



## Okanagan Senate

### THE FIFTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2014/2015 ACADEMIC YEAR

**WEDNESDAY 28 JANUARY 2015**

**3:30 P.M.**

**ASC 130**

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

**Nominating Committee** (information)

In response to the call for nominations issued for two student representatives to serve on the Senate Nominating Committee, Mr Wesley McLean and Ms Kyla Nicole are acclaimed as elected until 31 March 2015 and thereafter until replaced.

#### **2. Minutes of the Meeting of 18 December 2014 – Prof. Arvind Gupta**

(approval) (docket pages 3-10)

#### **3. Business Arising from the Minutes – Prof. Arvind Gupta** (information)

#### **4. Remarks from the Chair and Related Questions – Prof. Arvind Gupta** (information)

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

#### **6. From the Board of Governors – Prof. Arvind Gupta**

Confirmation that material from the following meetings as approved by Senate was subsequently approved by the Board of Governors as required under the University Act (information):

##### **24 September 2014**

Curriculum Proposals from the Faculties of Applied Science and Health & Social Development

New Awards

##### **22 October 2014**

Curriculum Proposals from the Faculties of Applied Science, Arts & Sciences, and Health & Social Development

##### **26 November 2014**

Curriculum Proposals from the Faculties of Applied Science and Health & Social Development

New Awards

**7. Academic Policy Committee – Dr Miriam Grant**

- a. Revisions to the Composition of the Faculty of Creative and Critical Studies Council (approval) (docket pages 11-21)
- b. Amendment to Academic Regulation on Grading Practices for School of Nursing (approval) (docket pages 22-24)
- c. Establishment of the Institute for Community Engaged Research (approval) (docket pages 25-61)
- d. Establishment of the Regional Socio-Economic Development Institute of Canada (approval) (docket pages 62-69)

**8. Agenda Committee – Dr Daniel Keyes**

Change to Senate Meeting Pattern and 2015-2016 Senate Meeting Dates (approval) (docket page 70)

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

Curriculum Proposal from the faculty of Arts & Sciences (approval) (docket pages 71-81)

**10. Nominating Committee – Dr Daniel Keyes**

Adjustments to Committee Assignments (approval) (docket page 82)

**11. From the Deputy Vice-Chancellor – Prof. Deborah Buszard**

Discussion on Research Strategy (discussion) (docket pages 83-95)

**12. From the Provost – Dr. Cynthia Mathieson**

Vantage College at UBC's Okanagan Campus (information) (docket pages 96-111)

**13. Other Business**

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

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

# OKANAGAN SENATE

## MINUTES OF 18 DECEMBER 2014

**DRAFT**

### Attendance

**Present:** Prof D. Buszard (Vice-Chair), Mr C. Eaton (Acting Secretary), Dr P. Arthur, Ms H. Berringer, Dean *Pro Tem*. G. Binsted, Dr R. Campbell, Dr J. Castricano, Ms C. Comben, Dr J. Corbett, Ms T. Darmola, Dr M. Evans, Ms R. Giffen, Dean M. Grant, Ms K. Henry, Dr J. Johnson, Dr D. Keyes, Dr D. Koslowsky, Mr J. Krupa, Dr C. Labun, Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Mr M. Legault, Dr Y. Lucet, Dr C. Mathieson, Mr J. McEwan, Mr W. McLean, Dr S. McNeil, Dean *Pro Tem*. B. Rutherford, Dr D. Salhani, Dr J. Stites Mor, Dean R. Sudgen, Acting Dean E. Taylor, Ms J. Vinek, Dr D. Walker, Dr G. Wetterstrand, Ms N. Wong, Dr S. Yannacopoulos

**Regrets:** Prof. A. Gupta (President), Ms L. Allan, Dr D. Carter, Mr I. Cull, Ms A. Fleming, Ms L. Gomez, Chancellor L. Gordon, Mr D. Kadish, Mr D. Kundanmal, Ms A. Lakdawala, Dr V. Magnat, Ms K. Panchyshyn, Dean M. Parlange, Dr K. Ross, Dr R. Sadiq, Ms S. Smith, Ms S. Sneg, Dean W. Tettey, Dr P. Wylie, Mr D. Xu.

### Call to Order

The Vice-Chair of Senate, Professor Deborah Buszard called the fourth regular meeting of the Okanagan Senate for the 2014/2014 academic year to order at 3:33 pm.

### Minutes of the Previous Meeting

Peter Arthur	}	<i>That the Minutes of the Meeting of 26 November 2014 be adopted as presented.</i>
Barbara Rutherford		

**Approved**

### Business Arising from the Minutes

#### QUESTIONS FROM 2014 ENROLMENT REPORT

Senator Mathieson provided written responses to the six questions posed by Senators following the previous meeting regarding the 2014 enrolment report (included in the December 2014 material distributed to Senate).

The Deputy Vice-Chancellor expressed her appreciation for Dr Mathieson providing a greater context for the Okanagan campuses enrolment statistics in light of the trends in British Columbia and the rest of Canada.

### Remarks from the Deputy Vice-Chancellor

The Vice-Chair noted that she had just returned from a trip to Hong Kong with President Gupta to finalize several gifts as part of Start an Evolution, and meet with UBC alumni and the parents

of current UBC students. She noted particularly appreciating hearing of student experiences through the lens of their parents, many of whom were UBC alumni themselves.

### **Admissions & Awards Committee**

The Chair of the Committee, Dr Spiro Yannacopoulos, presented.

#### **AWARDS REPORT**

*See Appendix A: Awards Report*

Spiro Yannacopoulos Cynthia Mathieson	}	<i>That Senate accept the new award as listed and forward it to the Board of Governors for approval; and that a letter of thanks be sent to the donor.</i>
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Senator Yannacopoulos expressed his thanks to the development office for their efforts.

**Approved**

### **Curriculum Committee**

Dr Peter Arthur, Senate Curriculum Committee, presented.

#### **DECEMBER CURRICULUM PROPOSALS**

*See Appendix B: Curriculum Report*

Peter Arthur Barbara Rutherford	}	<i>That Senate approve the new courses, revised courses, and revised program requirements brought forward from the Faculty of Arts &amp; Science.</i>
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**Approved**

### **Joint Report of the Admission & Awards and Curriculum Committees**

The Chair of the Senate Curriculum Committee, Dr Peter Arthur, presented.

#### **REVISIONS TO THE MASTER OF SCIENCE IN NURSING (BSN) PROGRAM**

*See Appendix C: MSN Program*

Peter Arthur Gordon Binsted	}	<i>That Senate approve the revised Master of Science in Nursing (M.S.N.) Program brought forward by the Faculty of Health &amp; Social Development.</i>
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Senator Arthur noted that both the Senate Curriculum and Admission & Awards Committees had reviewed the revised proposal.

Senator Jeanette Vinek spoke to the proposal. She noted that in revising the BSN program they noted that the MSN program could also be improved. An environmental scan revealed a population of nurses that could use further training in some areas.

With consent of Senate, Director of the School of Nursing, Dr Patricia Marck spoke, noting that the goal of the program was to show the formation of nursing leaders.

Senator Johnson asked what the current intake was to the program.

Dr Marck replied that there were currently 26 students; however applications were declining and completion times were extending.

In response, Dr Johnson expressed a concern to the sustainability of the program.

Dr Marck replied that this was part of the reason for the shift to the flexible approach. The change is being proposed in concert with Interior Health. Presently, Interior Health was sending nursing leaders to Royal Roads University and the University of Victoria for graduate study, and they would prefer these nursing to stay in the interior region; to facilitate this, UBC would need to offer a more flexible program.

Senator Rutherford noted a typo on page 37 – nine should read 12 in the credit hour increase.

*By general consent the proposal was amended to change 9 to 12 in the rationale provided for the credit hour increase set out on page 37 of the meeting package.*

**Approved as  
amended**

## **Learning & Research Committee**

### **EMERITUS REPORT**

*See Appendix D: Emeritus Report*

Peter Arthur	}	<i>That the attached list of individuals for emeritus status be approved, and that, pursuant to section 9(2) of the University Act, that they be added to the Roll of Convocation.</i>
Barbara Rutherford		

A senator asked what the criteria were for emeritus status.

Senator Arthur replied that emeritus status was normally 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. The policy was largely the same as that on Vancouver campus, except that previous service to Okanagan University College was also taken into consideration.

Senator Johnson asked if there was an emeritus association for the Okanagan campus.

The Acting Secretary, Mr Eaton, replied that there was one formal emeritus division of the UBC Alumni Association for both campuses.

Senator Yannacopoulos added that there was an informal group of Okanagan emeriti.

**Approved**

### **Other Business**

Senator Yannacopoulos noted that the previous practice of issuing certificates of thanks to outgoing senators had been discontinued last triennium and suggested that it was a worthwhile activity that should be resumed.

*Under Rule 19(d) the Chair allowed a motion from the floor.*

Spiro Yannacopoulos Peter Arthur	}	<i>That the previous practice of the President issuing certificates of thanks to outgoing senators be resumed.</i>
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**Approved**

The Deputy Vice-Chancellor expressed her thanks to senators for their participation in the new Senate this term, noting the importance of their role and the bicameral governance of the academy.

### **Adjournment**

There being no further business, the meeting was adjourned at 5:00 pm.

## **Appendix A: Awards Report**

### *New Award*

#### **Sysco Foods Kelowna Award in Nutrition**

Two \$3,000 awards are offered by Sysco Foods Kelowna to fourth-year students in the School of Health and Exercise Sciences in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Preference is given to students who have excelled in their Directed Studies or Practicum projects through the Nutrition Education Centre. Students must demonstrate skill and knowledge within the field of nutrition as performed through their project efforts in collaboration with the Nutrition Education Centre, and have established professional services rendered on behalf of the centre within the university community. The awards are made on the recommendation of the School in consultation with the Director of the Nutrition Education Centre. (First awards available for the 2014 Winter Session)

*Previously-approved awards with changes in terms or funding source:*

#### **Stephen Daniel Pope Graduate Award**

A \$5,000 award is offered by family in memory of Dr. Stephen Daniel Pope to a graduate student in the Faculty of Education at the University of British Columbia, Okanagan campus. Preference is given to a student who shows great promise in the field of education. Dr. Stephen Daniel Pope is remembered for his passion for education and his significant contributions to the public education system of British Columbia in the 1800s. The award is made on the recommendation of the College of Graduate Studies in consultation with the Faculty of Education. (First award available for the 2014 Winter Session)

*How Amended: Donor requested a change from a bursary to an award with preference wording added.*

#### **Associated Engineering (Summit) Award in Sciences**

A \$1,500 award is offered by Associated Engineering (Summit) to a third-year student in the Bachelor of Science Program in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference is given to students majoring in Biology or Earth and Environmental Sciences who have an interest in pursuing a career in the consulting field of their chosen discipline. Candidates must demonstrate student leadership, have proven communication skills and a focus on conservation and natural environment management. The award is made on the recommendation of the School

*How Amended: Donor requested a name change and to restrict to a third-year student.*

**Appendix B: Curriculum Report**

**FACULTY OF ARTS & SCIENCES**

*New Course*

INDG 440 (3) Residential Schools and Reconciliation



## **Appendix C: Master of Science in Nursing (MSN) Revisions**

### **FACULTY OF HEALTH & SOCIAL DEVELOPMENT, SCHOOL OF NURSING**

#### *New Courses*

- i. NRS 504 (3) Evidence-Informed Practice
- ii. NRS 505 (3) Healthcare Policy
- iii. NRS 506 (3) Qualitative Research
- iv. NRS 507 (3) Quantitative Research
- v. NRS 522 (3) Intro to Nursing Education
- vi. NRS 523 (3) Teaching and Learning in Nursing Practice
- vii. NRS 542 (3) Introduction to Nursing Leadership and Management
- viii. NRS 543 (3) Leadership and Management in Practice
- ix. NRS 550 (3) Healthcare Ethics
- x. NRS 597 (6) Healthcare Capstone Practicum

#### *Revised Courses*

- xi. NRS 500 (3) Nursing Knowledge
- xii. NRS 599 (12) Research Thesis

#### *Discontinued Courses*

- xiii. NRS 501
- xiv. NRS 502
- xv. NRS 503
- xvi. NRS 513
- xvii. NRS 520
- xviii. NRS 521
- xix. NRS 541

#### *Program Changes:*

- xx. Program Objectives
- xxi. Program Overview
- xxii. Admissions Requirements
- xxiii. Program Requirements
- xxiv. Scholarship Opportunities
- xxv. Contact Information

**Appendix D: Emeritus Report**

Title	First Name	Last Name	Rank
Dr.	Vicki	Green	Associate Professor Emerita of Education
Mr.	David	Smith	Associate Professor Emeritus of Biology



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THE UNIVERSITY OF BRITISH COLUMBIA

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January 28, 2015

To: Okanagan Senate

From: Academic Policy Committee

RE: **Revisions to the Composition and Procedures Document of the Faculty of Creative and Critical Studies Council** (approval)

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The Academic Policy Committee has received and reviewed the revisions to the Composition and Procedures Document of the Faculty of Creative and Critical Studies Council as per *Policy O-2: Faculty Councils*.

The Academic Policy Committee recommends approval of the following:

**Motion:** *That Senate approve the revisions to the Composition and Procedures Document of the Faculty of Creative and Critical Studies Council as outlined in the attached document.*

Respectfully submitted,

Dr. Miriam Grant, Chair  
Senate Academic Policy Committee



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THE UNIVERSITY OF BRITISH COLUMBIA

## COMPOSITION, PROCEDURES, AND STANDING COMMITTEES OF THE FACULTY OF CREATIVE AND CRITICAL STUDIES COUNCIL

### Preamble:

As per Senate Policy O-2 (Faculty Councils) the Faculty of Creative and Critical Studies (FCCS) Council is hereby established as “a governance body for consideration of faculty matters under the jurisdiction or requiring the approval of the Okanagan Senate.” The Council derives its mandate from Section 40 of the University Act, which states as follows:

A Faculty has the following powers and duties:

- (a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;
- (b) to provide for student representation in the meetings and proceedings of the faculty;
- (c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business.
- (d) to determine, subject to the approval of the senate, the courses of instruction for the faculty;
- (e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited;
- (f) subject to the approval of the senate, to appoint for examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;
- (g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;
- (h) generally, to deal with all matters assigned to it by the board or the senate.

The FCCS Council recognizes its advisory role in relation to the President, as stated in Section 42 of the University Act.

### **Composition, ~~and~~ Procedures, ~~and~~ Standing Committees of Faculty Council**

Per relevant sections of Senate Policy O-2, the composition and procedures of the FCCS Council are as follows:

#### **~~Policy 4-a. 1.~~ Faculty Council composition:**

- Dean of FCCS (Chair)
- The President (or his/her nominee)
- The Dean of the College of Graduate Studies
- The Chief Librarian
- Members of the FCCS Executive Committee
- Full Professors
- Associate Professors

- Assistant Professors
- Professors of Teaching
- Senior Instructors
- Instructors
- Instructor Is
- Instructor IIs
- 12-month Lecturers
- Continuing Sessional Lecturers
- Student members: one undergraduate student per undergraduate year level; one MFA graduate student; one MA or PhD student
- The Registrar
- Two members of FCCS support staff

**~~Policy 4.b.~~ 2. Necessary quorum of the Faculty Council:**

- The necessary quorum for transaction of business by the *Faculty Council* shall be 20 members.

**~~Policy 4.e.~~ 3. Procedures for calling regular and special meetings, including notification of members:**

- All members of the *Faculty Council* shall be called to attend a minimum of one regular meeting per term of the Winter Session.
- All calls to attend regular and special meetings shall be sent via emails. Notification for ~~the yearly~~ *Faculty Council* meetings shall be sent out early in the academic year.

**~~Policy 4.d.~~ 4. Standing Committees of the Faculty Council:**

**a) Curriculum Committee**

- Mandate:
  - Review and make recommendations regarding new course proposals and calendar changes
  - Review and make recommendations regarding major program revisions
  - Review and make recommendations regarding new programs
- Composition:
  - Associate Dean (Undergraduate Studies) (voting)
  - Associate Dean (Research and Graduate Studies) (voting)
  - 5 faculty members elected by Faculty Council from among faculty members (voting)
  - Chair elected by committee members

Meetings: As necessary during the Winter term.

Length of Term: 2 years

**b) Executive Committee**

○ Mandate:

- Deliberate, and advise the Dean, on all matters relating to the Faculty as may be appropriate
- Serve as a forum for information sharing
- Consider and make decisions on policies and plans developed by Faculty committees
- Bring policies to Faculty Council and other appropriate bodies for decisions
- Establish Faculty priorities, including program development and hiring
- Facilitate development and implementation of the Faculty's Strategic and Business Plans
- Advise the Dean on all matters pertaining to the administration of the Faculty
- Execute decisions of Faculty Council
- Serve as the Striking/Nominating Committee for Faculty-level ad hoc committees as appropriate
- Serve as Agenda Committee of Faculty Council
- Receive, through the Chair, reports to Council from all appropriate Standing and ad hoc committees. The Executive Committee shall not change recommendations from any standing committee if they flow from assignments specifically authorized by Council, but may send recommendations back to a committee for reconsideration prior to submission to Council
- Approve graduation lists
- Approve minor curriculum changes (i.e., Category 2 changes), on the recommendation of the Faculty Curriculum Committee, and inform Council accordingly. It shall pass on recommendations for major curriculum changes (i.e., Category 1 changes) to Council for approval
- Receive nominations for, and adjudicate, FCCS Service Excellence award
- Any other powers and duties as may be delegated to it by Council, including authorization to act on behalf of Council between the last meeting of Council in Winter Term 2 and the first meeting of Council in Winter Term 1
- The Committee will have authority to act on behalf of Council in the following situations:
  - In the event that quorum cannot be established at a Council meeting, and the Dean deems it necessary that a decision be made on particular agenda items. Council shall, soon thereafter be informed of such decisions before their implementation.  
Any member of Council who disagrees with the decision may provide written notice of his or her disagreement to the Dean and, if he or she wishes, may submit a request to the Dean for a special meeting of Council to reconsider the decision. Any disagreements or requests for meetings shall be submitted within 7 days of notification of the Executive Committee's

- decision. Requests for special meetings in these circumstances must be supported by more than 50% of Council members for them to be granted.
- Where, in the Dean's judgment, an emergency meeting of Council is not warranted but waiting for a regularly scheduled meeting of Council will constrain the Faculty's ability to take advantage of opportunities or address issues promptly. Any actions taken shall be reported to Council at its next meeting.
  - Composition:
    - Chair: Dean
    - Associate Dean (Undergraduate Studies)
    - Associate Dean (Research and Graduate Studies)
    - Department Heads
    - Faculty Administrator
    - Faculty Finance Manager
    - Dean's Assistant (Recording Secretary)

Meetings: Twice a month during Winter Terms 1 and 2. The Chair may call additional meetings when necessary.

### c) Graduate Admissions and Scholarships Committee

- Mandate:
  - Receive recommendations from departmental admissions committees and approve admissions lists, taking into account the need for fair representation of students across programs, resources, our commitment to both disciplinarily and interdisciplinary, and the Faculty's strategic plans.
  - Evaluate all applications for admission into masters and doctoral programs and make recommendations to the College of Graduate Studies.
  - Make recommendations to the Dean of FCCS and the Dean of COGS, as appropriate, on scholarships and awards, and on the allocation of graduate student funding across the Faculty.
  - Develop policies related to graduate student admissions and funding.
- Composition:
  - Chair: Associate Dean (Research & Graduate Studies) [ex-officio], (votes only to break a tie.)
  - 3 graduate coordinators [ex-officio] (voting)
  - 5 faculty members\* representing various program areas in the Faculty, elected by Faculty Council - voting. Normally, no more than one person shall be from a particular program, and both departments shall be represented.
  - Assistant to the Associate Dean (Research and Graduate Studies) - Recording Secretary (non-voting)
  - Heads of the departments (ex officio)

\*All elected members must be members of the College of Graduate Studies and normally no program shall have more than one representative. Disciplinary diversity is encouraged.

**Meetings:**

- October: Assessment of Doctoral SSHRC applications
- January: Assessment of Masters SSHRC applications
- February/March: admissions and scholarships decisions
- April – UGF

**Length of Term: 2 years**

**d) Graduate Programs Planning Committee**

○ **Mandate:**

- To advise Associate Dean (Research and Graduate Studies) and Executive Committee, and to develop policies regarding graduate programs, including
  - Strategic Planning and enrolment management (including recruitment and communication strategies)
  - Curriculum design and development
  - Disciplinary and interdisciplinary course and program initiatives
  - Course assignments and scheduling
  - Admissions and Funding
  - Assignment of Supervisors
  - Enhancing the Student Experience (including student monitoring, evaluation, and success)
  - Development of teaching clusters within and across programs
  - Course outline templates and content
  - Extra-curricular Student Engagement

○ **Composition:**

Chair: Associate Dean (Research & Graduate Studies), Chair (votes only to break a tie)

- 2 Department Heads [ex-officio] (voting)
- Graduate Coordinators (voting)
- 4 faculty members elected by Faculty Council (voting)\*
- 1 graduate student (voting)
- Assistant to the Associate Dean (Research and Graduate Studies) - Recording Secretary (non-voting)

\*All elected members must be members of the College of Graduate Studies (see: <http://www.senate.ubc.ca/vancouver/policies.cfm?ID=3>) and normally no program shall have more than one representative. Disciplinary diversity is encouraged.

**Meetings:** Once a month during the Winter Term. The Chair may call additional meetings when necessary

**Length of term: 2 years**

**e) Research Policy and Development Committee**

- **Mandate:** Develop a strategic plan that enhances the Faculty's productivity and profile



in its areas of scholarly strength. This mandate requires that the committee:

- Identify the Faculty's established and emerging areas of scholarly strength
  - Develop policies and initiatives that support graduate and undergraduate student research and related training
  - Develop policies that support development of large-scale collaborative grant initiatives
  - Coordinate and monitor the implementation of such initiatives
  - Evaluate and make recommendations regarding proposals for the establishment of research units (e.g., Centers) and monitor the operations of existing units
  - Evaluate applications for faculty conference-/exhibition-/performance-related travel and allocate funds
  - Evaluate applications for funds in support of conferences, workshops, and symposia organized under the leadership of an FCCS faculty member at UBC (Okanagan Campus) and allocate funds
  - Develop policies and initiatives regarding Post-Doctoral fellowships, evaluate PDF applications, and make recommendations to the Associate Dean (Research and Graduate Studies)
  - Develop policies and initiatives regarding Visiting Scholars, evaluate Visiting Scholar applications and make recommendations to the Associate Dean (Research and Graduate Studies)
  - Explore and make recommendations to support the establishment of Chairs, professorships and similar positions, evaluate related applications, and make recommendations to the Associate Dean (Research and Graduate Studies)
  - Develop and implement initiatives that publicize and share faculty and student research and scholarly activities
- Composition:
- Chair: Associate Dean (Research & Graduate Studies)
  - 5 tenured or tenure-track Faculty members, elected by Faculty Council (voting)
  - 1 student, representing graduate students (voting)
  - 1 student, representing undergraduate students (voting)

Meetings: Once a month during the Winter Term

Length of term: 2 years for faculty members; 1 year for students

#### f) Undergraduate Awards and Honorary Degree Committee

- Mandate:
- Evaluate all applications or nominations for undergraduate student awards and prizes offered by the Faculty and make recommendations to the Dean
  - Provide Honorary Degree recipient recommendations to the Dean
  - Develop and review, on a regular basis, guidelines for all awards offered by the Faculty

- Develop and review, on a regular basis, criteria for all awards offered by the Faculty
- Develop and review, on a regular basis, processes for awards, including:
  - Generation of eligible student lists from which to make recommendations
  - Posting of available FCCS awards on the faculty website
- Composition:
  - Co-chairs: Associate Head(s) (ex-officio), (voting)
  - All undergraduate program coordinators (voting)
  - FCCS Academic Advisor

Meetings: Normally three times a year – once in each of the Winter terms and once in late spring/early summer, based on timing of award recommendation requests.

Length of term: duration of appointment as Undergraduate Program Coordinator and Academic Advisor

#### g) Teaching and Learning Committee

- Mandate:
  - Advise the Dean on appropriate mechanisms for enhancing, evaluating and recognizing teaching in the Faculty
  - Develop resources that promote and support teaching and learning and make them available to colleagues, graduate students, and teaching assistants
  - Evaluate nominations for, and make decisions regarding, the Faculty's teaching excellence/curriculum innovation award
  - Responsible for organizing events aimed at enhancing teaching in the Faculty
  - Assess and make recommendations to the Dean regarding pedagogical needs in the Faculty
  - Work with relevant units at UBC (e.g., library, Center for Teaching and Learning IT) to promote teaching and learning
  - Liaise with the Research Policy and Development Committee to disseminate scholarship of teaching
  - Facilitate pedagogical training for teaching assistants and other graduate students
- Composition
  - at least, 2 faculty members from the Instructor Stream, elected by Council (voting)
  - at least, 2 faculty members from the Professoriate Stream, elected by Council, one of whom must be tenure-track (voting)
  - 1 Continuing Sessional Instructor, elected by Council (voting)
  - 1 faculty member appointed by the Dean (voting)
  - 1 representative of FCCS undergraduate students (voting)
  - 1 representative of FCCS graduate students (voting)

\*Chair elected by committee members, only votes to break a tie

Meetings: at least twice in each of Winter Terms 1 and 2

Length of Term: 2 years for faculty members; 1 year for students

#### h) Undergraduate Programs Planning and Coordination Committee

- Mandate: To advise Associate Dean (Undergraduate Studies) and Executive Committee, and to develop policies, regarding undergraduate programs, including
  - Strategic Planning and enrolment management (including recruitment and communication strategies)
  - Curriculum design and development
  - Disciplinary and interdisciplinary course and program initiatives
  - Course assignments and scheduling
  - Enhancing the Student Experience (including student monitoring, evaluation, and success)
  - Student monitoring, evaluation, and success
  - Development of teaching clusters within and across programs
  - Course outline templates and content
  - Honors programs, supervision and related procedures
  - Teaching and marking assistance
  - Extra-curricula Student Engagement
  
- Composition:
  - Chair: Associate Dean (Undergraduate Studies)[ex-officio], votes only to break a tie
  - Department Heads [ex-officio] or delegates (voting)
  - All Program Coordinators [ex-officio] (voting)
  - FCCS Curriculum Committee Chair [ex-officio] (voting)
  - FCCS Academic Advisor [ex-officio] (voting)
  - Assistant to the Associate Dean [Undergraduate Studies] - Recording Secretary

Meetings: Once a month during the Winter Term. Two designated meetings per term will be devoted to review of curriculum items. The Chair may call additional meetings when necessary.

- Standing Committee on Approval of Graduates
  - Composition:
    - Dean (Chair)
    - Department Heads
    - Undergraduate coordinators and graduate coordinators
  - Quorum: Shall be of 50% plus one
  - Terms of reference: To approve the list of graduates each year
  - Delegation of authority from the Faculty Council to the Standing

~~committee: 15 February 2011~~

- ~~Regular reporting requirement: annually~~

⊖ ~~Curriculum Committee~~

- ~~Composition:~~
  - ~~Department Heads~~
  - ~~Undergraduate Coordinator (*ex officio*); Visual Arts Coordinator (*ex officio*)~~
  - ~~Graduate Studies Coordinators (*ex officio*) [only when items on the agenda relate to Graduate Studies]~~
  - ~~4 elected faculty members~~
- ~~The Committee will elect its own chair.~~
- ~~Quorum: A simple majority, with a minimum of three elected members present.~~
- ~~Terms of reference: To review all FCCS curriculum proposals before they are submitted to the UBC Okanagan Senate; and, in collaboration with the Dean's office, to consider curriculum consultation requests from other faculties.~~
- ~~Delegation of authority from the *Faculty Council* to the Standing committee: 15 February 2011.~~

~~Regular reporting requirement: The Chair of the Committee will report to the Council at each regular meeting.~~

**Policy 4.e. 5. Procedures for the establishment of *ad hoc* committees of the *Faculty Council*:**

- In cases where an *ad hoc* committee must be formed to deal with specific ~~arising~~ issues, the Chair of *Faculty Council* shall appoint a sub-committee ~~composed of no less than 8 members~~, the majority of whom must be “faculty members without administrative appointments”.
- Decisions of an *ad hoc* committee will take effect only after they have been approved by the *Faculty Council*.

**Policy 4.f. 6. Rules of conduct of *in camera* meetings, confidentiality of documents for consideration, and records of *in camera* proceedings at the *Faculty Council*:**

- ~~An *in camera* meeting of Council can be called by the Chair or by 20% of the membership.~~
- Subject to the provisions of the **Freedom of Information and Protection of Privacy Act**, agenda items, ~~materials for distribution, and discussions related to *in camera* meetings are confidential and shall not be shared with anyone outside the meeting. shall be considered *in camera* if they fall within one or more of the following classifications:~~
  - i. ~~Items where disclosure could reasonably be expected to harm a security or disciplinary matter.~~
  - ii. ~~Items where disclosure could harm the financial or economic interests of the~~

~~Faculty:~~

- ~~iii. Items relating to management of personnel or the administration of the Faculty and that have not yet been implemented or made public.~~
  - ~~iv. Items concerning negotiations carried on by or for the Faculty.~~
  - ~~v. Items where disclosure could be harmful to individual or public safety.~~
  - ~~vi. Items where the disclosure of information could reasonably be expected to result in the premature disclosure of a proposal or project or in undue financial loss or gain to a third party.~~
  - ~~vii. Items where protection of a third party's personal information and privacy is involved.~~
- ~~• Materials for distribution for *in camera* meetings are confidential and *in camera* discussions are confidential.~~
  - ~~• An *in camera* meeting can be called by the Chair or by 20% of the membership.~~

**7. Rules for Transaction of Council Business**

**In all matters and transactions of business, the *Faculty Council*, its standing committees and *ad hoc* committees shall be governed by the *Robert's Rules of Order Newly Revised*.**



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January 28, 2015

To: Okanagan Senate

From: Academic Policy Committee

RE: **School of Nursing Grading Practices** (approval)

---

The Academic Policy Committee recommends the following:

**Motion:** *That Senate approve the amendment to the footnote of the grading practices table in the Academic Calendar regarding grading practices in the School of Nursing.*

Respectfully submitted,

Dr. Miriam Grant, Chair  
Senate Academic Policy Committee

**Calendar Proposal Form  
– Okanagan Campus**

<b>Category: Policy Change (Exception to grading practices)</b>																																									
<b>Faculty/School:</b> Nursing <b>Dept./Unit:</b> Undergrad <b>Faculty/School Approval Date:</b> N/A <b>Effective Session:</b> 2015W	<b>Date:</b> 2014/12/10 <b>Contact Person:</b> Sheila Epp <b>Phone:</b> 250.807.9975 <b>Email:</b> sheila.epp@ubc.ca																																								
<b>Type of Action:</b> Revision to footnote on grading practices for School of Nursing																																									
<b>Rationale:</b> The following revision to the footnote established for Nursing under the campus-wide policy on grading practices was recommended by the Curriculum Committee after reviewing and recommending to Senate the curriculum revisions proposed for the BSN program in 2015.																																									
<p><b>Proposed Academic Calendar Entry:</b></p> <p><i>Policies and Regulations&gt;Academic Assessment&gt;Grading Practices</i></p> <p><i>Introduction</i></p> <p><b>[11132]</b> In most faculties, individual courses are normally graded as follows:</p> <p><b>[11133]</b></p> <table border="0"> <thead> <tr> <th></th> <th align="center"><b>Percentage (%)</b></th> </tr> </thead> <tbody> <tr><td>90–100</td><td align="center">A+</td></tr> <tr><td>85–89</td><td align="center">A</td></tr> <tr><td>80–84</td><td align="center">A-</td></tr> <tr><td>76–79</td><td align="center">B+</td></tr> <tr><td>72–75</td><td align="center">B</td></tr> <tr><td>68–71</td><td align="center">B-</td></tr> <tr><td>64–67</td><td align="center">C+</td></tr> <tr><td>60–63</td><td align="center">C</td></tr> <tr><td>55–59</td><td align="center">C-</td></tr> </tbody> </table>		<b>Percentage (%)</b>	90–100	A+	85–89	A	80–84	A-	76–79	B+	72–75	B	68–71	B-	64–67	C+	60–63	C	55–59	C-	<p><b>Draft Academic Calendar URL:</b> <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=3,41,90,1014">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=3,41,90,1014</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><i>Policies and Regulations&gt;Academic Assessment&gt;Grading Practices</i></p> <p><i>Introduction</i></p> <p><b>[11132]</b> In most faculties, individual courses are normally graded as follows:</p> <p><b>[11133]</b></p> <table border="0"> <thead> <tr> <th></th> <th align="center"><b>Percentage (%)</b></th> </tr> </thead> <tbody> <tr><td>90–100</td><td align="center">A+</td></tr> <tr><td>85–89</td><td align="center">A</td></tr> <tr><td>80–84</td><td align="center">A-</td></tr> <tr><td>76–79</td><td align="center">B+</td></tr> <tr><td>72–75</td><td align="center">B</td></tr> <tr><td>68–71</td><td align="center">B-</td></tr> <tr><td>64–67</td><td align="center">C+</td></tr> <tr><td>60–63</td><td align="center">C</td></tr> <tr><td>55–59</td><td align="center">C-</td></tr> </tbody> </table>		<b>Percentage (%)</b>	90–100	A+	85–89	A	80–84	A-	76–79	B+	72–75	B	68–71	B-	64–67	C+	60–63	C	55–59	C-
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<p>50–54                      D</p> <p>0–49                        F (fail)<sup>1</sup></p> <p><sup>1</sup> <b>Except where otherwise stated in the course syllabi and academic regulations,</b> The School of Nursing defines Fail (F) as below 60%.</p>	<p>50–54                      D</p> <p>0–49                        F (fail)<sup>1</sup></p> <p><sup>1</sup> The School of Nursing defines Fail (F) as below 60%.</p>
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January 28, 2015

To: Okanagan Senate

From: Academic Policy Committee

RE: **Proposal to Establish the Institute for Community Engaged Research**  
(approval)

---

The Academic Policy Committee has received and reviewed the proposal to establish the Institute for Community Engaged Research, as per *Policy O-5: Research Centres & Research Institutes*, and recommends the following:

**Motion:** *That Senate approve the establishment of the Institute for Community Engaged Research and forward it to the Board of Governors for approval.*

Respectfully submitted,

Dr. Miriam Grant, Chair  
Senate Academic Policy Committee

**A PROPOSAL TO THE UBC OKANAGAN SENATE FOR THE ESTABLISHMENT  
OF:**

**THE INSTITUTE FOR COMMUNITY ENGAGED RESEARCH (ICER)**

***DRAFT Nov.7, 2014***

**Submitted<sup>1</sup>**

**By**

**Mike Evans  
Lawrence Berg  
Jon Corbett  
Rachelle Hole  
Leyton Schnellert**

<sup>1</sup> The development of this document has been supported by the efforts of Joanne Carey, Jake Sherman, Robyn Bunn, Mark Gill, and Brianna Peacey. Please note, this proposal has been built on a template derived from a proposal submitted to Senate by Dr. Dan Durall for the SARAHS group; we have borrowed freely from that proposal and acknowledge that debt.



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### **I—BACKGROUND:**

The Institute for Community Engaged Research (ICER) has developed out of pre-existing research centres (the Centre for Social, Spatial, and Economic Justice - CSSEJ, and the Centre for Inclusion and Citizenship - CIC) through a series of consultations involving university and community participants. These consultations are the basis for this the proposal to Senate. This development is complementary to a number of broader conversations occurring presently among internal stakeholders at both UBC campuses regarding community engagement.

### **II—VISION:**

The Institute for Community Engaged Research (ICER) at UBC is dedicated to knowledge creation and exchange that promotes equality, equity, and justice at the local, national, and international levels.

### **III—MISSION STATEMENT:**

The Institute for Community Engaged Research (ICER) supports socially engaged research with communities internationally, nationally, and in the Okanagan Valley. Sharing a commitment to research that supports diversity, equity, and social justice, the Institute facilitates the participation of community members, organizations, students, and academics as co-researchers. ICER is a hub for building relationships, collaboration, and effective knowledge creation and exchange through research clusters operating across disciplinary and institutional boundaries. ICER operates fluidly in response to and in recognition of changing social issues.

### **IV—Values:**

We are committed to community driven research practices that respect the autonomy of community goals and perspectives.

We are committed to research relationships that are responsible, relevant, respectful and reciprocal.

We are committed to collaboration and co-creation in research design, execution, evaluation, and mobilization.

We are committed to interdisciplinary and multidisciplinary approaches to research.

We are committed to research inclusive of human and nonhuman actors and the environment in which we live.

We are committed to active participation of community members, faculty, and graduate and undergraduates students in research.

We are committed to university-community engagement through the integration of teaching and research.

We are committed to research that respects diversity and difference.

## **V—STRATEGIC GOALS**

The strategic goals of ICER are to:

- Build effective interdisciplinary teams to conduct relevant, high quality, impactful research in our areas of research focus.
- Support existing partnerships, facilitate new partnerships, and support a network of interested communities and scholars to share information, opportunities and expertise in an ongoing way.
- Secure funding for training and research; provide undergraduate, graduate and postdoctoral training opportunities
- Enhance UBC Okanagan's visibility and reputation locally and internationally.

## **VI—CONTEXT AND RATIONALE:**

### *RELEVANCE TO LOCAL, NATIONAL AND INTERNATIONAL NEEDS*

Community Engaged Research (CER) has emerged over the last few decades as one of the key ways in which new knowledge is developed. Founded on the notion that both community and academic interlocutors can bring unique but synergistic knowledge sets

to bear on relevant human issues and challenges, CER<sup>2</sup> emphasizes open and reciprocal approaches to knowledge and knowledge production, and significantly, acknowledges the communities which hold not only different knowledge but house different *knowledge systems* as well.

This fundamental respect for diverse knowledge systems lies at the heart of our approach to CER methodologies, in both theory and practice. Further, the critique of domination and oppression, a core aspect of CER generally, is derived, at least in part, from the diverse communities who participate in such research relationships. Neoliberal supports for markets and legislation facilitating market based logic in governance and economy arise, in part, from the dominant knowledge systems of the global North. Powerful critique of such systems can arise in the context of alternative views, views supported by knowledge systems shaping empirical investigation and theory building in very different ways than those of both contemporary neoliberal approaches and the traditional academy. CER embraces the diversity of alternative lifeways and points of view, and seeks to work in collaboration with difference, to help present new and different visions for the future.

These futures may have a local, national, or global reach, but in the first instance they may arise through collaborative research opportunities. Such research can facilitate everything from profound transformations to small pragmatic adjustments in the ways we live. The ICER has as its mandate the support of research that supports new and innovative ways of thinking, knowing, and acting. Such researchers work on every level of knowledge creation and mobilization from the most local and focussed, to the development of theoretical frameworks that may inform our most basic approaches to knowledge in the 21st century world system.

ICER was developed by elaborating and extending networks that have been forged through the work of the Centre for Social, Spatial, and Economic Justice (CSSEJ). The CSSEJ has, since the advent of UBC Okanagan, developed a range of partnerships with communities across BC, and a host of international ties that facilitate the sharing of local knowledges more widely, and international insights more locally. ICER builds on these successes, and expands the scope of practice in terms of communities, faculty, and other researchers involved 4 fold. By adding a number of community engaged scholars to the membership of ICER, each with their own research relationships, we add their partnerships and perspectives into the mix, and thus multiply the opportunities for ourselves and others, creating a critical mass of research in the CER space. This will fundamentally extend UBC Okanagan's capacity to work with partners in the Okanagan Valley and beyond.

#### *COHERENCE WITH UBC Okanagan STRATEGIC RESEARCH PLAN*

<sup>2</sup> Also sometimes referred to by the related concept - community based research, CBR; these terms will be used interchangeably throughout this document

The ICER mission and vision are closely aligned with the UBC Okanagan Strategic Research Plan (2009-2014). That plan emphasizes the importance of interdisciplinary partnerships and excellence in research. The research cluster structure of the Institute is designed to facilitate inter-disciplinary excellence, impact, and relevance. In its first and founding iteration ICER brings together members from four different faculties. Our emphasis on community engaged methodologies also inevitably creates non-disciplinary lenses on problems and issues (i.e. lenses derived from community concerns that rarely fall within a single discipline). While this focus on community partnership provides a central organizing principle for the Institute, the breadth of the research involved maps across the areas of research priority detailed in the plan. Researchers involved have research interests that span the areas of: Health, Culture and Diversity; Indigenous Communities and Contemporary Issues; Innovations in Teaching and Learning; Managed Land Use, Agriculture and Natural Products; Sustainable Environments and Populations; Understanding Community, Narrative and Identity.

This said, our focus is not on any one of these areas of research, but on community engaged research, and additional research foci can emerge on the basis of community priorities; new foci might thus emerge. The core membership of the Institute are however, rather more located in the social sciences; humanities; education, and creative arts; this does not however preclude other areas of research, but does set an initial scope of practice.

Both the approach and the research foci we have articulated track very closely to the recently developed UBC Okanagan document, *Aspire: Envisioning our Future*. In the *Aspire* document research excellence and community engagement (in local and global terms) figure prominently, as they do here. Our list of partners includes offices internal to UBC Okanagan as well as organizations in the community. It is our intention to expand the scope of undergraduate and graduate student involvement in CER through the Institute. We have consulted with members of the Community Service Learning Program, and will collaborate and explore practical learning opportunities, specifically in the research space, for students. Such opportunities will come in the form of work-study positions (the Institute will use part of its budget to manage and supplement work-study placements), Institute supported faculty lead research initiatives that intersect with teaching and learning, and creation of a milieu for students to develop an effective cohort (or cohorts) of learners.

#### *COHERENCE WITH UBC Okanagan ACADEMIC PLAN*

Our mission and vision also align well with the UBC Okanagan Academic plan. The Institute will contribute to the ongoing and iterative development of “an integrated research community” by virtue of bringing together a number of interdisciplinary configurations of scholars in research defined quite specifically in, by, and for “a locally responsive, globally conscious community.” By creating research opportunities that articulate diverse points of view, and facilitating new and various solutions to social

problems, our research also contributes to “a flexible, adaptable, and sustainable community.” Individually and collectively, the members of the Institute have demonstrable track records for producing high quality scholarship that effectively and respectfully builds on community partnership.

#### *COHERENCE WITH UBC ABORIGINAL STRATEGIC PLAN*

Much of the work conducted by the antecedent CSSEJ has been undertaken in collaboration with Aboriginal communities, and several of the new members of the Institute have their own very impressive track records of working in Aboriginal and Indigenous communities, in support of issues relevant to those communities. (Not the least of these are Jeannette Armstrong, Stephen Foster, Ashok Mathur, and John Wagner). In addition, we have as founding partners for the Institute, ONA’s and the En’owkin Centre; the inclusion of organizations and individuals from the Traditional Territory holders, the Okanagan as a strong foundation for future work.

### **VII—SCOPE AND AREAS OF RESEARCH:**

Our scope of practice includes teaching, research, and the integration of both into community engaged relationships. We are committed to:

- conducting cutting-edge research in our identified research themes
- providing world-class training opportunities for graduate, postdoctoral and community researchers
- offering substantial opportunities for undergraduate research experience
- fostering a vibrant local community of researchers from within and beyond the University, and facilitating linkages into a wider community of international scholars and scholarship.

Faculty who will be members and associate members of ICER conduct research across a very broad range of issues and employ any number of methods and methodologies in their research. As an Institute, we are committed to being flexible and responsive to community priorities and interests as well as those of university members. Our research focus, beyond research that engages and contributes to solutions and positive outcomes for communities, is necessarily open-ended. Nonetheless, in discussions leading up to this proposal, we and our community partners have identified a number of “research clusters” which will operate within the ICER. These clusters, like ICER itself, will include community, faculty, and student participants working on related projects. The intention of the clusters is to provide clarity around our research interests and

strengths, and to define smaller more focused communities of practice within a wider Institute.

- Adaptation, De-colonization, and Indigeneity

The (re)settlement of North America, first from Europe, and now all points of the globe, has given rise to complex interactions between Indigenous peoples and colonizers; all of these interactions have taken place on and through landscapes which are themselves complex places of human and non-human relationship. However effective European settlers have been at displacing Indigenous territory holders, a longer term accommodation between settler and Indigenous societies, and indeed between settler activity and the ecology on which we all depend, has yet to emerge. The researchers clustered here are loosely focussed on the many and varied ways in which settlers have fit into Turtle Island (North America), how Indigenous peoples have adapted to settlers, and how both struggle to live successfully on the lands they now cohabit. Specific topics include regional/alternative food systems, decolonization, and emerging models of Indigeneity. These topics necessarily engage both Indigenous and settler researchers (some community based, some university based, but all working in the context of community) in an ongoing dialogue and learning process about how we can live well here (wherever here is), now, and into the future. (Cluster Leader - Jeannette Armstrong)

- Pedagogy and Participation

Researchers in this cluster address calls in Education and elsewhere for communities' knowledges, practices and voices to be recognized and included in pedagogy and related research – a long identified gap. Our community-based collaborative work contributes a counterargument to top-down positivist approaches that operate from a deficit model often grounded in elitism, streaming, and tokenism and instead recognizes the need to draw from communities' funds of knowledge to build participatory, collaborative, culturally responsive practices in formal and informal settings. University and community-based researchers in this research hub are well suited to take up such pedagogy and related research working from epistemological orientations to living and learning that are community honouring. Our collective work addresses critical gaps in our fields and is theoretically-informed and research-based. We aim to bridge research, practice and constituent groups. The pedagogy and participation research hub draws on features of approaches that have proven highly successful elsewhere (e.g., Pedagogy of the Oppressed, Culturally Responsive Teaching, Critical Pedagogy, First Peoples Principles of Learning, Practitioner Inquiry, Universal Design for Learning, etc.). (Cluster Leader - Leyton Schnellert)

- Communication, Community, and Representation



Communication of community knowledge, experiences and perspectives is vital to external recognition and understanding of community values and visions, but also can act as a celebration of these principles within the community itself. Contemporary communication encompasses a range of media - from performance art, through to the use of web-based social media; this growing toolbox of media hold the potential to shape the flow of knowledge between individuals, organizations, communities and government. The capacity to represent oneself is an important component of community empowerment and social change. The Communication, Community, and Representation hub of ICER aims specifically to engage in the praxis (in other words both the practice and theory) of community communication and self-representation. The practice component will support the direct collaboration of researchers from the arts, (digital) humanities and social sciences with members of the community to design, develop, implement and then communicate research projects that are of value in the representation of key community interests and issues. The theoretical component of the hub will develop research projects, agendas and questions that are related to, and emerge from, community-focused communication practice. This will include both academics and community members critically analyzing the transformative impacts of shared programs. Fundamental to both the practice and theoretical components of the hub, members of both the university and the community will act together as collaborators and partners in the proposal design, project implementation and theoretical examination of the research – through to the communication of the results of the research in a way that clearly represents the interests and motivations of all those involved. (Cluster Leader - Jon Corbett)

- Social Inclusion and Equity

Social inclusion and equity are fundamental principles of social justice. The goal of social inclusion is to ensure that individuals, groups, and communities participate fully in meaningful ways in society. Underlying this goal is an understanding that individuals and groups are shaped by elements of identity such as race, gender, class, ability, sexuality (to name only some), and these affect experiences of social inclusion and social exclusion. Community and university members of this research cluster engage in collaborative and participatory action research that promotes/produces social inclusion and equity: that is, research that affects social change and creates the conditions for people to be accepted and to participate fully within society. Researchers in this cluster focus on understanding the ways social, cultural, colonial, economic, political, and spatial factors create and recreate social relations that produce social exclusion and on the factors and processes that achieve social inclusion in order to promote equity. (Cluster Leader - Rachelle Hole)

- Social, Spatial, and Economic Justice

Research in this Cluster focuses on the social, spatial and economic structures in society that lead to inequality, inequity, marginalization, and oppression. The researchers draw

on progressive visions of society, ones that allow for, and indeed encourage difference, whilst ensuring that all people are able to live free from oppression and marginalization. We use various forms of critical social theory in order to better understand the world through progressive lenses; researchers in this cluster draw on critical analyses that are part of emerging praxis for social and political change to combat environmental destruction, exploitation, imperialism, neoliberalism, and oppression. (Cluster Leader - Lawrence Berg).

## VIII—MEMBERS and PARTNERSHIPS:

The following scholars have agreed to become founding members (and associate members) of ICER. These scholars were recruited selectively on the basis of their fit with the orientation of ICER, and their track-records (relative to rank) in research. (Note, “members” are limited to faculty with continuing appointments at UBC). CVs for all the scholars listed here are appended to this proposal. By way of summary however we offer Tables One and Two as an outline of the research accomplishments of the CSSEJ and the additional weight of scholarship coming together to form ICER. (Please note, we have used very conservative methods for arriving at this table; where there is overlap in authorship and or grant success, we have only recorded values once).

### Founding Members

#### LUIS AGUIAR

Associate Professor, **SOCIOLOGY**

**M.A. McMaster University, Ph.D. York University**



*My academic research career focuses on investigating building cleaners' campaigns to 'crisis' neoliberalism. By 'crisising' I mean their campaigns and organized attempts to argue the trauma of neoliberalism and its consequences in cleaners' workplaces, personal lives and communities. This interest leads me to study cleaners' strategies and discourses of resistance neoliberal policies of the erosion of industrial citizenship. Currently I seek to understand and follow how resistance against an emerging post-industrial citizenship is being organized between cleaners and their union across borders. It is in this context that I'm interested in contributing to the literature on global unions and organizing.*

#### JEANNETTE ARMSTRONG

Canada Research Chair and Assistant Professor, **INDIGENOUS STUDIES**

**B.F.A University of Victoria, Ph.D., University of Greifswald, Germany**

*Jeannette Armstrong was born in 1948 and grew up on the Penticton Indian Reserve in British Columbia. Armstrong is the first Native woman novelist from Canada.*

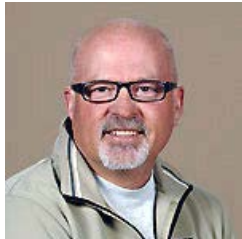


*Interestingly, she is also the grandniece of Hum-Ishu-Ma ([Mourning Dove](#), b. 1927), the first Native American woman novelist. While growing up on the Penticton Indian Reserve, Armstrong received a traditional education from Okanagan Elders and her family. From them, she learned the Okanagan Indian language. She is still a fluent speaker of the Okanagan language today. In 1978, she received her Bachelor of Fine Arts degree from the University of Victoria. The same year, she received a Diploma of Fine Arts from Okanagan College. Her education was a precursor to many remarkable career achievements. Today, Armstrong is a writer, teacher, artist, sculptor, and activist for indigenous rights.*

**LAWRENCE BERG**

**PROFESSOR, COMMUNITY, CULTURE, AND GLOBAL STUDIES (CRITICAL HUMAN GEOGRAPHY)**

**BA. University of Victoria, MA. University of Victoria, D.Phil. University of Waikato, NZ.**



*I am currently Professor (Critical Geography) and Co-Director of the Centre for Social, Spatial & Economic Justice at the University of British Columbia. My research and teaching focus on critical geographies of knowledge production, critical geographies of health care and urban indigenous people in Canada, and place and the politics of identity.*

**SHIRLEY CHAU**

**ASSOCIATE PROFESSOR, SCHOOL OF SOCIAL WORK**

**B.A. (Hons) SFU—Psychology, BSW University of British Columbia, M.SW University of Toronto, Ph.D., University of Toronto**



*Shirley teaches undergraduate-level courses in direct social work practice and theories of social work practice and a graduate-level course on health-interprofessional research and evidence-informed practice. Central to her teaching approach is the anti-racist and anti-oppressive lens for clinical practice, and social and organizational change. Shirley's clinical interests and experience are in the areas of work and wellness, crisis intervention, psychological trauma, and individual counseling. In addition, Shirley is an active researcher on marginalized populations and health, as well as on practice and policy relevant issues related to child welfare. Her interest in conducting research on vulnerable and marginalized populations includes previous research on: housing issues in child welfare; the impact of inquests on child welfare organizations; the health and well-being of Chinese Canadian seniors; the settlement experiences of Asian immigrant adolescents; and the health of homeless youth exposed to violence on the streets of Toronto's inner city.*

**JON CORBETT****ASSOCIATE PROFESSOR, COMMUNITY, CULTURE, AND GLOBAL STUDIES (HUMAN GEOGRAPHY)****M.Sc. University of Oxford, UK, Ph.D. University of Victoria**

*Jon Corbett is an Associate Professor in Community, Culture, and Global Studies at UBC Okanagan and the co-director of the Centre for Social Spatial and Economic Justice. Jon's community based research investigates cartographic processes and tools that are used by local communities to help express their relationship to, and knowledge of, their land and resources. Jon has worked with Indigenous communities in Australia, Indonesia, the Philippines, and since 2004 with several First Nations communities in British Columbia.*

**MICHAEL EVANS****PROFESSOR, COMMUNITY, CULTURE, AND GLOBAL STUDIES (ANTHROPOLOGY)****B.A. (Hons) University of Victoria—Anthropology, M.A. McMaster University—Anthropology, Ph.D. McMaster University—Anthropology**

*Dr. Evans has been involved in several community based research initiatives, and in particular has a long-term relationship with the Prince George Métis Elders Society. He has also worked extensively with colleagues at the Métis Nation of British Columbia on a number of research projects dealing with historic and contemporary Métis communities in BC, some of which are discussed in this volume. Together with Elders and community leaders in Prince George he put together a Métis Studies curriculum for UNBC and a number of publications including *What it is to be a Métis* (Evans et al 1999, 2007), *A Brief History, of the Short Life, of the Island Cache* (Evans et al 2004). He has also worked on a number of participatory video projects with collaborators from the Métis community and videographer and new media artist Stephen Foster. He is also involved in a number of active research projects concerned with Cultural Safety and Aboriginal health, especially in the Urban Aboriginal and Métis communities in Canada.*

**STEPHEN FOSTER****ASSOCIATE PROFESSOR, FACULTY OF CREATIVE AND CRITICAL STUDIES**

**B.FA. York University—Interdisciplinary Fine Arts, M.FA. York University—Media Arts**  
*Stephen Foster is a video and electronic media artist of mixed Haida and European background. His work tends to deal with issues of indigenous representation in popular culture through personal narrative. He has exhibited in solo as well as group exhibitions both internationally and nationally as well as participating in various*



*festivals with video installations and single channel works. In 2007 Stephen received his first opportunity to present a retrospective screening of his video work at the Dawson City International Short Film Festival. In addition to his exhibition record, Stephen is a published author, presented lectures and has participated on panels for new media, video art and contemporary indigenous art at national and international venues. He has taken part in residencies at the Banff Centre For The Arts, Klondike Institute of Art and Culture, Oboro in Montreal and more recently at La Chambre Blanche in Quebec City.*

**JUDY GILLESPIE**  
**ASSOCIATE PROFESSOR, SCHOOL OF SOCIAL WORK**

**B.S.W. University of Calgary, M.S.W. University of Calgary, Ph.D., University of British Columbia**



*My primary interests are in the role of communities and their social, physical, and political infrastructures in the promotion of child welfare. I am also interested in place; the role of place in well-being, the interactions of person and place, including the ways in which professional practice is shaped by place. I approach these interests through a social constructionist lens. My experience as a social work practitioner includes supervision and staff training and development in child protection, mental health therapy with children, adults and families, and co-facilitation of group treatment programs for perpetrators of intimate partner violence. I have practiced community organizing in a variety of settings with much of this occurring in rural areas and Aboriginal communities in northern Alberta.*

**RACHELLE HOLE**  
**ASSOCIATE PROFESSOR, SCHOOL OF SOCIAL WORK**

**B.A. The University of Manitoba—Psychology, B.S.W. The University of British Columbia, M.S.W. The University of British Columbia, Ph.D. The University of British Columbia—Interdisciplinary Studies**



*Rachelle Hole joined the faculty in 2004. Her main research interests are in the area of disability studies and identity theory. Her doctoral thesis explored the intersection of hearing loss and identity, exploring how three culturally Deaf women perceived the influence of hearing loss on their identities. The interest for this topic emerged from her social work practice over 20 years working with Deaf, Hard of Hearing and Deaf-Blind individuals and their families throughout the Province of British Columbia.*

**SUSAN HOLTZMAN**  
**ASSOCIATE PROFESSOR, PSYCHOLOGY**



**M.A. University Of British Columbia, Ph.D. University of British Columbia**

*Dr. Susan Holtzman is an Assistant Professor and Lead Investigator of the Health Psychology Laboratory at the University of British Columbia – Okanagan. Dr. Holtzman received her PhD in Clinical Psychology from the University of British Columbia in Vancouver. She completed a clinical internship at the University of Washington School of Medicine and a postdoctoral research fellowship at the University Health Network, University of Toronto. Dr. Holtzman’s research investigates the ways in which psychosocial factors can influence emotional and physical adjustment to chronic health conditions. She is particularly interested in how social relationships can help or hinder patients’ efforts to cope with their disease, and how chronic illness can impact the family. Dr. Holtzman uses experimental, longitudinal and daily process methods (which involve intensive daily monitoring of study variables) to better understand the connection between stress, mood, social relationships, and health over time.*

**JOHN JANMAAT**  
**ASSOCIATE PROFESSOR, ECONOMICS**

**M.BA. SFU, Ph.D. Queen’s University**



*I am an associate professor of Economics. I joined UBC in 2007, after teaching for seven years at Acadia University in Nova Scotia. My primary research and teaching interests are in environmental and natural resource economics, with a special focus on the economics of water resources. Beyond the university, I enjoy almost anything outdoors that involves some exertion. You can easily distract me by talking about mountaineering, skiing, mountain biking, etc. However, a conversation about golf or fishing probably won't last that long.*

**GARETH JONES**  
**ASSISTANT PROFESSOR, School of Health and Exercise Sciences**

**HBPHEd. Laurentian University—Health Promotion, M.Sc. Lakehead University—Sports Science and Coaching, Ph.D. University of Western Ontario—Kinesiology**

*My research program has primarily centred on exercise and rehabilitation interventions for older adults. However, this has lead me to discriminate between the contribution of physical activity (any movement of skeletal muscle above the resting level) and exercise (planned or structured physical activity that engenders one or more of the components of fitness). My philosophy is that in today’s automated society we*



*can no longer get enough physical activity to preserve health, let alone fitness. Thus, we must plan and/or structure physical activity and because of the narrowed time commitment we often must increase the intensity so that physical activity is essentially exercise. Therefore, if we want to improve health and fitness one must take daily exercise, which is as necessary as daily hygiene.*

**RUTHANN LEE**  
**ASSISTANT PROFESSOR, CULTURAL STUDIES**

**B.A. (Hons) University of Toronto—Equity Studies and Human Biology, M.A. University of Toronto—Sociology and Equity Studies in Education, Ph.D. York University—Sociology**



*As a cultural studies scholar, I examine the links between media and social activism. My research draws on my experience as a community educator and video artist. I have worked in anti-violence, anti-racist, feminist, queer, and arts organizations, and I am interested in how art and media can be used to promote social, environmental, and economic justice. I explore this idea in the courses I teach, which include CULT 100: Themes in Culture and Identity and CULT 401: Feminism, Media, and Resistance.*

**VIRGINIE MAGNAT**  
**ASSOCIATE PROFESSOR, CREATIVE AND CRITICAL STUDIES**

**International Baccalaureate, Lester B. Pearson United World College, M.A. University of Sorbonne Paris)—English, Ph.D. University of California, San Diego—Drama and Theatre**



*I believe that it is the responsibility of university theatre programs to familiarize students with the rich cultural legacy of world performance traditions and foster a shared sense of humanity as well as a genuine respect for diversity. My personal dedication to working cross-culturally is rooted in a foundational life experience: at the age of 15, I was fortunate to receive a two-year full scholarship to study at the Lester B. Pearson United World College of the Pacific, a non-profit institution promoting international understanding through education.*

*My early passion for theatre was deeply informed by this intensely fulfilling time in a “global village” hosting two hundred students from over seventy countries in the coastal forest of Vancouver Island. It was then that I became aware of the infinite potentialities that arise when people with different cultural legacies live and work together. I have since envisioned performance as a powerful site of encounter, exchange, and collaboration.*

**ASHOK MATHUR**  
**ASSOCIATE PROFESSOR, CREATIVE WRITING**

**Ph.D. University of Calgary—English**



*Mathur's cultural, critical, creative, and academic practice is wide ranging and investigates new models of artistic research and interdisciplinary collaboration, particularly those that pursue a social justice agenda. As a writer, cultural organizer, and interdisciplinary artist his work addresses the intersections of race, indigeneity, and creative and artistic research. His editorial work includes the anthology *Cultivating Canada: reconciliation through the lens of cultural diversity* (Aboriginal Healing Foundation, 2011), and numerous special volumes of arts and literary journals such as *West Coast Line* and *Prairie Fire*. He also edits *CiCAC Press* which publishes poetry, prose, and creative nonfiction using an alternative author-driven approach to support writers and readers.*

**LEYTON SCHNELLERT**  
**ASSISTANT PROFESSOR, FACULTY OF EDUCATION**

**BEd. Med. Ph.D. University of British Columbia**



*Dr. Schnellert researches teacher learning, practice, and collaboration. In particular he attends to how teacher professional development relates to student diversity, inclusive education, self- and co-regulation, and literacy instruction. His research grapples with the challenge of designing and facilitating teacher professional development that bridges theory and practice so as to achieve valued outcomes for students.*

**COLIN REID**  
**ASSISTANT PROFESSOR, HEALTH & EXERCISE SCIENCES**

**PhD (2003) Sociology (Aging) University of Victoria**



*My main areas of teaching expertise are health and aging, research methods and statistics. I believe that students learn best under conditions that foster mutual respect between teacher and student, but also between students. I bring both knowledge and passion to the classroom. I believe that I must teach my students how to think*



*critically, to identify the underlying assumptions of any given argument and to subsequently be able to weigh the argument's validity. My research focuses on how to best care for persons who reside in nursing homes and includes the assessment of transitions between home, hospital, assisted living and nursing homes.*

**CHRISTINE SCHREYER**

**ASSISTANT PROFESSOR, COMMUNITY, CULTURE, AND GLOBAL STUDIES (ANTHROPOLOGY)**

**M.A. University of Western Ontario, Ph.D. University of Alberta**



*I am an assistant professor of anthropology at UBC Okanagan, where I teach courses in linguistic anthropology. My research focuses on language revitalization in Canada, and, more recently in Papua New Guinea, as well as the relationship between endangered language communities and created language communities. I have done research on the Na'vi speech community (from the movie Avatar) and am the creator of the Kryptonian language from Man of Steel (2013).*

**JESSICA STITES MOR**

**DIRECTOR, LATIN AMERICAN AND IBERIAN STUDIES, ASSOCIATE PROFESSOR, HISTORY**

**B.A. (Hons) University of Kansas—History and Economics, M.A. Yale University—International Relations and History, Ph.D. Yale University—History**



*In my research, I strive to integrate the meta-narratives of transnational history and political economy with the methodological tools of cultural history that give shape to detailed studies of place and agency. As a cultural historian, my teaching frequently involves the exploration of art, performance, craft, and media technologies. I have recently begun a pilot project at UBC Okanagan teaching hands-on documentary filmmaking as a tool for historians and other humanities and social science scholars. My course Digital Media and History/Filmmaking for Scholars and Activists uses creative practice and dialogue to uncover the many ways in which historians use film and digital media for inquiry, interpretation, and communication. I have recently given talks on the role of digital media in political activism, collective memory struggles, and public history debates.*

**JOHN WAGNER**

**ASSOCIATE PROFESSOR, COMMUNITY, CULTURE, AND GLOBAL STUDIES (ANTHROPOLOGY)**

**B.A. University of Victoria, M.A. University of Victoria, Ph.D. McGill University**



*I explore the relationships between environmental anthropology, political ecology, water governance, water rights, agriculture and food security, vernacular education and language revitalization, local ecological knowledge, conservation and development, and property rights.*

### Associate Members

#### **AYUMI GOTO**



*Ayumi Goto is a performance artist based in Kelowna, Okanagan Nation territory. Born in Canada, she draws upon her Japanese heritage to trouble sedimented notions of nation-building, cultural belonging, and human-land relationships in her creative work. She has served as the art facilitator at the Downtown Eastside Women's Centre in Vancouver. Ayumi guest co-edited the Summer 2012 issue of West Coast Line, "Reconcile this!", which explores the interconnections between reconciliation, art, and activism. She enjoys working in collaboration with artists, scholars, and communities writ large to explore creatively and critically reconciliation discourses. Ayumi is currently pursuing her Ph.D. in Communication Studies at Simon Fraser University.*

#### **PAMELA RICHARDSON**

**Instructor, Faculty of Education, UBC Okanagan**

**BA (Hons) B.Ed. MA PhD (British Columbia)**



*Dr. Pamela Richardson is an Instructor in the Faculty of Education at the University of British Columbia (Okanagan). She teaches courses focused on special and inclusive education, human development, English language arts, and teacher inquiry. She brings critical and post-structural theoretical perspectives to the fields of human development and educational psychology, as well as, qualitative and arts-based research methodologies with a particular interest in diverse poetic and narrative approaches to research. Through her research and writing, she explores how we construct understandings of human development, with a particular focus on gender, ability, creativity, and the lives of gifted and creative women. She is the editor of English Practice, the journal of the BC Teachers of English Language Arts Association, and active on the BCTELA executive committee.*

#### **MARY STOCKDALE**

**Adjunct Professor, Community, Culture & Global Studies, (Geography)**



**Queen's University B.Sc, D. Philosophy, University of Oxford**

*Dr. Mary Stockdale is an adjunct professor and instructor for Community, Culture and Global Studies at UBCO, where she teaches and researches community resilience, sustainability and natural resource management. She has over 20 years of experience working in Southeast Asia (mainly Indonesia and the Philippines) on community-based management of non-timber forest products (NTFPs). In the Okanagan, she acts as a bridge between university and community for partnerships on topics such as regional food systems, sustainable transportation, transition town initiatives and climate change awareness.*

**Community Partners**

Close community partnership has been a hallmark of activity in the CSSEJ since its inception. In addition the university researchers coming together to form ICER have their own histories of community engagement. Here we list three sets of partners. Those who have worked with the CSSEJ in the past, those who have worked with the researchers coming into help form ICER, and those who have indicated that they wish to be acknowledged as formal partners in ICER at this stage. Please note, the designation of “partners” at this juncture indicates simply that the partner wishes to participate, and be acknowledged. Other past and potential partners have taken part in discussions leading up to this proposal, but wish to wait until specific research is defined before being acknowledged as partners.

Past partnerships

- Alternator Gallery
- Central Okanagan Food Policy Council
- Community Living British Columbia
- Disability Resource Centre (UBC Okanagan)
- Faculty of Education, University of Manitoba, Melanie Janzen
- Faculty of Education, University of British Columbia, Vancouver, Deborah Butler
- Faculty of Education, University of Victoria, Kathy Sanford
- First Nations Friendship Centre
- Food Action Society of the North Okanagan
- Independent Living Vernon
- Kelowna Friendship Society
- Okanagan Fruit Tree Society
- Okanagan Nation Alliance
- Okanagan Metis: Children and Family Services
- Okanagan Basin Water Board
- Pathways Society
- School District 10 -

- School District 23
- School District 67 - Judith King, Dan McIntyre
- School District 74
- School District 83
- South Okanagan Immigrant Community Services
- The Kelowna Fire History Museum
- **UBC Okanagan Equity and Inclusion** (UBC Okanagan)
- Young Agrarians

CONFIRMED ICER PARTNERS (As of November 6th))

### Community Partners

- Alternator Gallery  
Artistic & Administrative Director: Lorna McParland  
421 Cawston Ave, Unit 103, Kelowna, B.C., V1Y 6Z1  
<http://alternatorcentre.com/home/>



- Canadian Mental Health Association – Kelowna  
Director of Service Delivery & Program Innovation:  
Mike Gawliuk,  
504 Sutherland Avenue  
Kelowna, BC, Canada  
V1Y 5X1
- Central Okanagan Food Policy Council  
Board Chair: Jenica Frisque  
PO Box 22001, Capri PO, Kelowna, BC V1Y 9N9  
<http://www.okanaganfood.com/>



- **Community Service Learning Program** (UBC Okanagan)

Program Manager: Phil Bond  
Community Service Learning Program  
The University of British Columbia, Okanagan campus  
UNC227 - 3333 University Way  
Kelowna, BC V1V 1V7

- **Community Engagement Strategist (UBC Okanagan)**

- **Suann Brown**

- EME 3285 - 1137 Alumni Ave  
Kelowna BC V1V 1V7

- **Disability Resource Centre (UBC Okanagan)**

- Diversity Advisor: Earllene Roberts; Program Advisor: Deanna Simmons

- UNC227 - 3333 University Way, Kelowna, BC Canada V1V 1V7

- <http://www.ubc.ca/okanagan/students/drc/welcome.html>

- **En'owkin Centre**

- Executive Director: Lauren Terbasket

- Lot 45, Green Mountain Road

- RR#2 Site 50 Compartment 8

- Penticton B.C. V2A 6J7

- **Independent Living Vernon**

- Executive Director: Laura Hockman

- 3402 27th Avenue, Suite 107

- Vernon, BC V1T 1S1



- **Interior Health**

- Trevour Corneil, Medical Health Officer & Medical Director, STOP HIV/AIDS |

- Interior Health

- Kelowna Health Centre

- 1340 Ellis Street

- Kelowna, BC, V1Y 9N1

- Inn From the Cold  
Coordinator: Tara Tschritter  
PO Box 21130, Orchard Park P.O.



a community that honors the inherent dignity of all, where individuals, especially the most vulnerable, are safe, respected and included

Kelowna, BC V1Y 9N8

- Living Positive Resources Center  
Executive Director/Client Support : Claire MacDonald  
168 Asher Road,



Kelowna BC V1X 3H6

- Okanagan Fruit Tree Project  
Casey Hamilton; Project Coordinator: Ailsa Beischer  
1264 Ellis Street, Kelowna BC,  
<http://fruittreeproject.com/>



- Okanagan Nation Alliance  
Executive Director: Pauline Terbasket  
#101, 3535 Old Okanagan Hwy  
Westbank, BC V4T 3L7  
<http://www.syilx.org/>



- Pathways Society  
Executive Director: Charisse Daley  
123 Franklyn Rd., Kelowna, BC V1X 6A9  
<http://www.pathwayskelowna.ca/>



- School District 10  
Superintendent: Terry Tayler  
Box 340, Nakusp, BC V0G 1R0



- School District 23  
Early Learning & Literacy Coordinator: Donna Kozak  
1940 Underhill Street  
Kelowna, British Columbia  
Canada V1X 5X7



- School District 67

Director of Instruction: Dan McIntyre  
 Representative: Judith King  
 425 Jermyn Avenue  
 Penticton, British Columbia  
 V2A 1Z4

- School District 74  
 Superintendent of Education: Teresa Downs  
 400 Hollis Road, PO Bag 250  
 Ashcroft, BC V0K 1A0



- School District 83  
 Director of Instruction: Wendy Woodhurst  
 Rep: Kyla Hadden  
 Box 129, 220 Shuswap St. N.E  
 Salmon Arm, B.C  
 V1E 4N2, Canada



- South Okanagan Immigrant Community Services  
 Local Immigrant Partnership coordinator: Nora Hunt Haft, Program Manager:  
 Tahira Saeed  
 508 Main St., Penticton B.C. V2A 5C7



- **UBC Okanagan Equity and Inclusion** (UBC Okanagan)  
 227C University Centre, 3333 University Way, Kelowna, BC, V1V 1V7  
 Equity and Inclusion Educator: Jenica Frisque  
<http://www.ubc.ca/okanagan/equity/welcome.html>



- Vernon Community School  
Teacher: Kim Ondrik  
2301 Fulton Road, Vernon, BC, V1H 1Y1



### International / National Collaborating Centers and Institutes

- Centre for Inclusion and Citizenship  
Director: Tim Stainton  
2080 West Mall, UBC  
Vancouver, BC, V6T 1Z2



- CRUSH - Critical Urban Sustainability HUB, Lund University Sweden  
Primary Investigator: Guy Baeten -  
Department of Human Geography, Lund University  
Box 117, 221 00 LUND



**LUNDS**  
UNIVERSITET

- Department of Curriculum and Instruction Faculty of Education (UVIC)  
Kathy Sanford – Assoc. Professor  
University of Victoria  
MacLaurin Building A541  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2
- Faculty of Education (UBC Vancouver)  
Deborah Butler  
[Neville Scarfe Building](#)  
2125 Main Mall, UBC

Vancouver, BC Canada V6T 1Z4

- Icelandic Tourism Research Centre  
Director: Edward H. Huijbens  
University of Akureiri and University of Iceland  
BORGUM v/NORÐURSLÓÐ - 600 AKUREYRI



ICELANDIC TOURISM  
RESEARCH CENTRE

- SPaCE - Sustainability, Partnerships and Community Engagement Southern Cross University –  
SPaCE Head: Ben Roche  
[Also the Deputy Chair, Engagement Australia, and the Chair, Regional Universities Network Engagement Group]  
Military Road  
East Lismore NSW 2480



- Wageningen University and Research Centre, The Netherlands  
Chair of Cultural Geography: Claudio Minca  
Droevendaalsesteeg 3



6708PB WAGENINGEN

## **IX—PUBLICATIONS, DISSEMINATION, AND APPLICATION OF RESULTS:**

Research coming out of the Institute will be published in a range of traditional scholarly forms, community accessible forms, and forms which bridge across academic and non-academic audiences. The collected CVs of the Scholars involved in the ICER proposal are presented in Appendix One. The weight of scholarship here is considerable. By way of summary however we offer Table Two which collates the research accomplishments of ICER members. (Please note, we have used very conservative methods for arriving at

this table; where there is overlap in authorship and or grant success, we have only recorded values once).

**Table One: Research Outputs by CSSEJ/ICER members over the last ten years (2004- )**

<b>Refereed Articles</b>	<b>255</b>
<b>Refereed Conference Proceedings</b>	<b>68</b>
<b>Abstracts</b>	<b>68</b>
<b>Non-refereed Articles</b>	<b>31</b>
<b>Professional Reports</b>	<b>70</b>
<b>Books</b>	<b>13</b>
<b>Edited Books and Special Issues</b>	<b>18</b>
<b>Book Chapters</b>	<b>78</b>
<b>Artistic Exhibitions / Events</b>	<b>159</b>
<b>Curatorial Projects and Catalogues</b>	<b>21</b>

Included within the outputs are a number of quite innovative and accessible non-traditional publications. There is a significant new media presence in terms of scholarship, creative art works, and the fusion of both among the outputs detailed. Indeed, one of the research clusters is dedicated to exploring the ways new research outputs can be configured to meet the emerging needs and aspirations of both scholars and communities. It is significant to note here that the CSSEJ has been active in dissemination activities through the CSSEJ Press; once the Institute has been formed it is our intention to transform the CSSEJ Press into the ICER Press, and to develop an editorial board and editorial process in order to become a peer reviewed press. By the start of 2015 the existing peer-reviewed scholarly journal [ACME: An International E-Journal for Critical Geographies](#)) will be joined by at least one other journal, [Locale: The Pacific Journal of Regional Food Studies](#). While these journals are hosted in the space developed by the CSSEJ as opposed to run by the Centre (or the successor Institute), when combined with the CSSEJ Press, this is a significant contribution to scholarly publishing coming out of ICER.

These mechanisms for dissemination are augmented through the numerous contributions that members of ICER make through their membership on boards, both scholarly and community based. The ICER scholars also disseminate research results through their numerous keynotes, presentations, and conference participation.

### **X—TRAINING:**

ICER will become a hub for training both graduate and undergraduate students. Although most of the scholars attached to the Institute generally employ models of research training more typical of the social sciences and humanities (i.e. with individualized graduate studies and a greater degree of student independence than generally found in the research team models more prevalent in the sciences), there is nonetheless a long tradition of employing student research assistants in the CSSEJ, and

among the incoming members of the Institute. There are also robust numbers of students under the scholarly supervision of ICER members. Table Two details the past training activity for the scholars involved in ICER. One of the key administrative activities of ICER will be to support members in hiring and managing students, and providing work space for those students, and encouraging a culture of collegiality and intellectual exchange between students and others associated with ICER.

**Table Two: Student Training Activity by CSSEJ/ICER members over the last ten years**

<b>Supervisory Role</b>	<b>Completed</b>	<b>In Progress</b>	<b>Total</b>
<b>Admin or Support Staff Co-Supervisor</b>	<b>3</b>	<b>3</b>	<b>6</b>
<b>Admin or Support Staff Supervisor</b>	<b>5</b>	<b>3</b>	<b>8</b>
<b>Hon Co-supervisor</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Hon Supervisor</b>	<b>8</b>	<b>5</b>	<b>13</b>
<b>M Ed Supervisor</b>	<b>2</b>	<b>3</b>	<b>5</b>
<b>M.Eng. Supervisor</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>MA Co-Supervisor</b>	<b>4</b>	<b>2</b>	<b>6</b>
<b>MA Supervisor</b>	<b>20</b>	<b>9</b>	<b>29</b>
<b>MFA Supervisor</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>MSc Co-Supervisor</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>MSc Supervisor</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>MSW Co-supervisor</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>MSW Supervisor</b>	<b>30</b>	<b>3</b>	<b>33</b>
<b>PhD (DA) Supervisor</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>PhD Co-Supervisor</b>	<b>6</b>	<b>9</b>	<b>15</b>
<b>PhD Supervisor</b>	<b>4</b>	<b>8</b>	<b>12</b>
<b>Postdoc Supervisor</b>	<b>4</b>	<b>0</b>	<b>4</b>
<b>RA Co-Supervisor grad</b>	<b>17</b>	<b>5</b>	<b>22</b>
<b>RA Co-Supervisor ugrad</b>	<b>13</b>	<b>0</b>	<b>13</b>
<b>RA Supervisor grad</b>	<b>67</b>	<b>2</b>	<b>69</b>
<b>RA Supervisor ugrad</b>	<b>104</b>	<b>7</b>	<b>111</b>
<b>Research Associate Supervisor</b>	<b>20</b>	<b>2</b>	<b>22</b>

<b>URA Supervisor</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>Total</b>	<b>324</b>	<b>66</b>	<b>390</b>

## **XI—GOVERNANCE, MEMBERSHIP, AND REPORTING:**

The current CSSEJ structure consists of a set of Co-Directors (L.Berg, J. Corbett, M. Evans, and R. Hole<sup>3</sup>) who operate by consensus, with one Co-Director (currently M. Evans) nominated to handle day-to-day operations in collaboration with the CSSEJ Research Administrator, J. Carey. This governance structure will transform to conform to Senate Policy O-5, and to reflect a larger and more complex scope of practice on the part of the ICER; the new structure also reflects consultations between current members of the CSSEJ, faculty proposed as new members in the Institute, and community partners<sup>4</sup>.

The institute will be populated by its founding **members** (including the current Co-Directors of the CSSEJ and a number of others nominated by those Co-Directors - all of whom hold continuing Academic appointments at UBC Okanagan), **associate members**, **student members**, and **partners**.

Founding members have life membership; other interested faculty with continuing appointments at the University can apply for membership, and current members vote upon their applications, with a simple majority deciding the vote.

Associate members can be any interested persons from inside the University or from the Community; associate members will be nominated by a member, accepted on a provisional basis by the Director, and approved by the Steering Committee, and will be

<sup>3</sup>Note, CIC is not transformed by the development of ICER; we will continue to collaborate with CIC in future.

<sup>4</sup> In addition to numerous one-on-one conversations and meetings there have been two large meetings drawing together potential collaborators. A first meeting, held on May 8th, 2014, brought together faculty nominated as potential Institute founding members, and developed a loose consensus on the idea of an expanded community based / community engaged research entity. A second workshop was then organized to include all community organizations nominated by the faculty involved as potential partners. That meeting was held on June 17, 2014 and involved 17 faculty and 13 representatives of external organizations, and 4 representatives of non-academic UBC Okanagan units. In additions inputs were sought from all existing UBC Okanagan Institutes and the University Librarian (who indicated there was no direct impact on the Library). Direct consultations (3) were undertaken with the Director of the Okanagan Sustainability Institute, and a consultation with all faculties via the Dean's Council was undertaken by way of a presentation and discussion on Nov 5, 2014. Feedback received from the Deans was incorporated into this document.

appointed to a three year (renewable) term.

Students of faculty who are members are automatically granted student membership upon request; other students may apply to the Director who can approve their membership.

Partners are any community based organizations actively pursuing research and research relationships through the Institute and are accepted on a provisional basis by the Institute Director and confirmed by the Steering Committee.

The Institute will be overseen by a Steering Committee constituted as per the relevant Senate policy 0-5. The Steering Committee will be populated by 3 senior administrators (the Dean or designate of the IK Barber School of Arts and Sciences, the Dean or designate of the Faculty of Critical and Creative Studies, and the Dean or designate of the Faculty of Health and Social Development), one research cluster leader representing each of the five research foci, and one member at large. The Steering Committee advises the Director, confirms the inclusion of associate members and partners, and sets the general direction and guidelines for the Institute. The Steering Committee will meet once a quarter. On matters of general direction, strategic focus, and new opportunities, the Institute Steering Committee and Director will take advice from an Advisory Committee made up of no fewer than 6 members drawn from partners, members, associate members, and student members of the Institute not serving as members of the Steering Committee or the Director. There will be an annual general meeting to which all ICER participants will be invited.

The Director, appointed by and reporting to the Provost, will be a tenured associate Professor or higher rank. The responsibilities include: day-to-day administration of the institute, including budgetary matters, supervision of Institute staff, oversight of institute resources and infrastructure, liaison and collaboration with members and affiliated partners, facilitating programs and functions to support research activities and research training, publicizing activities of the institute to internal and external communities, supporting and coordinating research activities of the research cluster leaders, and working with those leaders to produce an annual report. The Director will chair the Advisory Committee and the Steering Committee.

An internal committee appointed by the Provost after 3 and 5 years following the initial implementation of the Institute will review the Institute. As discussed below, the Director will Submit an annual report to the Provost and Senate.

### *Staffing of the New Institute*

The ICER Research Administrator will manage the physical space of the Institute, the equipment cache, facilitate hiring, and manage research assistants as advised by the Director. They will also undertake activities to increase collaborations with external partners, help organize conferences, workshops and retreats, help in the filing of

external grants. They will also administer any fee for service or other funding contribution agreements with external partners. The Research Administrator will report directly to the Director. They will be 0.5 FTE.

### **XIII—SPACE AND EXISTING RESOURCES:**

The existing CSSEJ space is the result of three sequential CFI grants, and a recent renovation for the CIC adjacent to the CSSEJ space proper. The combined space is shared, and there are 10 work stations equipped with computing equipment of various ages and quality. In addition there is a moderately large cache of audio and audio-visual equipment administered by the CSSEJ; several of the computing stations are loaded with the appropriate software for audio-visual editing and production. (Greater efficiency in workstation use/scheduling will allow us to accommodate more student research assistants into the space). In addition there is dedicated graduate student space in a separate room, close to the CSSEJ, with desks for 10 students. Existing graduate student space will not accommodate the students coming into the Institute with their supervisors (we will however open up a conversation with College of Graduate Studies about collaborating in the population of one of the other nearby graduate student spaces (there are two close by)). There are four offices in the space, occupied by the existing principles of the CSSEJ.

### **XII—FUNDING AND OVERVIEW OF BUSINESS PLAN:**

CSSEJ has a well-established track record of funding success in terms of both grants and contracts. These project based funding streams have facilitated student training, research, and research output, but the Centre has laboured under the absence of any core funding from which to either seed new work and new relationships, or for the day-to-day operation of the Centre. A key element of the funding structure of the new Institute is core funding allocated from the Vice-Principal Research (\$50,000). This will support the Institute Research Manager position, basic Institute supplies, and support of work-study positions supervised by members and associate members of the Institute, and to support meetings hosted by ICER.

ICER Budget		Fiscal 2014/15	Fiscal 2015/16	Fiscal 2016/17
<b>REVENUE</b>				
Vice Principal Research		50,000	50,000	50,000
Fee for Service		3,000	3,150	3,308
Other sources of Revenue				
<b>TOTAL REVENUE</b>		<b>53,000</b>	<b>53,150</b>	<b>53,308</b>
<b>EXPENSES</b>				
<b>Salaries and Benefits</b>				
	Research manager (includes benefits)	35,214.11	35,390	35,744
	Work-Study benefits *10 students)	3,175.20	3,175.20	3,175.20
<b>Meeting Expenses</b>				
	Institute AGM and Quarterly networking meetings	3,000	3,150	3,308
	Research cluster	2,000	2,100	2,100



	meetings			
<b>Travel Expenses</b>				
	Local Travel	1,000	1,000	1,000
	Other travel expenses	500	525	538
<b>Operational Supplies &amp; Expense</b>				
	Materials and Supplies	880	924	980
	Printing & Duplicating	480	504	540
	Other Operational Expenditures	500	525	540
<b>Building Operations-Utilities</b>				
	Communications	480	480	480
<b>Capital Expenditures</b>				
	Furniture purchases	771	777	487
	Equipment purchases	2000	2,100	2,208
	Computing Equipment	3,000	2,500	2,208
<b>TOTAL EXPENSES</b>		<b>53,000</b>	<b>53,150</b>	<b>53,307</b>
<b>SURPLUS (DEFICIT)</b>		<b>0</b>	<b>0</b>	<b>0</b>

The success of the Institute in recapturing this investment for the University can be gauged by the ICP (Indirect Cost Program) derived from Tri-council grants and the ICR (Indirect Cost Recovery) from research contracts respectively. Looking at the past, on the basis of the CSSEJ grant and contract inputs, plus the additional inputs of the scholars coming together to form ICER, we can anticipate (conservatively) something over \$500,000 per year to derive from external grants where the PI is a scholar engaged in the Institute. Assuming an even mix of grants and contracts this represents in the region of \$100,000 in cost recovery to UBC through the existing schemes.

**Table Three: Research funding received by CSSEJ/ICER members<sup>5</sup>**

	CSSEJ as PI	ICER as PI	CSSEJ as CI	ICER as CI	Total
2004 <sup>6</sup> - present	\$4,656,762	\$7,988,711	\$10,274,810	\$10,244,097	\$33,164,380
2008 - present	\$1,699,656	\$4,017,502	\$9,242,055	\$7,763,120	\$22,722,333
2004 - present (external only)	\$4,611,936	\$7,330,309	\$10,065,041	\$9,355,501	\$19,420,542
2008 - present (external only)	\$1,673,406	\$3,577,834	\$9,114,286	\$7,136,015	\$14,365,526

We have the capacity to offer some limited fee-for-service opportunities in area of transcription, data management, video production, and literature search/review/management. We will also explore opportunities for fee for service research contracts. We cannot, however, forecast significant revenue flows from these activities.

Additional staff and student supports will come on a project by project basis.

### **XIII - ACTIVITIES PLAN**

ICER will facilitate and support the following the strategic goals in reference to CBR generally, and the research cluster areas specifically.

The strategic goals of ICER are to:

- Build effective interdisciplinary teams to conduct relevant, high quality, impactful research in our areas of research focus.

<sup>5</sup> Note, there is no overlap in these grants. Even in cases where multiple people were involved the grant is counted only once. Research grants received at previous institutions are included (though not as external grants if received from those institutions).

<sup>6</sup> Includes grants extending into 2004.

- Support existing partnerships, facilitate new partnerships, and support a network of interested communities and scholars to share information, opportunities and expertise in an ongoing way.
- Secure funding for training and research; provide undergraduate, graduate and postdoctoral training opportunities
- Enhance UBC Okanagan's visibility and reputation locally and internationally.

Strategic Goals	Activities	Performance measures	Targets
Build effective interdisciplinary teams to conduct relevant, high quality, impactful research in our areas of research focus;	Develop research clusters	Research teams	5 Clusters formed
	Initiate a series of research applications	Successful funding applications	2-3 Tri-council grants; 2-3 contracts
	Support knowledge exchange strategies	Publications; exhibitions; alternative knowledge exchange formats (e.g., online resources, plain language summaries, social media)	Lots
Support existing partnerships, facilitate new partnerships, and	Hold quarterly networking meetings with partners and	Meetings held; # of participants	4 per year with 20 participants each

support a network of interested communities and scholars to share information, opportunities and expertise in an ongoing way.	members		
	Hold research cluster meetings	Meetings held; # of participants	2 per cluster per year with 6-10 participants each
	Develop and maintain internet based communications for sharing funding and research opportunities	Distribution lists developed, flow of information through list	Broad-based well populated listserv with high-volume communication and information flow
	Develop website; establish research resource database	Robustness of site; site visits	Establish a "go to" site for CBR related information and linkage at UBC Okanagan
	Speaker/Seminar series	Seminars held	2-3 'Notable' speakers; 8-10 graduate speakers per year
	Recruit new members, associate members, and partners	# of new members/ associate members/ partners	as appropriate
Secure Funding for Training and Research; provide undergraduate, graduate and	Facilitate grant applications by facilitating CBR collaborations	Success of Institute members and partners in securing research / training funds	\$ per year # of students funded # of Students supervised

postdoctoral training opportunities			
	RISe workshop for student members	# of workshops	Beginning year 2, 1-3 per year (to be conducted in association with undergraduate teaching)  as required
Enhance UBC Okanagan's visibility and reputation locally and internationally	Support and encourage communication re: to external stakeholders.	Community participation in ICER sponsored events  Media coverage  International collaborations; visiting fellows	
	Recruit national and international graduate students	Network through research partnerships; national and international partners	# of students



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January 28, 2015

To: Okanagan Senate

From: Academic Policy Committee

RE: **Proposal to Establish the Regional Socio-Economic Development Institute of Canada** (approval)

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The Academic Policy Committee has received and reviewed the proposal to establish the Regional Socio-Economic Development Institute of Canada, as per *Policy O-5: Research Centres & Research Institutes*, and recommends the following:

**Motion:** *That Senate approve the establishment of the Regional Socio-Economic Development Institute of Canada and forward it to the Board of Governors for approval.*

Respectfully submitted,

Dr. Miriam Grant, Chair  
Senate Academic Policy Committee

Proposal under *UBC Okanagan Senate Policy 05: Research Centres and Research Institutes***REGIONAL SOCIO-ECONOMIC DEVELOPMENT INSTITUTE OF CANADA****SUMMARY DESCRIPTION**

- Strong regional economies are critically important to the social, economic and cultural wellbeing of citizens and communities, as well as to the building of a nation and its success in a globalized and rapidly changing world. BC Interior has an entrepreneurial spirit that makes it a perfect laboratory and focal point for understanding and catalyzing development in practice from a multidisciplinary perspective. For that reason, UBC is investing in the Regional Socio-Economic Development Institute of Canada - an institute with national and international stature that focuses on healthy regional economies as pivotal to a vibrant Canada.
- The Institute will be fuelled by our capacity for interacting with communities. We will utilize the fertile ground for collaboration across post-secondary institutions, community organizations, enterprises, accelerators, development agencies, First Nations and Governments to support the BC Interior and comparable regions around the world in building on their dynamism and success thus far.
- Our outputs will be path breaking because we will purposely combine three factors:
  - Pushing theoretical and empirical frontiers to understand regional development
  - Teaming specialists in diverse disciplines to provide exciting perspectives
  - Using the unique place and space of our home region to enable learning
- We will use new models of research and education to:
  - Provide independent, non-partisan knowledge that is evidence-based and robust
  - Initiate change and innovation that spans social, cultural, economic, health, technological and environmental understanding
  - Consider relevant policies and fresh practices, new enterprise and meaningful growth
  - Build entrepreneurial capacity, linking traditional resource sectors with high-value manufacturing to supply regional and global markets
  - Connect SMEs to research facilities and large corporations, to enable improved performance through R&D
  - Contribute to wealth creation, more and better quality jobs, and talent retention
  - Advance effective measures of social and economic development, competitiveness and impact
  - Bring visiting researchers to Canada, positioning the institute as an international leader
  - Transform experiential student learning, directly impacting regional communities
  - Partner with centres of excellence internationally, nationally and regionally, including: Orkestra - Basque Institute of Competitiveness (San Sebastián, Spain), Imperial College London (London, UK), Kedge Business School (Bordeaux, France), Royal College of Art (London, UK), University of Barcelona (Barcelona, Spain), the Organization of American States (Washington DC, USA), Thompson Rivers University, University of Northern British Columbia, Okanagan College and Selkirk College.
- The Regional Socio-Economic Development Institute of Canada will help to build thriving regional economies, contributing to the creation of a more innovative, resilient and culturally rich society. It will benefit citizens and communities in Canada, bringing about social and economic prosperity and impacting both nation building and the global order.

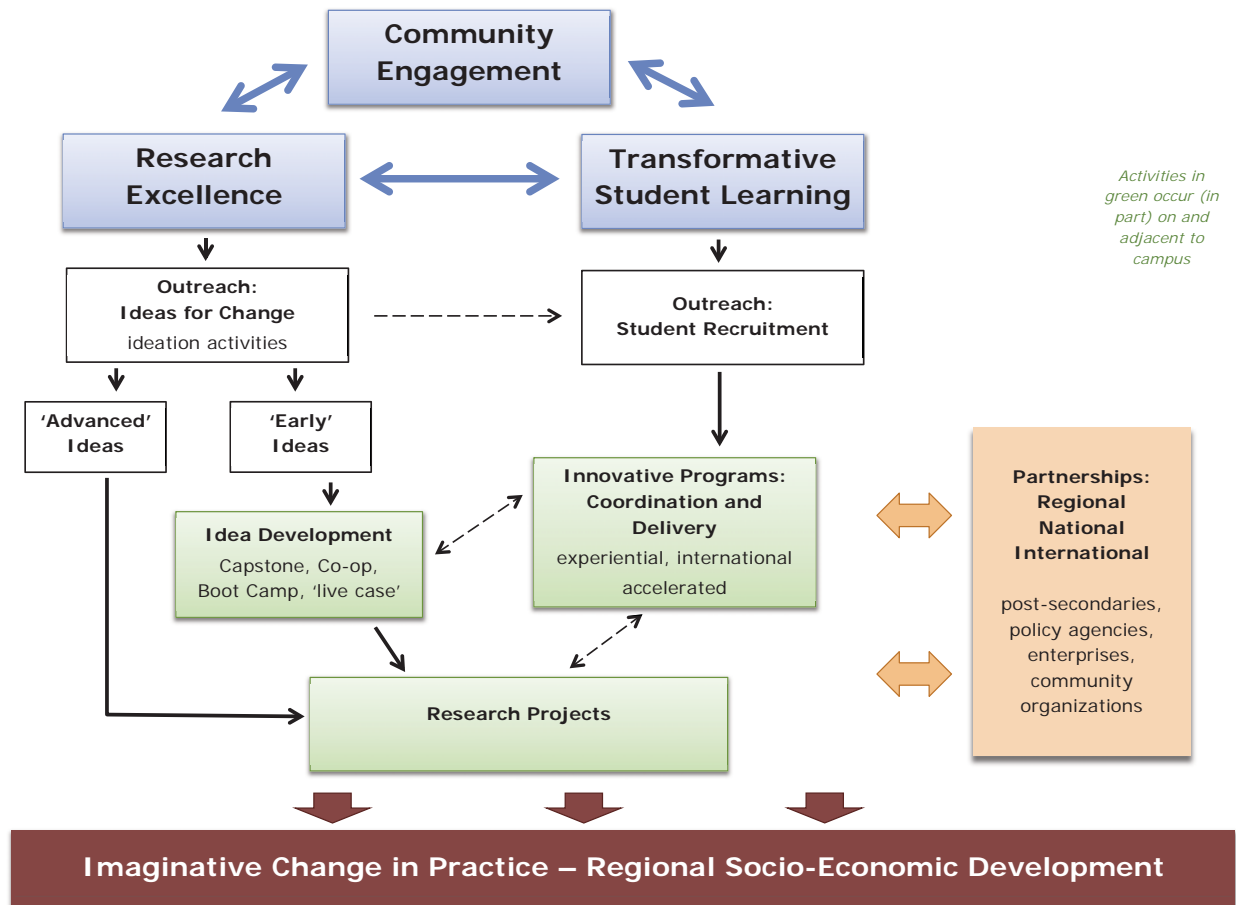
**Vision**

Community engaged post-secondary education that transforms the socio-economic development of regions in practice

**Mission**

Through research and learning driven by community engagement, and through partnerships spanning post-secondaries, policy agencies, enterprises and other community organizations, to have a transformative impact on regional socio-economic development in BC Interior and comparable regions worldwide; particularly via imaginative change involving organizations in the economies, communities and societies of which UBC is and can be a part, and through innovation at UBC

**Overview**



**Why**

- The relevance of our distinctive capabilities as academics to regions that are facing severe threats to their socio-economic development, understood in terms of the wellbeing and health of people and communities, and the environments they influence, as a consequence of interacting social, cultural, economic and technological changes



- The responsibility for catalyzing, in practice, the social and economic development of non-metropolitan areas, particularly British Columbia Interior and comparable regions across Canada and internationally
- The significance of overcoming gaps in research and learning by focusing directly on the needs of regions that are confronting globalised markets and lagging behind metropolitan areas in socio-economic development, or that are interested in different paths of development
- Specifically, the responsibility for helping to meet the needs of regions for:
  - Productive partnerships (regionally, nationally and internationally) that span, *inter alia*, post-secondary institutions, community bodies, businesses, accelerators, development agencies, First Nations and Governments
  - Real development practices, policies and actions to improve wellbeing and the quality of life
  - Effective measures of socio-economic development, competitiveness and impact
  - Successful implementation in practice of innovative ideas that respond to societal challenges and benefit development, for example through new enterprise, meaningful growth, improved job creation and talent retention
  - Independent, non-partisan knowledge that is evidence-based and robust

## Aims

To integrate research excellence, transformative student learning and community engagement in a defining model of twenty-first century university education for BC Interior and comparable regions nationally and internationally, deliberately intended to:

1. Enhance and translate knowledge so as to understand and impact in practice the socio-economic development of regions
2. Incorporate a direct concern with impacting regional socio-economic development in research funding in and across different disciplines
3. Initiate the development of inter-disciplinary courses and programs in regional socio-economic development that are distinguished by their emphasis on research focused teaching, integrated with experiential and international learning<sup>1</sup>
4. Provide, and contribute to, arenas for deliberating about regional socio-economic development
5. Stimulate communities and community members - citizens, policy-makers, enterprises and other organizations - to appreciate and realize their own socio-economic aims, understood and identified through regional/national/international collaboration, both physically and virtually
6. Catalyze change and innovation that spans social, cultural, economic, health, technological and environmental understanding
7. Design, test and implement models of innovation in practice, including commercialization
8. Facilitate the competitiveness of SMEs (of all kinds), helping to link them into international networks and creating globally connected regional clusters, thereby improving outcomes such as wealth creation, employment, job quality and youth retention
9. Devise strategies, policies, actions and tools for achieving and measuring socio-economic development
10. Offer impartial mapping, observation, monitoring, data, evidence, instruments and models
11. Nurture collaborative partnerships and networks amongst influential organizations regionally, nationally and internationally

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<sup>1</sup> *UBC Okanagan Senate Policy 05: Research Centres and Research Institutes* states that an institute "may initiate the development of undergraduate and graduate courses and programs in collaboration with one or more faculties, schools, colleges, or departments (in such cases the latter shall remain formally responsible for the offering of the course or program)".

**How**

- Applying and advancing distinctive academic capabilities on:
  - Processes for engaging in and with communities about regional socio-economic development
  - Appreciating what their development might mean and entail, including the requirements for change and innovation
  - Bringing about actual change and innovation
  - Understanding the consequences for socio-economic development of actual change and innovation in practice, including for the emergence of further ideas for change and innovation
- Purposely combining three factors:
  - Pushing theoretical and empirical frontiers to understand regional development
  - Teaming specialists in diverse disciplines to provide exciting multidisciplinary and interdisciplinary perspectives
  - Using the unique place and space of our home region to enable learning
- Concentrating especially on community engagement and impact in practice in the Okanagan and British Columbia Interior in the first instance, subsequently extending across Canada and internationally
- Regarding the Okanagan and British Columbia Interior as a real-world source of challenges and as an experimental test-bed for solutions
- Building on existing achievements and relationships of UBC and its partners, and focusing on the identification of concrete actions to produce relevant outcomes
- Integrating into the purpose, delivery and outcomes of the institute a concern with relationships among people diverse in experience, history and culture
- Working with and across Faculties and Institutes of UBC, and of partner post-secondary institutions
- Engaging with researchers, entrepreneurs and innovators from across Canada and around the world - both virtually and physically through visiting positions - to develop cutting-edge expertise and outcomes that underpin the institute as an international leader in its field
- From inception (and thereby de-risking the start-up phase), partnering with a world-leading regional development organization, Orkestra - Basque Institute of Competitiveness (San Sebastián, Spain)
- Strengthening relationships with, *inter alia*, Imperial College London (London, England); Glasgow School of Art (Glasgow, Scotland); Kedge Business School (Bordeaux, France); Royal College of Art (London, England); University of Barcelona (Barcelona, Spain); Competitiveness, Innovation and Technology Office of the Organization of American States (Washington DC, United States); and the Inter-American Competitiveness Network (RIAC)
- Seeking partnership with existing initiatives in British Columbia - including the Cultural Future of Small Cities research centre at Thompson Rivers University, the Community Development Institute at UNBC and the Columbia Basin Rural Development Institute at Selkirk College - and adding value by linking the regional and international partners
- Developing a relationship and presence with regional libraries so as to operate the institute in the heart of communities
- Building an integrated working, social and living space that will accommodate visiting specialists and experts from across Canada and internationally, and enable them to interact and incubate ideas

- The Director of the Institute is responsible for implementing its strategy and for its day-to-day administration. The Director is a tenured UBC Professor and reports to the Vice Principal Research Okanagan. The Director is an appointment of the Vice Principal Research Okanagan, normally for a period of three years (renewable).
- The Steering Committee of the Institute is responsible for formulating its strategy. The Director chairs the Institute Steering Committee, comprising UBC faculty appointed by the Director for up to three years (renewable) and approved for the role by the Vice Principal Research Okanagan.
- The Administration Manager reports to the Director and is a member of staff responsible for organizing the support for administering the Institute's activities. The Administration Manager is appointed by the Director for up to three years (renewable) and is approved for that role by the Vice Principal Research Okanagan.
- The Advisory Board provides guidance on the strategy and operation of the Institute. The Advisory Board is chaired by the Director and comprises members external to UBC and appointed for up to three years (renewable) on the recommendation of the Director by the Vice Principal Research Okanagan.
- Participants in the Institute are those faculty, students and staff who join in and contribute to its activities. The Institute is conceived as an open arena for addressing and influencing regional socio-economic development, without having membership rules. The approximately 30 founding participants (see Appendix 1) are based in the College of Graduate Studies, Faculty of Applied Science, Faculty of Creative and Critical Studies, Faculty of Education, Faculty of Health and Social Development, Faculty of Management, Faculty of Medicine Southern Medical Program, Irving K Barber School of Arts and Sciences, the Okanagan Library and UBC's Europe Office.
- The Director will submit an annual report on the activities of the Institute to the Provost and Senate.
- The Institute will be reviewed 3 and 5 years after its establishment by an internal committee of UBC appointed by the Provost for that purpose.

## Budget

- From inception, the institute will work towards sustainable self-funding by opening direct revenue streams across a range of activities, so as to spread risk, for example from:
    - Research, including contract research for governments, institutions and businesses
    - Licensing of measuring and evaluation tools
    - Sales of regional innovation maps, data sets and models
    - Equity positions in new ventures to which the institute adds value
    - Forms of regional micro financing
    - Secondment of institute researchers to partners
- The institute will also initiate the development of interdisciplinary courses and programs in collaboration with faculties, schools, colleges or departments (that are formally responsible for the offering of the course or program). By so doing, it will generate revenue indirectly.
- UBC is providing the Institute with funding in its initial three years to appoint young scholars as postdoctoral fellows, to organize research and learning workshops that enable participants to develop the activities, and to support travel costs to enable interactions with communities (see Appendix 2).
  - It is also expected that, for the first year of activity, UBC will provide some transitional budget from the Okanagan Sustainability Institute.

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<sup>2</sup> The institute is led and governed initially within UBC, with the prospect that it ultimately becomes a not-for-profit, stand alone partnership of key actors that impact regional innovation and socio-economic development.

## Founding Participants

### *Faculty*

Arjun Bhardwaj	Faculty of Management
Mike Burgess	School of Population and Public Health and Faculty of Medicine Southern Medical Program
John Burton	Faculty of Management
Mike Chiasson	Faculty of Management
Susan Crichton	Faculty of Education
Keith Culver	Faculty of Management
Thomas Heilke	College of Graduate Studies
Ross Hickey	Irving K Barber School of Arts and Sciences - Economics
Eric Li	Faculty of Management
Barb Marcolin	Faculty of Management
Ashok Mathur	Faculty of Creative and Critical Studies
Chris Martin	Faculty of Education
Homayoun Najjaran	Faculty of Applied Science
Stephen O'Leary	Faculty of Applied Science
Rehan Sadiq	Faculty of Applied Science
Roger Sugden	Faculty of Management
Ed Taylor	Faculty of Health and Social Development
Wisdom Tettey	Faculty of Creative and Critical Studies
Laura Thorne	Okanagan Library
Susan Wells	Faculty of Health and Social Development; and Irving K Barber School of Arts and Sciences - Psychology
Ying Zhu	Faculty of Management

### *Staff*

Soren Harbel	Europe Office
Carolyn Hopkins	Faculty of Management
Nicky Dhaliwal	Office of the Provost and Vice Principal
Lois Marshall	Okanagan Library
Greg Mather	Student Services
Jamie Snow	Faculty of Management
Marcela Valania	Faculty of Management
Carol Zuckerman	Faculty of Management

## Initial Three Year Funding for Postdoctoral Fellows, Workshops and Community Interaction

The University of British Columbia

Administrative Unit 14/15 Projection and 5  
Year PlanRegional Socio-Economic Development Institute of  
Canada

Insert Unit Name

Operating Funds Planning Scenarios	14/15 Forecast	15/16	16/17	17/18	Notes
<b>REVENUE</b>					
<b>UNRESTRICTED OPERATING REVENUES</b>					
Base Operating Grant	0	50,000	50,000	50,000	
One-time GPO Funding	0	0	0	0	
Other Operating Revenues	0	0	0	0	
<b>TOTAL UNRESTRICTED OPERATING REVENUES</b>	<b>0</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	
ENDOWMENT FUNDING ALLOCATION	0	0	0	0	
<b>TOTAL REVENUE</b>	<b>0</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	
<b>EXPENSES</b>					
Salary - Faculty Compensation	0	40,500	41,310	42,136	
Faculty (incl PTR)	0	0	0	0	
Sessional Lecturers	0	40,500	41,310	42,136	Post Doc 3 years only
Salary - Administration Compensation	0	0	0	0	
AAPS (incl merit and unfunded wage incr.)	0	0	0	0	
BCGEU (incl step increases)	0	0	0	0	
Students	0	0	0	0	
Overtime	0	0	0	0	
Benefits	0	4,860	4,957	5,056	
Travel	0	1,000	1,000	1,000	Interaction with Communities
Professional Fees	0	0	0	0	
Capital Costs (incl. Furniture, equipment, computer, debt servicing)	0	0	0	0	
Capital Costs	0	0	0	0	
Debt Servicing	0	0	0	0	
Other Operating Expenses	0	3,640	2,733	1,807	Workshops and office supplies
<b>TOTAL EXPENSES</b>	<b>0</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	
<b>INTERFUND TRANSFERS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>SURPLUS / DEFICIT</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>EXCEPTIONAL ITEMS</b>					
One-time Exceptional Revenue	0	0	0	0	
One-time Exceptional Expenses	0	0	0	0	
<b>SURPLUS / DEFICIT (EXCEPTIONAL ITEMS)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Carry Forward - Consolidated (Beginning)	0	0	0	0	
Carry Forward - Consolidated (Ending)	0	0	0	0	
Carry Forward - Unrestricted Operating (Ending)	0	0	0	0	
Carry Forward - Endowment Funding (Ending)	0	0	0	0	



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Office of the Senate  
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January 16, 2015

**To:** Okanagan Senate  
**From:** Senate Agenda Committee  
**Subject:** Senate Meeting Schedule

---

The Senate Agenda Committee has considered a request from the administration regarding the timing of Okanagan Senate meetings. The Senate establishes a meeting schedule annually as per Rule 15 (a) and (b) of the *Rules and Procedures of Senate*. Presently, Okanagan Senate meetings are usually on Wednesday afternoons (on 3<sup>rd</sup> or 4<sup>th</sup> Wednesday of each month) except in December and May, where they are on Thursday afternoons and a week prior than usual, to avoid the holiday break and Vancouver congregation.

The administration has noted that Wednesday afternoon is problematic for some administrators, including the President, in assembling a reasonable schedule of events at the Okanagan campus and in Kelowna. Mondays and Fridays, although not presenting that same difficulty, present issues around statutory holidays and other events. Thursday has been suggested as an alternative.

The Committee notes that the Wednesday time was originally selected as it was viewed as the least likely to be scheduled for teaching; however, an analysis of the recent teaching schedules of senators has shown that there are similar scheduling issues for either day.<sup>1</sup>

The Committee has considered the request, and is pleased to recommend that Senate meetings all be moved to Thursday afternoons. The Committee would therefore recommend:

*That Senate amend Rule 15 (a) of the Rules and Procedures of Senate as follows (new text in bold):*

*15. Regular Meetings*

*a. The Senate shall schedule nine regular meetings each academic year, normally on either the third, ~~or the fourth, or fifth Wednesday~~ **Thursday** of the month from September through May. Such meetings shall normally be called to order at 3:30 p.m.*

Should this motion be to the satisfaction of Senate, the Committee would further recommend:

*That, in accordance with Rule 15 (b), the regular senate meeting schedule for 2015-2016 be established as follows: 24 September 2015, 29 October 2015, 26 November 2015, 17 December 2015, 28 January 2016, 25 February 2016, 31 March 2016, 28 April 2016. 19 May 2016.*

All of the above meetings would be on the last Thursday of each month, except December and May, where they remain a week prior.

<sup>1</sup> The Committee expects that senators and their units will work together to assign teaching schedules that minimize conflicts with University service obligations regardless of the day selected.



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January 16, 2015

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

---

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

As such, the following is recommended to Senate:

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

- a. From the Faculty of Arts & Sciences
  - i. POLI 223 (3) Introduction to Philosophy, Politics and Economics (PPE)
  - ii. POLI 352 (3) Comparative Politics of Public Policy
  - iii. SUST 491 (3) Special Topics in Sustainability
  - iv. PHIL 437 (3) Philosophy and the Global Order (revised course)
  - v. Philosophy, Politics and Economics (revision to the major)

For the Committee,

Dr. Peter Arthur  
Chair, Curriculum Committee

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

### Category: 1

<p><b>Faculty/School:</b> IKBSAS  <b>Department/Unit:</b> Political Science/Unit 8  <b>Faculty/School Approval Date:</b>  November 21, 2014  <b>Effective Session:</b> 2015W</p>	<p><b>Date:</b> July 21, 2014  <b>Contact Person:</b> Dr. Carl C. Hodge  <b>Phone:</b> 250.807.9321  <b>Email:</b> carl.hodge@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>POLI 223 (3) Introduction to Philosophy, Politics and Economics (PPE)</u></b></p> <p><b><u>The relationship of ethics, economics and politics to the advocacy, formulation, legislation and administration of public policy. [3-0-0]</u></b></p> <p><b><u>Prerequisite: 3 credits in each of ECON, PHIL and POLI and an average of at least 70% in each discipline.</u></b></p>	<p><b>Draft Academic Calendar URL:</b>  n/a</p> <p><b>Present Academic Calendar Entry:</b>  n/a</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> To offer junior-level students interested in the PPE Major an integrated introduction to the multidisciplinary nature of public policy issues. Additionally to nurture a culture of public debate among PPE students.</p>



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

<b>Category: 1</b>	
<b>Faculty/School:</b> Arts and Science <b>Dept./Unit:</b> Political Science/Unit 8 <b>Faculty/School Approval Date:</b> October 24, 2014 <b>Effective Session:</b> 2015W	<b>Date:</b> September 22, 2014 <b>Contact Person:</b> Dr. Carey Doberstein <b>Phone:</b> 250.807.9017 <b>Email:</b> carey.doberstein@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> <p>To offer an upper-year course in the public policy subfield of political science for undergraduate majors as well as support the PPE program with a course that deals directly with the theories of the policy process, which is currently not among the course offerings for students. Comparative public policy as a subfield of political science has distinct theories from comparative politics and international relations, and since we do not currently offer a course in public policy, students would benefit from an opportunity to engage with this literature. Graduate-level public policy and administration programs in Canada and elsewhere have grown considerably in the last decade, and this course will provide senior undergraduates at UBCO with exposure to the public policy literature and experience that they can leverage in relevant graduate school applications.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 352 (3) Comparative Politics of Public Policy</b></u>  <u><b>Policy-making across industrialized democracies, with a focus on North America and Europe.</b></u> <u><b>[3-0-0]</b></u> <u><b>Prerequisites: POLI 220 and third-year standing.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a

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

### Category: 1

<p><b>Faculty/School:</b> IKBSAS  <b>Department/Unit:</b> CCGS Human Geography  <b>Faculty/School Approval Date:</b> November 21, 2014  <b>Effective Session:</b> 2015S</p>	<p><b>Date:</b> August 25, 2014  <b>Contact Person:</b> Donna M. Senese  <b>Phone:</b> 250.807.9372  <b>Email:</b> donna.senese@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>SUST 491 (3) Special Topics in Sustainability</u></b></p> <p><b><u>Intensive examination of selected topics in sustainability. May include field project or travel. Consult unit for this year's offerings. [3-0-0]</u></b></p> <p><b><u>Prerequisite: SUST 100 and third-year standing.</u></b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p><b>Present Academic Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> Creation of new course.</p> <p><b>Rationale:</b> This course fulfills UBC Okanagan's strategic direction in sustainability, complements the focus on interdisciplinary studies of sustainability and deepens the knowledge gained in third-year courses in sustainability. The course also fulfills one of the IKBAS guiding principles to provide excellence in teaching and learning as a key to promoting the values of a civil and sustainable society. This is the only course students can take to deepen their knowledge of sustainability at an advanced level.</p>

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

### Category: 1

<p><b>Faculty/School:</b> I.K. Barber School of Arts and Sciences  <b>Department/Unit:</b> Philosophy/Unit 8  <b>Faculty/School Approval Date:</b> November 21, 2014  <b>Effective Session:</b> 2015W</p>	<p><b>Date:</b> September, 4, 2014  <b>Contact Person:</b> Manuela Ungureanu  <b>Phone:</b> 250.807.9375  <b>Email:</b> Manuela.ungureanu@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b></p> <p>PHIL 437 (3) Philosophy and the Global <b><u>Order</u></b></p> <p><b><u>Central contemporary philosophical approaches to global political systems and governance. Clarifying the meaning of basic political concepts (e.g., citizenship, civil society, liberty and human rights) in both a global context and when necessary outside the traditional framework of the nation state.</u></b> [3-0-0]  <i>Prerequisite:</i> Third-year standing and 3 credits of PHIL.</p>	<p><b>Draft Academic Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=PHIL">http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=PHIL</a></p> <p><b>Present Academic Calendar Entry:</b>  <a href="http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=PHIL">http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=PHIL</a></p> <p>PHIL 437 (3) Philosophy and the Global <b>State</b></p> <p><del><b>Examination of central contemporary philosophical approaches to multinational democracy and global governance with a focus on recent works by John Rawls and his critics: Charles Taylor, James Tully, David Miller. Focus on the clarification of basic concepts of emergent political theories of global governance such as global citizenship, global civic society, cosmopolitan democracy, basic human rights.</b></del> [3-0-0]  <i>Prerequisite:</i> Third-year standing and 3 credits of PHIL.</p> <p><b>Type of Action:</b> Change the title of the course and replace the current calendar description with the more inclusive one on the left.</p> <p><b>Rationale:</b></p>

	<p>It would better serve the needs and interests of the students and the faculty to have a course that could, but need not, focus on Rawls. Rawls is very important, but so are other scholars, such as Amartya Sen. This is a course on global order, not Rawls, and the course's reading material should change as scholarly thinking on global order develops. Also, since this course is often taught by different faculty, it is prudent to broaden the focus and thereby permit faculty more flexibility when choosing reading material.</p> <p>The proposed change also makes clear that the basic political concepts will be examined in both a global context and (when necessary) outside the traditional framework of the nation state. This is useful information for those who are considering taking or teaching the course.</p> <p>The title should be changed so that it better reflects the proposed changes to the course description.</p>
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## Curriculum Proposal Form Change to Program – Okanagan Campus

### Category: 1

<p><b>Faculty/School:</b> Arts and Sciences  <b>Department/Unit:</b> Unit 8  <b>Faculty/School Approval Date:</b> October 24, 2014  <b>Effective Session:</b> 2015W</p>	<p><b>Date:</b> May 21, 2014  <b>Contact Person:</b> Dr. Carl C. Hodge  <b>Phone:</b> 250.807.9321  <b>Email:</b> carl.hodge@ubc.ca</p>
<p><b>Proposed Academic Calendar Entry:</b>  <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1255">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1255</a></p> <p><b>Philosophy, Politics, and Economics (PPE)</b></p> <p><b>[14640] Major in Philosophy, Politics, and Economics (PPE)</b></p> <p>[. . .]</p> <p><b>[14643]</b> To be admitted to the PPE program students must:</p> <ul style="list-style-type: none"> <li><b>[14644]</b> <ul style="list-style-type: none"> <li>• <b><u>have completed at least 3 credits in each of the PHIL, POLI and ECON disciplines and</u></b> no fewer than 30 but not more than 90 credits towards a B.A. program with an average of at least <b><u>70% in each of their ECON, PHIL and POLI courses;</u></b></li> <li>• satisfy the Faculty of Arts and Sciences English requirement; and</li> <li>• receive permission from the coordinator of the PPE program.</li> </ul> </li> </ul> <p><b>[14645]</b> Admission is by formal application to the coordinator of the PPE program.</p>	<p><b>Draft Academic Calendar URL:</b>  <a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1255">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1255</a></p> <p><b>Present Academic Calendar Entry:</b>  <a href="http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1255">http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1255</a></p> <p><b>Philosophy, Politics, and Economics (PPE)</b></p> <p><b>[14640] Major in Philosophy, Politics, and Economics (PPE)</b></p> <p>[. . .]</p> <p><b>[14643]</b> To be admitted to the PPE program students must:</p> <ul style="list-style-type: none"> <li><b>[14644]</b> <ul style="list-style-type: none"> <li>• <b>complete</b> no fewer 30 than but not more than 90 credits towards a B.A. program with an <b>overall</b> average of at least <b>65%;</b></li> <li>• satisfy the Faculty of Arts and Sciences English requirement; and</li> <li>• receive permission from the coordinator of the PPE program.</li> </ul> </li> </ul> <p><b>[14645]</b> Admission is by formal application to the coordinator of the PPE program.</p>

**[14646]** Students in the PPE program are required to take a common set of first- and second-year courses. They must also choose one of four options.

**[14647] First and Second Years**

**[14648]**

- ECON 101, 102;
- One of ECON 204, 205, 221, 232;
- One of PHIL 111, 121;
- One of PHIL 120, 220;
- PHIL 230;
- **Three of** POLI 101, 220, 223, 240;
- STAT 121.

**[14649] Third and Fourth Years**

**[14650]** At the third- and fourth-year levels, students must choose to emphasize either Economics (Option A), **or** Political Science (Option B), **or** Philosophy (Option C), or Law (Option D).

**All PPE students must complete the directed studies course numbered 497 in their discipline of emphasis during their final year of study. Students must consult with the PPE Coordinator during the term prior to the term in which they plan to complete their directed studies course.**

**[14651] Option A: Economics Emphasis**

**[14652]**

- ECON 497<sup>1</sup>;
- 18 upper-level credits in Economics (in addition to ECON 497);
- 12 upper-level credits in Political Science;
- 12 upper-level credits in Philosophy;
- 3 credits from any upper-level course.

**[14646]** Students in the PPE program are required to take a common set of first- and second-year courses. They must also choose one of four options.

**[14647] First and Second Years**

**[14648]**

- ECON 101, 102;
- One of ECON 204, 205;
- One of PHIL 111, 121;
- One of PHIL 120, 220;
- PHIL 230;
- POLI 101, 220, 240;
- STAT 121.

**[14649] Third and Fourth Years**

**[14650]** At the third- and fourth-year levels, students must choose to emphasize either Economics (Option A), Political Science (Option B), Philosophy (Option C), or Law (Option D).

**[14651] Option A: Economics Emphasis**

**[14652]**

- ECON 497;
- 18 upper-level credits in Economics (in addition to ECON 497);
- 12 upper-level credits in Political Science;
- 12 upper-level credits in Philosophy;
- 3 credits from any upper-level course.

<p><b>[14653] Option B: Political Science Emphasis</b></p> <p><b>[14654]</b></p> <ul style="list-style-type: none"> <li>• POLI 497<sup>1</sup>;</li> <li>• 18 upper-level credits in Political Science (in addition to POLI 497);</li> <li>• 12 upper-level credits in Economics;</li> <li>• 12 upper-level credits in Philosophy;</li> <li>• 3 credits from any upper-level course.</li> </ul>	<p><b>[14653] Option B: Political Science Emphasis</b></p> <p><b>[14654]</b></p> <ul style="list-style-type: none"> <li>• POLI 497;</li> <li>• 18 upper-level credits in Political Science (in addition to POLI 497);</li> <li>• 12 upper-level credits in Economics;</li> <li>• 12 upper-level credits in Philosophy;</li> <li>• 3 credits from any upper-level course.</li> </ul>
<p><b>[14655] Option C: Philosophy Emphasis</b></p> <p><b>[14656]</b></p> <ul style="list-style-type: none"> <li>• PHIL 497<sup>1</sup>;</li> <li>• 18 upper-level credits in Philosophy (in addition to PHIL 497);</li> <li>• 12 upper-level credits in Economics;</li> <li>• 12 upper-level credits in Political Science;</li> <li>• 3 credits from any upper-level course.</li> </ul>	<p><b>[14655] Option C: Philosophy Emphasis</b></p> <p><b>[14656]</b></p> <ul style="list-style-type: none"> <li>• PHIL 497;</li> <li>• 18 upper-level credits in Philosophy (in addition to PHIL 497);</li> <li>• 12 upper-level credits in Economics;</li> <li>• 12 upper-level credits in Political Science;</li> <li>• 3 credits from any upper-level course.</li> </ul>
<p><b>[15513] Option D: Law Emphasis</b></p> <p><b>[15514]</b></p> <ul style="list-style-type: none"> <li>• <b><u>POLI 432</u></b>;</li> <li>• One of POLI 497, PHIL 497, ECON 497;</li> <li>• <b><u>15</u></b> upper-level credits in Political Science from POLI 303, 313, <b><u>352</u></b>, 354, 356, 382, 383, 402, 465;</li> <li>• 12 upper-level credits in Economics from ECON 345, 351, 352, 360, 361, 370, 371, 372, 386, 390;</li> <li>• 12 upper-level credits in Philosophy from PHIL 331, 338, 373, 425, 435, 436, 437;</li> <li>• 3 credits from any upper-level course.</li> </ul>	<p><b>[15513] Option D: Law Emphasis</b></p> <p><b>[15514]</b></p> <ul style="list-style-type: none"> <li>• One of POLI 497, PHIL 497, ECON 497;</li> <li>• <b><del>18</del></b> upper-level credits in Political Science <b>including POLI 432 and <del>15</del> credits</b> from POLI 303, 313, 354, 356, 382, 383, 402, 465;</li> <li>• 12 upper-level credits in Economics from ECON 345, 351, 352, 360, 361, 370, 371, 372, 386, 390;</li> <li>• 12 upper-level credits in Philosophy from PHIL 331, 338, 373, 425, 435, 436, 437;</li> <li>• 3 credits from any upper-level course.</li> </ul>

<p><b>[14657] Graduation Requirements</b></p> <p>[...]</p> <p><b><u>1 All 497 courses are directed studies courses.</u></b></p>	<p><b>[14657] Graduation Requirements</b></p> <p>[...]</p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. Change in admission requirements.</li> <li>2. Add two 200-level ECON courses and one new POLI course to the list of the required courses for first- and second-year.</li> <li>3. Add POLI 352, new course, to Option D: Law Emphasis</li> <li>4. Clarify procedure for directed studies courses.</li> </ol> <p><b>Rationale:</b></p> <p>The rationale of the proposed change in admission requirement is to achieve greater balance of student attention to all three disciplines; thereby improving the preparedness of senior-level students for their 497 Directed Studies research and writing.</p> <p>An introductory calculus course (<i>i.e.</i>, MATH100 or MATH116) is added to the pre-requisites for ECON204 and ECON205. In order to offset a negative impact on student enrollment, two 200-level ECON courses without any math prerequisites are added to the list.</p> <p>A new POLI course, POLI 223, is created to offers students who are interested in the PPE Major an integrated introduction to the multidisciplinary nature of public policy issues. It is appropriate to include this course as one of two required POLI courses for first- and second-year.</p> <p>POLI 352, new course, is added to the Option D: Law Emphasis. The course supports the PPE program as it deals directly with the theories of the policy</p>
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	<p>process, many of which have legal dynamics and implications.</p> <p>Clarifying the procedure for Directed Studies courses enables students to plan ahead, thereby to better prepare them for their Directed Studies research and writing.</p>
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**Office of the Senate**  
University Centre | UNC 322  
3333 University Way  
Kelowna, BC Canada V1V 1V7

January 16, 2015

**To:** Okanagan Senate  
**From:** Senate Nominating Committee  
**Subject:** Adjustments to Committee Membership

---

The Senate nominating Committee is pleased to recommend as follows:

*That the following senators be appointed to committees of Senate as set out below until 31 March 2015 and thereafter until replaced:*

*Admission & Awards Committee*

*Tolulope Daramola, to replace Natalie Wong  
Dhiren Kandanmal*

*Appeals of Standing & Discipline*

*Dhiren Kandanmal*

*Learning & Research Committee*

*Natalie Wong*



## Memorandum

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Date      November 26, 2014

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To         Okanagan Senate

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From      Deborah Buszard, Deputy Vice-Chancellor and Principal

---

Subject    Research Strategy

---

Please find enclosed a summary of a recent discussion focused on identifying some preliminary research strategic priorities for the UBC Okanagan Campus. To provide some context to the discussion outputs, also attached is a presentation that was shared to provide a high-level "current state" view of research activity on campus. Those able to attend the discussion group included:

Gordon Binsted, Acting Vice-Principal Research

Barbara Rutherford, Acting Dean, IK Barber School of Arts and Sciences

Roger Sugden, Dean, Faculty of Management

Rehan Sadiq, Acting Director, School of Engineering

Nancy Holmes, Associate Professor, Faculty of Creative and Critical Studies

Richard Klukas, Associate Professor, School of Engineering

Paul Van Donkelaar, Director, School of Health and Exercise Sciences

John Klironomos, Associate Dean Research, IK Barber School of Arts and Sciences

Mike Chiasson, Professor, Faculty of Management

Michael Shakespeare, Associate Vice-President, Finance and Operations

Deborah Buszard, Deputy Vice-Chancellor and Principal

Helen Burt, Associate Vice-President, Research and International

Nicole Udzenija, Director of Campus Initiatives

## Research Discussion Summary

### A: Current State/Environmental Scan Findings

#### *Strengths/Opportunities include:*

- UBC Reputation (credibility, partnership opportunities)
- Location (recruiting tool, unique research environment)
- Strong community connection
- Research active new hires
- Emerging clusters of activity (materials and manufacturing; culture and community; regional socio-economic development; bio-diversity; health assessment and promotion)

#### *Aspirations/Results:*

- Collaborative research rooted in disciplinary excellence (impact)
- Leadership in a few core areas eg: infrastructure research and socio-economic development; environmental health and wellbeing, etc...
- Strong research culture developing
- Major projects built with industry and informed by many disciplines
- Strong intersection between student experiential learning and research

#### *Barriers to Success:*

- Lack of critical mass
- Lack of research mentorship and leadership capacity at the unit level due to competing administrative priorities
- Quantity of high quality PhD and PDFs

**B: Next Steps**

A number of strategies and tactics were discussed, and are summarized as follows:

Supporting excellence

Strategy: Invest in excellent people

Tactics:

- Pursue strategic mid- career hires
- Promote program of funded PhDs and PDFs, leveraging and topping up existing funding
- Pursue funding for named professorships

Building strength:

Strategy: Continue to build capacity for mentorship and access to mentorship

Tactics:

- Strengthen central administrative support for key academic unit leadership functions to ensure more capacity at the unit level for research mentorship
- Fund grants to enable travel necessary to meet mentors and network

Strategy: Leverage partnerships

Tactics:

- Build effective linkages with UBCV researchers and research office (eg: Strategic Projects Officer)
- Continue to build effective international partnerships (eg: Imperial)
- Continue to support industry partnerships

Community Engagement:

Strategy: Support innovation eco-system in communities

Tactics:

- Support Innovation in the Interior
- Support STAR
- Support partnership initiatives such as Healthy Cities
- Support existing institutes, and explore new ones
- Create internal Community Engagement Advisory Council

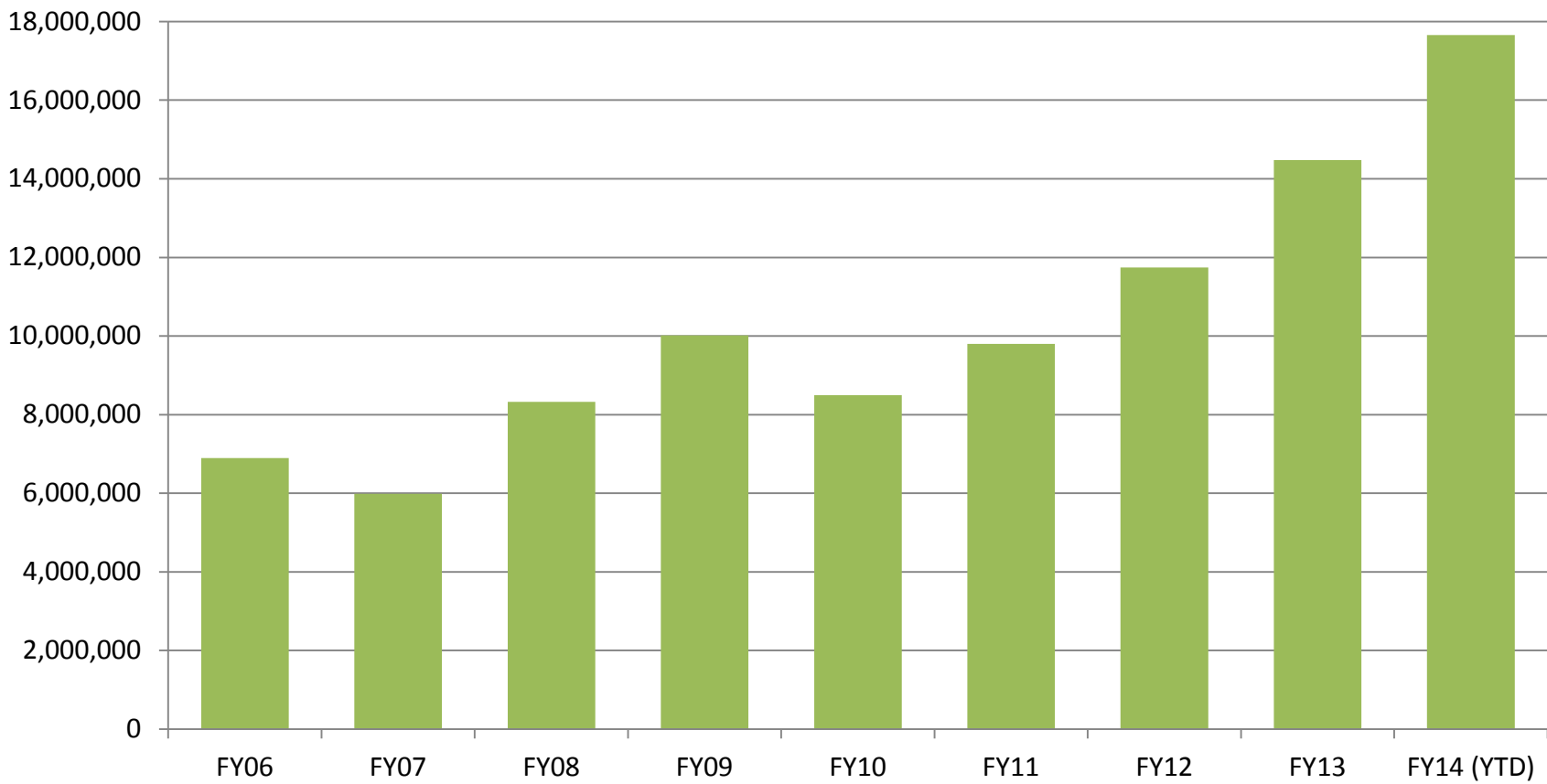
# Research Data



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# Total Okanagan Campus Faculty Research Funding (by Fiscal Year)

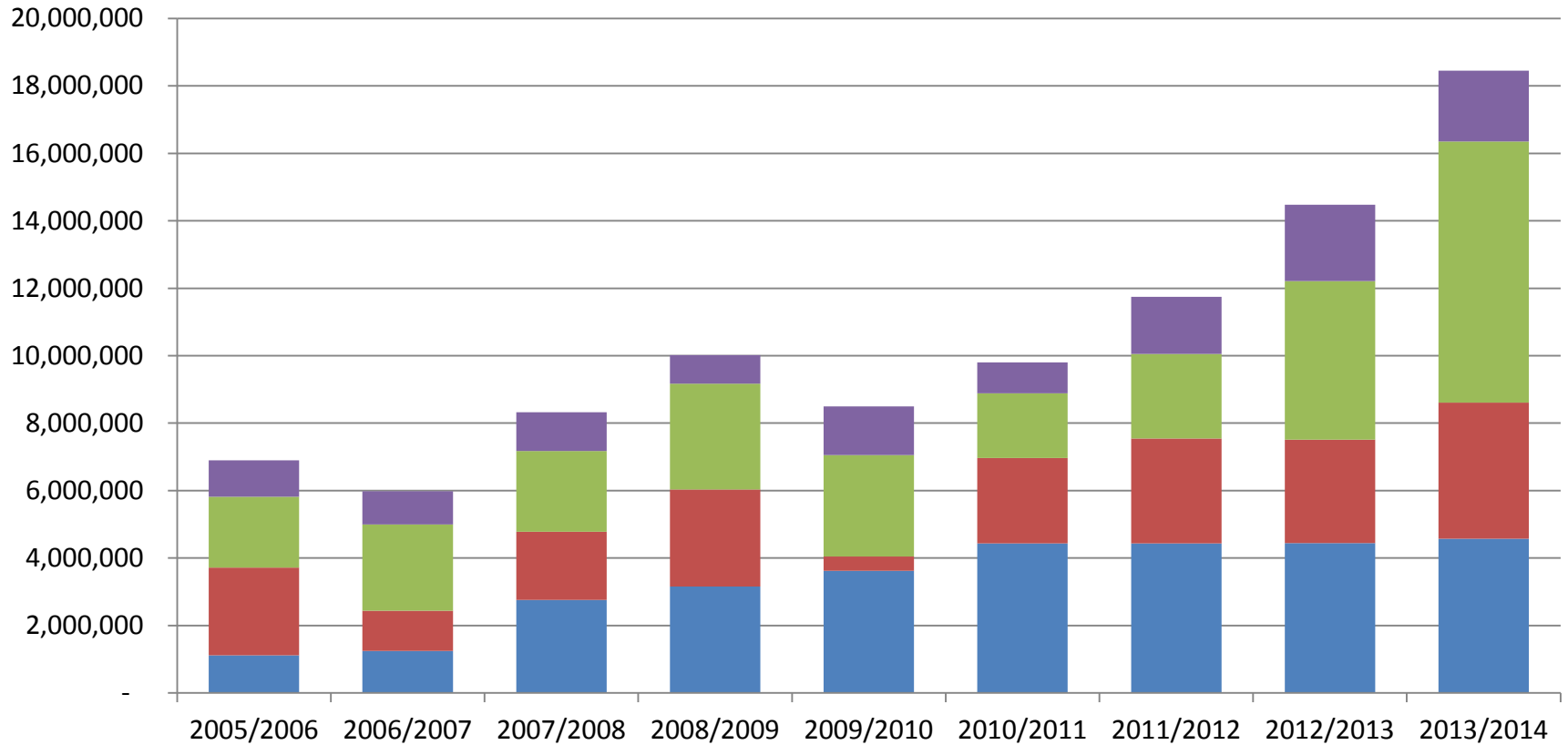


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# UBCO Research Funding

Federal Agency    Infrastructure    Other External    UBC Internal

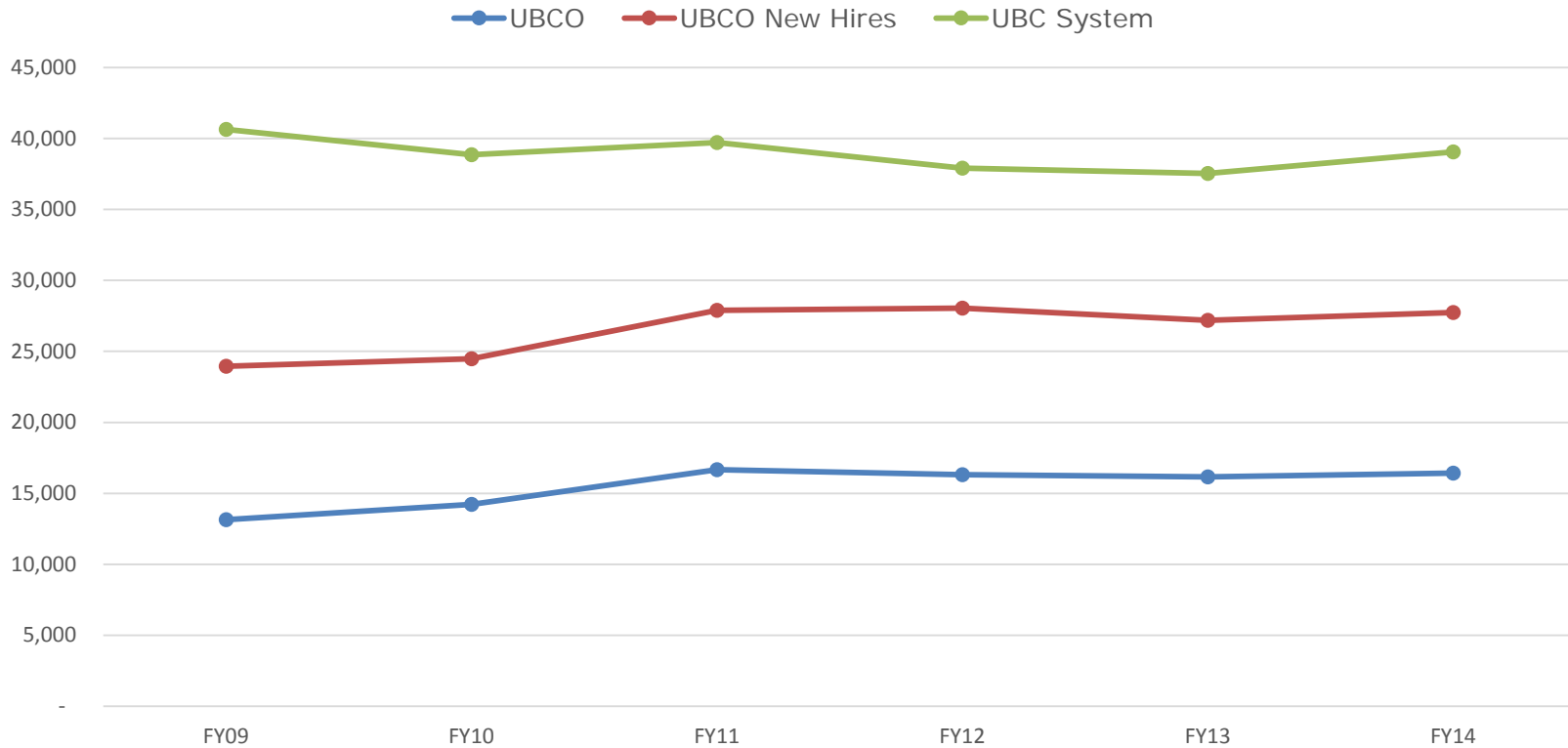


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# Average Tri-Council Funding per Professoriate (Research) Stream Faculty Member

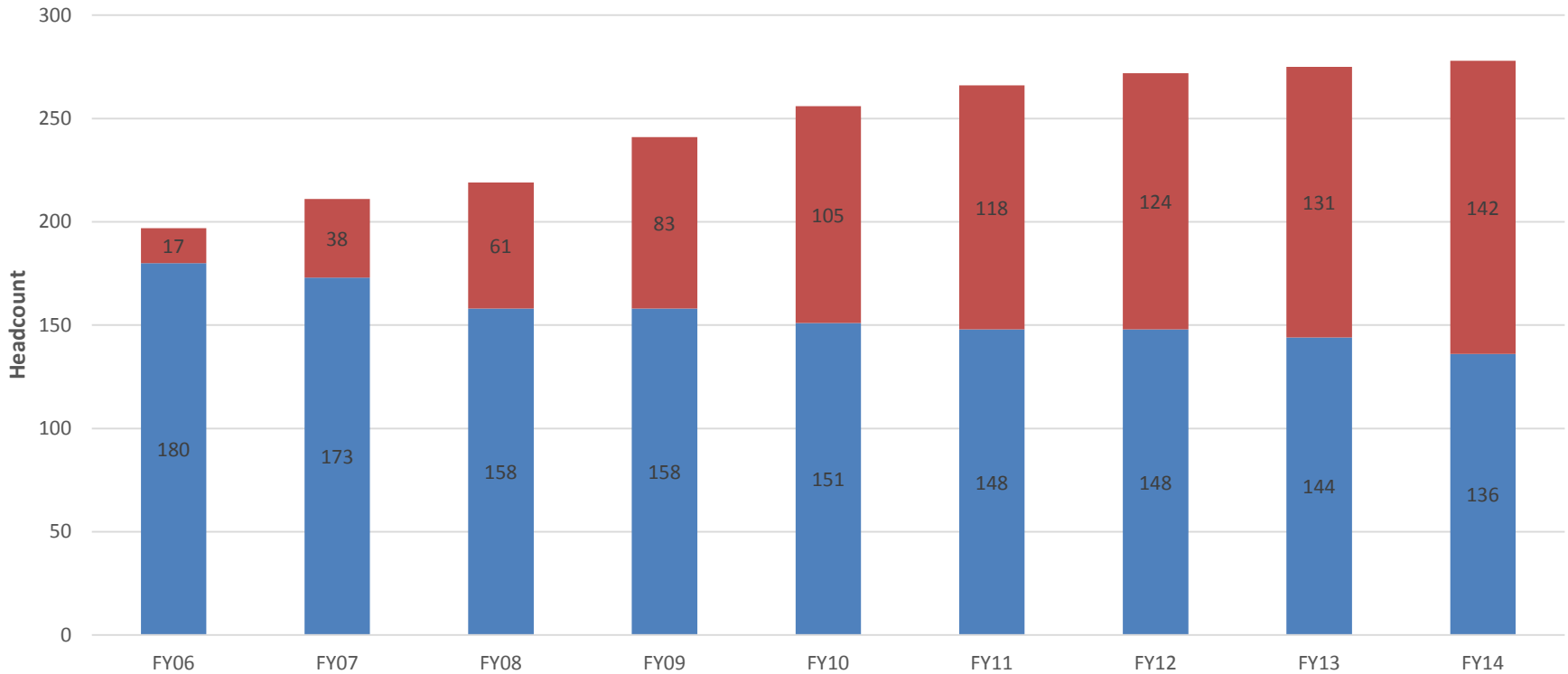


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# UBCO Research Stream Faculty Headcount

■ Pre-2005 Hire ■ Post-2005 Hire

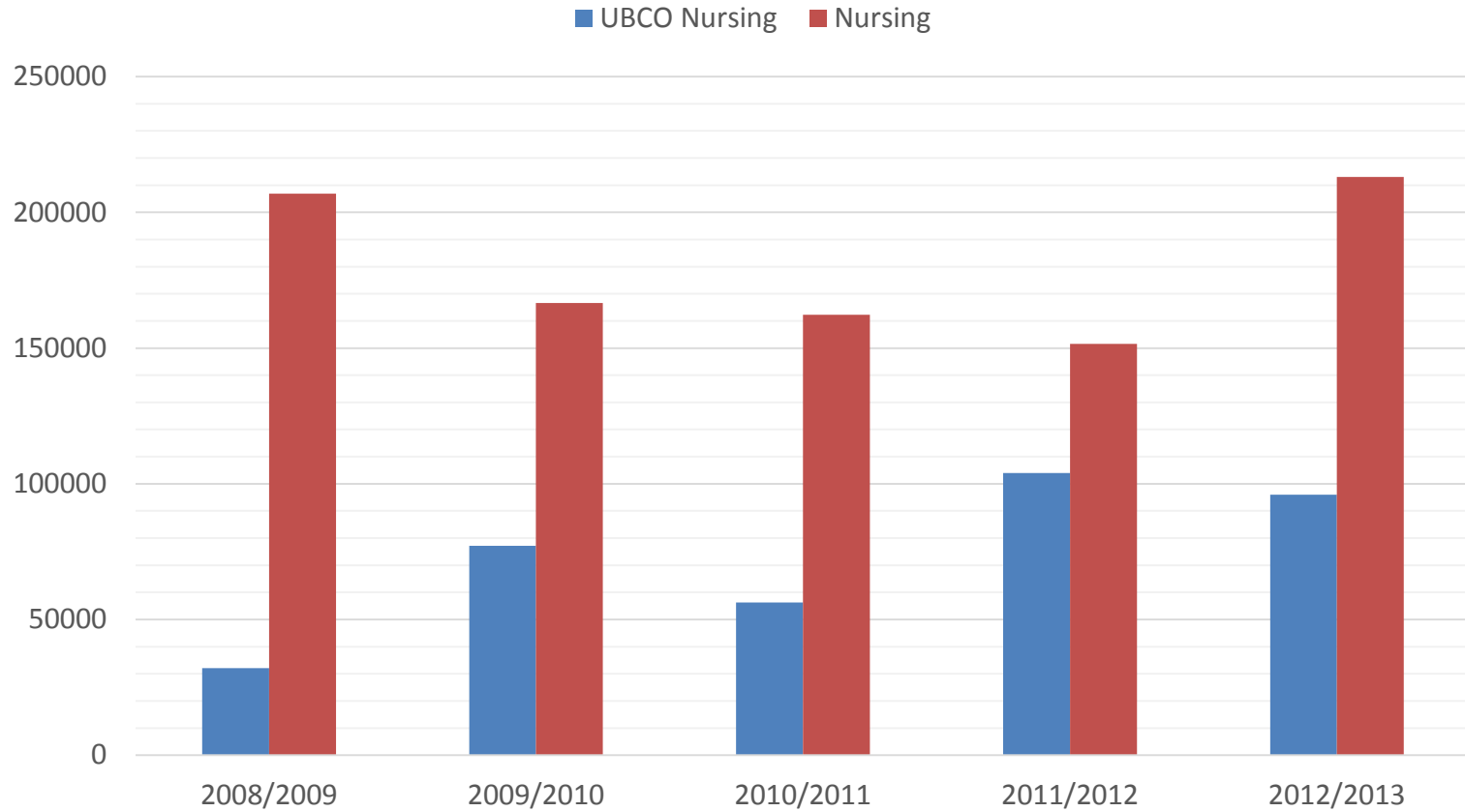


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# UBC Campus Comparisons

## Average Funding per Faculty (all ranks)



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# UBC Campus Comparisons

## Average Funding per Professor (all ranks)

■ UBCO Health and Exercise Sciences   ■ School of Kinesiology



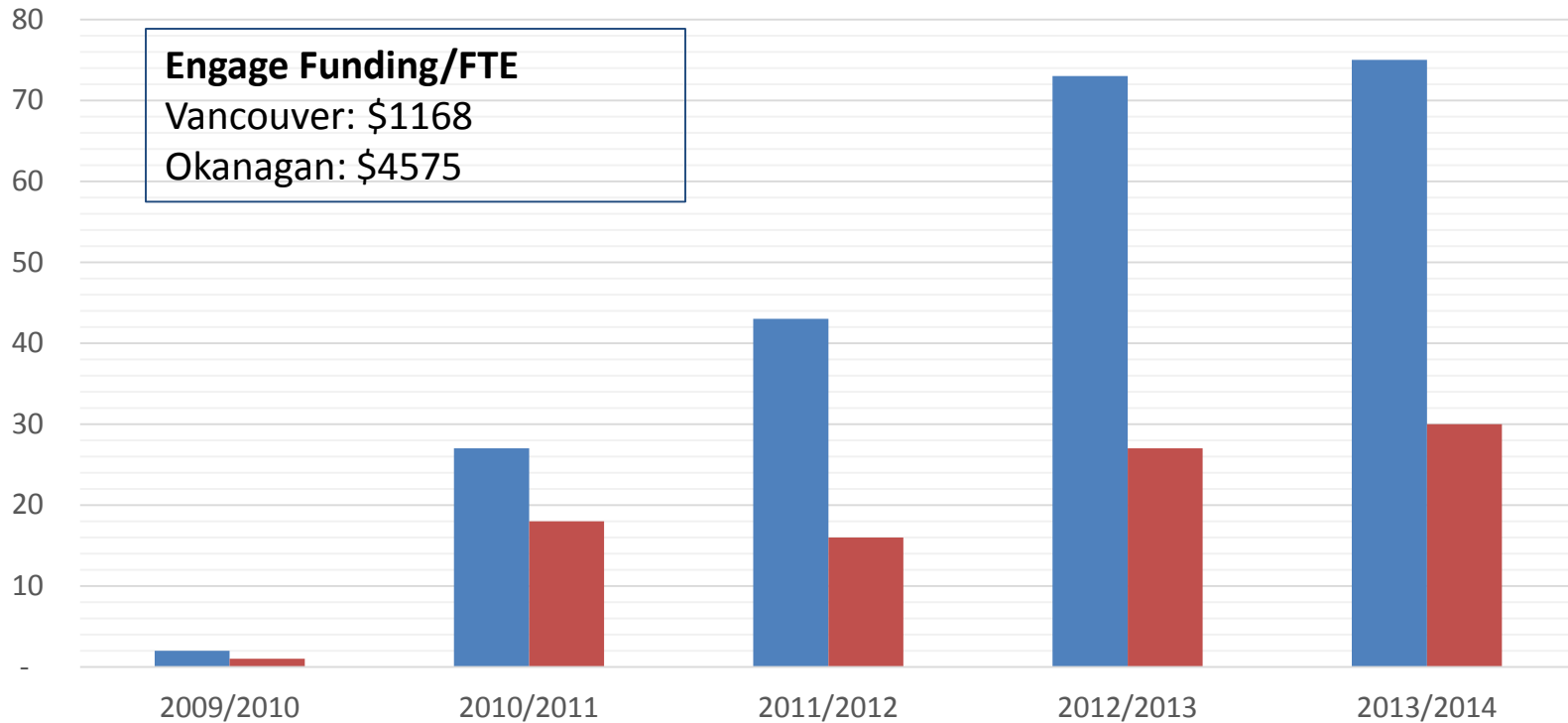
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# UBC Campus Comparisons

## NSERC Engage Grants

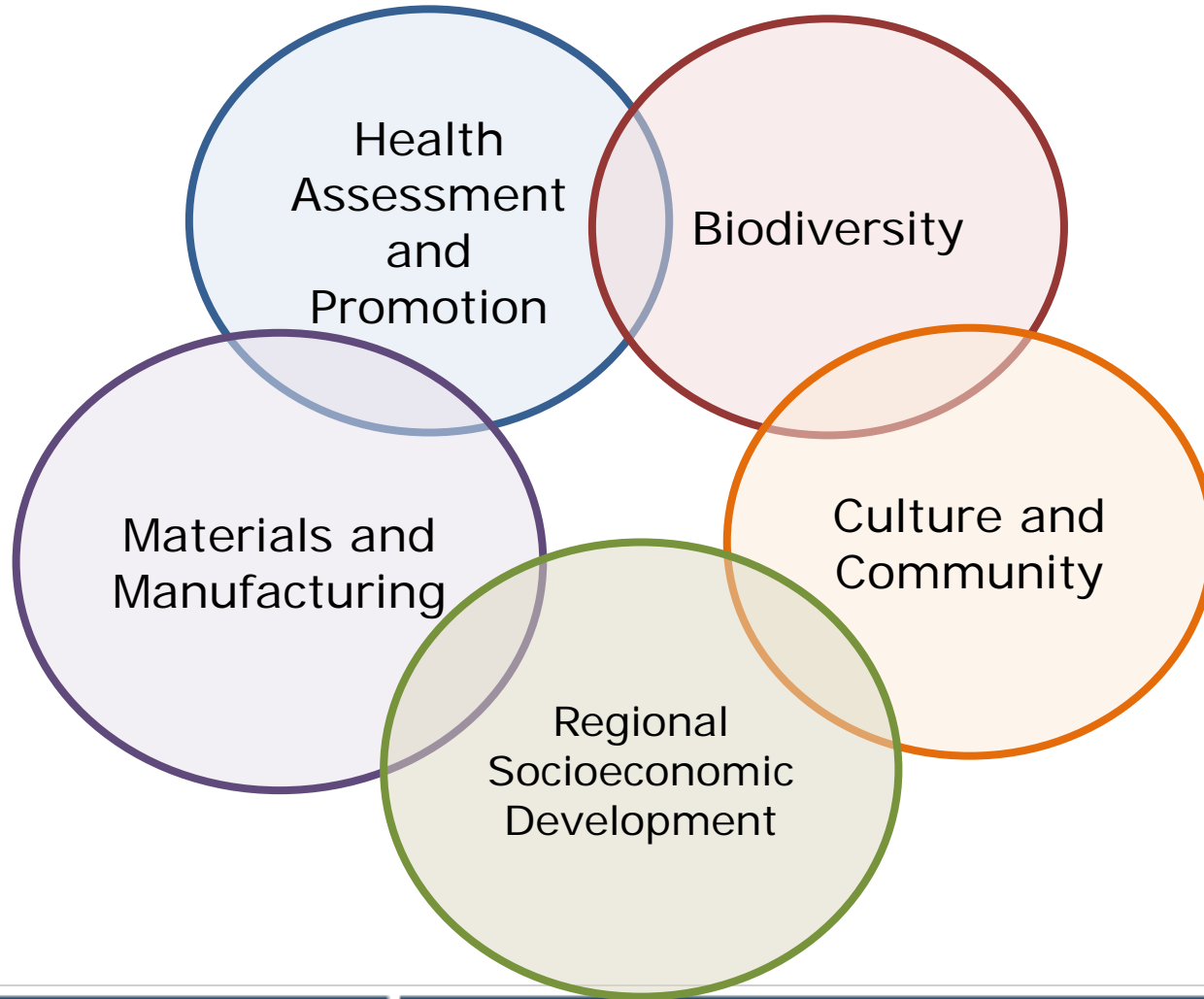
■ Vancouver ■ Okanagan



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# Emerging Research Clusters





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# Mandate

- Grow UBC's international student numbers with academically strong students who would not otherwise be admissible due to their language skills
- Provide an exceptional 1<sup>st</sup> year experience to those students
- Be a centre for innovation and excellence in pedagogy, curriculum, intercultural understanding, and student experience
- Over time diversify the international student body



# UBC Vantage College

## An integrated first-year program for international students

- Full 1<sup>st</sup> year (36-41 total credits) in Arts or Science combined with English language preparation.
- Upon successful completion, students enter directly into the second year (subject to progression requirements).
- As a fully integral stand alone UBC Academic unit, Vantage is unique in North America; UBC courses, UBC Faculty, UBC transcript.
- Program fee is regular International tuition plus \$6,000 to cover smaller classes, academic English, longer program, and Jumpstart orientation program.

## Student profile

- Academically outstanding international students whose English language scores are slightly below our normal cutoff.
- Their academic qualifications must be comparable to direct entry international students



# Program Features

- Program designed and taught by UBC tenure-track faculty
- Students are full UBC students and student union members
- Highly innovative curriculum and pedagogy
- High-touch student support
- Deeply integrated Academic English
- Capstone project
- 11.5 months long (August to late July)
- Residence mandatory, and Vantage students are mixed in with other first year students
- Small program cohorts of 75 students



# Faculty Profile

- Core faculty are appointed in their home department
- Roughly 75% of their time is spent with UBC Vantage and 25% in the home department, with UBC Vantage paying 100%
- Core faculty are tenure-track positions
- Some teaching will also be done by lecturers and post-doctoral fellows, and will be supported by graduate teaching fellows and graduate teaching assistants
- English language instructors are appointed in UBC Vantage College
- Vantage has the ability to appoint its own academic faculty, but has chosen not to do so





# Performance Objectives/Measurement

1. When followed longitudinally, Vantage students, on average, will perform better than direct-entry international students on all key academic indicators
2. Vantage students will report a superior student experience on key survey and measurement instruments

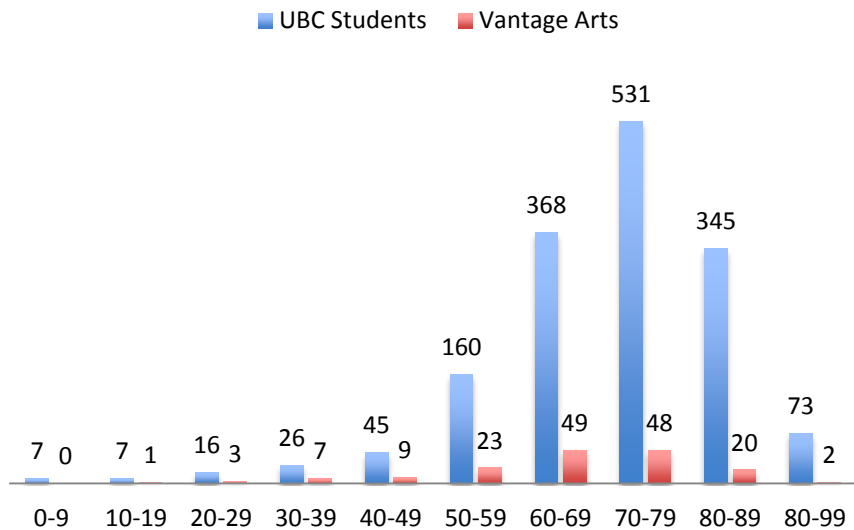
*A wide range of performance indicators have been identified, and Vantage students will be tracked longitudinally after leaving Vantage.*



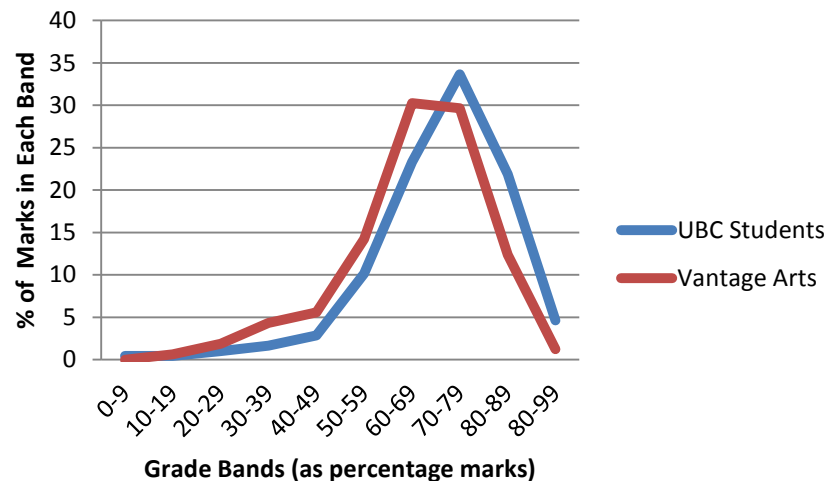


# Grade Distribution Comparison Arts

### 2014W Term 1 Grades Distribution from GEOG121, POLI100, PYSC102



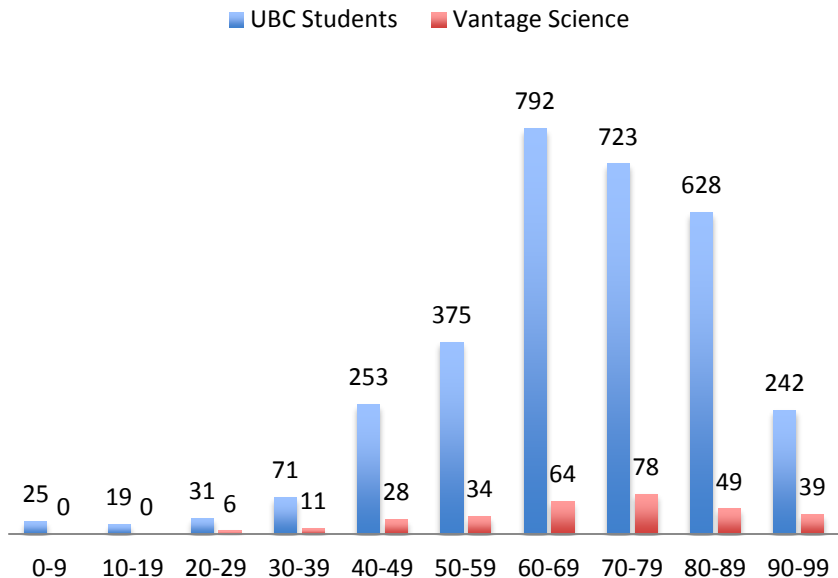
### 2014W Term 1 Grades Distribution from GEOG 121, POLI100, PYSC102



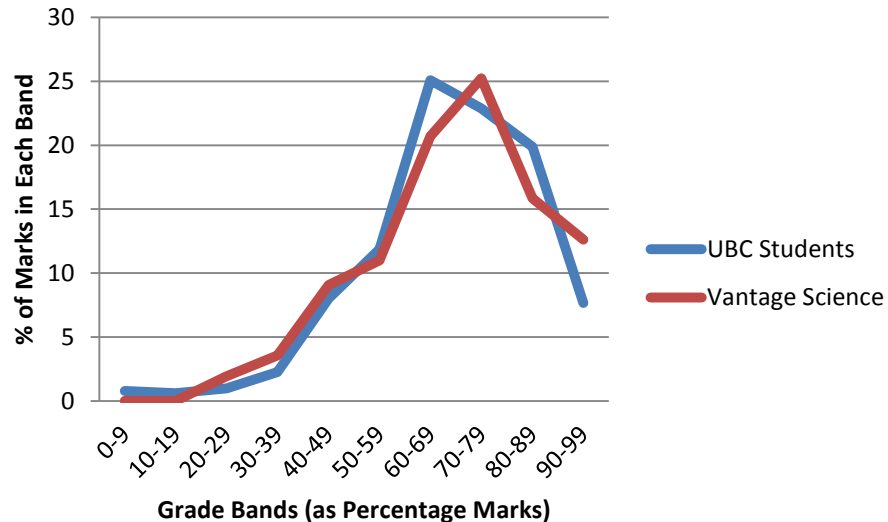


# Grade Distribution Comparison Science

## 2014W Term 1 Grades Distribution from CHEM121, MATH100, PHYS107



## 2014W Term 1 Grades Distribution from CHEM121, MATH100, PHYS107



# Vantage Major Award Winners



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# Current Status

- The first year of the Vantage program is underway as of Mid-August 2014
- 188 first-year students in Arts and Science entered the program; 168 continuing in term 2
- 30 students received financial awards, and 3 received full four-year scholarships
- Core of 21 Vantage faculty (1 assistant prof, 10 instructors, 3 senior instructors, 6 twelve-month lecturers, 1 sessional) have been hired
- Vantage has rapidly become a two-campus program. All Vantage students will spend some time on the Okanagan campus
- New streams, Engineering (UBCV and UBCO) and Management (UBCO), are being planned for the 15/16 academic year
- Admissions are underway for 15/16 academic year





Orchard Commons now under construction due to open summer of 2016. Vantage will occupy 20% of the complex, Residences and Dining hall will serve all students.





# Academic benefits of Vantage College to UBC

- **Students who are better prepared** to be successful in second year
- **Students who are engaged** in their chosen disciplines
- **Faculty who jointly teach** in Vantage and in their home departments
- **Innovative Teaching Practices**
- **Rethinking First Year Experiences for International Students**



# Financial Structure of Vantage College

- Vantage receives no public funding and no subsidy or funding from the university.
- It received a one time start-up loan from the university which must be repaid in full.
- It operates entirely from its own tuition revenues, from which it must pay all operating expenses, service its share of the debt for Orchard Commons (about 20% of the total project cost), and in two years will pay a return to the university to cover overhead (library, IT, etc.).





# Financial benefits of Vantage College to UBC

- Largest financial benefit of Vantage College is the flow-through tuition (years 2+) from international students whose only possible path into UBC is Vantage.
- Secondary financial benefit is the debt servicing on the academic portion of the Orchard Commons project (approx. 20%).
- In FY 16/17 Vantage will also generate central dividend to cover central university services, overhead, etc. It will grow in per/student amounts as the program expands.



# Vantage and UBCO

- All Vantage students will spend time at UBCO, during Orientation in August, and during the final weeks of classes in July
- Deputy Vice Chancellor and Provost of UBCO are on the Vantage Steering Group
- Two new Vantage streams are now under active development for 15/16
- Engineering – 50% of students would transition to UBCO
- Management – 100% of students would transition to UBCO
- Students in both of the new programs would spend their full third term at UBCO
- Both programs are subject to UBCO Senate approval, and sufficient enrolment
- **Note: Many of the details of the Okanagan based-programing are still under development**



Some of our faculty and staff, 1 day before our first students arrived.



# QUESTIONS

