



Okanagan Senate

THE FIRST REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2015/2016 ACADEMIC YEAR

THURSDAY, 24 SEPTEMBER 2015

3:30 PM | ASC 130

1. Senate Membership– Dr Kate Ross

New Members

- Dr Martha C. Piper to replace Dr Arvind Gupta, Acting President & Vice-Chancellor
- Dr Philip Barker to fill a vacancy, Vice-Principal Research
- Dean *Pro Tem*. Robert Eggleston to replace Dean Wisdom Tettey, Faculty of Creative & Critical Studies
- Dean Wisdom Tettey to replace Acting Dean Barbara Rutherford, Faculty of Arts & Sciences

Declarations of Vacancies

- Letters of resignation have been received from Dr Spiro Yannacopoulos, Faculty Representative for the Faculty of Applied Science, Dr Daniel Salhani, Faculty Representative for the Faculty of Health & Social Development, and Ms Alliance Babunga, Student Representative At-large.

2. Minutes of the Meeting of 14 May 2015 – Dr Martha Piper

(approval) (docket pages 3-14)

3. Business Arising from the Minutes – Dr Martha Piper

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

5. Remarks from the Deputy Vice-Chancellor and Related Questions – Prof. Deborah Buszard

- a. Activity Report for 1 April to 31 August 2015 (information) (docket pages 15-17)
- b. General Remarks (information)

6. Candidates for Degrees

The list as approved by the faculties and College of Graduate Studies is available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the faculties and College be granted the degrees for which they were recommended, effective September 2015, and that a committee comprised of the Registrar, the relevant deans,

and the Chair of the Senate be empowered to make any necessary adjustments.
(approval)

(2/3 majority required).

7. Academic Policy Committee – Dr Miriam Grant

Disestablishment of the Okanagan Sustainability Institute (approval) (docket Page 18)

8. Admission & Awards Committee – Dr Marianne Legault

a. Changes to the admission requirements for the Bachelor of Human Kinetics program (approval) (docket pages 19-23)

b. New Awards (approval) (docket pages 24-25)

9. Nominating Committee – Dr Daniel Keyes

a. Adjustments to Committee Assignments (approval) (docket page 26)

b. Presidential Search Committee (approval) (docket pages 27-32)

10. Report from the President – Dr Martha Piper

Annual Report of the University Ombudsperson for Students – Ms Shirley Nakata and Ms Maria Mazzotta (information) (docket pages 33-52)

11. Report from the Provost – Dr Cynthia Mathieson

Update on Curriculum Reform in the Faculty of Education (information)

12. 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

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

OKANAGAN SENATE

MINUTES OF 14 MAY 2015

DRAFT

Present: Prof. D. Buszard (Vice-Chair), Dr K. Ross (Secretary), Ms L. Allan, Dr P. Arthur, Ms H. Berringer, Dr R. Campbell, Dr D. Carter, Ms C. Comben, Dr J. Corbett, Ms E. Gallaccio, Dean M. Grant, Dr J. Johnson, Dr D. Keyes, Dr D. Koslowsky, Dr C. Labun, Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Dr M. Legault, Dr V. Magnat, Ms L. Marshall, Dr C. Mathieson, Dr S. McNeil, Ms L. Oleksewich, Mr D. Oyelese, Dean *Pro Tem*. B. Rutherford, Dr D. Salhani, Ms S. Sneg, Dr J. Stites Mor, Dean R. Sudgen, Acting Dean E. Taylor, Ms J. Vinek, Dr D. Walker, Dr P. Wylie, Dr S. Yannacopoulos,

Regrets: Mr B. Ali, Mr A. Babunga, Dr L. Berg, Dean *Pro Tem*. G. Binsted, Mr D. Bual, Dr J. Castricano, Mr I. Cull, Dr M. Evans, Ms A. Fleming, Chancellor L. Gordon, President A. Gupta, Ms N. Legg, Dr Y. Lucet, Mr J. McEwan, Dean M. Parlange, Dr R. Sadiq, Dean W. Tetey, Dr G. Wetterstrand, Mr T. Zhang.

Recording Secretary: Mr C. Eaton

Call to Order

The Vice-Chair of Senate, Prof. Deborah Buszard called the ninth regular meeting of the Okanagan Senate for the 2014/2015 academic year to order at 3:34 pm.

Senate Membership

Senate Nominating Committee

The Registrar, Dr Kate Ross reissued a call for nominations for two (2) student representatives to Senate to serve on the Senate Nominating Committee until 31 March 2016 and thereafter until replaced.

Minutes of the Previous Meeting

Peter Arthur
Catherine Comben

}

*That the Minutes of the Meeting of 22 April 2015
be adopted as presented.*

Approved

Candidates for Degrees

Peter Arthur
Cynthia Mathieson

}

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

Approved

Academic Building & Resources Committee

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

ANNUAL REPORT

Dr Keyes noted that he had circulated a report outlining the Committee's work on the budget and academic space considerations on the Okanagan campus. He noted that the Academic Building & Resources Committee was the Okanagan sub-committee of the Council of Senate's Budget Committee, and that while the full committee had only met once in the past decade, he anticipated a meeting over the course of the next year.

The Committee Chair highlighted that this year's budget included a transition to a driver-based budget model that tethered together student enrolment and faculty funding. He noted that the Committee had requested more data on program costs as a way of improving transparency with the new budget model.

Dr Keyes further advised in his report that the Committee had reviewed the Campus Master Plan renewal and had endorsed its approach.

Academic Policy Committee

The Chair of the Committee, Dean Miriam Grant, presented.

INTERIM REPORT ON THE INTERDISCIPLINARY GRADUATE STUDIES PROGRAM REVIEW

Dean Grant introduced Associate Dean Thomas Heilke, who was also director of the Interdisciplinary Graduate Studies (IGS) program. She noted that in November 2014, she – as Dean of the College of Graduate Studies – struck a taskforce for IGS which has met over a dozen times and consulted with faculty, staff and students, and considered evidence from previous consultations, literature reviews or other inputs.

With permission of Senate, Dr Heilke presented. He advised that several problems have been observed in the aforementioned review, namely: disciplinary programs existing under IGS, IGS being poorly defined, and “pick your own adventure” and “do it yourself” being pejorative descriptors used for the degree in light of

- non-availability of courses,
- no common curricular core,
- no meaningful attrition instruments,
- no meaningful path dependency,
- unaccountability and inconsistency in credit requirements and theses,
- overuse of directed readings courses,
- inconsistent program requirements,
- student funding issues, and
- disciplinary conflicts in an interdisciplinary setting due to lack of a commitment from faculty to true interdisciplinarity.

Dr Heilke went on to state that moving forward, there are some assumptions for any UBC program that need to be met by any program: foundation of faculty quality and qualifications, governance structures, admissions procedures, and a clear curriculum; quality and rigour, and accountability. Dr Heilke then set out the three core principles needed for IGS: true interdisciplinarity, flexibility, and creativity/innovation.

Dr Heilke advised that the completed review report would be transmitted to the Dean by the end of this summer, and depending on how that is received, a curriculum proposal and implementation plan for next fall.

Senator Campbell had asked if the College of Graduate Studies had looked at online or distributed learning as part of the IGS program.

Dr Heilke replied that it was up to the program for each student, but that he was aware of it being used for some.

Senator Keyes referenced “faux” IGS program that were really disciplinary in nature and what would the recommendation be there?

Dr Heilke replied that the recommendation from the task force would likely be that they be labelled properly and that they be reformed into disciplinary programs if considered viable.

Senator Keyes noted that the report referenced the flexible thesis, which was something Senate did approve on the basis of theses in the sciences having larger laboratory components and thus justifying a larger weight being given to the thesis versus coursework.

Dr Heilke replied that this wasn't a problem overall in IGS, but was in some noted circumstances.

Senator Corbet asked how the task force saw themes evolving.

Dr Heilke replied that we didn't want to close off options by using too restrictive language. Themes could and should evolve in a variety of ways, including faculty having common research interests, or units having linkages between their disciplines, what we need is articulated academic integrity.

Senator Yannacopoulos noted that one of the objectives for research institutes and centres was to offer interdisciplinary education, but there was no connection made between those units and IGS. He asked if it was necessary to have the formal IGS program to offer interdisciplinary education.

Dr Heilke replied that no it wasn't, but it was the easiest way to articulate it.

Senator Yannacopoulos noted that funding was an issue, and when funding was allocated to units, the decision was made that funding would be allocated to the unit of the primary supervisor of an IGS student. He asked if that was still the case.

Dr Heilke replied that this conversation needed to be held by the deans.

Dean Grant replied that going forward we would have more data to understand graduate student funding, including levels of funding, TA/RAships, times to completion etc.

Senator S Lawrence asked if we were contemplating a minimum size of a theme, or creating one on an ad-hoc basis.

Dr Heilke replied that the latter wasn't really an issue, but for the former we did not a proper vetting process as part of the governance structure.

Senator Keyes stated that themes did now grow, as the default was the individualized program, and that this was a structural problem.

Principal Buszard said that the delivery of a very good IGS program was much more labour intensive than a disciplinary program because of the energy required on an ongoing basis to maintain robust interdisciplinary; there was a serious resource constraint as a result given our \$9500 funding per graduate student from the Province. She opined that we needed to be as cost-effective as possible in our programming.

The Provost suggested that the cost can be worth it for the campus, and there was further potential for spillover into benefits for other programs, including undergraduate programs.

Admission & Awards and Curriculum Committees

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

HEALTH & EXERCISE SCIENCES GRADUATE PROGRAMS (M.A., M.SC., PH.D.)

See Appendix A: Health & Exercise Sciences Graduate Programs

Peter Arthur }
Spiro Yannacopoulos } *That Senate approve the new Health & Exercise Sciences graduate-level degree programs (M.A., M.Sc., Ph.D.), and the new courses and revised courses brought forward from the Faculty of Health and Social Development.*

Approved

Admission & Awards Committee

The Chair of the Senate Admission & Awards Committee, Dr Spiro Yannacopoulos, presented.

NEW AWARD

See Appendix B: Award Report

Spiro Yannacopoulos }
Cynthia Mathieson } *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.*

Approved

PROCESS CHANGES FOR ADMISSION APPEALS

Spiro Yannacopoulos }
Catherine Comben } *That Senate approve the admissions proposal for the revised Admission Appeal process, effective upon Senate approval.*

Approved

ANNUAL REPORT

Dr Yannacopoulos advised that, as set out in the Committee's written report, of the 11 appeals heard by the Committee, 6 were allowed and 5 were dismissed.

Appeals on Standing & Discipline Committee

As Secretary to the Committee, Associate Registrar Christopher Eaton presented.

Mr Eaton advised that the Appeals on Standing & Discipline Committee was presently between chairs. He noted that of the two appeals heard over the past Winter Session, both were dismissed. He further advised that several appeals were pending to be heard over the summer.

Curriculum Committee

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

MAY CURRICULUM REPORT

See Appendix C: Curriculum Report

Peter Arthur	}	<i>That Senate approve the new and revised courses, new minor, and program revisions brought forward from the Faculty of Arts and Sciences, the new and revised courses, revised programs, and new parchment brought forward from the Faculty of Creative and Critical Studies, and the revised program brought forward from the Faculty of Health and Social Development.</i>
Barbara Rutherford		

In response to a question from the floor, it was confirmed by Dr Arthur that the Fine Arts minors proposed would only be open to BFA students.

Approved

PSYO 298 & 299

Peter Arthur	}	<i>That Senate approve PSYO 298 and PSYO 299 as new courses brought forward from the Faculty of Arts and Sciences.</i>
Barbara Rutherford		

The Provost noted that these were not courses, but rather clearinghouses for transfer credits.

Linda Allen spoke in favour as an advisor, noting that having these courses in the SIS would aid in pre-requisite and program advising.

Approved

Learning & Research Committee

The Chair of the Senate Learning & Research Committee, Dr Peter Arthur, presented.

EMERITUS APPOINTMENTS

See Appendix D: Emeritus Appointments

Peter Arthur }
Catherine Comben } *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.*

Approved

Nominating Committee

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

Daniel Keyes }
Peter Arthur } *That Senate elect Ms Jodey Castricano and Ms Catherine Comben to the Council of Senates;*

That Senate appoint Dr Mike Evans, Dr Steve McNeil, Dr Virgine Magnat and Dr Wisdom Tettey to Okanagan Representative Committees 1 through 4 (for the purpose of their appointment to the Council of Senates) until 31 August 2017 and thereafter until replaced;

That Senate appoint Ms Alliance Babunga to the Academic Building & Resources Committee; Ms Lauren Oleksewich, Ms Nicole Legg, and Ms ShiraSneg to the Academic Policy Committee; Mr Terry Zhang and Ms Eliza Gallacioto the Admission & Awards Committee; Ms Lauren Marshall to the Agenda Committee; Mr Dejo Oyelee, Ms Elisa Gallacio, and Mr Daman Bual to the Appeals of Standing & Discipline Committee; Ms Lauren Marshall and Mr Dejo Oyelese to the Curriculum Committee; and Mr Babar Ali to the Learning & Research Committee, all until 31 March 2016 and thereafter until replaced; and

and,

That Dr Peter Arthur and Dr Steve McNeil be appointed to the Election sCommittee of the Council of Senates

Approved

Daniel Keyes } *That Dr Peter Arthur be elected Vice-Chair of Senate*
Peter Arthur } *effective 15 May 2015 to 31 August*
2015.

At the request of the Vice-Chair, Mr Eaton explained under the *University Act*, a Vice-Chair could only serve two consecutive terms. To allow the academic vice-president to stand for election to serve as vice-chair during the Winter Session, the senate had resolved to elect a different vice-chair during the summer months.

Approved

Report from the Provost

ANNUAL REPORTS OF RESEARCH INSTITUTES: INSTITUTE FOR HEALTHY LIVING AND CHRONIC DISEASE PREVENTION (IHLCDP) AND OKANAGAN INSTITUTE FOR BIODIVERSITY, RESILIENCE, AND ECOSYSTEM SERVICES (BRAES)

The Provost advised that two out of three institutes were reporting to Senate for information, the third, the Okanagan Sustainability Institute (OSI), would come forward in the autumn.

Senator Johnson asked why the OSI was not ready to report.

The Provost replied that the OSI may be disestablished and more time was needed to consider a proposal for its future.

Senator Wylie noted that the Provost in Vancouver gave an annual report on external reviews; he asked if there was plan for the same for the Okanagan.

The Provost replied yes this could occur and that she would look further into the matter.

OTHER BUSINESS

The Principal thanked the Senate for its work over the past year.

Adjournment

There being no further business, the meeting was adjourned at 4:50 pm.

Appendix A: Health & Exercise Sciences Graduate Programs

Updated Calendar sections:

College of Graduate Studies table of contents
Program Overview
Admissions Requirements
Program Requirements
Contact Information

New Courses:

HMKN 506 (3) Research Methods in Health and Exercise Sciences
HMKN 510 (3) Advanced Respiratory Physiology and Pathology
HMKN 513 (3) Advanced Topics in Sensorimotor Neuroscience
HMKN 521 (3) Advanced Application of Theories of Health Behaviour Change
HMKN 527 (3) Population Health and Epidemiology
HMKN 529 (3) Determinants of Health
HMKN 531 (3) Cerebrovascular Physiology
HMKN 532 (3) Exercise Prescription for the Management of Chronic Disease
HMKN 533 (3) Neuromuscular Physiology
HMKN 545 (3/6) d Special Topics in Health and Exercise Sciences
HMKN 549 (18) M.A./M.Sc. Thesis
HMKN 649 (0) Ph.D. Dissertation

Revised Courses:

HMKN 501 (1) Research Seminar in Health & Exercise Sciences
HMKN 410 (3) Respiratory Disease: Pathology to Prescription
HMKN 421 (3) Advanced Theories of Health Behaviour Change



Appendix B: Award Report

New Award:

Van Leest Family Bursary

A \$1,000 bursary has been established by the Van Leest family to support a fourth-year student in the Bachelor of Science in Nursing program in the Faculty of Health and Social Development at the University of British Columbia, Okanagan Campus. Preference is given to a student with the greatest financial need who has graduated from a secondary school in the Thompson Okanagan or Cariboo region. (First award available in the 2015 Winter Session)

Appendix C: Curriculum Report

FACULTY OF ARTS & SCIENCES

Data Science
Minor in Data Science
BSc Calendar Table of Contents
BSc Program Requirements
DATA 301 (3) Introduction to Data Analytics
DATA subject code

Mathematics and Statistics
Mathematics MSc
STAT 538 (3) Advanced Statistical Modelling
STAT 547 (2-15) Topics in Statistics
STAT 560 (3) Probability and Stochastic Processes
MATH 590 (1-3) Graduate Seminar

Political Science
POLI 358 (3) Politics and Religion
Major in Political Science
HIST 201 (3) Religion in the West
Major in Philosophy
ANTH 325 (3) Cultural Epidemiology
PSYO 298 (0) Second-year Unassigned Psychology
PSYO 299 (0) Second-year Unassigned Psychology

FACULTY OF CREATIVE & CRITICAL STUDIES

VISA 108 (3) Introduction to Digital Media
VISA 110 (3) Studies in Photography
VISA 254 (3) Introduction to Printmaking: Etching and Lithography
VISA 255 (3) Introduction to Printmaking: Linocut and Letter Press Printing
VISA 266 (3) 2D Animation
BFA Visual Arts Minor requirements
ENGL MA program requirements
MFA parchment

FACULTY OF HEALTH & SOCIAL DEVELOPMENT

Master of Social Work calendar pages
SOCW 511 (3) Introduction to Social Work Theory and Practice
SOCW 512 (3) Theories and Interventions for Clinical Social Work
SOCW 513 (3) Assessment Skills for Clinical Social Work
SOCW 514 (3) Diversity and Critical Reflexive Practice
SOCW 518 (3) Integrative Seminar for Field Education
SOCW 519 (6) Social Work Field Education I
SOCW 523 (3) Advanced Assessment and Treatment with Children, Adolescents and Families
SOCW 551 (3) Advanced Clinical Social Work Theory and Practice
SOCW 552 (3) Community, Place and Policy in Clinical Practice
SOCW 553 (3) Research Methods and Evidence in Clinical Social Work Practice
SOCW 554 (3) Mental Health and Mental Illness
SOCW 559 (6) Social Work Field Education II

Appendix D: Emeritus Appointments

Effective 1 July 2015:

Dr.	Nancy	Evans	Associate Professor Emerita of Education
Mr.	Ron	Goddard	Associate Professor Emeritus of Education
Dr.	L. Sharon	McCoubrey	Associate Professor Emerita of Education
Dr.	Joyce	Boon	Associate Professor Emerita of Biology
Dr.	Sahadeo	Basdeo	Associate Professor Emeritus of History



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Memorandum

Date 10 September 2015

To UBC Okanagan Senate

From Deborah Buszard, Deputy Vice-Chancellor & Principal

Subject Deputy Vice-Chancellor & Principal's Activity Report

The following Deputy Vice-Chancellor & Principal's activity report summarizes the externally focused meetings and events that Professor Deborah Buszard attended from April 1, 2015 - August 31, 2015.

Record of Deputy Vice Chancellor & Principal's Activities

Period of: April 1, 2015 - August 31, 2015

External Group

Thursday, April 9	Ki-low-na Friendship Society
Friday, April 10	Ted Callahan, President & CEO, Argus Properties
Friday, April 10	Pamela Hallisey, Author
Thursday, April 16	Colin Pritchard, UBC Alumnus
Thursday, April 16	Alexandra Babbel and Andrea Bates, Opera Kelwona
Wednesday, April 29	Chuck Fipke, CF Mineral Research
Monday, May 11	Lois Mitchell, Senior Partner, Rainmaker Global Business Development
Monday, May 11	David Thompson, CEO & Director, Northern Cross (Yukon) Limited
Wednesday, May 13	Jim Hamilton, President, Okanagan College
Thursday, May 14	Chief Robert Louie, WFN
Wednesday, May 20	Doug and Joyce Cox
Thursday, May 21	Theresa Arsenault, Partner, Pushor Mitchell LLP
Friday, May 22	Brad Bennett, President, McIntosh Properties
Tuesday, May 26	External Community Advisory Council Meeting
Thursday, June 11	Theresa Arsenault, Renee Wasylyk, Ron Mattiussi & Carla Weaden
Tuesday, June 16	Martin Cronin, CEO, Helios Global
Monday, June 22	Ken and Jean Finch, Kal Tire
Monday, June 22	Sheldon Gardiner, Accelerate Okanagan
Monday, June 22	Renee Wasylyk, Troika Group
Thursday, July 9	Shelley Gilmore, United Way
Tuesday, July 21	Daniel Weeks, President, UNBC & Alan Shaver, President, TRU
Thursday, July 30	Mike DeGagne, President, Nipissing University
Thursday, August 27	Angus Graeme, President, Selkirk College
Thursday, August 27	Daniel Weeks, President, UNBC & Alan Shaver, President, TRU

Government

Tuesday, May 19	Norm Letnick, MLA Kelowna-Lake Country
Thursday, May 21	AVED Minister Andrew Wilkinson & Norm Letnick with Students
Friday, July 24	WD Announcement on Wine with Minister Rempel
Wednesday, July 29	Colin Basran, Mayor, Kelowna
Friday, August 7	Colin Basran, Mayor, Kelowna

Travel

Monday, May 11	Calgary, Alberta
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Speeches / Events

Thursday, April 9	IKBSAS Undergraduate Research Conference Awards
Tuesday, April 21	Kelowna Bar Association Meeting
Wednesday, April 22	Alumni Roundtable
Monday, April 27	Internationalization Learning Day
Tuesday, April 28	Tenure and Promotion Workshop
Tuesday, April 28	Long Service Recognition Diner
Wednesday, May 13	UW An Evening of Community Spirit

Thursday, May 14	Okanagan Senate Year-End Reception
Friday, May 15	Vancouver Campaign Cabinet
Tuesday, May 26	Honorary Degree Reception
Wednesday, May 27	2015 Spring Congregation Ceremony, UBC Vancouver
Thursday, May 28	Cultural Safety Symposium
Friday, May 29	Opera Kelowna Fashion Show Fundraiser
Thur/Fri, June 4-5	UBCO Convocation
Thursday, June 4	Aboriginal Graduation Reception & Dinner
Thursday, June 4	Honorary Degree Dinner
Tuesday, June 9	Uniquely UBC Event
Monday, June 15	UBCO Clubhouse Farm Day of Caring Volunteer Day with United Way
Wednesday, June 17	Development Dinner, DVC Residence
Thursday, June 18	Development Dinner, DVC Residence
Monday, June 22	International Conference on Health Promoting Universities
Tuesday, June 23	Convocation Volunteer Recognition Event
Thursday, June 25	UBC Alumni Board of Directors Retreat
Monday, June 29	Canadian College and University Food Service Association Event
Monday, June 29	Pushor Mitchell Leadership Prize Reception
Tuesday, June 30	International Counsellor Tour
Wednesday, July 8	Kelowna Chamber Inspire Series with Lisa Raitt
Wednesday, July 22	Okanagan Nation Alliance Annual General Assembly
Tuesday, July 28	Staff Orientation Session
Thursday, August 27	Academic Leadership Series

Student Events / Meetings

Thursday, April 30	Lunch with UBCSUO
Thursday, April 30	Nepalese Scholar's Association
Friday, July 24	UBCSUO Meeting

Media Interviews

Thursday, May 14	Jamie Maw, BC Business Magazine
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September 9, 2015

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

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

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

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

Respectfully submitted,

Dr. Miriam Grant
Chair, Academic Policy Committee



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24 September 2015

To: Okanagan Senate

From: Admissions and Awards Committee

**Subject: Admissions Proposal (approval)(circulated):
Bachelor of Human Kinetics**

Bachelor of Human Kinetics

Initially, the intention by the School of Health & Exercise Sciences was to require BOTH Chemistry 11 AND Physics 11 starting with admissions to 2016W and it had been communicated as such. However, after receiving various feedback that this would be too restrictive, the School would like to revise this to Chemistry 11 OR Physics 11.

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

Motion: That Senate approve the admissions proposal for Bachelor of Human Kinetics for entry to the 2016 Winter Session and thereafter.

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan campus

<p>Faculty/School: FHSD, School Of Health and Exercise Sciences Dept./Unit: - Faculty/School Approval Date: 2014 – 10 - 14 Effective Session: 2015W (for admission to 2016W start)</p>	<p>Date: 2014 – 08 - 18 Contact Person: Dr. S. Willis-Stewart Phone: 250.807.9684 Email: sally.willis-stewart@ubc.ca</p>
<p>Type of Action: Revision to admission requirements – program level</p>	
<p>Rationale: We, the School of Health and Exercise Sciences, updated our admission requirements a few years ago to come into effect Sept. 2016. These have been published over the last 2 years so high school students can plan. After much feedback we realize that the requirements were extremely restrictive and limiting and unnecessary for success in our program (feedback from high schools and investigation into other university admission requirements for similar programs). The requirements were almost as demanding as for applied sciences. By altering one detail of our requirements we can minimize these limitations and get well qualified and prepared applicants for our program.</p>	
<p>Proposed Academic Calendar Entry:</p> <p>Admission Requirements</p> <p>[15780] Admission to the Bachelor of Human Kinetics (B.H.K.) program is based on a competitive entry model: achievement of the minimum requirements for admission does not guarantee acceptance. Students applying to enter the program must make formal application to Enrolment Services no later than January 31.</p> <p>[15781] Competitive entry will be based on an admission average calculated on the following <u>UBC</u></p>	<p>Draft Calendar: http://www.calendar.ubc.ca/okanagan/pr_oof/edit/index.cfm?tree=18,346,1061,1285</p> <p>Present Academic Calendar Entry:</p> <p>Admission Requirements</p> <p>[15780] Admission to the Bachelor of Human Kinetics (B.H.K.) program is based on a competitive entry model: achievement of the minimum requirements for admission does not guarantee acceptance. Students applying to enter the program must make formal application to Enrolment Services no later than January 31.</p> <p>[15781] Competitive entry will be based on an admission average calculated on the following <u>UBC</u></p>



<p><u>Okanagan campus-approved Grade 12 Courses (or equivalents):</u></p> <ul style="list-style-type: none"> English 12 or English 12 First Peoples; Biology 12; Principles of Mathematics 12 or Pre-Calculus 12; One other approved Grade 12 course. <p>[15783] The following additional courses are required but are not used to calculate the applicant's admission average:</p> <ul style="list-style-type: none"> <u>Chemistry 11 or Physics 11</u> 	<p><u>Okanagan campus-approved Grade 12 Courses (or equivalents):</u></p> <p>[15782] For 2015 Admissions:</p> <ul style="list-style-type: none"> English 12 or English 12 First Peoples; <p>One of: Principles of Mathematics 12; Pre-Calculus 12; Biology 12; Chemistry 12; Geology 12; or Physics 12;</p> <ul style="list-style-type: none"> Two other approved Grade 12 courses. <p>[16726] For 2016 Admissions:</p> <ul style="list-style-type: none"> English 12 or English 12 First Peoples; Biology 12; Principles of Mathematics 12 or Pre-Calculus 12; One other approved Grade 12 course. <p>[15783] The following additional courses are required but are not used to calculate the applicant's admission average:</p> <p>[15784] For 2015 Admissions:</p> <p>One of: Principles of Mathematics 11 or Pre-Calculus 11;</p> <p>One of: Biology 11; Chemistry 11; or Physics 11.</p> <p>[16727] For 2016 Admissions:</p> <ul style="list-style-type: none"> Chemistry 11; Physics 11.
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Proposed Academic Calendar Entry:

[Homepage \(draft\) Admissions Applicants Following the BC/Yukon High School Curriculum](#) Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum

[Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#)

[334] This table shows the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average.

Program	Faculty/School	Average Calculated on the Following Required Courses or IB/AP Equivalents	Courses Required but Not Included in the Calculation of the Average
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[...]

Human Kinetics 2016 Winter Session Admission	B. Health and Social Development/Health and Exercise Sciences H. Health and Social Development/Health and Exercise Sciences K. Development/Health and Exercise Sciences	English 12 or English 12 First Peoples; Biology 12; Principles of Mathematics 12	Chemistry 11 or Physics 11
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Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,22,68,0>

Present Academic Calendar Entry:

[Homepage \(draft\) Admissions Applicants Following the BC/Yukon High School Curriculum](#) Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum

[Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#)

[334] This table shows the required courses used in the calculation of the admission average for specific programs, as well as courses that are required but are not used in the calculation of the average.

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<p>[...]</p> <p>or Pre-Calculus 12; One other approved Grade 12 course</p>	<p>Admission</p> <p>[...]</p> <p>atics 12 or Pre-Calculus 12; One other approved Grade 12 course</p>
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a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

September 11, 2015

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: New Awards (approval)

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

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

1. Proposed Award Title: **Malcolm Metcalfe Graduate Scholarship in Engineering**

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

2. Proposed Award Title: **Kelowna Jaycees – JCI (Junior Chamber International) Scholarship in Management**

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

3. Proposed Award Title: **K. Joe Steele Bursary in Engineering**

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

4. Proposed Award Title: **Canadian Western Bank Scholarship in Management**

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

5. Proposed Award Title: **Louise Goldsmith Orava Memorial Award in Nursing**

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

6. Proposed Award Title: **UBC Okanagan Extracurricular Leadership Awards**

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

Respectfully submitted,

Dr Marianne Legault
Chair, Admissions and Awards Committee



11 September 2015

To: Senate
From: Nominating Committee
Re: Committee Adjustments

The Committee is pleased to make the following recommendations:

That to Dr Steve McNeil be appointed to the Senate Curriculum Committee to replace Dr Spiro Yannacopoulos;

That Ms Jeanette Vinek be appointed to the Senate Academic Policy Committee to replace Dr Spiro Yannacopoulos;

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

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

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

The Nominating Committee would further note that there are presently vacancies on Senate for student representatives from the faculties of Education and Health & Social Development, as well as two graduate students and one student at-large, and thus there are a number of vacancies on committees for students. The Nominating Committee hopes that Senate will receive recommendations for replacements for those positions from the UBC Okanagan Students' Union by Senate's October meeting.



3 September 2015

To: Senate
From: Okanagan and Vancouver Nominating Committees
Re: Presidential Search Committee

The two senate nominating committees and the Executive Committee of the Board of Governors have jointly agreed to the attached proposal for the terms of reference and composition of a Presidential Search Committee.

The proposal for this year is largely an amalgam of the previous two presidential search committees, with updates to reflect operational changes in the Board of Governors. Most notably:

- All references to the Management Resources & Compensation Committee (MRCC) of the Board have been amended to refer to the Executive Committee of the Board, as the former has been disestablished.
- References to the Chair of the Board of Governors have been removed. Former responsibilities of the Chair have been fully assumed by the Chancellor as Chair of the Presidential Search Committee.
- The Search Committee itself will now have the ability to select its own professional search consultant rather than have one selected by the MRCC.
- Balance has been restored to Board and Senate representation with 3 from the Board, and 3 from the Senates (2 from Vancouver and 1 from the Okanagan).
- Faculty Member representation is still reserved for those faculty members “in the bargaining unit” – essentially, this prohibits deans, associate deans, and other senior academic administrators from serving on the Committee as elected faculty members.

The Committees note that there has been - and is expected to be again - some dissatisfaction by groups not granted explicit representation in this process. In the past, concerns have been raised by the vice-presidents and associate vice-presidents, service unit directors, other excluded staff, professional librarians and archivists, sessional and clinical instructors, emeritus faculty members, and residents on campus. While sympathetic to these concerns given the growth of the committee in recent decades and the inclusion of other interest groups, the nominating committees would note that UBC has had – and will continue to have under this proposal – one of the largest presidential search committees in Canada. To this point, the nominating committees expect that the Presidential Search Committee will work to include the viewpoints of all of the campus



community into its deliberations, representation on the search committee notwithstanding.

The senates should be aware that the nominating committees grow increasingly dissatisfied with the “ad hoc” way UBC has established its presidential search committees in recent decades, with a new set of procedures needing to be considered and approved for each search. The nominating committees believe that this does not give UBC time to properly consider the procedures to be used, as invariably there is substantial pressure to have quick agreement so that a search can be commenced. Further to this, in a review of the policies and procedures in use at other institutions, the nominating committees have noted shortcomings apparent in our traditional search process compared to those of our peers.

Given more time, the nominating committees believe that a document more in line with other leading institution could be produced; however, we are acutely aware of the time pressure facing the University to find a successor, and thus are proposing the attached document instead of attempting to make significant changes at this time. The committees would further request that the Senates not amend the document unless truly necessary as any amendments would need to be approved by all three bodies and this could substantially delay the start of the presidential search. To resolve this policy concern, the nominating committees have resolved – as soon as is practicable – to work with the Board Executive Committee on a complete review and updating of UBC’s procedures for recommending and selecting a president, with the aim of re-establishing an ongoing policy rather than having a new procedure needing to be approved for each search.

We therefore would request that Senate resolve as follows:

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

**THE UNIVERSITY OF BRITISH COLUMBIA
PRESIDENTIAL SEARCH COMMITTEE**

Terms of Reference

Terms of Reference of the Presidential Search Committee (the “Search Committee”) will guide the search for UBC’s 15th President and Vice-Chancellor:

- a. To set up its own procedures on the understanding that the search and the Search Committee’s deliberations will be strictly confidential.
- b. To develop, following consultation with the University community, the criteria to be used by the Search Committee to evaluate candidates, and to recommend a candidate to the UBC Board of Governors (the “Board”) for approval. Only if the Board does not accept such recommendation shall the Search Committee submit a second or further recommendation as may be required.
- c. To coordinate the recruitment and evaluation of candidates, to receive nominations, to analyze the suitability of candidates, and to interview candidates.
- d. To report, in general terms, at each meeting of the Board held during the search process on the progress of the Search Committee’s work.
- e. To submit its recommendation to the Board in a timely fashion.

THE UNIVERSITY OF BRITISH COLUMBIA PRESIDENTIAL SEARCH COMMITTEE

Committee Composition¹

The Search Committee shall be chaired by the Chancellor of the University, and shall be composed of 21 members, including the Chair, as follows:

- a. Three (3) external members of the Board, selected by the Executive Committee of the UBC Board of Governors (the “Executive Committee”) after consultation with the Board;
- b. Two (2) members elected by the Vancouver Senate, and one (1) member elected by the Okanagan Senate;
- c. Two (2) faculty members elected by and from faculty members in the bargaining unit having their primary appointments at the Vancouver campus, and one (1) faculty member elected by and from faculty members in the bargaining unit having their primary appointments at the Okanagan campus (with the Vancouver Division and the Okanagan Division of the Faculty of Applied Science being treated as a Vancouver Faculty and an Okanagan Faculty respectively);
- d. Two (2) Deans selected by and from the Vancouver Committee of Deans and one (1) Dean selected by and from the Okanagan Deans’ Council (with the Dean of the Faculty of Applied Science being treated as a Dean from the Vancouver Committee of Deans rather than a Dean from the Okanagan Deans’ Council);
- e. Three (3) students: one (1) chosen by the UBC Vancouver Alma Mater Society Student Council, one (1) student chosen by the Graduate Student Society, and one (1) chosen by the UBC Students’ Union Okanagan;
- f. Two (2) members appointed by the Board of Directors, *alumni UBC*;
- g. One (1) member elected by and from UBC’s management and professional staff;
- h. One (1) member elected by and from Vancouver unionized staff; and,
- i. One (1) member elected by and from Okanagan unionized staff.

The Secretary to the Board of Governors shall function as the Secretary to the Search Committee but will not be a member of the Search Committee.

Confidentiality of Proceedings

It is a condition of membership of the Search Committee that its deliberations and all matters pertaining to its proceedings will be strictly confidential. Acceptance of membership constitutes an undertaking to adhere strictly to this condition.

¹If a member of the Search Committee ceases to be a member of the constituency from which he or she was appointed, the Executive Committee shall determine whether he or she should continue on the Committee. If there is a vacancy on the Search Committee, it shall be filled by the Executive Committee from the constituency from which the vacancy arises.

Orientation

All members of the Search Committee will be provided with an orientation session to establish expectations and responsibilities of the individuals on the Search Committee and of the Search Committee as a whole.

Quorum

Search Committee meeting quorum shall be 60% of the members of the Search Committee attending in person or by telephone. Members of the Search Committee are expected to make best effort to attend all meetings to ensure that the committee's deliberations have full engagement and thorough continuity..

Candidate Profile/Criteria

The Search Committee shall establish the criteria to be used in evaluating candidates and will recommend its selected candidate to the Board for consideration and approval.

Search Timeline

The Search Committee shall engage in a comprehensive consultative process that engages students, faculty, staff and alumni in the search for the President and Vice-Chancellor. However, the Search Committee will endeavor to make its recommendation to the Board in a timely manner that will ensure the continuity of leadership to succeed the Interim President and Vice-Chancellor term whose will be expiring June, 2016.

Search Scope

The search will be international in scope. The Search Committee will have overall responsibility for the recruitment and evaluation of candidates.

Search Consultant

A professional search consultant will be employed by the University to assist the Search Committee with recruitment of candidates. The Executive Committee will review proposals received, interview potential search firms, and recommend a consultant for consideration and approval by the Search Committee.

Procedures

The Search Committee shall develop its own procedures on the understanding that all proceedings and transactions shall be conducted in strict confidence.

The Search Committee may establish subcommittees for any purposes it thinks appropriate.

It will be important for the Board to be regularly informed on the progress that the Search Committee is making; therefore, the Chair of the Search Committee shall provide a report at each Board meeting, on the understanding that such reports will be made in general terms only, given the sensitivity and confidentiality of the Search Committee's work.

Recommendation

The Search Committee shall identify, after its deliberations, a candidate whom it recommends via the Executive Committee to the Board for appointment as President and Vice-Chancellor of the University. Only if the Board does not approve the Search Committee's recommendation shall the Search Committee recommend a second or further candidate as may be necessary.

Terms of the Appointment

In consultation with the professional executive search consultant, the Executive Committee shall establish contract parameters and compensation for the successful candidate. The Search Committee shall not have the responsibility of discussing contract provisions with candidates, excepting only that the Chair of the Search Committee shall review these parameters with all individuals on the short list prior to interviews.

The final terms for a contract will be approved by the Executive Committee, reporting fully to the Board.

Office of the
Ombudsperson for Students



ANNUAL REPORT 2014

Cultivating Fairness at UBC

Compassion

Accountability

Fairness

Community



OFFICE OF THE OMBUDSPERSON FOR STUDENTS ANNUAL REPORT 2014

INTRODUCTION

In presenting this sixth Annual Report of the Office of the Ombudsperson for Students, I would like to express my gratitude to the university community for the continued opportunity and privilege to provide our services on the Vancouver and Okanagan campuses.

I have reflected on the role and function of the office and how we have grown and adapted over the past six years to try to meet the needs of students and the institution as a whole. I have also learned a great deal about the work of ombuds offices across Canadian and U.S. universities and colleges and have been both surprised and heartened by the diversity of philosophies and approaches that each have taken in the content and delivery of ombuds services. The most interesting spectrum on which the variation exists is one relating to independence: how closely the ombuds office works with the rest of the university community and the structures and processes that connect and might be perceived to exert control over the office.

I feel that there has been mutual benefit to our office being relatively integrated with the rest of the campus at an institutional level, while strictly enforcing our independence as it relates to our work with individual students. We have sought to build relationships with faculties, administrative units, student societies and representatives, senior leadership and the community to enhance our capacity and efficacy to help students navigate challenging situations and to promote fairness and systemic improvements. We are part of the university community and accountable to its core academic mission and strategic goals.

A constant endeavour has been to bring as much interdisciplinarity and coordination from across the university to our work as our mandate permits. Whether that takes the form of connecting neuroscience to our understanding of conflict or creating tables for cross-campus conversations, the multiplicity and diversity of perspectives, knowledge and experience are critical to finding new and creative ways of tackling long-standing and complex challenges and issues. It is not always intuitive for us to reach beyond our own units, disciplines and constituencies. Large organizations like UBC seem to have a built-in default towards specialization and compartmentalization.


OFFICE OF THE OMBUDSPERSON FOR STUDENTS
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I am grateful for the continued support of Prof. Gupta, his office, the Deputy Vice-Chancellor and the Ombuds Advisory Committee. Working with the Alma Mater Society, Graduate Student Society and the Student Union Okanagan, we hope to further develop and fine-tune our services to ensure our ongoing relevance and assistance to students. We will also work to strengthen existing relationships and forge new ones across our campuses with a goal to promote fairness in practice, process and outcomes.

My sincere thanks and appreciation to Joy Coben, Ombuds Officer at the Vancouver campus and Maria Mazzotta, Ombuds Officer at the Okanagan campus for their dedication to the ombuds mandate and for their wise and kind support of hundreds of students each year.

Respectfully submitted,

Shirley Nakata
Ombudsperson for Students



“ You were so kind and non-judgemental; I found it very helpful to brainstorm some solutions together. I feel a sense of relief knowing that I now have contact with all of the necessary resources.

OFFICE OF THE OMBUDSPERSON FOR STUDENTS
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WHAT WE DO

“Your time is very much appreciated, and I felt relieved that I was able to discuss this with someone completely outside of my department.”

Over the past six years, we have seen an increase in the understanding of what our office does and what the word “ombudsperson” means. Still, as “ombuds” is not a word that appears in most people’s daily conversations, we continue to find many on our campuses who are unaware of our existence and of what we do.

“Ombudsman” is a Swedish word that is associated with concepts like “agent”, “representative”, “attorney” and “proxy”. Originating from the desire of a Swedish king to ensure that the rules and laws of the land were being followed by his administrators the ombudsman evolved to become independent of the executive branch and occupy a role to address maladministration and enhance good governance. This modern mandate is based on a clear acknowledgement of the disbalance of power between the governed and the governing. McKenna Lang, in her dissertation entitled *International Ombudsing: Navigating Discursive Channels* states: “It is here in the power relations at the nexus of governing and being governed, that we find the ombudsperson.”¹

Hence, the foundational constructs to ombudsing of confidentiality, independence and impartiality are essential to help moderate the impacts of the power disbalance. Perceived risk of retaliation is widespread so students must be assured that their concerns and grievances will be held in the strictest confidence. Assurances of confidentiality can be particularly important in smaller communities like the Okanagan campus and among certain student populations with specific vulnerabilities (e.g. international graduate students, students with mental health challenges). Students will only see this office as a valuable resource if they feel that they will be dealt with, not through a pro-university lens, but impartially and through advocacy only for fairness in principle, practice and outcome. Structural and substantive independence is required to allow ombuds to freely make commentary, recommend and investigate as appropriate to ensure that the governing hear and consider the experience of the governed.

¹ Lang, McKenna (2014). Taos Institute, Tilburg University. p. 32

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Good administration is the norm at UBC. However, maladministration, or *bureaupathology* as one former BC Ombudsperson² coined it does exist and is less about malicious, incompetent or careless administration, and more about rigid application of rules without thoughtful and temperate consideration of the particular facts of a given case. “Ombudsing aims to provide a channel, generally within systems of governance, for addressing complaints and *humanizing* bureaucracy” (emphasis added).³

We are not fixers. We help students build their capacity and confidence to constructively address the challenges they face by:

- Exploring options
- Explaining policies and procedures
- Clarifying goals
- Listening and providing an objective perspective
- Facilitating discussions and promoting informal resolution channels

I believe that ombudspersons must execute their mandate in accordance with their constating document, the institutional environment and culture and the needs and aspirations of the institution and its members. Ombuds services are a work in progress and must continually adapt to a variety of changes, including the strategic goals and vision of the institution and the constituency the office serves. One example of the latter is the recent increase of reports of the distinct needs and challenges of mature undergraduate students and the disengagement they sometimes describe with a system designed primarily for an 18-30 year old student population.

Our services are shaped by the commitments in *Place and Promise* and the belief that we each have a shared responsibility to contribute to the achievement of those goals even if they are not squarely within our remit. Ombuds services are therefore delivered with an overarching view to enhance student learning and research excellence, promote intercultural understanding, support an outstanding work environment and deepen Aboriginal and community engagement. A fundamental responsibility of ombuds is to speak up, name, support and build capacity to help the organization be accountable to its own value and mission statements. At UBC that requires us to credibly identify gaps and weaknesses and make recommendations for positive change at the systemic level and through our work with individuals, facilitate processes and resolutions that can fortify the relationship between individual and institution and restore any loss of faith or trust.

² Stephen Owen. BC Ombudsperson 1986-1992.

³ Lang, McKenna, supra Note 1 at p. 67

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REFLECTIONS & OBSERVATIONS

WEAR ONE HAT AT A TIME

The size of this institution necessarily gives rise to a large number of rules, many of which are complex with corresponding procedures that can be slow-moving. The administration of such rules and procedures requires decision-makers to balance their specialized knowledge with their understanding of the university landscape along with general principles of fairness. In the consideration of a particular case, the decision-maker may find various issues that fall outside the realm of their expertise or their jurisdiction.

One benefit of being part of an institution of UBC's size and sophistication is that we have created a network of resources and system of units (albeit sometimes hard to navigate) so that one person does not have to "do it all". We too often see decision-makers with the best of intentions trying to wear multiple hats and making decisions that are not within their role or expertise to make.

Over any 12-month period, about one in five individuals in BC will experience significant mental health and/or substance use problems leading to personal suffering and interference with life goals.⁴

⁴ Ministry of Health Services & Ministry of Children and Family Development. "Healthy Minds, Healthy People", Government of British Columbia, 2010.

A department head has received a request from an undergraduate student to change her "Fail" grade in one course to a "Withdrawal". The student says that two weeks into the course her mother was hospitalized for a period of six weeks and subsequently, the student's depression and anxiety deepened. She did not seek assistance nor share this information with her professor until she arrived late for her final exam, having slept in. She provided a letter from her doctor confirming that her depression and the medication she was on at the time made it difficult for her to get up in the morning.

The department head, while sympathetic to the student's situation, denied her request stating that it was the student's responsibility to seek and obtain support for her difficulties and that she could and should have sought accommodation earlier. He also stated that sleeping in is never an acceptable excuse for arriving late to a final exam.


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“ It was so nice to meet with you and get some kind of clarity in how to deal with the matter and the options that I have at this point. I would like to thank you for hearing me out the other day and all the help given in this distressful time.

Even if this decision-maker has specific expertise relating to an issue relevant to the matter of academic standing, for example, the student’s health status, it is outside his role to assess and draw conclusions about that aspect of the case. It is a relevant factor in the decision-making process, but he must consider the expert opinion of someone who has the role to provide such information for the adjudicative process and resist the temptation to substitute it with his own.

It may be helpful to think of ourselves each as nodes in a system in which we are interdependent and interconnected but have specific and limited responsibilities. Conflicts of interest and allegations of biased decision-making can be more easily avoided when we are cognizant of the potential for, and avoid, putting on the second or third hat and instead consult, refer and defer to others who have the authority and expertise for that particular aspect of the case.

This does not preclude decision-makers from accessing their own personal experiences, understanding and knowledge in making a fair decision. But an adjudicative role—one which requires the consideration of all relevant information —must be executed without the individual’s assessments that are beyond their mandate.



“ Please accept my heartfelt gratitude because you’ve helped to make what seemed an impossible situation into the possibility of a much brighter future for me.”

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FOCUS ON THE “HOW”

“We cannot rely on a structure of a priori rules to relieve us of our responsibility for treating each other with compassion and understanding.”⁵

Rules, policies and procedures are only the starting point in a decision-making process. They should not, as former Dean of McGill Law School Roderick MacDonald states above, determine the outcome without applying the core values UBC has articulated which include mutual respect, equity, excellence and integrity. Sometimes we try to sterilize decision-making by removing the “emotion”, thinking that by doing so we can reach a more accurate and fair result. But by adhering to a rule without meaningful consideration of and being influenced by the humanity of the situation, we can make the wrong decision.

It is a natural course to follow, seeing that we live in systems in which outcomes and results are generally valued and rewarded over process. We learn to focus on getting the paper published, the project completed, the funding obtained, and the promotion achieved. But if we shift that focus more to the “how” from the “what”, we can emphasize the relationship and our interconnectedness that enriches the environment in which a fair decision is more likely to be reached as well as accepted. The “how” constitutes the framework in which we make choices about our actions in pursuing our outcomes; the quality of the result is inextricably linked to how we got there. This is crucial in a university context that must be distinguished from other environments, like in a criminal court setting, in which the decision-maker and the individual being judged have little or no potential for an ongoing relationship.

Is the decision consistent with and does it further the purpose of the rule? What is the impact of the decision on the individual?

We have all seen decisions that resonate as being just and right be voided by our courts because the process followed was flawed. Workload, competing priorities, lack of understanding (or care), assumptions and miscommunications can contribute to a rush to the end, most always without bad faith or intention. We now know that when we feel we have been treated with respect, fairness and compassion, we are much more likely to accept and move on from a negative outcome.⁶ Good process informs, enhances and validates the decision. Fairness is a social experience that our brains treat in the same way as a survival issue. Brain research shows that when we are fairly treated, the reward systems of our brain light up.⁷ Conversely, when we expect fairness and then feel we have been treated unfairly, we experience something close to physical pain in our brains and activation of a part of our brain associated with disgust.⁸

⁵ MacDonald, R. (1990). “Normative Order in the Administrative State”, University of Toronto Law Journal, Vol. 40, No. 3, Special Issue on Administrative Law. pp 419-476.

⁶ Lind, E. A., & Tyler, T. R. (1988). *The social psychology of procedural justice*. New York: Plenum.

⁷ *The Brain at Work*. Rock, David. HarperCollins, 2009.

⁸ *Ibid.* p145

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Fair process includes clear, timely and responsive communications regardless of the content. It means that when a suspicion of wrongdoing arises, we don't jump to condemnation, but hold back and follow the process even if we are 100% certain of guilt. Process requires us to pause, reflect and carefully choose our language in communications, creating snapshots along the way in the form of a written record of what did and did not happen. Fair process means that students accused of wrongdoing are never, ever required to prove their innocence. Students are expected to be honest, cooperative and respectful when they are accused of wrongdoing, but the burden is on the university alone to establish guilt.

Fairness is a basic human need
 —like food, shelter and human
 connection.

An international graduate student receives an email from his supervisor asking him to meet with her that afternoon on an urgent matter. At the meeting, the supervisor expresses her disappointment after reading the first three chapters of his thesis. She says that beyond the poor analysis and English, he has clearly plagiarized and copied from various other works. The supervisor tells the student that she hopes he has a compelling argument to persuade her from not having him expelled.

Investment in the pre-decision stage will produce better outcomes for all parties. Accessible information about procedures and rules, in content and availability, needs to be established and communicated before the crisis or alleged breach occurs. Templates for key messages in high-risk processes can help decision-makers follow procedures and communicate the right content at the right time. Checklists for decision-makers can mitigate errors and missteps. We cannot anticipate every scenario, every fact pattern or situation. However, we can create robust rules and processes that decision-makers can be supported and educated to apply flexibly to any case.

- Respond promptly to communications, if only to acknowledge receipt and provide an estimated timeframe for reply
- Challenge your initial reaction, withhold judgment and be open to a different narrative
- Keep your eye on “community” and don't get adversarial even if others do
- Keep in mind potential next steps – appeals, judicial review, publicity – and ensure fairness is done and seen to be done

OFFICE OF THE OMBUDSPERSON FOR STUDENTS
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DECIDE THE CASE, AND ONLY THE CASE BEFORE YOU

We are all biased. Therefore, we must be vigilant against allowing irrelevant factors to enter our assessment and impede consideration of relevant and proper ones. The risk can be greater when over time observed patterns of behaviour, recurring characteristics of individuals or similar defences can unconsciously contribute to pre-conclusions and generalizations. While past cases can inform future ones and consistency of decision-making is important, fairness requires that each case be decided on its own, and only its own, merits. Two cases, each involving a student with the same characteristics (year and area of study, country of origin, age, etc.) accused of cheating on the same question on the same exam, may or may not warrant the same outcome.

Moreover, decision-makers must decide the case before them without speculation or consideration of the actions of or the consequences to the broader community. When a student's rights could be adversely affected by a university decision, the decision-maker is required to consider, weigh and determine the facts of that case. It's not about upholding academic integrity for the whole student body or about "sending a message". Fairness precludes pre-cut, zero-tolerance types of decisions that result from "if A, then outcome is always B" types of non-analysis. Decision-makers are given discretion to judge each case wisely and fairly: they are not permitted to fetter that discretion by automating any part of the decision-making process.

An Associate Dean has conducted an investigation into an allegation of academic misconduct against an international undergraduate student. The Associate Dean acknowledges the student's defence that she cheated on one question among 30 on the exam and that she was under extreme stress due to a conflict with her professor. The Associate Dean finds that academic misconduct has occurred and, as in all cases involving cheating on a final exam, gives the student a zero for the exam and refers the case to the President's Advisory Committee on Student Discipline. He further concludes that she could and should have sought assistance earlier from the many resources available on campus if she was having difficulties with her professor.

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“ I want you to know that you are the only one who listened to me and I thank you for it no matter what the outcome.”

By focusing only on the case at hand, it will also be easier to refrain from the often-heard phrase: “That would create a precedent”. There appears to be a general apprehension that there would be an opening of the floodgates and that others would take *unfair* advantage of a decision taken in one case to argue application to their own. Speculations of cases that might arise in the future must not impede us from doing the right thing in the specific situation that is before us. If cases with sufficiently similar facts, and similar aggravating, mitigating or extenuating circumstances come forward, then there is nothing unfair about reaching a similar or the same outcome. However, it is rare to find that there are multiple cases that are so closely similar on the facts that the exact same decision is warranted without proper analysis of the circumstances of each case. And, if there are a significant number of similar cases, then perhaps that is a signal to the university that a policy, procedure or practice needs to be reviewed.

The floodgates argument usually arises when decision-makers perceive that they are being asked to relax a rule or make an exception. Creative and innovative solutions that fit the facts of the particular case do not mean the rule is flawed. The goal is to treat each student fairly and come to a fair and reasonable outcome given the totality of the circumstances of *that* case while preserving and respecting the purpose for which that rule was created. An exceptional outcome is not a concession of fault; a compassionate solution is not an indication of weakness.



⁹ Episode 1, Series 2. *Silk*. BBC One. May 26, 2012. Television

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RECOMMENDATIONS:

- Invest comprehensively at the front end to ensure accessible, consistent and accurate information about resources, expectations and rules.
 - » Utilize course syllabi to communicate information of importance to all students – e.g. accommodation for disabilities, academic integrity, health issues, etc.
- Provide every faculty and staff member who interfaces with students with a detailed map of university resources and units that may have a role in a decision relating to a student.
 - » Counselling Services, Enrolment Services Professionals, Academic Advising Offices, Access & Diversity, Student Health Services, AMS and GSS Advocacy services, etc.
- Supply decision-makers with clear guidelines, checklists and templates that correspond with the policies and procedures they are required to follow.
 - » How to proceed with a suspicion of academic misconduct? How to respond to a student's request for accommodation? How to determine an appeal of a decision?
 - » Develop communities of practice or teams across faculties and units that deal with particular types of decisions relating to students in order to enhance consistency and efficacy across the university.
- Create venues for discussion among faculty, staff and students to consider and reflect on the various aspects of a student's life that are relevant to and are impacted by university decisions. They can provide opportunities to collectively recommend changes and pursue collaborative initiatives.
- Ensure that each faculty and unit provides students with accessible information about any rule or procedure that might significantly affect their rights and interests.
- Make sure websites are easy to navigate and contain information important for students to understand their rights and responsibilities (e.g. academic integrity, grade appeals, academic concessions, leaves, etc.)

The Ombuds Office remains available to assist faculties and units in developing and implementing best practices and competencies in relation to the recommendations above. A significant part of our mandate is to work proactively to support the university to establish fair rules, enact and follow fair procedures and reach fair outcomes.

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WORKING WITH THE UNIVERSITY COMMUNITY - HIGHLIGHTS

AMS ADVOCATE AND OMBUDSPERSON AND GSS ADVOCATES

- We met throughout the year to discuss trends, challenging issues and areas for systemic improvements. A common and continuing thread throughout our discussions is students' fear of retribution for challenging faculty members and university decisions.

GSS ADVOCATES AND REPRESENTATIVES FROM THE FACULTY OF GRADUATE AND POST-DOCTORAL STUDIES

- Quarterly meetings to share stories, experiences and ideas about how to work together to address challenges facing graduate students. We continued to hear that supervision and funding remain critical concerns for graduate students in a milieu where the power imbalance is most heightened.

STUDENT UNION OKANAGAN

- Meetings to explore ways in which the Okanagan Ombuds Office can support the Student Union and work together to address student needs on the Okanagan campus.

ASSOCIATE DEANS ROUNDTABLE

- Meetings are scheduled through the year to exchange information about current issues and best practices to work cooperatively on projects that support our common goals. The *Guidelines for Faculty* on academic misconduct continue to be revised and refined. Student mental health and wellbeing as well as the student athlete experience were also discussed.

COLLEGE OF GRADUATE STUDIES

- Discussions with the Dean and Associate Dean about trending issues for graduate students on the Okanagan campus and the potential for collaboration on proactive initiatives.

WINTERCONNECTIONS

- A mid-winter orientation event for first year international graduate students. Numbers of attendees continued to climb and evaluations indicated a positive experience for new international graduate students.

SENATE, ACADEMIC GOVERNANCE AND ENROLMENT SERVICES

- Discussions of recommended changes to process and communications to reduce the incidence and impact of late revocation of conditional offers of admission.

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ASIAN CANADIAN COMMUNITY ENGAGEMENT INITIATIVE (ACCE)

- A committee with broad representation across the Vancouver campus of individuals who have expertise and interest in strengthening the university's engagement with local Asian Canadian communities. ACCE works in a consultative and collaborative manner to support respectful interactions that value the mutual enrichment of genuine community engagement.

ST JOHN'S HOT LUNCH INITIATIVE

- Monthly lunches with a guest speaker invited from senior leadership organized as an opportunity for staff to meet new colleagues and build community. This initiative recognizes the challenges for staff to create connections across various units, faculties and staffing groups.

COMMITTEES AND WORKING GROUPS

- Senate Ad-Hoc Committee on Student Mental Health & Wellbeing
- Positive Space Campaign Review
- Workplace Environment Survey Committee
- Guidelines for University Investigations Review Committee
- Provost's Advisory Committee on Equity & Diversity

PRESENTATIONS AND WORKSHOPS

- Deans Council, Okanagan
- UBCO Heads-up
- Library, Okanagan
- Faculty Councils, Okanagan
- Faculty Associates, Dentistry
- Arts Advising
- Supervision panel, Faculty of Graduate and Post-Doctoral Studies
- Rule Out Racism
- Respectful Environment panel, Law
- Copenhagen Business School, Sauder
- Science Undergraduate Students Association
- Graduate Students, Political Science
- Student Senators Caucus

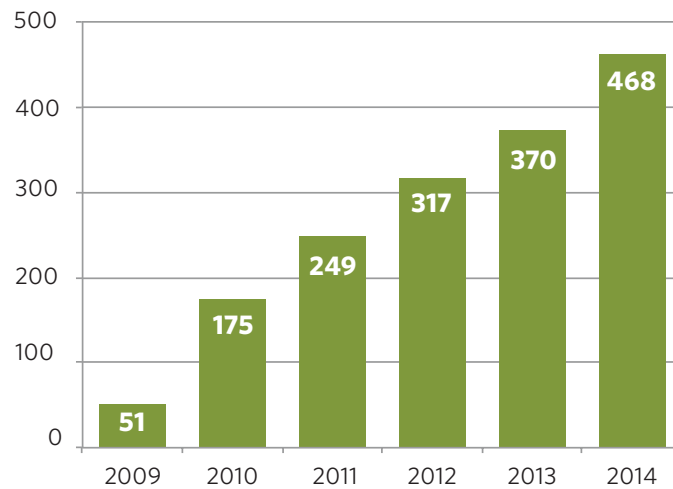
PROFESSIONAL ASSOCIATIONS

- BC Academic Ombuds Group
- Association of Canadian College and University Ombudspersons
 - Communications Committee
 - Conference Planning Committee
- Forum of Canadian Ombudsman
- NorthWest Ombuds Group
 - Steering Committee
- California Caucus of University and College Ombuds
- Canadian Association of College and University Student Services

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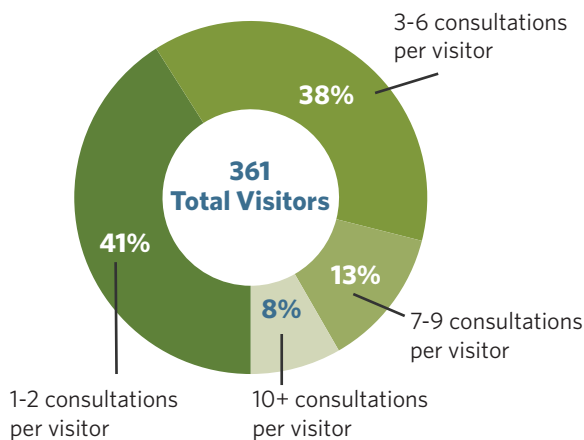
OMBUDS OFFICE STATISTICAL INFORMATION

TOTAL CASELOAD PER YEAR — VANCOUVER AND OKANAGAN

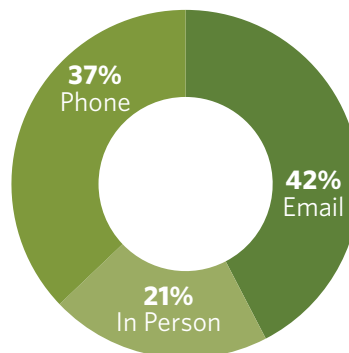


STATISTICAL INFORMATION VANCOUVER

NUMBER OF OMBUDS CONSULTATIONS PER VISITOR



MODE OF CONTACT



AGE

60+	1
55-59	3
50-54	6
45-49	11
40-44	12
35-39	32
30-34	52
25-29	81
20-24	108
15-19	5
Unknown	50

Unknown includes staff, faculty, post-doctoral fellows, parents, and anonymous visitors.

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STUDY LEVEL

Graduate	113
Post Graduate	8
Diploma and Certificate	10
Undergraduate	168
Unclassified	10
Visiting	2
Other/Unknown	50

YEAR AND LEVEL OF STUDY

1st year undergraduate	28
2nd year undergraduate	31
3rd year undergraduate	44
4th and 5th year undergraduate	65
Unclassified	10
Post Graduate	8
Certificate and Diploma	10
Master's	69
Doctoral	44
Other/Unknown	52

STATUS BY STUDY LEVEL

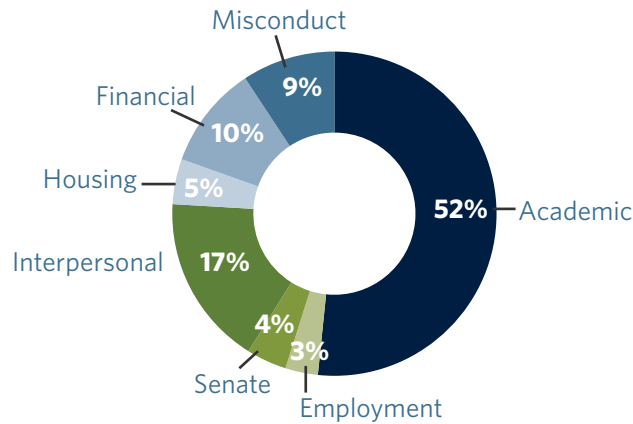
	Canadian	Permanent Resident	Study Permit	Refugee	Other
Graduate	48	2	41		
Post-Graduate/ Certificates/ Diplomas	14	3	1		
Undergraduate	128	21	32		
Unknown				1	70

FACULTY

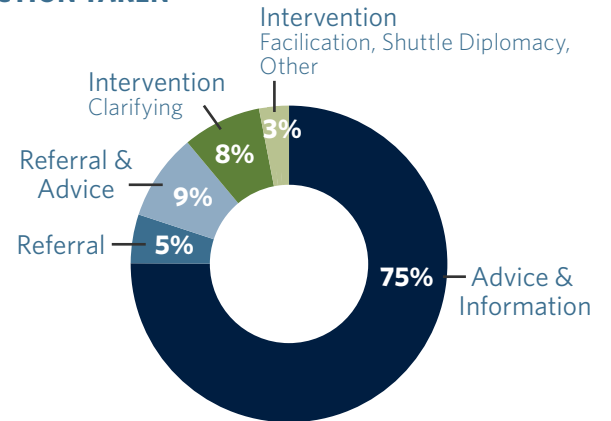
Applied Science	54	Land and Food Systems	11
Arts	101	Law	6
Commerce	29	Medicine	25
Centre for Interdisciplinary Studies	1	Nursing	3
Continuing Education	1	Pharmaceutical Sciences	5
Dentistry	7	School of Architecture and Landscape Architecture	2
Education	19	Science	51
Forestry	4	Other/Unknown	37
Human Kinetics	5		

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NATURE OF CONCERN SUMMARY



ACTION TAKEN



ACADEMIC CONCERNS

Academic Standing	23
Admission	21
Advising	15
Course or Program	92
Faculty or School	18
Practicum or Field Work	8
Probation or Withdrawal	17
Other Academic Concern	12
Total	206

INTERPERSONAL CONCERNS

Advisor	3
Head of Unit	7
Instructor	15
Student	10
Supervisor	18
Teaching Assistant	1
Other	14
Total	68

SENATE APPEALS

Academic Standing	11
Discipline Decisions	2
Admissions Decisions	3
Total	16

MISCONDUCT CONCERNS

Academic Misconduct	28
Non-Academic Misconduct	5
Other Misconduct	4
Total	37

OFFICE OF THE OMBUDSPERSON FOR STUDENTS
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2014 SATISFACTION SURVEY RESULTS (%)

VANCOUVER

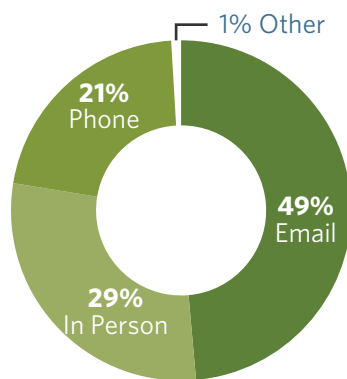
This report contains a statistical analysis of the results to the survey titled *2014 Satisfaction Survey: Office of the Ombudsperson for Students*. The analysis includes answers from all respondents who took the survey in the period from January 29, 2014 – January 27, 2015. 61 completed responses were received to the survey during this time.

	% N/A	% STRONGLY AGREE	% AGREE	% DON'T KNOW	% DISAGREE	% STRONG DISAGREE
INFORMATION ABOUT THE OMBUDS OFFICE WAS EASY TO FIND.	3.3	32.8	41.0	13.1	8.2	1.6
THE OFFICE IS CONVENIENTLY LOCATED.	11.5	19.7	52.5	6.6	8.2	1.6
MY INITIAL CONTACT WITH THE OMBUDS OFFICE WAS PROMPTLY ACKNOWLEDGED.	0.0	83.6	16.4	0.0	0.0	0.0
I WAS ABLE TO MEET WITH AN OMBUDS OFFICE REPRESENTATIVE QUICKLY.	8.2	78.7	13.1	0.0	0.0	0.0
I WAS TREATED WITH RESPECT AND COURTESY.	0.0	96.7	3.3	0.0	0.0	0.0
I WAS GIVEN DIFFERENT OPTIONS AND/OR SUGGESTIONS ON HOW I COULD PROCEED.	1.6	63.9	32.8	0.0	1.6	0.0
THE CONSULTATION WITH THE OMBUDS OFFICE HELPED ME TO PURSUE MY CONCERN CONSTRUCTIVELY.	0.0	68.9	26.2	0.0	3.3	1.6
I FELT THAT MY ISSUES WERE TREATED WITH SENSITIVITY, CONCERN AND CONFIDENTIALITY.	0.0	86.9	13.1	0.0	0.0	0.0
THE OMBUDS OFFICE WEBSITE IS EASY TO NAVIGATE AND HAS HELPFUL INFORMATION.	13.1	21.3	37.7	26.2	1.6	0.0
I FEEL BETTER PREPARED TO EFFECTIVELY DEAL WITH SIMILAR SITUATIONS IN THE FUTURE.	3.3	54.1	29.5	9.8	1.6	1.6
I WOULD RECOMMEND THE OMBUDS OFFICE TO A FRIEND.	3.3	70.5	21.3	3.3	0.0	1.6
WITHOUT THE ASSISTANCE OF THE OMBUDS OFFICE, I WOULD POSSIBLY HAVE SOUGHT LEGAL OR OTHER ALTERNATIVES OUTSIDE THE UNIVERSITY.	13.1	18.0	26.2	24.6	13.1	4.9

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STATISTICAL INFORMATION OKANAGAN

MODE OF CONTACT



AGE

60+	2
55-59	1
50-54	1
45-49	3
40-44	3
35-39	1
30-34	5
25-29	13
20-24	48
15-19	5
Unknown	25

TOTAL 107

Unknown includes faculty, staff, parents and anonymous visitors, etc.

STUDY LEVEL

Graduate	18
Post Graduate	1
Undergraduate	57
Unknown	31
Total	107

FACULTY

Applied Science	13
Arts & Science	32
Education	3
Creative and Critical Studies	1
Health and Social Development	13
Management	12
Unknown	33
Total	107

ACADEMIC CONCERNS

Academic Standing	11
Admission	3
Advising	3
Course or Program	23
Practicum or Field Work	5
Probation or Withdrawal	5
Other Academic Concern	8
Total	58

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2014 SATISFACTION SURVEY RESULTS (%)

OKANAGAN

This report contains a statistical analysis of the results to the survey titled *UBC-Okanagan - Satisfaction Survey - Ombuds Office*. The analysis includes answers from all respondents who took the survey in the period from December 11, 2013 to December 18, 2014. 13 completed responses were received to the survey during this time.

	% N/A	% STRONGLY AGREE	% AGREE	% DON'T KNOW	% DISAGREE	% STRONG DISAGREE
INFORMATION ABOUT THE OMBUDS OFFICE WAS EASY TO FIND.	0.0	30.8	53.8	0.0	15.4	0.0
THE OFFICE IS CONVENIENTLY LOCATED.	0.0	50.0	41.7	8.3	0.0	0.0
MY INITIAL CONTACT WITH THE OMBUDS OFFICE WAS PROMPTLY ACKNOWLEDGED.	0.0	66.7	33.3	0.0	0.0	0.0
I WAS ABLE TO MEET WITH AN OMBUDS OFFICE REPRESENTATIVE QUICKLY.	7.7	69.2	23.1	0.0	0.0	0.0
I WAS TREATED WITH RESPECT AND COURTESY.	0.0	92.3	7.7	0.0	0.0	0.0
I WAS GIVEN DIFFERENT OPTIONS AND/OR SUGGESTIONS ON HOW I COULD PROCEED.	7.7	38.5	46.2	0.0	7.7	0.0
THE CONSULTATION WITH THE OMBUDS OFFICE HELPED ME TO PURSUE MY CONCERN CONSTRUCTIVELY.	0.0	46.2	46.2	7.7	0.0	0.0
I FELT THAT MY ISSUES WERE TREATED WITH SENSITIVITY, CONCERN AND CONFIDENTIALITY.	0.0	61.5	38.5	0.0	0.0	0.0
THE OMBUDS OFFICE WEBSITE IS EASY TO NAVIGATE AND HAS HELPFUL INFORMATION.	15.4	15.4	30.8	23.1	15.4	0.0
I FEEL BETTER PREPARED TO EFFECTIVELY DEAL WITH SIMILAR SITUATIONS IN THE FUTURE.	7.7	23.1	61.5	7.7	0.0	0.0
I WOULD RECOMMEND THE OMBUDS OFFICE TO A FRIEND.	0.0	76.9	23.1	0.0	0.0	0.0
WITHOUT THE ASSISTANCE OF THE OMBUDS OFFICE, I WOULD POSSIBLY HAVE SOUGHT LEGAL OR OTHER ALTERNATIVES OUTSIDE THE UNIVERSITY.	16.7	8.3	16.7	33.3	16.7	8.3