

Okanagan Senate

THE SIXTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2016/2017 ACADEMIC YEAR

THURSDAY, 23 FEBRUARY 2017

3:30 pm to 5:30 pm – ASC 130

- 1. Minutes of the Meeting of 26 January 2017 – Prof. Deborah Buszard**
(approval) (docket pages 3-19)
- 2. Business Arising from the Minutes – Prof. Deborah Buszard** (information)

Term 1 Reading Break
- 3. Remarks from the President and Related Questions - Dr Santa Ono** (information)
- 4. Remarks from the Deputy Vice-Chancellor and Related Questions - Prof. Deborah Buszard** (information)
- 5. 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 February 2017, 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).

- 6. Admissions & Awards Committee – Dr Marianne Legault**
 - a. Admission Regulation Changes for the Faculty of Management (approval)
(docket pages 20-22)
 - b. 2017-2018 Enrolment Targets (approval) (docket pages 23-32)
 - c. New and Revised Awards (approval) (docket pages 33-36)
- 7. Curriculum Committee – Dr Sean Lawrence**
Curriculum Proposals for February for the Faculties of Arts & Sciences and Health & Social Development (approval) (docket pages 37-40)

8. Report from the University Librarian – Ms Heather Berringer

Annual Report (information)(docket pages 41-54)

9. Other Business

10. IN CAMERA – Honorary Degree

Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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



OKANAGAN SENATE

MINUTES OF 26 JANUARY 2017

DRAFT

Attendance

Present: Dr D. Buszard (Vice-Chair), Dr K. Ross (Secretary), Ms L. Allan, Mr N. Azu, Ms P. Babunga, Dr P. Barker, Ms H. Berringer, Mr. M. Campbell, Dr R. Campbell, Dr D. Carter, Ms C. Comben, Dr J. Corbett, Dr R. Eggleston, Dr M. Evans, Ms E. Gallaccio, Dean M. Grant, Mr D. Kandie, Dr D. Keyes, Mr J. Lammers, Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Dr M. Legault, Ms K. Lu, Dr Y. Lucet, Dr V. Magnat, Dr C. Mathieson, Dr S. McNeil, Dr S. O’Leary, Dr F. Pena, Dr. R. Sadiq, Ms S. Sneg, Dr J. Stites Mor, Dean R. Sugden, Ms K. Trapara, Ms J. Vinek, Dr D. Walker, Dr G. Wetterstand, Dr P Wylie

Regrets: Dr S. Ono, Dr P. Arthur, Dr L. Berg, Dean B. Binsted, Mr I. Cull, Chancellor L. Gordon, Dr J. Jakobi, Dr J. Johnson, Dr C. Labun, Mr J. McEwan, Ms A. Park, Dean M Parlange, Dr E. Taylor, Dean W. Tetey

Clerk: Mr C. Eaton

Call to Order

Professor Deborah Buszard, Vice-Chair of Senate, called the meeting to order at 3:32 pm.

Senate Membership

NEW MEMBER

The Registrar, Dr Kate Ross, introduced Mr Myron Campbell, Representative of the Faculty of Creative & Critical Studies, to replace Ms Anne Fleming, who had resigned.

NOMINATING COMMITTEE

In response to the previous calls for nominations, one nomination was received and thus Mr Nene Azu was acclaimed as elected to the Senate Nominating Committee until 31 March 2017 and thereafter until replaced.

Minutes of the Previous Meeting

Marianne Legault
Catherine Comben

}

That the Minutes of the Meeting of 24 November 2016 be adopted as corrected.

Corrections: typographical errors on page 8.

Approved

Business Arising from the Minutes

The student senators presented a statement on Interprise, noting that they did not support the initiative as currently configured. Specific concerns raised were:

1. Aside from PSYO 451, each course is offered over an intensive 10-day period. While some students may have the aptitude to take on such rigorous coursework continuously, the student senators do not believe that this encourages best practice for learning. Further, the increase in summer term maximum credits and reduction of admission criteria means that Interprise's intensive workload could jeopardize mental health and impede student success.
2. Interprise has no formal certification that would demonstrate the significance of the Initiative to potential employers or post-graduate institutions. This means that students will be left with a random set of electives on their transcript that is unlikely to apply to their degree program.
3. Many courses offered through Interprise require prior disciplinary knowledge from multiple prerequisite courses. The Interprise version of these courses requires mandatory waivers of these pre-requisites because Interprise intends them to be taught with different learning outcomes designed for a non-disciplinary audience. With the current admission criteria, enrolled students may be unprepared to successfully complete the Initiative. Additionally, if the courses are taught differently to account for the waiving of prerequisites, then students will receive identical credits for different learning experiences.

The students made the following recommendations for the faculty and staff involved in the creation of Interprise:

1. Ensure students are aware that the initiative will be intensive as well as provide students with details about the structure of assessments, examinations, and how UBC policies and procedures (e.g., withdrawals) may or may not apply to them well in advance.
2. Develop formal accreditation for the initiative that allows its participants to have something to show employers and post-graduate institutions.
3. Ensure that all stakeholders, especially students, are represented in future planning for this Initiative.

The Vice-Chair suggested that the students meet with the Provost to discuss their concerns.

Remarks from the Deputy Vice-Chancellor

Professor Buszard passed on the regrets of President Ono who was presently at the University of Toronto.

Dr Buszard noted the recent pro-life/pro-choice demonstration and counter demonstration on campus. UBC takes the position that so long as a demonstration is lawful, the public and community have freedom to express any perspective. UBC does not endorse the views expressed by any particular demonstration and values the free, lawful and respectful expression of all views and opinions, even those that one may find disagreeable or upsetting. We enjoy many special rights and freedoms as members of the academic community, the right not to have one's own views challenged and the right not to be offended are not included. The University must be a place for difficult conversations. Demonstrations and other forms of expression are upheld by the Senate's statement on academic freedom and UBC's support for free speech generally.

Dr Buszard noted that President Ono was recently named Chief Advisor to the Innovation Network for the Province of BC. This role is designed to foster greater collaboration between public post-secondary institutions and innovation-driven industries.

Last week, the External Advisory Council for UBC Okanagan met. The Council is composed of business, government and community leaders in the Okanagan. This group meets 4 times a year.

With regards to the future of the Faculty of Education –Dean Blye Frank of UBC Vancouver Education has been named Dean *Pro Tem* of the UBC Okanagan Faculty of Education while the two faculties discuss possibilities for a future merger. Susan Crichton is continuing as Director of the Faculty of Education and is expected to becoming an Associate Dean of Education in a similar role the Director of the School of Engineering has for the Faculty of Applied Science.

Finally, Dr Buszard noted that we were approaching the end of this triennium and this gives the Senate an opportunity to renew and evolve.

Dr Keyes noted that a white supremacy group has created a Facebook page for UBCO. Within the limits of freedom of expression, what options do we have?

Dr Buszard noted that UBC was aware that this Facebook page was created, and UBC demanded that our brand be removed from Facebook. Our interaction was with the social media provider not with the users. We will take action towards anything illegal or contrary to our policies; in this case, this seems to be a couple of individuals and not a formal group.

Senator Corbett asked what we would do if this was a criminal hate speech matter.

The Associate Registrar, Mr Eaton, replied that we could ask the police to investigate.

Academic Policy Committee

FACULTY OF MANAGEMENT ACADEMIC CONCESSION POLICY REVISIONS

Miriam Grant }
Yves Lucet } *That Senate approve the revisions to the Faculty of Management’s language in the Academic Calendar concerning academic concession as set out in the attached two-column form.”*

Approved

Admission & Awards Committee

VISITING STUDENTS – CHANGES IN ADMISSION REQUIREMENTS

Marianne Legault }
Catherine Comben } *That Senate approve changes to admission requirements for Visiting Students effective for admission to the 2017 Summer Session and thereafter.*

Senator Legault noted that transcripts were not requested in the past and thus we had no way of knowing if visiting students were in good standing without a transcript.

Senator O’Leary noted that this may be onerous and asked why we were making a change.

The Registrar replied that students may have been required to withdraw from the other institution and we would have no way of knowing without a transcript.

Senator Allan asked who would review the transcript and decide if a student was acceptable or not.

Senator Legault advised that associate deans in each faculty reviewed the Letters of Permission for Visiting Students.

Deputy Registrar Fred Vogt replied that it was not a detailed review; we would only query the matter if it was unusual.

Senator Lalonde asked what a Letter of Permission currently contains.

Senator Legault and the Registrar set out the basic information contained: name, program, a list of transferable courses.

Senator Kandie asked if their grades would matter.

Dr Legault stated that when she was reviewing them she did not generally accept a student if we felt they would struggle.

Senator O'Leary asked how long it would take to review the matter.

Dr Legault replied that at best we would approve them the day received, and at worst within a week.

Approved

GRADUATE ADMISSION APPEALS

Marianne Legault	}	<i>That Senate approve the proposed Calendar entry on Graduate Appeals effective upon Senate approval.</i>
Catherine Comben		

Senator Lalonde asked if a rejected student could launch an appeal to get accepted against the wishes of a perspective supervisor.

Dr Grant replied that we would not generally allow that.

Senator O'Leary asked when an offer would be revoked.

Dr Grant cited fraud as an example.

Senator Keyes asked what happened in cases of fraud that are not discovered for several years.

Mr Eaton replied that if they were already students we would put them through the academic discipline process.

Approved

BACHELOR OF EDUCATION ADMISSION REQUIREMENTS AND ADMISSION SELECTION PROCESS CALENDAR ENTRY

Marianne Legault	}	<i>That Senate approve the revised admission requirements and the Admission Selection Process Calendar entry for the Bachelor of Education for entry into 2018W and thereafter.</i>
Greg Wetterstrand		

Senator Lalonde asked why business and finance math was not acceptable but statistics was?

Dr Legault replied that this was a matter of Ministry of Education regulations.

Senator Allan asked if there was a process to review to accuracy of letters.

Dr Ross replied that the letters of reference will be uploaded upon requests sent to the referees, but that the faculty would have to monitor the accuracy of experience letter comments.

Dr Susan Crichton, Director of the Faculty of Education replied with permission of Senate. She stated that the experience letter was about hearing from students in their own voices.

Dr Allan said that it was not clear what the purpose was of the letter in the material presented and this needed to be made clear to applicants.

Approved

NEW AWARDS

See Appendix A: Awards Report

Marianne Legault Miriam Grant	}	<i>That Senate accept the new and revised awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.</i>
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Senator Vinek asked if the Go Global Seminar Award would work for students who were not in a summer experience.

Dr Legault replied that this was only a limitation for the first year.

Approved

Agenda Committee

Senate Meeting Schedule 2017-2018

Daniel Keyes Bob Lalonde.	}	<i>That, in accordance with Rule 15 (b), the regular senate meeting schedule for 2017-2018 be established as follows: 28 September 2017, 26 October 2017, 23 November 2017, 14 December 2017, 25 January 2018, 22 February 2018, 29 March 2018, 26 April 2018, 17 May 2018.</i>
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Approved

Curriculum Committee

JANUARY CURRICUM REPORT

See Appendix B: Curriculum Report

Yves Lucet }
Rehan Sadiq } *That Senate approve and recommend to the Board of Governors for approval the new course brought forward from the Faculty of Creative and Critical Studies, the new program brought forward by the Faculty of Applied Science and the revised program requirements, new courses and revised course brought forward by the Faculty of Arts and Sciences.*

Approved

Nominating Committee

Daniel Keyes }
Yves Lucet } *That Mr Jason Lammers be appointed to the Council of Senates Budget Committee until 31 March 2017 and thereafter until replaced, to fill a vacancy;*

That Ms Amy Park be appointed to the Senate Academic Policy Committee until 31 March 2017 and thereafter until replaced, to fill a vacancy;

That Ms Elisa Gallaccio be appointed to the Senate Admissions & Awards Committee until 31 March 2017 and thereafter until replaced, to fill a vacancy;

That Ms Amy Park and Mr Jason Lammers be appointed to the Senate Committee on Appeals of Standing and Discipline until 31 March 2017 and thereafter until replaced, to fill vacancies;

That Ms Priscilla Babunga and Mr Daniel Kandie be appointed to the Senate Curriculum Committee until 31 March 2017 and thereafter until replaced, to fill a vacancy and to replace Ms Kelly Lu; and,

That Ms Katarina Trapara be appointed to the Senate Learning & Research Committee until 31 March 2017 and thereafter until replaced, to replace Ms Amy Park.

Approved

REVISIONS TO PROCEDURES TO POLICY 18

Dr Keyes noted that as the President noted in October, procedures are being presented for information to create the new Vice-Provost International role.

VICE-PROVOST INTERNATIONAL APPOINTMENTS

Dr Keyes noted that the Nominating Committee would be seeking nominations from Okanagan faculty and students for this search committee.

TRIENNIAL REVIEW OF SENATE COMMITTEES AND PROCEDURES

Dr Keyes advised that as Senators are aware, in the third year of each triennium, the Senate considers recommendations from the Agenda and Nominating Committees for revisions to its internal structures and procedures. The Agenda and Nominating Committees have asked for a website to be established to provide background information and facilitate submissions for the review process. As in past trienniums, detailed requests will also be sent to Senate committees regarding their own internal operations.

Senator Mathieson asked what kind of feedback the Nominating Committee would seek. Does the committee want open-ended or directed comments?

Senator Keyes said that comments from people's expertise would be most helpful.

Report from the Provost

2016-2017 REPORT ON ENROLMENT

The Provost thanked the team who prepared the enrolment report: Patricia Lasserre, Stephanie McEwan, Fred Vogt, and many others in Vancouver and the Okanagan.

Mr Fred Vogt, Deputy Registrar for UBC Okanagan presented.

Mr Vogt noted that our 2016 FTE would be 6806, or 98% of our FTE target. 2016 was a 145 increase over the previous year. Projections expect full enrolment by 2017/2018. Overall headcount was a 3.5% increase this year, with 8687 total, our highest level ever. Domestic numbers were 7436, down from the 2012 high of 7606. Three things happened in 2014 that decreased student numbers: introduction of a holistic admissions process, discontinuation of

alternate offers to domestic students, and widespread decline in Arts applications across Canada. International numbers are increasing, with 1251, a 17% increase over last year. Aboriginal student headcounts are relatively stable, and currently present 5% of the campus. Vancouver is at 2.7%.

Mr Vogt noted that the entry GPAs were stable at 84% for UBCO and 91% for UBCV.

Senator Sadiq asked if we had detailed data for each degree for admissions programs given that the proportion of students in each program.

Mr Vogt replied it was not in the report but was available to the faculties.

Senator R. Lawrence noted that we were comparable to UBCV except for the 6 year completion rate which was much lower.

Dr Stephanie McEwan noted that we were not retaining a lot of alternate offer students; we did look at students and around 15% of those students with high grades likely transferred. Prior to 2009 academic probation was not used heavily and now is; we expect that moving forward this will improve. The provincial rate is 62%, we're not low; rather, Vancouver is just very high.

Reports from the Registrar

2017-2020 ELECTIONS TO THE BOARD OF GOVERNORS

The Registrar advised that subsequent to the call for nominations issued on 17 October 2016, elections were held for representatives of faculty members and staff from the Okanagan campus to the Board of Governors from 21 November to 5 December 2016. Pursuant to Section 16 of the University Act, the results are formally reported to the Senate.

Faculty Member:

Klironomos, John 43

Wylie, Peter 25

Arthur, Peter 24

Davies, Paul G.19

Tannant, Dwayne 18

O'Leary, Stephen K. 5

Dr John Klironomos was elected; his terms of office is from 1 September 2017 until 31 August 2020 and thereafter until a successor is elected.

Staff Member

Morcom, Curtis 50

Chartrand, Tanya 29

Seddon, Karen 13

Mr Curtis Morcom was elected; his terms of office is from 1 September 2017 until 31 August 2020 and thereafter until a successor is elected.

2017-2018 ACADEMIC YEAR

The Registrar informed Senate that pursuant to Policy O-125, key dates for the 2017/18 Winter Session were as follows:

Term 1

Tuesday, 5 September 2017	Term 1 begins
Friday, 10 November 2017	Midterm Break
Friday, 1 December 2017	Last day of Term 1 classes for most faculties
Monday, 4 December 2017	First day of exams for Term 1
Tuesday, 19 December 2017	Last day of exams for Term 1

Number of Teaching Days: 60

Term 2

Wednesday, 3 January 2018	Term 2 begins
Tues. -Fri., 13-16 February 2018	Midterm Break (following Family Day, Monday, 12 February)
Friday, 6 April 2018	Last day of Term 2 classes for most faculties
Monday, 9 April 2018	First day of exams for Term 2
Friday, 24 April 2018	Last day of exams for Term 2

Number of Teaching Days: 61

A senator raised a concern regarding the Friday being selected for the term1 reading week instead of the following Tuesday.

The student senators stated that they preferred the Friday as they could then travel on Friday and Monday and see family over the weekend.

The Associate Registrar, Mr Christopher Eaton, agreed to review the date selected.

Adjournment

There being no further business, the meeting was adjourned at 4:55 pm.

Appendix A: Awards Report

New Awards:

Corbishley Family Go Global Seminar Award

Awards totalling \$4,000 are offered by the Corbishley family to students accepted into the Global Seminars program, at the University of British Columbia, Okanagan campus. The awards will be conferred on students who have demonstrated financial need.

Daniel Lovegrove Memorial Award in Psychology

A \$1,500 award is offered by the family and friends of Daniel Lovegrove to a fourth-year student who is pursuing a major in psychology in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference is given to a student who shows great promise in the field of psychology and who graduated from a high school in British Columbia or Alberta. The award is made on the recommendation of the School. Daniel began his BA in psychology at UBC Okanagan in the fall of 2008. Sadly, he died on August 13, 2011, in a hiking accident while trying to save his friend, and just weeks before beginning his fourth and final year. He is remembered for his unconditional love for his family and friends, his all-encompassing hugs, and his sincere belief in equality for all. He lived life with a passion and believed in himself and others. His enthusiasm for learning was an inspiration to students and teachers alike. This award was created to honour his memory, and to help others learn and grow. (First award available for the 2016 Winter session)

UBC Okanagan Aboriginal Entrance Award

Two entrance awards of \$20,000 each (payable at \$5,000 per year) are offered to two first-year Aboriginal students at the University of British Columbia, Okanagan campus. The awards will be given to students who have demonstrated significant financial need, an exceptional work ethic, as well as academic strength. Subject to the recipient continuing to maintain his or her academic standing, the award will be renewable for the second, third, and fourth years of study. The awards are made on the recommendation of the adjudication committee. (First awards available for the 2017 Winter Session)

Maax Bath Inc Scholarship in Mechanical Engineering

A \$1,000 scholarship is offered by Maax Bath Inc to a third- or fourth-year student in the Mechanical Engineering Program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. (First award available in the 2017 Winter session)

Paul Jubinville Memorial Bursary in Engineering

A \$2,000 bursary is offered by the family and friends of Paul Jubinville to a fourth-year electrical engineering student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a student who

demonstrates an assessed financial need. Paul was from Kamloops and attended Thompson Rivers University before UBC Okanagan, where he received his undergraduate Engineering degree in spring of 2016, shortly before he passed away from brain cancer. In loving memory, Paul is remembered as a witty and intelligent young man of strong character who was just starting his journey in life. (First award available for the 2016 Winter session)

Dr. Kent Chappell and Mr. Vern J. Nielsen Bursary in Management

A \$2,000 bursary has been endowed in honour of Dr. Kent Chappell and Mr. Vern J. Nielsen for third- or fourth-year student in the Faculty of Management at the University of British Columbia, Okanagan campus. Preference is given to a student who has graduated from a high school in the province of British Columbia and who demonstrates an assessed financial need. (First award available for the 2016 Winter Session)

International Undergraduate Students Short-Term Bursary

A limited number of bursaries are offered to continuing international undergraduate students who demonstrate significant and unanticipated, but short-term financial need. The value of each bursary will depend on the applicant's financial circumstances. Financial need assessments and the determination of a student's eligibility for the short-term bursary are undertaken by Enrolment Services in consultation with the International Student Initiative. (First Award Available in the 2016 Winter Session)

International Undergraduate Students Long-Term Bursary

A limited number of bursaries ranging in value up to the full cost of the student's academic program and living costs are offered to continuing international undergraduate students who demonstrate a significant, unanticipated change in their financial circumstances, rendering them unable to continue their studies at UBC. In order to be eligible for bursary consideration, students must be in good academic standing. Given the limited number of long-term bursaries available, preference in the selection of recipients will be given to students who also demonstrate engagement within the UBC community. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit, is showing academic progress as determined by their Faculty and continues to demonstrate financial need. Bursary recipients will have their situations reviewed annually. Financial need assessments and the determination of a student's eligibility for the long-term bursary are undertaken by Enrolment Services in consultation with the student's Faculty and the International Student Initiative. (First Award Available in the 2016 Winter Session)

Rationale for the following bursaries:

International Undergraduate Students Short-Term Bursary
International Undergraduate Students Long-Term Bursary

These new bursaries provide continuing financial support to international students who have had a significant and unexpected change in their financial circumstances since the start of their

studies at UBC. These bursaries acknowledge that global economic, political as well as personal factors may change significantly during an international student's sojourn at UBC and might have a deleterious effect on the student's ability to support themselves through their studies. The bursaries are designed to address significantly burdensome, previously unpredictable financial need.

The short-term bursaries are designed for students who may encounter short-term need related to meeting their living costs. These bursaries are not typically intended to cover tuition or student fees and are not intended to cover longer-term need.

The long-term bursaries are specifically designed for students who show both merit and significant financial need. The financial need in this case has also come about unexpectedly and is of the nature that would make it impossible for them to continue their studies at UBC. In this case, merit will be interpreted to mean students who are progressing satisfactorily towards their degrees and have taken opportunity to involve themselves in positive ways in the UBC community.

*Funding – International Student Initiative Student Financial Assistance monies
These bursaries are funded by International Student Financial Assistance funds which are derived from an allocation of international undergraduate tuition fees. The International Student Financial Assistance funds are managed by the International Student Initiative and support the International Scholars program as well as a number of other international undergraduate awards and scholarships in addition to these two new bursaries for continuing international undergraduate students as described above. Funding is limited and therefore the number of bursaries will be limited within the envelope of funding available and needed to cover all of the various forms of international undergraduate student financial assistance.*

UBC Vantage College Excellence Bursary - tuition

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

UBC Vantage College Excellence Bursary – living costs

Bursaries ranging in value up to the full cost of the student's living costs are offered upon recommendation by the International Student Initiative to continuing international undergraduate students who were previously awarded the UBC Vantage College Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's

financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

Rationale for the following bursaries:

UBC Vantage College Excellence Bursary – tuition

UBC Vantage College Excellence Bursary – living costs

The bursaries provide continuing financial support to a student who was a recipient of the UBC Vantage College Excellence Award in the previous academic year. While the student does not meet the academic criteria for a continuing award according to regulations governing university awards as approved by the Okanagan Senate, they remain 'In Good Standing' for their Faculty and/or program, continue to demonstrate financial need and meet the other non-academic criteria for the UBC Vantage College Excellence Award.

For the 2016 Winter Session there are no Vantage College Excellence Award recipients transitioning into degree programs at the UBC Okanagan campus. At the Vancouver campus there are 2 new and 4 continuing Vantage College Excellence Award recipients.

The UBC Vantage College Excellence Award is a hybrid award, meaning it is given on the basis of both significant financial need and merit. The language in the current University regulations identifies a set of standards for academic awards as well as one for financial-need based awards. There are no regulations specifically governing hybrid awards; however, these particularly hybrid award students have historically been held to the academic award standards.

A recipient of the UBC Vantage College Excellence Award would not be able to continue their undergraduate studies at the University as they would be unable to afford their international undergraduate tuition and fees, and living costs, without the benefit of a bursary. The calculation of living costs is based on the [UBC online cost calculator](#) and includes books and school supplies, cost of accommodation in a standard single room, meals, personal expenses and a contribution towards a return flight. The bursaries provide flexibility and also take into account the non-academic criteria of the original UBC Vantage College Excellence Award. Academic results are not the only determining factor for the award.

APPENDIX

*UBC Vantage College Excellence Award (Approved by Okanagan Senate, April 28, 2016)
Awards ranging in value up to the full cost of the student's academic program and living cost are offered to students beginning their undergraduate studies at UBC in the UBC Vantage College Vantage One Program. The value of each award is dependent on the recipient's financial need. The awards will be renewed for up to three additional years or to degree completion, whichever is less, provided the recipient remains in the top quartile of the year of his/her program and maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award will be made on the consideration of*

financial need. The award is made on the recommendation of UBC Vantage College in consultation with the UBC International Student Initiative.

Additional Information (as per the Senate Student Awards Committee, Vancouver, April 1, 2014):

Funding for the awards:

- *The first year of the award will be funded by the UBC Vantage College Student Financial Assistance funds derived from a percentage of the student tuition fees paid by UBC Vantage College students.*
- *The upper year funding for the award will be funded by the ISI Student Financial Assistance funds derived from a percentage of ISI tuition fees.*
- *UBC Vantage College and the ISI will collaborate annually to determine an appropriate budget based on both funds which in turn will determine how many new UBC Vantage College Excellence Awards can be offered each year.*

Renewal:

Students coming in under the UBC Vantage College Excellence Award will be academically outstanding, but likely from economically disadvantaged backgrounds. These international students have no financial safety net in Canada should they fall out of award standing, as they are not eligible for student financial loans or UBC bursaries. The UBC Vantage College Excellence Award students are in this regard in a similar situation as the UBC International Leader of Tomorrow Award winners and Donald Wehrung International Student Award winners. In 2004 the ISI Steering Committee recommended that UBC put in place a financial safety net for international student recipients of these large need- and merit-based awards. This safety net will be extended to recipients of the UBC Vantage College Excellence Award recipients.

Should students in this award program not meet academic continuation requirements, and if it is deemed by their Faculty that they should continue because they show academic promise, they will fall into bursary status and receive the financial component of their award for one year but lose the award designation. They may re-earn the title of the award if their academic progress is sufficient in the following year. A UBC Vantage College Excellence Bursary is in development and will come forward to Senate at a future meeting to enable this measure.

Previously approved awards with changes in terms or funding source:

Helen Pitt Bursary in Visual Arts at UBC Okanagan

Bursaries totalling up to \$5,000 are offered annually by the late Helen Pitt, through the Vancouver Foundation to undergraduate students entering the third or fourth years of the Visual Arts Program within the Faculty of Creative and Critical Studies at UBC Okanagan whose work focuses on painting, sculpture, printmaking, drawing or photography. Preference is given to students from Vernon, B.C. and the surrounding district. Students may only receive one award from the Helen Pitt funds.

Rationale: Donor wishes to focus on later year students.

Outstanding International Student Award (Okanagan)

Merit-based entrance awards ranging in value up to the full cost of tuition and fees are offered to outstanding international students entering undergraduate programs at the University of British Columbia's Okanagan campus. The awards are not renewable and are not dependent upon final grades. The awards are made on the recommendation of the International Student Initiative office.

How amended: The dollar limit on the award has been replaced by a limit of up to the full cost of tuition and fees to allow for greater flexibility in award amounts and continued scaling as international student tuition increases.

International Major Entrance Scholarship (Okanagan)

Renewable scholarships totalling up to the full cost of tuition and fees over four years, are available to outstanding international students entering undergraduate programs at the University of British Columbia's Okanagan campus. Preference will be given to international students who demonstrate exceptional academic achievement, intellectual promise, as well as strong extracurricular and community involvement. The scholarships are renewable for up to three years or until the first undergraduate degree is completed (whichever is the shorter period), provided the student continues to meet scholarship standing and maintains his/her status as an international student in Canada. The scholarships are made on the recommendation of the International Student Initiative Office.

How amended: The dollar limit on the award has been replaced by a limit of up to the full cost of tuition and fees to allow for greater flexibility in award amounts and continued scaling as international student tuition increases.

Appendix B: Curriculum Report

FROM THE FACULTY OF APPLIED SCIENCE

New Program:

Minor in Management

FROM THE FACULTY OF ARTS AND SCIENCES

New Courses:

PSYO 524 (1) Clinical Supervision
PSYO 525 (1) Internship Preparation
PSYO 526 (3) Program Evaluation
PSYO 630 (1-12) Clinical Psychology Practicum (Doctoral)
PSYO 730 (6) Clinical Psychology Internship

Revised Course:

PSYO 530 (1-12) Clinical Psychology Practicum (Masters)

Revised Program:

Clinical Psychology Masters > Program Requirements

FROM THE FACULTY OF CREATIVE AND CRITICAL STUDIES

New Course:

SPAN 360 (3) Literature and Power in the Hispanic World



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23 February 2017

To: Okanagan Senate
From: Admissions and Awards Committee
Re: Admissions Proposal – Master of Management (approval)

Master of Management – Admission Requirements

In recognition that the standardized entrance test requirement (GMAT/GRE) can be unduly onerous and unfair to candidates in rural and remote communities, and to align with the preferred holistic approach of candidate evaluation, the proposed revision indicates that the test scores are generally required, but exceptions could be granted by the Faculty of Management.

The Calendar statement revision regarding the English proficiency requirements provides greater clarity and consistency with College of Graduate Studies' requirements.

Motion: *That Senate approve changes to admission requirements for applicants to the Master of Management program, effective for admission to the 2017 Summer Session and thereafter.*

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: Faculty of Management Dept./Unit: n/a Faculty/School Approval Date: January 6, 2017 Effective Session: 2017S</p>	<p>Date: January 6, 2017 Contact Person: Dr. Mike Chiasson Phone: 250.807.8248 Email: mike.chiasson@ubc.ca</p>
<p>Type of Action: Revise Admissions requirements – Program level</p>	
<p>Rationale: We are committed to holistic evaluation of candidates for the Master of Management (MM), as expressed in the existing academic calendar entry. Our holistic approach is motivated by recognition that typical MM applicants are working professionals whose preparation for graduate study is best understood as a combination of prior formal academic study and workplace experience. Evaluation of candidates' comprehensive personal portfolios enables integrated assessment of their preparedness for graduate study.</p> <p>The focus of the MM on leading and managing in non-metropolitan regions has naturally attracted the attention of a wide range of candidates in metropolitan and non-metropolitan areas, including rural and remote communities. In discussion with these candidates we have come to realize that that the GMAT/GRE requirement is unduly onerous and unfair to candidates in rural and remote communities far from GMAT/GRE testing centers. We propose modification of the GMAT/GRE requirement from a mandatory portfolio item to a "normally" submitted portfolio item, permitting admissions evaluators to recommend admission on the basis of preparedness demonstrated in other ways when the 'normal' situation is unavailable for reasons associated with a candidate's geographic location.</p> <p>We have additionally changed our explanation of English language proficiency requirements for greater clarity and consistency with College of Graduate Studies' requirements.</p>	



Admission Requirements

Proposed Academic Calendar Entry:

[16114] The M.M. admissions committee evaluates applications using broad-based admission criteria and applicants will need to submit a detailed portfolio of work, volunteer, international, and extracurricular experience. The selection process is guided by the criteria described below:

[16115]

1. Academic Achievement

Candidates are recruited from diverse academic backgrounds. A four-year bachelor's degree or equivalent from a UBC-recognized institution is required. Admission requirements include all the minimum admission requirements for the College of Graduate Studies. Candidates must have a solid academic record (a minimum of B+ or equivalent) and **normally submit** a competitive GMAT or GRE score. **College of Graduate Studies English proficiency requirements <<link to [>>](http://gradstudies.ok.ubc.ca/prospective/application-admission/admission-requirements/english-proficiency.html)** **must be met by international applicants whose previously earned degrees were granted by university programs in which English was not the official language of instruction.**

2. Experience, Innovation, and Motivation

The Master of Management program will consider applicants with a variety of work and extracurricular experience.

To achieve the mix of participants with various regional, organizational and academic experiences that are essential to the program, applicants will be selected to achieve the dynamic variety of backgrounds required for each cohort. The admissions committee will also use this information to assess an applicant's leadership potential, maturity, and overall fit for the cohort and program.

[16116] Upon accepting an offer of admission to the M.M. program, students are required to pay a non-refundable deposit which is applied to the first instalment of tuition fees.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,287,1042,1299>

Homepage (draft) Faculties, Schools, and Colleges Faculty of Management Master of Management Program **Admission Requirements**

Present Academic Calendar Entry:

[16114] The M.M. admissions committee evaluates applications using broad-based admission criteria and applicants will need to submit a detailed portfolio of work, volunteer, international, and extracurricular experience. The selection process is guided by the criteria described below:

[16115]

1. Academic Achievement

Candidates are recruited from diverse academic backgrounds. A four-year bachelor's degree or equivalent from a UBC-recognized institution is required. Admission requirements include all the minimum admission requirements for the College of Graduate Studies. Candidates must have a solid academic record (a minimum of B+ or equivalent) and a competitive GMAT or GRE score. **A minimum TOEFL score of 100 iBT (or equivalent) is required for international applicants who earned their bachelor's degree from a university at which English was not the official language of instruction.**

2. Experience, Innovation, and Motivation

The Master of Management program will consider applicants with a variety of work and extracurricular experience.

To achieve the mix of participants with various regional, organizational and academic experiences that are essential to the program, applicants will be selected to achieve the dynamic variety of backgrounds required for each cohort. The admissions committee will also use this information to assess an applicant's leadership potential, maturity, and overall fit for the cohort and program.

[16116] Upon accepting an offer of admission to the M.M. program, students are required to pay a non-refundable deposit which is applied to the first instalment of tuition fees.



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23 February 2017

To: Okanagan Senate
From: Admissions and Awards Committee
Subject: Admissions Proposal - Enrolment Targets 2017-2018 (approval)

Enrolment Targets 2017-2018

The Committee has reviewed and recommends to Senate for approval the proposed undergraduate enrolment targets for the 2017-2018 academic year, as outlined by Faculty, program and year level.

Motion: *That Senate approve the 2017-2018 enrolment targets, as per section 27(2)(r) of the University Act, as outlined in the attached report.*

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



UBC Annual Report on New to Program Enrolment Targets

Okanagan Campus, 2017/18

Professor C. Mathieson

Provost and Vice Principal Academic

UBC's Okanagan Campus



To: Members of Admissions and Awards Committee, Okanagan Senate

From: C. Mathieson, Provost and Vice Principal Academic, Okanagan Campus

Re: 2017/18 Winter Undergraduate Enrolment Target

This report compares enrolment targets set for the current fiscal year (2016/17) against our actual enrolments as of November 1 and presents the undergraduate student enrolment profile by degree and year to determine entry-year admission targets for undergraduate degree programs for the 2017/18 fiscal year. The targets are built using the enrolment profile of the current 2016 winter session as a base, which estimates our overall domestic undergraduate and graduate FTE to be around 6,810, or 98% of government funding. The targets that have been set will bring us to 100% of government funding next year. Based on the introduction of new programs over the next several years and enhanced recruitment and marketing efforts, the admissions targets as presented in this report represent a long-term intake level which will allow UBC's Okanagan campus to meet and modestly exceed its government funded target of **6,971 FTE**.

Both the Provost and Vice Principal Academic and the Associate Vice President Students lead the Strategic Enrolment Management (SEM) process on the Okanagan campus with the Deans of each faculty. In conjunction with staff in the Okanagan Planning and Institutional Research Office and Enrolment Services, these university-wide plans are translated into specific faculty and program enrolment targets. Targets are represented in terms of winter undergraduate headcounts that are converted to full-time equivalents (FTE), and then the domestic undergraduate FTEs are added to the non-degree activity, summer activity, and graduate annualized FTE to determine our delivered FTE against the Ministry target FTE for our campus. Trends of student movement (progression, retention rates, graduation, and program transfers) in the previous three years are applied to forecast enrolment of continuing students in 2016/17. Finally, in light of projected continuing student enrolment, admission targets are established based on a number of factors: historical conversion rates of applications to enrolled students; anticipated student demand; government funding levels; faculty plans for implementation of new degree programs and specializations; and internal constraints that limit program enrolment.

The stated admission targets include entry year students who are new to UBC plus continuing students who are still classified at the entry year level for each degree program. Similar to last year, admissions targets were set separately for domestic and international undergraduate students based on student enrolment patterns for each group and then combined for an overall total of targeted growth on the Okanagan campus. New programs in 2017/18 will include the revised Bachelor of Education program, Bachelor of Media Studies, Master of Management, Data Science programs, Master of Science in Computer Science, and post-graduate programs in management for applied science students.

This model leads to an overall admission target of 2,332 undergraduate students entering the first year of degree programs for the 2017 winter session. This is based on 1,949 domestic students and 383 international students, which includes new to UBC as well as new internal transfers in the first year of the program. These values contribute to a forecasted 2017 winter session undergraduate degree program headcount enrolment of 7,917 students. When this headcount is converted to FTE, and combined with projections for summer enrolment, graduate student enrolment, non-degree student enrolment, and extraction of unfunded international undergraduate student FTEs, the result is a forecast of 6,993 domestic delivered funded FTE for the 2017/18 fiscal year (100% of ministry target).



As shown in Table 1 below, when estimating our actual campus utilization rate against the government target of **6,971** for 2016/17 (98%) and for the purposes of projecting forward towards a 100% utilization rate in 2017/18, we take the Winter session FTE for degree-seeking undergraduate domestic students and incorporate the following categories: Non-degree winter domestic FTE (Access Studies, Exchange, Unclassified, and Visiting students); summer domestic undergraduate FTE; and graduate student annualized FTE.

International students transferring to UBC's Okanagan campus from Vantage College (VC) on the Vancouver campus (either in the Bachelor of Management or Bachelor of Applied Science streams) show up in the attached tables as internal transfers, mostly in second year; two exceptions show up in first year. Out of 37 Bachelor of Applied Science VC students in 2015/16, 30 were retained, of which 12 enrolled on the Okanagan campus. This is generally consistent with the 50% of VC Applied Science students expected to transfer to the Okanagan campus. Of the 18 Management VC students in 2015/16, 15 were retained in 2016/17, of which nine came to the Okanagan campus for the Bachelor of Management program. The other six registered in the BA program on the Vancouver campus. This is less than the 100% anticipated flow-through to the Okanagan campus. For 2017/18, a total of 54 Vantage College students are expected to transfer to the Okanagan campus: 31 in Applied Science and 23 in Management.

As FTE reporting to the Ministry is based on March 1 data, we estimate student attrition from term 1 to term 2 (based on our November 1 data from previous years) by applying a multiplier of 0.986 to our Winter domestic undergraduate degree FTE.

Table 1: Actual, Target, and Forecasted Campus Utilization Rates

<u>Actual 2016/17 Domestic FTE (as at 1 November 2016)</u>	<u>2016/17</u>	<u>Forecast Domestic FTE for 2017/18</u>	<u>2017/18</u>
Winter domestic undergraduate degree FTE	5,793	Winter domestic undergraduate degree FTE	5,945
March adjustment for attrition (0.986 multiplier)	5,712	March adjustment for attrition (0.986 multiplier)	5,862
Add: non-degree winter domestic FTE	77	Add: non-degree winter domestic FTE	77
Add: summer domestic undergraduate FTE	351	Add: summer domestic undergraduate FTE	351
Add: graduate annualized FTE	670	Add: graduate annualized FTE	704
Estimated actual ministry-funded FTE delivered	<u>6,810</u>	Estimated actual ministry-funded FTE delivered	<u>6,993</u>
Ministry Target	6,971	Ministry Target (*additional 24 Nursing FTE)	6,971
Utilization Rate	98%	Utilization Rate	100%
Target shortfall	161	Target shortfall	(22)
Winter international undergraduate degree FTE	775	Winter international undergraduate degree FTE	883
Add: non-degree winter international FTE	11	Add: non-degree winter international FTE	11
Add: summer international undergraduate FTE	60	Add: summer international undergraduate FTE	60
Total international undergraduate FTE	<u>846</u>	Estimated international undergraduate FTE	<u>953</u>
Estimated undergraduate and graduate annualized FTE	<u>7,655</u>	Estimated undergraduate and graduate annualized FTE	<u>7,946</u>



Definitions

“New to UBC” - includes all students who are first-time students to UBC.

“Internal transfers” - includes all students already attending UBC, but transferring to a new program from when they first enrolled.

“New to Program” - includes the sum of all students who are “new to UBC” or “internal transfers” from other programs.

“Continuing” - includes the students who are continuing in that year level, i.e. student(s) that have not yet progressed to the next year level of their program.

“Total” - the sum of “new to program” and “continuing” by year level.

“FTE” - this report is calculated based on the normal program load (NPL) FTE formula for undergraduate students. The divisor used to calculate FTE for each student is the normal number of credits that equal a full-time program for that student within the winter terms.

“Forecast” - The forecast portion of the report refers to continuing students. The number of continuing students in each program and year level is modelled using the best recent information on student progression patterns at UBC’s Okanagan campus.

“Target” - The target portion of the report refers to the first-year new-to-program students that are explicitly targeted by UBC for intake in the winter session of each year.

Exclusions from the Detailed Reports

Exchange, Visiting, Unclassified, Access and other non-degree student records (including Education certificate and diploma programs CIEP and DIEP) are excluded in the detailed tables that follow.

All Winter Undergraduate Headcount and FTE by Program - Actuals as of November 1st, 2016 and Target for 2017/18
 Okanagan Campus

Faculty	Program	Year Level	2016/17 Target	Actual (2016/17): November 1st, 2016					Target (2017/2018)							
				Headcount				NPL FTE	Headcount				NPL FTE			
				New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	
ARSC	BA	1	500	489	5	494	91	585	491	503	7	510	94	604	506	
		2		60	16	76	277	353	306	60	16	76	283	359	311	
		3		67	27	94	293	387	321	67	27	94	295	389	322	
		4		-	4	4	496	500	366	-	4	4	410	414	303	
		BA Subtotal			616	52	668	1,157	1,825	1,484	630	54	684	1,082	1,766	1,443
	BSc	1	686	623	9	632	102	734	624	716	14	730	97	827	703	
		2		49	18	67	371	438	372	49	18	67	401	468	396	
		3		48	15	63	395	458	388	48	15	63	403	466	395	
		4		-	5	5	587	592	481	-	5	5	544	549	446	
		BSc Subtotal			720	47	767	1,455	2,222	1,865	813	52	865	1,445	2,310	1,940
APSO	BASC	1	300	271	12	283	50	333	307	299	6	305	16	321	295	
		2		25	33	58	238	296	267	25	52	77	302	379	342	
		3		20	1	21	275	296	272	20	1	21	314	335	307	
		4		-	-	-	223	223	192	-	-	-	223	223	191	
	BASC Subtotal			316	46	362	786	1,148	1,037	344	59	403	855	1,258	1,136	
EDUO	BED	4	30	3	24	27	-	27	30	70	100	1	101	101		
		5		-	-	-	46	46	45	-	-	-	28	28	28	
		BED Subtotal			3	24	27	46	73	72	70	100	29	129	129	
	BEDS	5	60	20	36	56	4	60	73	-	-	-	-	-		
	BEDS Subtotal			20	36	56	4	60	73	-	-	-	-	-		
FCCS	BA	1		-	-	-	-	-	-	-	-	-	-	-		
		2		6	1	7	2	9	8	6	1	7	-	7	6	
		3		17	2	19	55	74	65	17	2	19	20	39	34	
		4		-	1	1	68	69	48	-	1	1	70	71	48	
		BA Subtotal			23	4	27	125	152	121	23	4	27	90	117	88
	BFA	1	27	28	-	28	2	30	24	33	-	33	4	37	30	
		2		1	2	3	15	18	13	1	2	3	19	22	16	
		3		3	3	6	23	29	24	3	3	6	18	24	19	
		4		-	-	-	41	41	29	-	-	-	33	33	23	
		BFA Subtotal			32	5	37	81	118	90	37	5	42	74	116	89
BMS	1		-	-	-	-	-	-	30	-	30	-	30	24		
	2		-	-	-	-	-	-	-	-	-	-	-	-		
	3		-	-	-	-	-	-	-	-	-	-	-	-		
	4		-	-	-	-	-	-	-	-	-	-	-	-		
	BMS Subtotal			-	-	-	-	-	30	-	30	-	30	24		
FHSD	BHK	1	228	160	16	176	23	199	183	184	20	204	21	225	206	
		2		19	5	24	150	174	161	21	5	26	147	173	160	
		3		17	3	20	101	121	107	19	3	22	135	157	139	
		4		-	-	-	162	162	136	-	-	-	158	158	132	
		BHK Subtotal			196	24	220	436	656	586	224	28	252	461	713	637
	BSN	1	130	110	21	131	4	135	122	109	21	130	4	134	121	
		2		-	1	1	118	119	114	-	1	1	132	133	128	
		3		23	2	25	123	148	134	23	2	25	109	134	122	
4			-	-	-	127	127	119	-	-	-	147	147	137		
	BSN Subtotal			133	24	157	372	529	489	132	24	156	392	548	508	
MGMT	BMGT	1	230	236	5	241	41	282	248	283	7	290	57	347	305	
		2		22	42	64	134	198	167	22	59	81	125	206	174	
		3		6	24	30	127	157	156	6	24	30	180	210	208	
		4		-	-	-	206	206	180	-	-	-	168	168	147	
	BMGT Subtotal			264	71	335	508	843	751	311	90	401	529	930	834	
	TOTAL		2,191	2,323	333	2,656	4,970	7,626	6,568	2,574	386	2,960	4,957	7,917	6,827	

Domestic Winter Undergraduate Headcount and FTE by Program - Actuals as of November 1st, 2016 and Target for 2017/18

Okanagan Campus

			Actual (2016/17): November 1st, 2016						Target (2017/2018)						
Faculty	Program	Year Level	2016/17 Target	Headcount					NPL FTE	Headcount					NPL FTE
				New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total
ARSC	BA	1	400	405	3	408	65	473	402	407	3	410	69	479	407
		2		57	13	70	239	309	270	57	13	70	243	313	273
		3		62	26	88	249	337	278	62	26	88	255	343	283
		4			3	3	448	451	330	-	3	3	365	368	269
		BA Subtotal		524	45	569	1,001	1,570	1,280	526	45	571	931	1,502	1,232
	BSc	1	600	511	5	516	86	602	524	590	10	600	71	671	583
		2		44	14	58	330	388	332	44	14	58	344	402	344
		3		47	14	61	351	412	348	47	14	61	361	422	356
		4			5	5	547	552	448	-	5	5	502	507	411
		BSc Subtotal		602	38	640	1,314	1,954	1,651	681	43	724	1,277	2,001	1,695
APSO	BASC	1	250	226	8	234	39	273	253	251	4	255	10	265	246
		2		22	22	44	198	242	218	22	22	44	258	302	273
		3		20	1	21	257	278	255	20	1	21	272	293	269
		4				-	208	208	180	-	-	-	203	203	176
	BASC Subtotal		268	31	299	702	1,001	907	293	27	320	744	1,064	964	
EDUO	BED	4	30	3	24	27	46	27	30	70	100	1	101	101	
		5				-	46	46	45			-	28	28	
				BED Subtotal		3	24	27	46	73	72	30	70	100	29
	BEDS	5	60	20	36	56	4	60	73						
				BEDS Subtotal		20	36	56	4	60	73				
FCCS	BA	1				-		-	-	-	-	-	-	-	
		2		6	1	7	2	9	8	6	1	7	7	6	
		3		17	2	19	53	72	64	17	2	19	38	34	
		4			1	1	68	69	48	-	1	1	69	70	
		BA Subtotal		23	4	27	123	150	120	23	4	27	88	115	
	BFA	1	25	25		25	1	26	21	30	-	30	3	33	27
		2		1	2	3	14	17	12	1	2	3	17	20	
		3		3	3	6	22	28	23	3	3	6	17	23	
		4				-	36	36	25	-	-	-	30	30	
		BFA Subtotal		29	5	34	73	107	81	34	5	39	67	106	
	BMS	1							24	-	24	-	24	20	
		2							-	-	-	-	-		
		3							-	-	-	-	-		
		4							-	-	-	-	-		
	BMS Subtotal							24	-	24	-	24	20		
FHSD	BHK	1	225	156	16	172	23	195	180	180	20	200	21	221	
		2		19	5	24	147	171	158	21	5	26	144	170	
		3		17	3	20	99	119	105	19	3	22	131	153	
		4				-	159	159	133	-	-	-	155	155	
		BHK Subtotal		192	24	216	428	644	575	220	28	248	451	699	
	BSN	1	130	110	21	131	4	135	122	109	21	130	4	134	
		2			1	1	118	119	114	-	1	1	132	133	
		3		23	2	25	123	148	134	23	2	25	109	134	
4					-	127	127	119	-	-	-	147	147		
	BSN Subtotal		133	24	157	372	529	489	132	24	156	392	548		
MGMT	BMGT	1	160	158	5	163	22	185	168	195	5	200	26	226	
		2		15	27	42	95	137	119	15	27	42	103	145	
		3		6	23	29	96	125	124	6	23	29	126	155	
		4				-	151	151	133	-	-	-	136	136	
		BMGT Subtotal		179	55	234	364	598	544	216	55	271	391	662	
TOTAL			1,880	1,973	2,259	4,427	6,686	5,793	2,179	301	2,480	4,370	6,850	5,945	
GRAD FTE								670					704		

International Winter Undergraduate Headcount and FTE by Program - Actuals as of November 1st, 2016 and Target for 2017/18
 Okanagan Campus

Faculty	Program	Year Level	Target	Actual (2016/17): November 1st, 2016						Target (2017/2018)					
				Headcount					NPL FTE	Headcount					NPL FTE
				New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total
ARSC	BA	1	100	84	2	86	26	112	89	96	4	100	25	125	99.12
		2		3	3	6	38	44	37	3	3	6	40	46	38
		3		5	1	6	44	50	42	5	1	6	41	47	40
		4			1	1	48	49	36	-	1	1	46	47	34
	BA Subtotal			92	7	99	156	255	203	104	9	113	151	264	211
	BSc	1	86	112	4	116	16	132	101	126	4	130	27	157	120
		2		5	4	9	41	50	40	5	4	9	57	66	52
		3		1	1	2	44	46	40	1	1	2	42	44	39
		4				-	40	40	33	-	-	-	42	42	35
	BSc Subtotal			118	9	127	141	268	214	132	9	141	168	309	245
APSO	BASC	1	50	45	4	49	11	60	54	48	2	50	5	55	50
		2		3	11	14	40	54	49	3	30	33	44	77	69
		3				-	18	18	16	-	-	-	42	42	38
		4				-	15	15	11	-	-	-	20	20	15
	BASC Subtotal			48	15	63	84	147	130	51	32	83	111	194	172
EDUO	BED	4				-	-	-	-						
		5				-	-	-	-						
	BED Subtotal			-	-	-	-	-	-						
	BEDS	5				-	-	-	-						
	BEDS Subtotal			-	-	-	-	-	-						
FCCS	BA	1				-	-	-	-						
		2				-	-	-	-						
		3				-	2	2	1				0	0	0
		4				-	-	-	-				1	1	
	BA Subtotal			-	-	-	2	2	1	-	-	-	2	2	0
	BFA	1	2	3		3	1	4	3	3		3	1	4	3
		2				-	1	1	1	-	-	-	2	2	1
		3				-	1	1	1	-	-	-	1	1	0
		4				-	5	5	4	-	-	-	3	3	3
	BFA Subtotal			3	-	3	8	11	9	3	-	3	7	10	8
	BMS	1				-	-	-	-	6		6	-	6	5
		2				-	-	-	-			-	-	-	-
		3				-	-	-	-			-	-	-	-
		4				-	-	-	-			-	-	-	-
	BMS Subtotal									6	-	6	-	6	5
FHSD	BHK	1	3	4		4		4	3	4		4		4	3
		2				-	3	3	3	-	-	-	3	3	3
		3				-	2	2	2	-	-	-	4	4	4
		4				-	3	3	3	-	-	-	2	2	2
	BHK Subtotal			4	-	4	8	12	11	4	-	4	9	13	12
	BSN	1				-	-	-	-						
		2				-	-	-	-						
		3				-	-	-	-						
		4				-	-	-	-						
	BSN Subtotal			-	-	-	-	-	-						
MGMT	BMGT	1	70	78		78	19	97	80	88	2	90	31	121	100
		2		7	15	22	39	61	48	7	32	39	22	61	48
		3			1	1	31	32	32	-	1	1	54	55	54
		4				-	55	55	47	-	-	-	32	32	27
	BMGT Subtotal			85	16	101	144	245	207	95	35	130	138	268	229
	TOTAL		311	350	47	397	543	940	775	395	85	480	587	1,067	883
	TOTAL FTE (WITH SUMMER AND NON-DEGREE ACTIVITY)								846						953

Appendix: Target and Actual headcounts, 2012/13 through 2016/17

The following tables present targets against actual headcounts for new-to-program first-year students, by Faculty and degree program, over the past four years. Table A.1 combines both domestic and international targets, while A.2 and A.3 break them down for each group.

Table A.1: Overall Target and Actual First-year, New-to-program headcounts

		2012/13		2013/14		2014/15		2015/16		2016/17	
Faculty	Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
IKBSAS/ FCCS	BA	745	614	565	491	495	427	475	437	500	494
IKBSAS	BSc	545	573	495	589	600	502	565	564	686	632
APSO	BASC	229	197	198	208	200	186	224	267	300	283
EDUO	BED	45	61	60	53	60	62	50	46	30	27
	BEDS	70	70	70	67	70	68	60	48	60	56
FCCS	BFA	49	38	64	33	40	22	37	16	27	28
FHSD	BHK	201	177	180	175	180	140	226	201	228	176
	BSN	106	116	116	121	120	115	125	117	130	131
	BSW	40	23	-	-	-	-	-	-	-	-
MGMT	BMGT	234	188	190	211	190	170	207	192	230	241
TOTAL		2,264	2,057	1,938	1,948	1,955	1,692	1,969	1,888	2,191	2,068

Table A.2: Domestic Enrolment Target and Actual First-year, New-to-program headcounts

		2012/13		2013/14		2014/15		2015/16		2016/17	
Faculty	Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
IKBSAS/ FCCS	BA	675	561	515	426	430	352	400	343	400	408
IKBSAS	BSc	505	526	450	523	500	445	500	486	600	516
APSO	BASC	200	173	175	187	175	167	200	210	250	234
EDUO	BED	45	61	60	53	60	61	50	46	30	27
	BEDS	70	70	70	67	70	68	60	48	60	56
FCCS	BFA	45	36	60	32	35	20	35	14	25	25
FHSD	BHK	200	175	175	174	175	138	225	199	225	172
	BSN	106	116	116	121	120	115	125	117	130	131
	BSW	40	23	-	-	-	-	-	-	-	-
MGMT	BMGT	180	133	150	127	140	120	140	126	160	163
TOTAL		2,066	1,874	1,771	1,710	1,705	1,486	1,735	1,589	1,880	1,732



Table A.3: International Enrolment Target and Actual First-year, New-to-program headcounts

Faculty	Program	2012/13		2013/14		2014/15		2015/16		2016/17	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
IKBSAS/ FCCS	BA	70	53	50	65	65	75	75	94	100	86
IKBSAS	BSc	40	47	45	66	100	57	65	78	86	116
APSO	BASC	29	24	23	21	25	19	24	57	50	49
EDUO	BED						1				
	BEDS										
FCCS	BFA	4	2	4	1	5	2	2	2	2	3
FHSD	BHK	1	2	5	1	5	2	1	2	3	4
	BSN										
	BSW										
MGMT	BMGT	54	55	40	84	50	50	67	66	70	78
TOTAL		198	183	167	238	250	206	234	299	311	336



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23 February 2017

To: Okanagan Senate
From: Admissions and Awards Committee

Re: New and Revised Awards (approval)

- a) New award: Morag Margaret Broughton Memorial Bursary in Nursing
- b) New award: Frederick William (Bill) Broughton Memorial Bursary
in Engineering
- c) New award: Scholarship in Philosophy, Politics and Economics
- d) New award: Bursary in Philosophy, Politics and Economics
- e) New award: Doug and Ruth Pearce Engineering Capstone Prize
- f) New award: Dorothy Anna Proudfoot Memorial Scholarship in Nursing
- g) Revised award: Graduate Dean's Thesis Fellowship

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

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

New Awards:

a) Proposed Award Title: Morag Margaret Broughton Memorial Bursary in Nursing

A \$1,000 bursary is offered 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. This award, funded by family and friends, is in memory of Morag Margaret Broughton and in recognition of her career as a registered nurse. Preference is given to a student with assessed financial need and who has one or more dependents. (First award available for the 2017 Winter Session)

b) Proposed Award Title: Frederick William (Bill) Broughton Memorial Bursary in Engineering

A \$1,000 bursary is offered by the family, to a first- or second-year student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. The award is given in memory of Frederick William (Bill) Broughton

in recognition of his career as a Mechanical Engineer. The bursary is given to a student with assessed financial need. (First award available for the 2017 Winter Session)

c) Proposed Award Title: Scholarship in Philosophy, Politics and Economics

Two scholarships of \$2,500 each are offered by Dr. Roger Gale – one to a student who has completed his/her second year and one to a student who has completed his/her third year in the Philosophy, Politics and Economics (PPE) program in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference will be given to a student who has demonstrated academic excellence. (First awards available for the 2017 Winter Session)

d) Proposed Award Title: Bursary in Philosophy, Politics and Economics

Two bursaries of \$2,500 each are offered by Dr. Roger Gale – one to a student who has completed his/her second year and one to a student who has completed his/her third year in the the Philosophy, Politics and Economics (PPE) program in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference will be given to a student who has demonstrated assessed financial need. (First awards available for the 2017 Winter Session)

e) Proposed Award Title: Doug and Ruth Pearce Engineering Capstone Prize

A \$500 prize is offered by Doug and Ruth Pearce in memory of Dr. Spiro Yannacopoulos to the team of fourth-year students in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus, who place first in the Capstone Design Project course. (First award available for the 2016 Winter Session)

f) Proposed Award Title: Dorothy Anna Proudfoot Memorial Scholarship in Nursing

A \$7,000 scholarship has been endowed by the estate of Dorothy Anna Proudfoot for a graduate student enrolled in the Master of Science in Nursing program in the School of Nursing at the University of British Columbia, Okanagan campus. Preference will be given to the student with the highest admission GPA. The award is made on the recommendation of the College of Graduate Studies in consultation with the School of Nursing. Dorothy Proudfoot (1929-2015) had an intriguing nursing career which spanned many decades, starting in Humboldt, Saskatchewan, and ending in long-term care in Kelowna, BC. She flew with the Saskatchewan Air Ambulance and served as a nurse in Japan during the Korean War. Dorothy worked in community health for many years in Kelowna and she was also involved in home nursing, long-term care assessment, and administration. (First award available for the 2017 Winter Session)

Revised Award:

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

g) Existing description: Graduate Dean's Thesis Fellowship

The Graduate Dean's Thesis Fellowship is a merit-based fellowship that is awarded to full-time, thesis-based **graduate MFA and PhD** students who are approaching their final year and are focusing on the completion of their thesis or dissertation. This scholarship is intended to provide financial support while students are engaged in the final writing stages of their graduate programs.

The award value is \$6,000. ~~The College of Graduate Studies anticipates awarding twelve awards per year for a total of \$72,000.~~ Students may apply for this funding **three two** times per year. Graduate programs may submit up to two nominations per award cycle to the College of Graduate Studies. The College of Graduate Studies Scholarship and Awards Committee will review and rank nominations received from graduate programs and provide recommendations to the Dean, who will determine the final awardees.

(Revised award effective session 2017W)

Amended Description:

The Graduate Dean's Thesis Fellowship is a merit-based fellowship that is awarded to full-time, thesis-based MFA and PhD students who are approaching their final year and are focusing on the completion of their thesis or dissertation. This scholarship is intended to provide financial support while students are engaged in the final writing stages of their graduate programs.

The award value is \$6,000. Students may apply for this funding two times per year. Graduate programs may submit up to two nominations per award cycle to the College of Graduate Studies. The College of Graduate Studies Scholarship and Awards Committee will review and rank nominations received from graduate programs and provide recommendations to the Dean, who will determine the final awardees.

(Revised award effective session 2017W)

Rationale:

The proposed changes to the Graduate Dean's Thesis Fellowship awarding process are the outcome of multiple conversations with staff, faculty, and faculty administrators, culminating in a meeting of College of Graduate Studies Council on October 19, 2016, in which these changes were approved by a formal vote of the members present. A thrice-per-annum award cycle weighed too heavily on CoGS staff resources and placed unjustifiable demands on supervisors of graduate students and on adjudicators of the award process. Two award cycles are more consistent with the limited amount of funding available for this award, available UBCO staff and faculty resources and with the intention of the award. The total funding amount for this award will remain the same: it will simply be allocated twice a year, and only among PhDs and MFAs.

In keeping with the Canada-wide emphasis at research universities on promoting first and foremost the PhD or terminal disciplinary degrees such as the MFA, the College of Graduate Studies Council proposes (by unanimous vote) to make the limited funds available for this award accessible only to Ph.D. students and MFA students engaged in the final writing stages of their graduate programs.

A note on the “terminal” MFA: some would argue (and did at the College of Graduate Studies Council meeting on October 19, 2016) that an MFA is not necessarily terminal. A few Universities in Canada offer PhD degrees in MFA areas. At many universities and Canada and elsewhere, however, the MFA remains a terminal disciplinary degree, which is the case at UBC Okanagan. Accordingly, the College of Graduate Studies Council found this argument to be persuasive and are therefore treating the MFA as a terminal degree for purposes of this award.

A note on the title of the award: “Graduate Dean” is not the official title of the Dean of the College of Graduate Studies, but it is the commonly used short-hand title, and much less cumbersome for the title of this award than the “official” language would be. Everyone recognizes its meaning.

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



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14 February 2017

To: Okanagan Senate
From: Curriculum Committee
Re: 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.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve and recommend to the Board of Governors for approval the new course brought forward from the Faculty of Arts and Sciences and the new course brought forward from the Faculty of Health and Social Development.*

- a. From the Faculty of Arts & Sciences
 - i. ECON 321 (3) Experimental Economics (new course)

- b. From the Faculty of Health & Social Development
 - i. HEAL 100 (3) Introduction and Principles of Health and Wellbeing (new course)

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee



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

Category: 1	
Faculty/School: Arts and Sciences Dept./Unit: Unit 8 Faculty/School Approval Date: Effective Session: 2017W	Date: Nov. 14, 2016 Contact Person: Dr. Julien Picault Phone: 250.807.9227 Email: julien.picault@ubc.ca
Type of Action: New Course	
Rationale: Economics education research suggests that experiments are useful to assist student learning. Also, providing a practical relevancy of economic theories to students is often a challenge for economics instructors and students tend to feel that what they learn has no practical application. A course about experimental Economics would help fill in this gap. Besides, being trained about experiments may become an asset for students in the job market for at least two reasons: 1. More and more companies are using experiments in their recruitment procedures to detect how candidates behave; 2. A training in Experimental Economics is valued by large companies when recruiting (Facebook, Uber, Ebay, Amazon, etc.).	
Proposed Academic Calendar Entry: <u>ECON 321 (3) Experimental Economics</u> <u>Methodology, design and techniques of experimental economics. [3-0-0]</u> <u>Prerequisite: One of ECON 204, ECON 205.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: School of Health and Exercise Sciences Dept./Unit: Faculty of Health and Social Developments Faculty/School Approval Date: 2016/10/20 Effective Session: 2017W	Date: 2016/12/12 Contact Person: Dr. Sally Willis-Stewart Phone: 250.807.9684 Email: sally.willis-stewart@ubc.ca
Type of Action: New course/course reinstatement	
Rationale: <p>HEAL 100 Introduction to Health Studies was a course previously required in both the Health Studies degree (degree no longer offered) and the BHK degree (HEAL 100 course no longer required). The course has not been offered for several years; it was officially discontinued in 2014. The current proposal is to offer this course again, in a somewhat revised format, open as an elective to all students, with content related to specifically addressing university student health. The revised version addresses health studies now as it pertains to student health vs as a career related field of study. In line with UBC Aspire, the recently adopted Okanagan Charter for Health Promoting Universities, and UBC's Wellbeing initiative, this course addresses these mandates, and furthermore, research demonstrates that student health is a critical determinant of academic success. There is a strong interest for such a course from both a student and administration point of view.</p>	



Proposed Academic Calendar Entry:	Present Academic Calendar Entry:
<p>HEAL 100 (3) – Introduction and <u>Principles of Health and Wellbeing</u></p> <p><u>Broad introduction to health studies as it applies to principles of health and wellbeing with particular emphasis on student health. A review of education and research on a variety of student health issues, and their larger impact, will be investigated and discussed. Opportunities to develop skills and resources for optimal health as it relates to life and academic success are included. Credit will be given for only one of HMKN 100 or HEAL 100. [3-0-0]</u></p>	<p>N/A.</p> <p>This course was discontinued in 2014S; see rationale.</p>



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2016 OKANAGAN LIBRARY REPORT TO SENATE

Heather Berringer
Chief Librarian
The University of British Columbia, Okanagan Campus

Regularly the busiest library in the UBC Library system, with **over seven hundred fifty thousand visits** during the period covered in this report, the Okanagan Library prides itself on being an inclusive space, a service-focused team, and a nexus of scholarly engagement. A proactive campus leader, our Library advances research, learning and teaching excellence by connecting communities, within and beyond the University, to the world's knowledge.

Solidly aligned with the priorities articulated in *Aspire*, the Library continued to make significant contributions to the Okanagan Campus in 2016 through its strategic directions of **creating transformative student learning opportunities, facilitating research excellence, leading through strong connections and collaborations, building dynamic learning and research spaces, and evolving as a learning organization.**

Every three years, UBC's Okanagan Library surveys students and faculty to learn about their experience and expectations of the library, using an international survey tool called LibQUAL+. The survey was open to all students and faculty for three weeks in January/February 2016. Respondents are asked to provide their minimum, desired, and perceived level of service as well as provide open comments. We received **2324 responses** to the 2016 survey, making it our highest response rate yet at **26.8%**. Survey results and comments are included throughout this report, highlighting current impressions of our services and facilities.

Creating Transformative Student Learning Opportunities

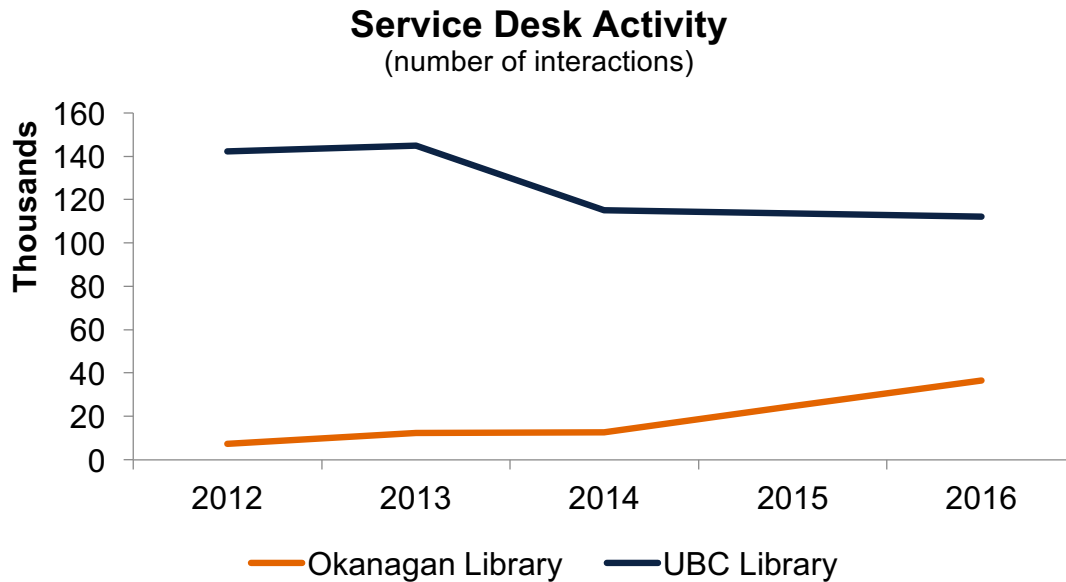
Embedded in student and campus life, the Okanagan Library is integrated in transformative teaching and learning efforts, providing essential services, spaces, and resources for student success. 2016 continued our commitment to extensive and enhanced public services training for Library staff, including topics such as inclusive language, conflict resolution, and preventing illness and injury. In addition, the Library reviewed its access services models, and investigated emerging service delivery methods and trends. The results of both the Access Services Review and environmental scan of emerging services are currently being used to inform a service realignment being considered within the context of the new Teaching and Learning Centre project. In 2017, the Library will investigate its success in responding to the needs of UBC Okanagan's international student population.

How would you rate the overall quality of the service provided by the library?	Grade (out of 100%)
Faculty	84%
Graduate Students	83.2%
Undergraduate Students	82.2%

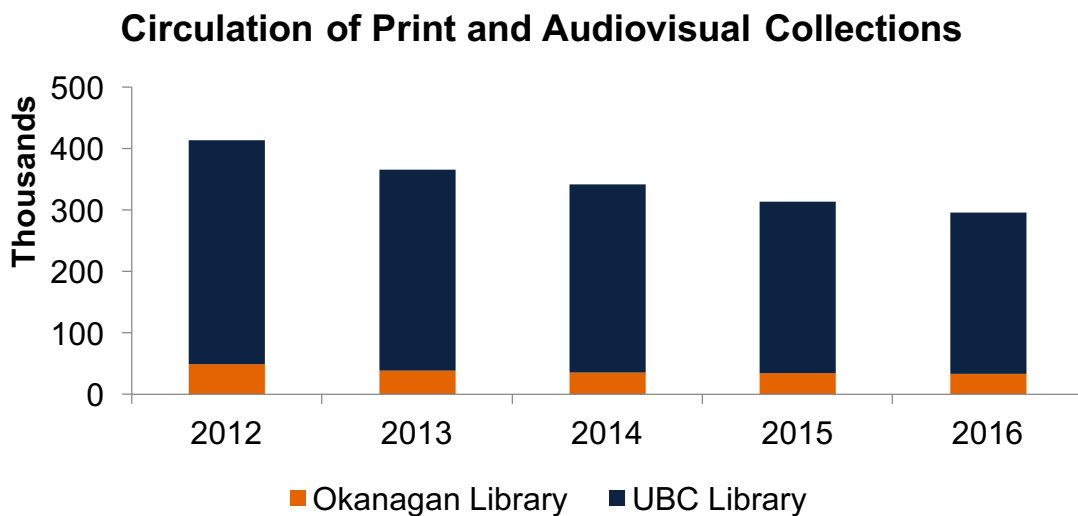
Optimal access to library resources and services

The Library's single service desk handled over **36,700** individual questions and transactions over the past 12 months; overall, the Okanagan Library represents **just over**

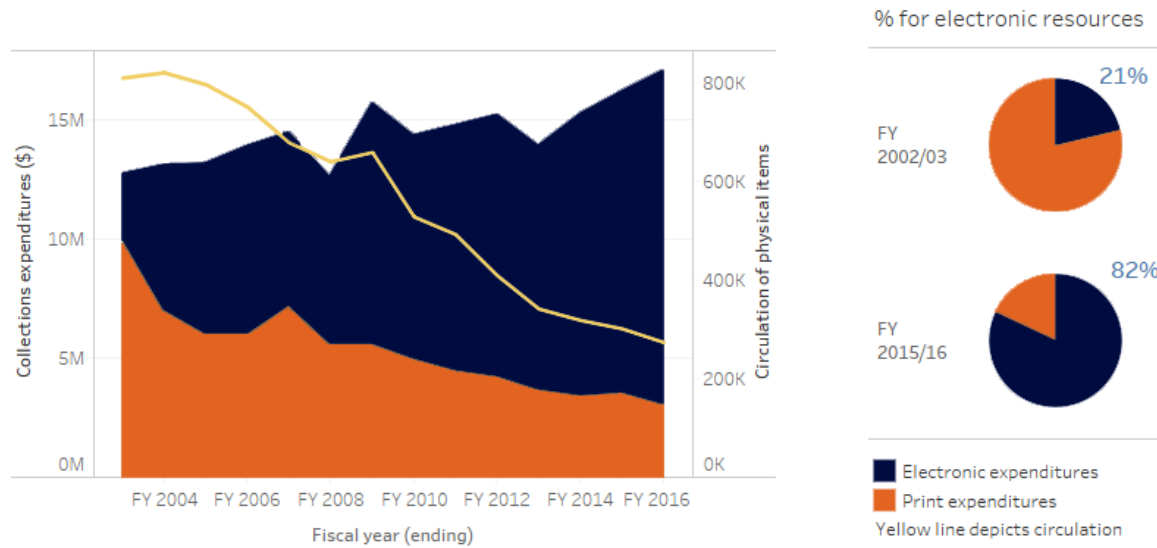
30% of all public service desk interactions for the UBC Library system. Almost **2,000** additional in-depth research consultations took place during the same period through referral to professional librarians.



UBC Okanagan Library circulation represents the third highest audio-visual and print volume circulation count in the UBC Library system, with over **33,000** transactions annually. These physical collections represent a robust, active working collection of approximately **204,250** volumes, with reliance on the Point Grey campus primarily for access to multiple copies and deep research collections.



UBC Library Collections Expenditures & Circulation of Physical Items (2003-2015)



Today, **82%** of UBC Library collections funds are spent on licensing or acquiring electronic resources, reflecting the transformation in scholarly dissemination. Loans of physical materials continue to decline while use of electronic content grows, underlining a shift in usage patterns underway for more than a decade.

Across both campuses, UBC Library has adopted an e-preferred purchasing policy, which provides increased online access to materials to both campuses.

Expanded access to specialized and local collections

Special Collections and Archives



As of December 31, 2016, the Okanagan Special Collections (OSC) contains **2,617** print volumes and continues to grow. This collection, formally launched in 2014, represents a significant collection of materials related to the Okanagan region and has attracted community attention as a regional research hub.

Digitization of two of OSC’s archival collections is currently underway, with nearly 2,000 digital assets created and our first digital collection, the Archibald Murchie Collection, loaded to UBC Library’s Open Collections platform in 2016.

With this year's addition of UBC Okanagan's first term-appointed archivist, OSC programming will expand in 2017 to coordinate campus records management and institutional archival efforts (see *Records Management*, p.10) and launch of the donor-funded Okanagan Region Historical Digitization Project (see project description on p.9).

Public Art Program

Part of the Library's portfolio, the campus Public Art program aims to provide a compelling and distinctive collection of art of regional, national and international significance that will educate and inspire, engage and stimulate, and enrich the campus experience of the university community, alumni, and our many visitors.

A major collaboration of note was the Centennial Initiatives Fund (CIF) exhibition "Alumni Then and Now," held in association with the Lake Country Art Gallery in April and May. In addition to the exhibition, a 90-page catalogue was produced to provide information on and by the artists, as well as to offer curatorial perspectives. A panel discussion with the artists was also organized.

The Public Art program also provided criteria and administrative structure for the selection process of the CIF art legacy project that resulted in the UBC Okanagan courtyard installation of a sculpture by Les Louis. Off-campus, the program has offered information and guidance to the Interior Health Association (IHA) for the establishment of an art program in their new building in downtown Kelowna. This is an important addition to existing relationships with the Kelowna Art Gallery and the City of Kelowna's Public Art department.

The Public Art Advisory Committee reviewed and approved twelve deaccessions from the collection of items that no longer meet the criteria for retention (for example, they could not be maintained or restored). The Committee also reviewed and approved **twenty-one new acquisitions** with a total value of over **\$80,000**. One of these is another large outdoor work scheduled for installation in the spring.

New approaches to instructional program delivery

During the period covered by this report, librarians taught nearly **200** instructional sessions, many of which were integrated directly into course content. Topics ranged from subject-specific information search and retrieval strategies to sessions on copyright, scholarly communication and publishing, research data management, performing systematic and literature reviews, critical evaluation of information, and effective integration of published research into academic writing, including appropriate use of citation styles.

Specialty librarians have been the best resource. They have been readily accessible and provided excellent knowledge and assistance. Best service the library offers.

- Doctoral Student, Health Sciences / Social Work

In an effort to develop more programmatic, curriculum-driven approaches to information literacy (IL), this year the Library performed a content analysis of its existing instructional materials and sessions, created a curriculum map to assist in identifying courses where integration of IL concepts would be of maximum benefit, and reviewed the literature relating to best practices in implementation of the Association of College and Research Libraries' (ACRL) Framework for Information Literacy in Higher Education. This serves to prepare for the arrival of a newly hired Learning and Curriculum Support Librarian, who will begin her appointment on March 1, 2017 and whose mandate will include planning and development of digital learning objects (e.g.: tutorials, learning modules), design of effective assessment models for IL initiatives, and engagement with key units and individuals (e.g.: Centre for Teaching and Learning, Director, Flexible Learning and Special Projects) to advance the Library's IL projects and support on campus.

Writing and Research Services Unit

The Library's Writing and Research Services unit provides access to a suite of services that support undergraduate and graduate students, post-doctoral fellows, and faculty members in the areas of scholarly writing, publishing, and other critical scholarly communication constructs including copyright and academic integrity. Combined, the undergraduate Writing and Research Centre (WRC) and the Centre for Scholarly Communication (CSC, which serves graduate students, post-doctoral fellows, and faculty members) held over **2,450** individual appointments and **43** workshops/boot camps in 2016. WRS also provided classroom-embedded sessions that reached over **600** undergraduate students and **265** graduate students.



The Academic Integrity Matters (AIM) program, launched in 2015, is intended to address, on an individualized basis, what academic integrity means, teach students to properly credit and cite research, and provide strategies for ensuring responsible academic writing. Faculty members, teaching assistants, and writing consultants may refer a student to the program; in instances where students are referred by their instructor, AIM staff can provide progress reports and feedback with student consent. An extremely successful pilot year resulted in **44** consultations, and a decision to maintain the program. The Irving K. Barber School of Arts and Sciences has embedded AIM in its student success initiatives, and the Faculty of Creative and Critical Studies is taking steps to do the same in 2017. In addition, many instructors have invited the AIM Coordinator to their undergraduate and/or graduate classes to teach about academic integrity and how to integrate resources into papers.

"I am presently working as Assistant Professor [at university] I would just like to say thanks for helping me in publishing my PhD work in great journals. Recently, the last one got accepted.... You will be glad to see the presentation of my work and the ranks of the journals. Many, many thanks again. Your teaching will help me for the rest of my life."

A number of WRS initiatives are planned for 2017, including pilots for summer opening hours for the WRC, a PhD co-op placement for the CSC, and a thesis formatting service developed in partnership between the CSC and the College of Graduate Studies. In addition, the WRC has developed the resources necessary to apply for College Reading and Language Association (CRLA) certification, and anticipates doing so within the next year.

Facilitating Research Excellence



In 2016, the Library began development of a strategic research plan in response to institutional needs. The Fall 2015 launch of the **rimes** portal (<http://rimes.ok.ubc.ca/>) in collaboration with the UBC Okanagan Office of Research Services provided a location for one-stop access to research resources and tools in the context of a five stage “research lifecycle”: planning, implementation, publishing, discovery and impact, and preservation. 2016 efforts focused on further developing content, educational materials, and training opportunities for featured tools and resources.

The Library has taken a lead role on providing training and consultation on a variety of tools and resources, including:

- *UNIWeb*, which gives researchers the ability to collaborate with colleagues in secure and private networks, streamline funding applications with Canadian Common CV (CCV) syncing capabilities, and manage and track the outputs of research groups and projects.
- *SciVal*, which provides access to the research performance of 4,600 research institutions and 220 countries worldwide, allowing researchers to benchmark performance against other institutions or groups of researchers.
- *PlumX*, which can examine a wide range of research outputs including articles, monographs and chapters, presentations, datasets, videos, blogs, and other digital artifacts to examine usage (clicks, downloads, views, library holdings, video plays), captures (bookmarks, code forks, favourites, readers, watchers), mentions (blog posts, comments, reviews, Wikipedia links) and social media activity (+1s, likes, shares, tweets).
- *Refworks*, which can help to organize research, create in-text citations with the click of a button, and easily format and re-format bibliographies and in-text references, facilitating the change of formats for submission to different journals.
- *Open Journal Systems (OJS)*, which is a journal management and publishing system that assists every stage of the refereed publishing process, from submissions through to online publication and indexing.

Developing supportive frameworks for open access, particularly in light of the Tri-Agency Open Access Policy on Publications announced by Canada’s federal granting agencies

was a primary strategic goal and major focus for 2016. The Library is working to create and promote more efficient ways to include publications in cIRcle, UBC's institutional repository, and offer advice on review of publishing agreements to ensure retention of copyright and/or right to deposit publications.

2017 will see the Library further expand its campus role in digital asset creation and curation, and research data management and preservation, including open data requests and requirements. In addition, we are growing our capacity to provide consultation in interpreting a wide variety of traditional and alternative research metrics.

Leading Through Strong Connections and Collaborations

The Okanagan Library regularly and purposefully establishes partnerships with campus and community collaborators in order to advance the University's strategic initiatives and take our passion and expertise outside the Library's walls. In 2016, our community partnership initiatives included growth of projects such as the Innovation Library collaboration with the Okanagan Regional Library (see p. 12), the Leader in Residence program, and the One Book Kelowna initiative in addition to the new Okanagan Region Historical Digitization Project. On-campus and inter-campus projects such as the Inclusive Technology Lab partnership with the Disability Resource Centre (see p. 11) and records management program collaboration with the UBC Records Management Office have led to expanded opportunities for shared engagement, and we look forward to exciting work in 2017 with both new and existing colleagues.

Leader in Residence Program

In June 2016, the Library's Leader in Residence (LIR) program featured Pilar Martinez, Chief Executive Officer of *Library Journal's* 2014 "Library of the Year," Edmonton Public Library. With over **50** in-person attendees from the Okanagan and beyond, and over **1,000** online views of Pilar's LIR presentation "Making a Difference: A Community-Led Service Framework for Libraries," which was archived in cIRcle, UBC's institutional repository, 2016 marked the most successful LIR event to date.

UBC Okanagan Library presents...

3rd Annual

Leader in Residence

Thursday, June 16, 2016

Featuring Pilar Martinez,
CEO, Edmonton Public Library



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

The Library's 2017 LIR program will host Terri Tomchyshyn, winner of the 2014 Canadian Library Association/Alan MacDonald Mentorship Award and Senior Evaluator, Department of National Defense in Ottawa.

One Book Kelowna

Fall 2016 marked presentation of the second One Book program organized by UBC Okanagan Library. The program expanded in 2016 to involve two new partners, Okanagan Regional Library and Okanagan College, in an effort to bring programming to a larger segment of the local population. A diverse series of events focused on author Alix Hawley's award-winning book *All True Not a Lie In It*.



A program opening at the Okanagan Regional Library's Kelowna branch, boasted fiddle music and a warm introduction by last year's One Book author, Michael V. Smith, and concluded with Hawley presenting on her research and writing process.

At Okanagan College's Centre for Dialogue, a later event featured a panel discussion about the pleasures and perils of writing historical fiction. Beginning with an introduction to the history behind *All True Not a Lie In It* by Okanagan College professor Howard Hisdal, the event continued with a brief reading from each of the authors and a discussion of the writing process, dealing with historical (in)accuracies and the distinction between creative fiction and non-fiction.

The final event at the Third Space Café featured Dr. Margo Tamez from UBC Okanagan's Indigenous Studies program speaking powerfully about her experience of reading the novel. Hawley wrapped up the series with a reading from the sequel (expected to be released in 2018) and answered questions.

Okanagan Region Historical Digitization Project



In 2014, UBC Okanagan began to consider the possibility of establishing a regional digital collection of historical collections related to southern British Columbia. Further investigation and consultation revealed many interesting, unpublished collections residing in a number of Okanagan locations including archives, museums, historical societies, and other organizations. In many cases, these institutions and organizations are very small, understaffed, and lack the financial resources

and staff expertise necessary to enhance access to their important historical resources through online means. In addition, there are significant complications involved in relocating the collections to UBC Okanagan for purposes of digitization. From this reality evolved the idea of an "itinerant digitization" project wherein a skilled student digitization team would transport digitization equipment to locations in the Okanagan Valley and

provide digitization services *in situ*. The only requirements on the part of partner organizations are access to space and electricity, as well as permission to allow open, online access to the digitized collections via a project portal.

In 2016, this project proposal garnered donor support. UBC archivists on the two campuses are working collaboratively to conduct a pre-digitization survey with interested institutions/organizations, and develop a clear understanding of what has been digitized, current platforms used to access any digitized materials, level of descriptive information (metadata) available, and priorities for preservation.

In Summer 2017, student digitization teams will be trained and begin the site-based work of digitizing and uploading identified collections to a web-based portal. This unique initiative positions UBC Okanagan as a regional leader in digital preservation, and strengthens links with the Point Grey campus as UBC's University Archivist has committed a study leave year (July 2017-June 2018) to take an active role in managing the project and developing its future phases.

Records Management

UBC's Okanagan Campus Library conducted an extensive survey of campus administrative records in 2015/16 to determine the extent to which these records are being managed in a principled and defensible way. A total of 66 units were surveyed; in early 2016, the collected data was analysed by the Chief Librarian, the Records Management Office in Vancouver, and two graduate student assistants.

The analysis identified three areas requiring remedial attention: response to risk, treatment of compliance obligations, and cultivation of the University's archival record.

As the campus hub for professional practice in information management, UBC Okanagan Campus Library launched, in August 2016, Phase 1 of a service-based records management program, which will reduce risk, increase compliance with statute, internal policy, and business need, and ensure the long-term preservation of the campus' archival record.

The program is designed around a strongly articulated desire across units for leadership and a decisive course of action from a point of authority, and will primarily consist of the delivery of services: education, support, advice, and procedural resources for campus units, with units retaining final responsibility for their own records management activities.

To date, in Phase 1, the Library has:

- formed a Community of Practice among administrators across academic units to create durable communication channels and establish feedback mechanisms for resource development;
- used the data collected in the records survey and compiled a list of candidate units for prioritized records review services based on reported risk profiles; and
- provided select tailored records review services to units according to risk priority which will result in classification, scheduling, disposition, and archival accession recommendations.

Phase 1 will continue into early 2017, with further program phases rolling out in later 2017 pending funding approval.

Building Dynamic Learning and Research Spaces

The UBC Okanagan Library remains undersized to serve our current student population. At present, there are 684 seats available. Of these seats, approximately 54 (7.9%) are located within study rooms, 37 (5.4%) are soft seating, 287 (42%) are quiet, individual study, and 120 (17.5%) are dedicated to group study. We also provide computer access with 123 desktops (both Mac and PCs) available to students, as well as 42 laptop computers available for either 7-day or 24-hour loans.

The library needs more study space! Not all the students can fit, and for commuter students like me, who have nowhere else to go, it's annoying.
- 2nd Year undergraduate student, Humanities

Inclusive Technology Lab

UBC Okanagan Library's Inclusive Technology Lab (ITL) resulted from a desire to enhance services offered by the Disability Resource Centre (DRC) and further support academic success for students with disabilities. The ITL welcomes both DRC-registered students with short- and long-term disabilities, as well as students who have an academic interest in learning about assistive software.



The ITL welcomes individuals contending with a broad range of disabilities, from students with visual, hearing, or physical barriers to students with neurological disabilities, including brain injuries, autism, mental illness, ADHD, or temporary disabilities such as a broken arm. The space assists these students in four key workspaces designed for individual and group work: two computer labs with six workstations, a large distraction-reduced study space, and a collaborative space for practicing presentations, which includes an adjustable work table, TV screen, and printer.

In its inaugural year, the space, equipment, and services provided by the ITL yielded both social and academic benefits. The Lab's supportive environment is helping to empower students by giving them the tools they need to become effective learners, reducing barriers to their academic success. Consequently, cross-campus awareness for the ITL is building, which is reducing the stigma for students needing this extra support. Greater awareness of the ITL has also resulted in an increase of registered DRC students. As of

September 2015, the DRC had 285 students registered to use its facilities. By April 2016 this number reached 400, an increase of 100 students from a year earlier.

“I think it [the ITL] was a great idea as now I can access texts that I normally wouldn't be able to. The university should definitely keep and expand the lab so that students with need could have a smooth academic experience as I had with its aid.”

In April 2016, students rated the ITL very highly in supporting their studies. They appreciated the easy access to assistive technology and to quiet, distraction-free space. Now that the ITL is established, we have come to learn that our combination of space, technology, and lending support services is unique in a BC library setting. A representative of *Assistive Technology BC* stated that in his opinion UBC Okanagan had set a new standard among post-secondary institutions within BC.

Innovation Library



In 2015, the UBC Okanagan Library, in collaboration with the Okanagan Regional Library (ORL), launched its physical presence within the downtown Kelowna branch of ORL, allowing members of the Okanagan community and the university access to UBC's vast online information resources in a convenient urban location. The Innovation Library is uniquely positioned to serve the needs of students involved in experiential and community service learning opportunities, faculty

members engaged with community-based research, and community researchers in the Okanagan. A unique two-year pilot project, the initiative was jointly supported by a private British Columbia-based foundation and the Irving K. Barber Learning fund.

Though the role welcomed a new incumbent in Summer 2016, our Community Innovation Librarian was involved in programming and events throughout the year, including the One Book Kelowna launch, Kelowna Genealogical Society Conference, Focus on Fanfiction workshop, and Interior Health's *Evidence Matters* webinar series. The librarian also sat on the organizing committee, and participated in coordinating events, for Central Okanagan Heritage Society's Heritage Week.

The Innovation Library has been greatly helpful to me for conducting research. Instead of having to go all the way up to the campus near the airport, participants and myself are able to make use of a space in the heart of the city. Having a librarian available who can help with any questions that may arise, has been very helpful.

- Research Assistant, Faculty of Education

In Fall 2016, the Innovation Library extended its hours of operation to 46 per week (from 27 per week in 2015) through the addition of a UBC School of Library, Archival and Information Studies (SLAIS) Co-op student. In addition, following some renovations at the ORL's Kelowna branch, the Innovation Library is relocating to a new, higher traffic space in early 2017, significantly increasing its visibility.

2017 promises to expand outreach through engagement with industry and community organizations including UBC Okanagan Co-op partners, Interior Health (which has recently opened a new building immediately across the street), and technology sector colleagues such as Accelerate Okanagan and its members in anticipation of the 2017 opening of the Okanagan Centre for Innovation.

Teaching and Learning Centre

Through 2014's *#MoreLibrary* campaign and subsequent referendum, students confirmed their commitment to the Teaching and Learning Centre (TLC) project by agreeing to fund up to \$10M. With additional government funding formally announced in early December 2016, UBC Okanagan's TLC will reimagine the campus learning experience, facilitate interdisciplinary research opportunities, and contribute to community engagement. An expansion of the existing library



featuring exciting new facilities, the TLC will consider emerging technology requirements, and respond to student demands for interactive spaces that support both collaborative and independent work. Specifically, the TLC plans include a state of the art 400 seat classroom, informal learning/collaborative study areas, quiet/independent study spaces, group study/case rooms, a graduate student commons, a digital media centre with a visualization lab which will facilitate high resolution data modeling for research and teaching, and an immersive theatre space that will allow public presentation and sharing of student and community research. In addition, a new special collections and archives facility will support research, teaching, and community linkages in social sciences and humanities disciplines, and provide vault facilities appropriate for the long-term preservation of rare and valuable physical collections, works of art, and institutional records.

Need way more space.

- 4th year undergraduate student, Science / Math / Computer Science

Evolving as a Learning Organization

As an organization, the Library is committed to employee growth and development. In 2016, we continued to operationalize our aspirational values through the execution of a series of projects in small, cross-functional teams. This initiative contributed to some of the results documented in this report, and included the One Book Kelowna program (described on p. 9), a day-long employee “Culture Crawl,” the Leader in Residence program (described on p. 8), an ongoing, comprehensive review of Library policies and procedures, and a suite of internal programming designed to encourage imagination and collegiality.

In Fall 2016, the Library began a project to reconsider and revitalize its Mission, Vision, and Values (MVV). A consultation process was undertaken with employees, stakeholders, and partners, and a draft completed in December. In early 2017 this draft, and the story of its evolution, will be shared for feedback prior to adoption. The goal for the strategic planning cycle that will initiate in 2017 is to establish and engage more agile planning processes that are based on the organizational MVV. We believe this will increase our Library’s ability to respond quickly to feedback, and invite creativity, leadership, and entrepreneurial spirit in our employees, characteristics of our campus Library culture and successes which were universally identified, admired, and encouraged during our consultations with faculty, staff, and external collaborators.

The library has always been and continues to be a welcoming and helpful place. The staff come across as genuinely concerned with helping me do my work and take their role seriously in facilitating access to the resources I need.

- Faculty member, Education