benefits: (1) increasing the size and quality of the applicant pool for graduate studies; (2) creating stronger connections with other leading universities around the world; (3) further enhancing the cultural

diversity on campus; (4) further enhancing the global reputation of UBC; (5) drawing new talent to Canada, in some cases permanently; (6) for the majority of students who will return to their home countries, opening up possibilities for future academic, economic and social interaction with Canadians.

At the same time, UBC may want to continue to provide more opportunities to all our graduate students for international work. This could include expanded options for co-tutelle or joint degrees with other leading universities around the world, and opportunities for international internships, working in conjunction with MITACS, the Canadian leader in creating and funding graduate-level internship programmes. Graduate students are wonderful bridges between universities and societies. Their working relationships can found robust collaboration between labs and research teams. Their friendships can serve to bolster social, economic and cultural ties between Canada and other countries.

Undergraduate Students Need More Opportunities to Transcend Borders

We must be clear that the primary benefit to having a strong cohort of international undergraduate students is not financial, but academic and cultural. Although it is true that the ISI has generated significant additional resources for UBC, international students should never be viewed in primarily pecuniary terms. Students from outside Canada enrich our learning environment by bringing different perspectives to class and to informal interactions. They also open up informal exchange opportunities for Canadian students, who meet and befriend people from other countries. For this reason, it is important to increase the availability of scholarship support for outstanding visa-holding undergraduate students. The current programmes, the International Leader of Tomorrow Award and the International Student Humanitarian Award, are excellent; we need to find more private resources to scale up the opportunities.

The current target of 15% visa students in the undergraduate class at UBC V could be increased modestly over the next few years. In the short term, at the very least, UBC V and UBC O must plan jointly to ensure that the full complement of international undergraduates is achieved. At the same time, we should continue to encourage exchange students from international partner institutions; currently some 800 exchange students arrive each year.

Canadian undergraduates are not yet given adequate opportunity to study and work outside Canada as part of their undergraduate programmes. Go Global and other smaller programmes provide a framework for UBC V and UBC O to increase opportunities for our undergraduates to study, work or participate in international research placements or service learning. Currently 17% of UBC V and 22% of UBC O undergraduates are involved in some form of study abroad before graduation. This places UBC at the number two spot amongst Canadian universities. These opportunities need to be increased. At some global universities, targets of 25-50% have been set for undergraduate participation in out-of-country experiences. Could UBC aim for 30% within five years? Great effort would be required to find private support to ensure that such opportunities were available to students of modest means. In addition, departments and Faculties may have to show greater flexibility in academic requirements to make international learning possible for more students.

Student-directed activities are an increasingly important part of the undergraduate experience, and we need to include this development in our overall thinking about UBC's international strategy. Should UBC extend more systematic financial support to student-driven activities that might be described as "co-curricular" such as the UBC Model UN, the UBC Journal of International Affairs, Engineers Without Borders, WUSC, and Africa Awareness? Would core funding for student-led initiatives actually undermine their volunteer spirit and confuse their purposes?

Alumni as Agents of Internationalization

The strong alumni links in Asia, especially in Hong Kong, have already been noted, as have opportunities in Europe. But it is worth emphasizing that for all forms of international engagement, UBC should be looking to its alumni as a powerful resource. Current plans to increase our investment in alumni engagement make sense as part of any international strategy. Alumni serve as connectors, as ambassadors and as wonderful sources of information for research and teaching programmes, for students seeking opportunities, and for prospective new UBC students. If UBC is to benefit from our alumni spread all over the world, we must provide easier means of linking to our alumni network, and we must show that membership in that network is a valuable resource. This expanded effort has already begun, and it needs to be reinforced. The first point of engagement must be with various communities having origins in other parts of the world but who live right here in Vancouver and in the Okanagan. Given limitations of time, energy and finances, it would also make sense to focus our strongest international alumni efforts in the US (New York and Seattle are obvious focal points), Hong Kong, Tokyo, Seoul, Taipei, and London. However, as student recruitment patterns and migration patterns change, other cities may emerge as important alumni centres. It goes without saying that a strong alumni base also helps the university in its global efforts in fundraising in support of our research and teaching mission. Interestingly, many of UBC's most generous non-Canadian benefactors are not necessarily alumni themselves, but they have been introduced to the university by our alumni. A focus on both international alumni chapters and BC-based networks of alumni with origins in other countries is wise, both academically and financially.

Global University Networks

UBC participates in two global university networks, the Association of Pacific Rim Universities (APRU), and U21. In addition, UBC participates in the World Economic Forum's Global University Leader's Forum, but is not a formal member. Given the strong connections between UBC and Asia, and the goal of increasing those connections, membership in the APRU makes sense. However, UBC is only sporadically active in the network, and there are a variety of research initiatives in which UBC does not take part. It is not clear whether that is for lack of knowledge or lack of interest. Whatever the case, effort is needed to better communicate to Faculties the opportunities for engagement presented by APRU. Incentives for participation in some of the research and student initiatives may be required.

U21 is a more difficult case. UBC was a founding member but our commitment has waxed and waned, and for good reason. For some years U21 became preoccupied with the travails of its subsidiary organization, U21 Global, which struggled to define a role as an education provider,

especially in Asia, losing a great deal of money in the process. Last year, U21 clarified its relationship with U21 Global and prepared to sell off the remaining “brand.” This change should allow a re-focusing of efforts within U21. A number of new Executive Heads now seek reform in the network activities. Some U21 research networks, such as in global health, have proven to be useful to some groups within UBC. If U21 can emphasize its unique value as a network, drawing together leading research universities, facilitating particular forms of collaboration and student exchange opportunities, continued participation may be warranted. It would seem reasonable to evaluate continued UBC engagement at the end of the 2009-10 academic year.

The World Economic Forum (WEF) excites passions amongst supporters and detractors. Whatever one thinks of the values of the Forum, there is no doubt that it is a network of highly influential people. The fact that UBC is one of only a handful of university “members” of WEF is a reputational asset, and it opens up possibilities of influence for some of our leading researchers. UBC is not a formal member of WEF’s Global University Leader’s Forum, although we are invited to meetings. No other Canadian university is present. It would seem prudent to try to connect outstanding UBC researchers to the “Global Agenda Council” that shapes the agenda of WEF. This would provide opportunities for engaged researchers to influence important international dialogue on issues of great concern. If these connections are fruitful, and UBC researchers become visible on WEF panels, it would be time to discuss a formal membership of UBC in the Global University Leader’s Forum.

A further network opportunity may be less obvious because it requires national-level coordination to promote an international agenda. UBC should consider the possible value of leading an effort to engage other major Canadian universities to work together on certain international engagement objectives, for example graduate student recruitment or country-specific research networks. (India has already been mentioned as a place in which a broader Canadian effort might be more successful than university specific initiatives.)

Information Gathering and Sharing within UBC

UBC’s International Engagement website is a good start on the needed information gathering and sharing about UBC’s myriad and diverse global engagements. We need to find ways to encourage all people who work or study internationally to let others at UBC know what they are up to. The goal is not to “manage” those engagements, but to ensure that we are sharing what we learn and to avoid duplication of effort. We also want to identify potential synergies amongst the good work that so many people are doing. People are busy, and they will not easily be convinced to add another task to their daily existence. We might consider linking approvals of grant proposals to entry into an international database. Similarly, making international travel reimbursements conditional on the completion of a very brief information form could encourage at least a limited sharing of experience. The key to success would be to make this information sharing as easy and non-intrusive as possible; technological options will have to be explored.

Ethical Issues in International Engagement

UBC should take a leadership role in addressing the many complex ethical issues that arise in international engagement. Students should be encouraged to think carefully about why they want to study or work internationally: resume padding is to be actively discouraged. The cost to

“host” organizations of interns or students engaged in community-service learning can be significant, and students have to be helped to make the best contribution they can. Comparably difficult issues arise even with professional researchers, as we have learned in the long history of research engagement with aboriginal communities. Within the Canadian context, we have made imperfect progress in concluding research protocols with First Nations communities. Here is another area where we should share that experience in aboriginal engagement internationally. It does not seem that the challenges brought to the university by aboriginal people have been assimilated and applied in equally sensitive international settings.

UBC has made a commitment to the Clinton Global Initiative to convene groups of students, staff and faculty both inside and outside UBC to discuss and strategize about these complex ethical problems. The lead role will be taken by the College of Health Disciplines, but we must ensure a cross-university dialogue. In addition, the university must consider how it might better prepare our students, staff and faculty members for culturally sensitive international engagement. Continuing Education runs seminars for outside organizations and individuals on cultural sensitivity. Perhaps we could do a better job challenging ourselves?⁷

How to Focus our Efforts to Promote and Support International Engagement

International engagement occurs across almost all areas of work and study in the university. If it is true that the “bottom up” approach is most likely to generate robust and sustainable international linkages, it is also true that mechanisms must be in place to capture and share experience at the departmental, faculty and university levels. At the departmental level, it might be wise to charge an existing committee with the duty to collect information on international engagement and to help in strategizing where focus might be possible. A similar effort needs to be made at the Faculty level, and within certain administrative portfolios, such as the VP Students portfolio. The university-level Global Engagement Advisory Council described above might help in sharing wisdom and experience across the campuses, and could identify potential areas of overlap and synergy.

With the departure of the AVP International, it is timely to undertake a re-setting of priorities for international work, and a re-organization of reporting. One of the difficulties in pursuing a service-oriented approach to international engagement support is that the international components of what we do emerge across the university in almost every portfolio. So there is no single, ideal model for organizing a system-level international office. After considerable reflection and consultation, we will adopt the following model: As of the end of July 2009, the position of AVP International was closed. Instead, a UBC International Office, lead by an Executive Director, will report to the newly described position of “Vice President Research and International.” A dotted line report will also exist to the Deputy Vice-Chancellor for UBC O. This effort will be assimilated into the strategic planning process for the university: building on this discussion paper, specific international strategies will be highlighted, and concrete actions enumerated, with a framework for evaluation of success established. It will be necessary to identify campus-specific priorities in some cases, but this should be done within a system-wide enabling framework. The VP Research and International will also be charged to consult formally and regularly with the other VP portfolios to ensure that the international engagement

⁷ See also S.J. Toope, “Promoting Intercultural Understanding: A Discussion Paper Draft 2” (August 2009).

needs of the entire university are being considered in establishing priorities for work in the UBC International Office.

Conclusion: Summary of Key Proposals

After assessing UBC's achievements in promoting and sustaining stronger international engagement, and the remarkable opportunities not yet seized, this discussion paper set out seven principles to guide future work (pp. 4-5). It then considered the various broad categories of engagement through which universities can support their basic mission of teaching and research through robust internationalization (pp. 5-6). The following proposals to strengthen UBC's position as a globally influential university were advanced:⁸

- UBC should consider the creation of a “Global Engagement Advisory Council” that could provide advice to heads, directors and deans as they think through their international priorities. The Council would not be a decision-making body, but would be a collection of university leaders with wide international experience. Their role would be to talk through strategies prepared by units and help to identify risks, opportunities and potential synergies across the university.
- In making choices as to where the university or individual units should focus energy and resources, it would be wise to consider both regional and thematic issues. Although one can imagine individual UBC professors, staff and students engaging almost anywhere across the face of the earth, a given unit may wish to establish where its engagement is likely to bring the greatest benefit to its own community and to partner communities outside Canada. The university as a whole should ask the same question. In other words, as one agglomerates the individual points of engagement, more focus should be demanded. The process must be “bottom-up,” not top down. But this approach should not be confused with a lack of direction; building on the work of others requires a strategy and the making of specific choices.
- Given UBC's history, location and existing advantages, it should continue to focus international engagement efforts in Asia. Greater concentration of university resources for Asia-related work would most effectively support graduate students, post-docs, undergraduates, and faculty members in their research and teaching efforts. Assembling a UBC-Asia Council responsible for careful analysis of our strengths and the best ways to leverage such strengths may be a useful way forward.
- For China, it would seem wise to try to identify no more than 5-6 universities where there is potential for significant graduate student exchange and research collaboration. Not all these universities should be in Shanghai and Beijing. The relationship with the China Scholarship Council must be nurtured carefully.
- Given the extraordinary alumni base, continuing strong family ties and relative ease of contact, Hong Kong should continue to be a primary focus for UBC in Asia.
- A new frontier for UBC in Asia is India. As a relatively stable multicultural democracy, a dynamic economic power, a cultural powerhouse, an important player in worldwide innovation (especially in IT), and with a huge post-secondary sector, attention simply

⁸ Only the key proposals are enumerated here. More specific suggestions dot the text.

must be paid to India. However, India presents a series of challenges as well, not the least of which is the relatively weak Canadian profile. It might be wise for UBC to work in collaboration with other leading Canadian universities to enhance our collective presence. Certainly discussion of the best strategy for UBC in India implies a broader discussion on the role and potential for Canadian universities, the Province of British Columbia and Canada as a whole. UBC might consider facilitating such a dialogue.

- Given the continuing importance of the social, cultural and economic relationship between Canada and the US, and given the existence of NAFTA and the worrisome challenges faced by Mexico, both socially and economically, it would seem logical for UBC to continue to expand connections within North America.
- A potential refinement to any US engagement is that UBC might wish to focus its connections on the West coast.
- Europe must continue to attract significant attention from UBC, as the continent's relative weight in world academic and political affairs is on the rise. Given existing patterns of research collaboration, and student exchange, UBC might want to focus immediate efforts on expanding relationships with a handful of universities in the UK, France and Germany.
- UBC has very limited research ties to Africa, when compared to peer institutions in the UK, France or even the US. Although various research groups across campus will continue to engage in important African-related work, UBC does not have a sufficient base to make an institutional level commitment to work in Africa. However, an opportunity may exist for UBC to work in a consortium to mentor one or more university partners in Africa.
- Given strong cultural links and relative proximity, it is surprising that UBC does not have more robust links to Australia and New Zealand at the level of joint research. UBC is certainly not yet leveraging the undergraduate connections to welcome a sufficient number of Australasian graduate students. It is especially unfortunate that we have not built upon the mutual interest of UBC and Australasian universities in Asia.
- The AUCC is going to be working with the IDRC to explore how North-South relationships figure into Canadian university strategies for internationalization, with a focus upon international development. UBC could use this opportunity to conduct a robust information gathering exercise to see what work is currently being done at the university.
- With internationally experienced leadership in Graduate Studies, a new framework for graduate student funding, the new Canadian Vanier scholarship scheme, and an affirmation of UBC's commitment to increase the proportion of graduate students on the Vancouver campus, the time is ripe to improve the overall quality and to increase the number of foreign graduate students at UBC.
- The current target of 15% visa students in the undergraduate class at UBC V could be modestly increased over the next few years. In the short term, UBC V and UBC O must plan jointly to ensure that the full complement of international undergraduates is met.
- For all forms of international engagement, UBC should be looking to its alumni as a powerful resource. Current plans to increase our investment in alumni engagement make sense as part of any international strategy. Alumni serve as connectors, as ambassadors and as wonderful sources of information for research and teaching programmes, for students seeking opportunities, and for prospective new UBC students.

- UBC's International Engagement website is a good start on the needed information gathering and sharing about UBC's myriad and diverse global engagements. We need to find ways to encourage all people who work or study internationally to let others at UBC know what they are up to. The goal is not to "manage" those engagements, but to ensure that we are sharing what we learn and to avoid duplication of effort. We also want to identify potential synergies amongst the good work that so many people are doing.
- UBC should take a leadership role in addressing the many complex ethical issues that arise in international engagement. The university has made a commitment to the Clinton Global Initiative to convene groups of students, staff and faculty both inside and outside UBC to discuss and strategize about these complex ethical problems. The lead role will be taken by the Centre for International Health, but we must ensure a cross-university dialogue. In addition, the university must consider how it might better prepare our students, staff and faculty members for culturally sensitive international engagement.
- If it is true that the "bottom up" approach is most likely to generate robust and sustainable international linkages, it is also true that mechanisms must be in place to capture and share experience at the departmental, faculty and university levels. At the departmental level, it might be wise to charge an existing committee with the duty to collect information on international engagement and to help in strategizing where focus might be possible. A similar effort needs to be made at the Faculty level, and within certain administrative portfolios, such as the VP Students portfolio. The university-level Global Engagement Advisory Council described above might help in sharing wisdom and experience across the campuses, and could identify potential areas of overlap and synergy.
- With the departure of the AVP International, it is timely to undertake a re-setting of priorities for international work, and a re-organization of reporting. As of the end of July 2009, the position of AVP International was closed. Instead, a UBC International Office, lead by an Executive Director, will report to the newly described position of "Vice President Research and International." A dotted line report will also exist to the Deputy Vice-Chancellor for UBC O. The VP Research and International will also be charged to consult formally and regularly with the other VP portfolios, and with the Provost of UBC O, to ensure that the international engagement needs of the entire university are being considered in establishing priorities for work in the UBC International Office.

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21 October 2009

To: Okanagan Senate

From: Mr. James Ridge, Secretary

Subject: Consolidated Financial Statements for 2008/2009 (information)

Pursuant to Section 32 (2) of the *University Act*, the Office of the Vice-President, Finance, Resources and Operations annually submits the University's financial statements for each fiscal year to each of the UBC Senates. I have received on your behalf the Consolidated Financial Statements for the fiscal year ending 31 March 2009.

The statements are available in electronic format at:
<http://www.finance.ubc.ca/financialreporting/FinancialReportingFinancialStatements.cfm>

Questions about the Financial Statements should be directed to Mr. Ian Burgess, Comptroller, at ian.burgess@ubc.ca or 604 822-3031.

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21 October 2009

To: Okanagan Senate

From: Nominating Committee

**Subject: Okanagan Senate Committee, Council of Senates Committee
Membership Adjustments (approval)**

The Nominating Committee is pleased to recommend the following to Senate:

Okanagan Senate Learning and Research Committee

That Dr. Robert Campbell replace Dr. Jennifer Gustar on the Learning and Research Committee until 31 August 2011 and thereafter until replaced.

Council of Senates Committees

That Dr. Gurupdes Pandher be elected to replace Dr. Craig Mitton on the Budget Committee until 31 August 2011 and thereafter until replaced;

and

That Mr. Neil Cadger be elected to fill a vacancy on the Budget Committee until 31 August 2011 and thereafter until replaced;

and

That Mr. Steven Joseph be elected to replace Mr. Matt Koovisk on the Council of Senates Elections Committee until 31 August 2011 and thereafter until replaced.

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21 October 2009

To: Okanagan Senate

From: Nominating Committee

Subject: Okanagan Senate Committee Terms of Reference, Composition Adjustments (approval)

The Nominating Committee is pleased to recommend the following to Senate:

Admissions and Awards Committee

That Senate adjust the terms of reference for the Admissions and Awards Committee to set a quorum of six (6) voting members.

Appeals of Standing and Discipline Committee

That Senate adjust the Appeals of Standing and Discipline Committee composition to add two more voting members as follows: one (1) additional faculty member, and one (1) additional student representative;

and

That Senate adjust the terms of reference for the Appeals of Standing and Discipline Committee to set a quorum of four (4) voting members.

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21 October 2009

To: Okanagan Senate
From: Academic Policy Committee
Subject: Parchment Signing for Graduate Degrees (approval)

Following the discussion at the September Senate meeting and the Senate's wish to see a less interim arrangement for the granting of graduate degrees, the Academic Policy Committee suggests the following:

Motion: *That the Senate approve the following arrangement for the granting of graduate degrees beginning November 2009: that the name of the College of Graduate Studies appear as the recommending body on all degree parchments, and that the Dean of the College of Graduate Studies sign such parchments in addition to the Chancellor, President and Registrar.*

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21 October 2009

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

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

As such, the following is recommended to Senate:

Motion: *That Senate approve the new and changed courses and programs brought forward by the Faculty of Arts and Sciences as set out in the attached proposals.*

Respectfully submitted,
Dr. Robert Campbell
Chair, Curriculum Committee



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21 October 2009

To: Okanagan Senate
From: Senate Curriculum Committee
Subject: October Curriculum Proposals

Attached please find the following for your consideration:

Faculty of Arts and Sciences

1. The following new program and related course:
 - a. Biochemistry Honours Program
 - b. BIOC 449 (6) Honours Thesis
2. The following new courses:
 - c. BIOL 410 (3) Plant-Microbe Interactions
 - d. BIOL 507 (3) The Biochemical Basis of Disease
 - e. HIST 300 (3) History of Indigenous Peoples of Canada to 1876;
HIST 301 (3) History of Indigenous Peoples of Canada Since 1876
 - f. HIST 406 (3) British Columbia to 1900;
HIST 407 (3) British Columbia Since 1900
3. The following discontinued program options:
 - g. General Studies Thematic Options



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Arts and Sciences Unit/Dept.: Biology and Chemistry Faculty Approval Date: Sept. 3, 2009 Effective Session: 2009W</p>	<p>Date: July 15, 2009 Contact Person: Joyce Boon Phone: 250.807.9545 Email: joyce.boon@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Arts and Sciences > Bachelor of Science Programs > Biochemistry</p> <p>[12218] Major in Biochemistry</p> <p>[...]</p> <p><u>Biochemistry Honours Program</u></p> <p><u>The Honours in Biochemistry provides an intensive program of study through coursework and research experience. Students who complete this program will have the ability to work independently and with a high level of competency.</u></p> <p><u>The course requirements are the same as in the Major in Biochemistry program, except that 6 credits must be in BIOC 449.</u></p> <p><u>Admission Requirements</u></p> <ul style="list-style-type: none"> • <u>Fourth-year standing (minimum of 78 credits in the Biochemistry Major).</u> • <u>Minimum grade average of 75% in all courses taken to date applicable to the Biochemistry Major.</u> • <u>Enrolment in BIOC 449 with a research project and a research supervisor approved by the Biochemistry committee.</u> <p><u>Graduation Requirements:</u></p> <ul style="list-style-type: none"> • <u>Completion of the course requirements for the Major in Biochemistry.</u> • <u>A minimum 75% graduating grade average (GGA)</u> 	<p>Draft Calendar URL: http://okanagan.students.ubc.ca/calendar/pr_oof/edit/index.cfm?tree=18,282,858,1069</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Arts and Sciences > Bachelor of Science Programs > Biochemistry</p> <p>[12218] Major in Biochemistry</p> <p>[...]</p>



- **BIOC 449, with a minimum grade of 75%. A written thesis is required, with a public presentation of the thesis in the form of a poster and a seminar.**

Type of Action: New Biochemistry Honours Program.

Rationale: Many students have requested the option of doing an honours degree in Biochemistry. Now that we have two new biochemists coming, we are in a position to support that option.



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Arts and Sciences Unit/Dept.: Biology and Chemistry Faculty Approval Date: Sept. 3, 2009 Effective Session: 2009W</p>	<p>Date: July 15, 2009 Contact Person: Joyce Boon Phone: 250.807.9545 Email: joyce.boon@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>BIOC 449 (6) Honours Thesis</u> <u>Students undertake a research project on a specific topic as agreed upon by the faculty member and the student. A written thesis is required, with a public presentation of the thesis in the form of a poster and a seminar.</u> <u>Prerequisite: A research project and a research supervisor approved by the BIOC Management Committee and enrolment in the BIOC Honours program.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale: With new faculty joining both Chemistry and Biology, and student demand for an honours program, we would like to add the honours thesis course to the BIOC major.</p>



**UBC Okanagan Curriculum Proposal Form
New or Change to Course or Program**

Category: 1

<p>Faculty/School: Arts and Sciences Unit/Dept.: Biology Faculty Approval Date: August 11, 2009 Effective Session: 2009W</p>	<p>Date: February 16, 2009 Contact Person: Dan Durall Phone: 250.807.8759 Email: daniel.durall@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>BIOL 410 (3) Plant-Microbe Interactions</u> <u>Ecological, physiological, and molecular perspectives will be covered on root-associated microorganisms with the potential to benefit plants. Implications for agriculture, forestry, bioremediation, and conservation. Credit will not be granted for both BIOL 410 and BIOL 510. [3-0-0]</u> <u>Prerequisite: BIOL 228.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale: Provide an opportunity for upper-level undergraduates to obtain specialized knowledge of interactions between plants and microorganisms beyond that provided in BIOL 228. The course will be of interest to undergraduates majoring in Microbiology or Ecology and Evolutionary Biology.</p> <p>The course will be cross-listed with BIOL 510, which requires students to prepare a grant proposal for the written assignment. BIOL 410 requires a written research review of the literature, which is more appropriate for undergraduate students.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Arts and Sciences Unit/Dept.: Biology and Chemistry Faculty Approval Date: August 11, 2009 Effective Session: 2009W</p>	<p>Date: January 19, 2009 Contact Person: Andis Klegeris Phone: 250.807.9557 Email: andis.klegeris@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>BIOL 507 (3) The Biochemical Basis of Disease</u> <u>Draws on foundational knowledge of normal biochemistry. Inborn errors of metabolism, abnormal growth and metabolism, neurodegeneration and inappropriate protein folding, deficiency diseases, endocrine disorders, and cardiovascular and hematological disorders. Credit will not be granted for both BIOL 507 and BIOC 407.</u> <u>Prerequisite: Graduate standing and permission of instructor.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale: Currently BIOC 407: The Biochemical Basis of Disease is offered as a fourth-year course. Cross-listing it as BIOL 507 will allow graduate students from both Biology and Chemistry Graduate Programs to take this as a 500-level course instead of a 400-level course. Students who take this course as BIOL 507 will be required to submit an additional assignment in addition to the normal coursework of BIOC 407.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Arts and Sciences Unit/Dept.: History Faculty Approval Date: Sept. 8, 2009 Effective Session: 2009W</p>	<p>Date: January 15, 2008 Contact Person: Jessica Stites Mor Phone: 250.807.9655 Email: jessica.stites-mor@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>HIST 300 (3) History of Indigenous Peoples of Canada to 1876</u> <u>The Indigenous people (status and non-status) of Canada from contact to the passage of the Indian Act in 1876. Topics include government policies, environment, gender, religion, oral narratives, colonial frontiers, disease, fur trade. Credit will not be granted for both HIST 300 and HIST 302. [3-0-0]</u> <u>Prerequisite: 6 credits of HIST and third-year standing; or HIST 112, INDG 110, and third-year standing.</u></p> <p><u>HIST 301 (3) History of Indigenous Peoples of Canada Since 1876</u> <u>The Indigenous people (status and non-status) of Canada from the passage of the Indian Act in 1876 to the present. Topics include government policies, environment, gender, religion, oral narratives, activism, urbanization, identity. Credit will not be granted for both HIST 301 and HIST 302. [3-0-0]</u> <u>Prerequisite: 6 credits of HIST and third-year standing; or HIST 122, INDG 110, and third-year standing.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>HIST 302 (6) History of the Native Peoples of Canada The Native people (status and non-status) of Canada from contact to the present. Native involvement in the fur trade and later economic developments, the emergence of the Metis, the treaty-making process, and the evolution of government policies for native peoples. OUC equivalent: HIST 302. [3-0-0] Prerequisite: 6 credits of HIST including HIST 112; or one of HIST 112, INDG 100 and third-year standing.</p> <p>Type of Action: Modify current course description to better fit with university-wide Calendar language. Split one two-term, 6-credit course into two 3-credit, one-term courses. Discontinue HIST 302.</p> <p>Rationale: Increase department's flexibility in offering and usefulness to other departments.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Arts and Sciences Unit/Dept.: History Faculty Approval Date: Sept. 8, 2009 Effective Session: 2009W</p>	<p>Date: January 15, 2008 Contact Person: Jessica Stites Mor Phone: 250.807.9655 Email: jessica.stites-mor@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>HIST 406 (3) British Columbia to 1900</u> <u>Topics from the history of colonial British Columbia, Confederation, and subsequent provincial developments during the nineteenth century. Credit will not be granted for both HIST 406 and HIST 404. [3-0-0]</u> <u>Prerequisite: 6 credits of HIST and third-year standing; or HIST 112 and third-year standing.</u></p> <p><u>HIST 407 (3) British Columbia Since 1900</u> <u>Topics will emphasize changes in the economic, social, and institutional structures of the province during the twentieth and twenty-first centuries. Credit will not be granted for both HIST 407 and HIST 404. [3-0-0]</u> <u>Prerequisite: 6 credits of HIST and third-year standing; or HIST 122 and third-year standing.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>HIST 404 (6) British Columbia Selected themes in the history of the region primarily during the post-Confederation years. Emphasizes changes in the economic, social, and institutional structures of the province. OUC equivalent: HIST 404. [3-0-0] Prerequisite: 12 credits of HIST.</p> <p>Type of Action: Modify current 6-credit course and split into two 3-credit, one-term courses. Modify prerequisites and description. Discontinue HIST 404.</p> <p>Rationale: Increase department's flexibility in offering and students ability to take course.</p>



**UBC Okanagan Curriculum Proposal Form
New or Change to Course or Program**

Category: 1

<p>Faculty/School: Arts and Sciences Unit/Dept.: Dean's Office Faculty Approval Date: Sept. 3, 2009 Effective Session: 2009W</p>	<p>Date: July 3, 2009 Contact Person: Linda Hatt Phone: 250.807.9323 Email: linda.hatt@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Arts and Sciences > Bachelor of Arts Programs > General Studies</p> <p>[12835] General Studies Bachelor of Arts</p> <p>[...]</p>	<p>Draft Calendar URL: http://okanagan.students.ubc.ca/calendar/poof/edit/index.cfm?tree=18,282,857,1126</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Arts and Sciences > Bachelor of Arts Programs > General Studies</p> <p>[12835] General Studies Bachelor of Arts</p> <p>[...]</p> <p>[12866] General Studies with a Thematic Option</p> <p>[12867] A thematic option allows students to design a program developed in consultation with faculty and approved by the Dean. The option is a defined theme consisting of at least 48 credits, of which at least 36 credits shall be at the 300 and 400 level. Students must also complete a minimum of 12 upper level elective credits.</p> <p>[12868] Three thematic options currently exist: 1) Cognitive Science, 2) Latin American Studies, and 3) Women's Studies. An individual option can be developed in consultation with a program advisor and approved by the Dean of Arts and Sciences.</p> <p>[12869] 1. Cognitive Science Thematic Option</p> <p>[12870] Cognitive science is a multi-disciplinary comprehensive study of the mind, intelligence, and intelligent systems that incorporates elements of philosophy, psychology, linguistics, and computer science. The option in Cognitive Science is</p>



rigorous and intellectually demanding. Students will develop critical and analytical skills that can be applied to a wide range of careers.

[12871] The study of the mind, which up to the nineteenth century belonged solely to philosophy, has been split into several independent disciplines. Psychology adopted an empirical approach and concentrated on intelligent behaviour, linguistics focused on the mind's use of language, and artificial intelligence (a division of computer science) started to model aspects of human thinking using inanimate objects (computers). Cognitive science reunifies these diverse approaches and creates a common ground for understanding human and non-human intelligence. This option provides a unique opportunity to study four major approaches to cognition, at the same time offering the chance to acquire a deeper knowledge in one of these areas.

[12872] The Cognitive Science thematic option gives the student a broad, multi-pronged approach to the study of thought, perception, computation, language, and emotions. Graduates of this program will be well prepared to enter the work force in such areas as software design. The program's main goal, however, is to prepare students for graduate studies in one of the core disciplines or in cognitive science itself.

[12873] During the first two years in the program, students must take the following courses in Computer Science, Linguistics, Philosophy, and Psychology: ANTH 170; COSC 111, 121, 221, 222; 3 credits of first-year Philosophy plus PHIL 220, 245; PSYQ 111, 121, 219, 230.

[12874] Concentrations in Computer Science, Philosophy, and Psychology are available during two subsequent years.

[12875] 2. Latin American Studies Thematic Option

[12876] This course of studies is designed to provide a coherent and interdisciplinary program for students with an interest in Latin America. The program draws on courses in Anthropology, Fine Arts, Geography, History, Modern Languages, Political Science, Sociology, and Spanish. Several courses in the Faculty of Arts and



~~Sciences have Latin American content.~~

~~[12877] First and Second Years~~

~~[12878] B.A. requirements, including the following:~~

~~[12879]~~

- ~~▪ 12 History credits (including HIST 240, 241);~~
- ~~▪ SPAN 101, 102, 201, 202 (or equivalent);~~

~~[12880] Students should note that since they are required to complete a number of 300 and 400 level credits in History, Social Sciences, and Spanish, they should plan to take the appropriate course prerequisites in their first and second years. Prior to enrolling in first and second year courses, students should meet with a program advisor.~~

~~[12881] Third and Fourth Years~~

~~[12882]~~

- ~~▪ 300/400 level History: 18–24 credits;~~
- ~~▪ 300/400 level Social Sciences: 12–18 credits;~~
- ~~▪ 300/400 level Spanish: 12 credits;~~
- ~~▪ Electives: 12 credits.~~

~~[12891] 3. Individual Thematic Option (General B.A. program)~~

~~[12892] Students selecting this option will have the opportunity to create or undertake an independent program of studies developed by a faculty member and approved by the Dean of Arts and Sciences.~~

Type of Action: Remove thematic options from General Studies B.A.

Rationale: We now have a Latin American Studies major so the thematic option is redundant. Students do not utilize these options and they do not serve any purpose at the present time or for the past four years.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

University Centre · UNC 322
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9259 · Fax: (250) 807-8007
<http://www.senate.ubc.ca>

21 October 2009

To: Okanagan Senate
From: Learning and Research Committee
Subject: Candidates for Emeritus/Emerita Status (approval)

The full Emeritus Status policy abstract can be found at:
<http://www.senate.ubc.ca/okanagan/policies.cfm?ID=3>. The following excerpt is for your reference:

Criteria for Emeritus Status

Emeritus status is a recognition conferred upon individuals who have retired from UBC Okanagan but who are permitted to retain an honorary title. It is granted to those who meet the following criteria:

- Have a combined age at retirement plus years of full-time service to the University of 70 or more, and
- Have held a full-time Tenure, Tenure-track, Grant Tenure, or Grant Tenure-track position at the rank of Assistant, Associate, or Full Professor or Senior Instructor for a minimum of five years.

In meeting the above criteria, full account will be taken of previous faculty appointments at Okanagan University College or at UBC Vancouver.

- Those individuals who held emeritus status at Okanagan University College on June 30, 2005 and who held a faculty appointment at OUC for a minimum of three years may apply to accept emeritus status at UBC Okanagan.
- Those individuals who retired from Okanagan University College between December 31, 2003, and June 30, 2005, and who held a faculty appointment in a

degree program or librarian appointment at OUC for a minimum of three years may apply to accept emeritus status at UBC Okanagan.

The Learning and Research is pleased to recommend the following:

Motion: *That Senate approve the enclosed list of individuals to receive emeritus/emerita status, with such status to become effective upon their date of retirement from the University and; that their names be added to the Roll of Convocation.*

For the Committee,
Dr. Peter Arthur
Chair, Learning and Research Committee

**Faculty Members Eligible for Emeritus Status: Candidate for Emeritus Status
Retiring UBC Okanagan Faculty**

Title	First Name	Surname	Gender	Retirement Date	Rank	Faculty
Mr.	James	Kalnin	M	30 June 2009	Associate Professor (tenure)	Creative and Critical Studies
Ms.	Eileen	Truscott	F	30 June 2007	Associate Professor (tenure)	Creative and Critical Studies

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



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21 October 2009

To: Okanagan Senate
From: Admissions and Awards Committee
Subject: New Award (approval)

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

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

Pushor Mitchell LLP Gold Medal Leadership Prize: A \$10,000 prize is offered by Pushor Mitchell LLP to a graduating student in the Irving K. Barber School of Arts and Sciences at The University of British Columbia Okanagan. In addition to academic achievement in the student's final fifty four credits, candidates for the award must demonstrate leadership in one or more of the following areas: community service or volunteerism, cross-cultural relations, promotion of diversity, intellectual pursuits, and artistic or athletic endeavours. The prize is awarded on the recommendation of the School. (First awards available for the 2009/10 Winter Session).

For the Committee,
Dr. Sharon McCoubrey
Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



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21 October 2009

To: Okanagan Senate

From: Mr. James Ridge, Registrar

Subject: Discipline for Non-Academic Misconduct: Student Code of Conduct (information)

I have been advised by the Office of the University Counsel of a new policy for Discipline for Non-Academic Misconduct: Student Code of Conduct. Under s. 61(1) of the *University Act*, the President is assigned the power to “...deal summarily with any matter of student discipline.”

I would like to bring your attention to its inclusion in the online Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,1030,0>. The full text has been included herein.

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,1030,0>

Policies and Regulations

Homepage > Policies and Regulations > Student Discipline > Discipline for Non-Academic Misconduct: Student Code of Conduct

- [1. Background](#)
- [2. Definitions](#)
- [3. Application](#)
- [4. Prohibited Conduct](#)
- [5. Disciplinary Measures](#)
- [6. Process and Procedures](#)
- [7. President's Non-Academic Misconduct Committee](#)
- [8. President](#)
- [9. Registrar](#)
- [10. Appeals](#)

1. Background

1.1 The University is a community of faculty, staff, and students involved in learning, teaching, research, and other activities. As members of this community, students are subject to the disciplinary authority of the University.

1.2 The purpose of this Student Code of Conduct is to define the general standard of conduct expected of students, provide examples of conduct that may be subject to disciplinary action by the University, provide examples of disciplinary measures that may be imposed, and set out the process and procedures that the University will follow when an allegation of non-academic misconduct is made.

1.3 The University does not stand in loco parentis to its students: in other words, the University does not assume the role of a parent. In the exercise of its disciplinary authority, the University treats students as free to organize their own personal lives, behaviour, and associations subject only to the law and to University regulations, including this Code. This Code is intended to govern conduct only to the extent necessary to protect the integrity and proper functioning of the academic and non-academic activities of the University, the peaceful and safe enjoyment of University facilities by other members of the University and the public, the freedom of members of the University to participate reasonably in the programs of the University and in activities in or on the University's premises, or to protect the property of the University or its members.

1.4 Any student found responsible for non-academic misconduct is subject to the disciplinary provisions of this Code, regardless of the action or inaction of civil authorities. Nothing in this Code precludes the University from referring an individual matter to the appropriate law enforcement agency before, during, or after disciplinary action is taken by the University under this Code. A student may be subject to criminal prosecution and/or civil proceedings notwithstanding, and in addition to, disciplinary action taken by the University against the student under this Code.

1.5 The University may also define standards of professional conduct for students in programs where these are appropriate, and this Code does not replace or supersede such standards.

2. Definitions

2.1 In this Code:

- (a) "student" means: a person who is presently enrolled at the University in a credit course or who is designated by resolution of the senate as a student, and includes co-op and exchange students;
- (b) the "University" means: the University of British Columbia; and
- (c) "premises" includes: lands, buildings, and grounds of the University.

2.2 Unless otherwise stated, a student will only be liable for conduct that he or she knew, or ought reasonably to have known, would constitute conduct prohibited under this Code.

3. Application

3.1 This Code applies to conduct that:

- (a) occurs on or near the premises of the University;
- (b) occurs elsewhere in the course of activities sponsored by the University, or where the conduct is alleged to adversely affect, disrupt or interfere with another person's reasonable participation in University programs or activities; or
- (c) occurs in the context of a relationship between the student and a third party that involves the student's standing, status or academic record at the University.

3.2 However, this Code will not apply to conduct that:

- (a) is specifically assigned to another disciplinary body within the University (e.g. Academic Misconduct or Scholarly Misconduct);
- (b) is subject to action for an alleged failure to meet standards of professional conduct as required by a college, faculty or school;
- (c) is subject to action under a residence discipline policy unless some non-residence University interests are deemed to be involved, in which case the matter may also proceed under this Code; or
- (d) is committed by a student in his/her capacity as an employee of the University unless some non-employment University interests are deemed to be involved, in which case the matter may also proceed under this Code.

4. Prohibited Conduct

4.1 Any conduct on the part of a student that has, or might reasonably be seen to have, an adverse affect on the integrity or the proper functioning of the University, or the health, safety, rights or property of the University or its members and visitors, is subject to discipline under this Code. **The following list sets out specific examples of prohibited conduct. It is intended to help students understand the type of conduct that will be subject to discipline: it is not an exhaustive list and students should be aware that their conduct may still be considered prohibited conduct under this Code even if it does not appear in the list below.**

4.2 Prohibited conduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage in any of the actions described below:

4.2.1 Misconduct against persons, which includes:

- (a) assault, harassment, intimidation, threats or coercion;
- (b) conduct that threatens or endangers the health, safety or property of any person;
- (c) conduct that creates conditions that endanger the health, safety, property or well-being of any person;
- (d) engaging in a course of vexatious conduct, harassment or discrimination that is directed at one or more specific persons and that is based on any of the protected grounds under the BC *Human Rights Code*; and
- (e) engaging in unwelcome or persistent conduct that the student knows, or ought to reasonably know, would cause another person to feel demeaned, intimidated or harassed.

4.2.2 Misconduct involving property, which includes:

- (a) taking without authorization, or misusing, destroying, defacing or damaging University property or property that is not his or her own, or information or intellectual property owned by the University or to any of its members;
- (b) possessing University property or property that is not his or her own, if the student knows that property to have been taken without authorization; or
- (c) creating a condition that unnecessarily endangers or threatens destruction of University property or property that is not his or her own.

4.2.3 Disruption

No student shall, by action, threat or otherwise, disrupt any activity organized by the University or by any of its faculties, schools or departments, or the right of other persons to carry on their legitimate activities, to speak or to associate with others.

4.2.4 Unauthorized Use of University Facilities, Equipment or Services

- (a) No student shall use any facility, equipment or service of the University, or enter or remain on any premises, to which he or she does not have legitimate access, or contrary to the expressed instruction of authorized persons.
- (b) No student shall use any University computing equipment, facility, network or system for any disruptive or unauthorized purpose, or in a manner that violates any law, University regulation, policy or procedure.
- (c) No student shall destroy, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

4.2.5 False Charges

No student shall bring a false charge against any member of the University under this Code.

4.2.6 False Information and Identification

No student shall knowingly furnish false information to any person or office acting on behalf of the University, or forge, alter or misuse any University document, record or instrument of identification, or knowingly furnish false information to any person regarding his or her standing, status or academic record at the University.

4.2.7 Aiding in the Commission of Prohibited Conduct

No student shall encourage, aid, or conspire with another student in the commission of prohibited conduct, or encourage or aid behaviour by a non-student which, if committed by a student, would be prohibited conduct under this Code.

4.2.8 Refusal to Comply with a Direction of a University Representative

No student shall refuse to comply with a reasonable direction to do, or not to do, something that is made by a University representative authorized to make such a direction.

4.2.9 Refusal to Comply with Disciplinary Measures or the Terms of an Agreement Made Under Section 6

No student found to have committed prohibited conduct under this Code shall fail to comply with a disciplinary measure or disciplinary measures imposed under the procedures of this Code. No student who has agreed to take steps to correct or resolve a matter under section 6 of this Code shall fail to comply with the terms of that agreement.

4.2.10 Unauthorized Possession or Use of Dangerous Objects

No student shall store, possess or use firearms or other weapons, explosives (including fireworks), ammunition, or toxic or otherwise dangerous materials on University premises.

4.2.11 Alcohol or Drug Use

No student shall use, possess or distribute a controlled or restricted substance or contravene provincial liquor laws or the policies of the University governing the possession, distribution and/or consumption of alcoholic beverages.

4.2.12 Hazing

No student shall engage in hazing, which is defined as an act which endangers the mental or physical health or safety of a student for the purposes of initiation or admission into, affiliation with, or as a condition for continued membership in, a group or organization.

4.2.13 Contravention of University Regulations

When a rule, regulation or policy of the University prohibits or proscribes certain conduct but does not provide any penalty for breaches of the rule, regulation or policy, breaches shall be dealt with under this Code.

4.2.14 Contravention of Other Laws

No student shall contravene any provision of the Criminal Code or any other federal, provincial or municipal statute or regulation.

5. Disciplinary Measures

5.1 Disciplinary measures which may be imposed, singly or in combination, for non-academic misconduct include, but are not limited to, the following:

- (a) Warning or reprimand – A written warning or reprimand to the student.
- (b) Probation – A written reprimand and order for a designated probationary period in

which a student must fulfill certain conditions and have good conduct or otherwise be subject to the imposition of further or more severe disciplinary sanctions.

(c) Restitution – Payment of costs, or compensation for loss, damage or injury that may be monetary or in the form of appropriate service or material replacement.

(d) Apology - Issuance of a statement, apology or retraction in an appropriate form in public or in private.

(e) Loss of privileges – A denial of specified privileges for a specified period of time. Privileges are those that if restricted may affect full participation in campus life but not make it impossible to complete academic requirements.

(f) Restriction or prohibition of access or use – A denial for a specified period of time of, or conditions imposed on, a student's right to access to or use of any part or all of the University's lands, equipment, facilities, services, activities, programs, meetings or events or those held by, on, or in association with the University.

(g) Discretionary sanctions – Imposition of work assignments, service to the University or other such discretionary assignments that are considered appropriate and punitive, compensatory, or deterrent in nature, provided that any such work or service is available and not prohibited by labour or other service agreements.

(h) Fines or loss of fees – Levying of a fine, forfeiture or loss of payments, fees, or refunds. Fines will not normally exceed \$1000.

(i) Good behaviour bond - A bond or deposit for good behaviour paid by the student to Campus Security, which will be returned to the student after one calendar year if the student fulfills certain conditions. Bond will not normally exceed \$1000.

(j) Relocation or exclusion from residence – Relocation from a residence or exclusion of the student from residence for any specified period of time.

(k) Deregistration or termination – Removal of the student from one or more courses for one or more terms (which may require re-application for admission to a program or faculty, or termination from any internship, practicum, or research project).

(l) Suspension from the University – Suspension of the student from the University for a specified period of time after which the student is eligible to return. Conditions for readmission may be imposed. Suspension will normally also result in deregistration and/or the placement of an academic hold.

(m) Expulsion from the University – Expulsion of the student from the University.

5.2 Disciplinary measures for non-academic misconduct shall not ordinarily be recorded on a student's transcript unless the student is suspended or expelled. In the case of suspension, the transcript notation shall be removed upon lapsing of the suspension.

5.3 Refusal to comply with a disciplinary measure or disciplinary measures imposed under this Code is itself a serious offence and may result in suspension for up to two years.

5.4 Where the non-academic misconduct resulted in property damage, the disciplinary measures should include restitution or rectification.

5.5 Where a monetary disciplinary measure is imposed, the costs to the University and the degree of financial hardship imposed upon the student, if any, should be taken into consideration.

6. Process and Procedures

6.1 All incidents of suspected non-academic misconduct will be reported to Campus Security, who will then bring the matter to the attention of the Manager, Security & Parking at UBC Okanagan (the "Manager"). The Manager will consider the allegations and may do any of the following:

- (a) meet with the student suspected of the misconduct;
- (b) investigate further by any means deemed necessary and appropriate; or
- (c) refer the matter to the President's UBC Okanagan Non-Academic Misconduct Committee (the "Committee").

6.2 If the Manager believes that the suspected misconduct is of such a minor nature that it does not require corrective action or that the Committee is not likely to find facts that would result in disciplinary action, he or she may discontinue further action. Upon discontinuing further action, the Manager will notify the Committee in writing of his or her decision.

6.3 If the Manager believes that non-academic misconduct has occurred, he or she may determine what, if any, steps the student could take to correct or resolve the matter. If the student agrees to the resolution proposed by the Manager, an agreement outlining the steps to be taken by the student will be drawn up and signed by the student. If the student does not agree, the Manager will refer the matter to the Committee.

6.4 The Manager will keep a copy of the signed agreement, and will also provide a copy to the Committee. He or she will also monitor the student's compliance with the agreement.

6.5 Any agreement reached with the student must be consistent with University policy and procedures and must, in the opinion of the Manager, adequately resolve all aspects of the allegations made against the student. The student must be advised that the agreement is conditional upon compliance and that if the student fails to comply with any aspect of the agreement, the matter may be referred to the Committee and the non-compliance may constitute a separate incident of non-academic misconduct.

6.6 A record of the allegations and any decisions made as a result of the allegations will be retained in the student's file and, in the event of any further allegations of misconduct, the allegations may be considered when determining how to deal with subsequent alleged misconduct.

7. President's UBC Okanagan Non-Academic Misconduct Committee

7.1 The Committee is constituted to conduct investigations on alleged non-academic misconduct and to report its findings to the President, who then decides what discipline, if any, should be imposed pursuant to section 61 of the *University Act*. The University Counsel may set down rules for Committee investigations and may alter these rules from time to time. See the [Rules for the President's UBC Okanagan Non-Academic Misconduct Committee](#).

7.2 The Registrar, in consultation with the Chair of the Committee, may place the student on academic hold until the President has made his or her final decision.

7.3 A student may write to the Registrar to request the academic hold be removed. The request must include an explanation of why such an academic hold is not appropriate in the circumstances. The Registrar, in consultation with the Chair of the Committee, will determine if the request will be granted.

7.4 At the conclusion of the investigation, the Committee will review the evidence submitted to it, including the written allegations submitted by the Manager, Security & Parking and any other relevant materials submitted by the parties, and may consider all issues relevant to the allegation in

making a determination as to whether, on a balance of probabilities, the student committed the alleged non-academic misconduct. The Committee will submit a report of its findings (including any findings with respect to extenuating circumstances) to the President, who will decide what disciplinary measures, if any, are to be taken under section 61 of the *University Act*.

8. President

8.1 Once the President has come to a decision based on the report of the Committee, the President will send a letter to the student detailing the following:

- (a) the President's decision;
- (b) reasons for the President's decision, including the report from the Committee;
- (c) a description of the nature and the duration of the disciplinary measures imposed, if any; and
- (d) notice that the student has a right to appeal the decision to the UBC Okanagan Senate Committee on Appeals of Standing and Discipline and the time limit for such an appeal.

8.2 The President will promptly report any disciplinary measures imposed to the Senate Committee on Appeals of Standing and Discipline with a statement of his or her reasons. The President will also provide copies of his or her decision to the Registrar and to the Manager, Security & Parking.

9. Registrar

9.1 The Registrar is responsible for taking any relevant actions in accordance with the President's decision, including making a notation on a student's transcript, placing an academic hold on a student's academic status for the duration of a suspension, and notifying the instructors of courses in which a student is enrolled.

10. Appeals

10.1 A student has the right to appeal any disciplinary decision of the President to the UBC Okanagan Senate Committee on Appeals of Standing and Discipline as established under section 37(1)(v) of the *University Act*. The Senate appeal process is set out at [Disciplinary Appeal Procedures](#). In the case of appeals for Non-Academic Misconduct, the Initiator will be the Chair of the President's UBC Okanagan Non-Academic Misconduct Committee.