



Okanagan Senate

THE THIRD REGULAR MEETING OF
 THE OKANAGAN SENATE
 FOR THE 2017/2018 ACADEMIC YEAR

THURSDAY, 23 NOVEMBER 2017

3:30 P.M. | ASC 130

1. Call to Order – Prof. Deborah Buszard
2. Minutes of the Meeting of 26 October 2017 - Prof. Deborah Buszard (approval)(docket pages 3-15)
3. Business Arising from the Minutes - Prof. Deborah Buszard (information)
 Bachelor of Arts Review – Dr Cynthia Mathieson
4. Remarks from the President and Relate Questions – Dr Santa Ono
5. Remarks from the Deputy Vice-Chancellor and Related Questions - Prof. Deborah Buszard (information)
6. Update on Freedom of Expression Statement – Prof. Deborah Buszard (information) (docket pages 16-18)
7. Candidates for Degrees - Prof. Deborah Buszard (approval)
8. The list as approved by the faculties is available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Vice-Chair of Senate calls for the following motion:

That the candidates for degrees as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which they were recommended, effective November 2017, and that a committee comprised of the Registrar, the relevant dean(s), and the Chair of Senate be empowered to make any necessary adjustments. (2/3 majority required)

9. Admissions & Awards Committee - Dr Marianne Legault
 New and Revised Awards (approval) (docket pages 19-21)



10. Nominating Committee – Dr Jannik Eikenaar
Referral regarding Policy 22 (information) (docket page 22)
11. Report from the Principal
 - a. Reviews of Academic Units – with Associate Provost Patricia Lasserre (information) (docket pages 23-30)
 - b. Faculty of Medicine and the Southern Medical Program – with Dean Dermot Kelleher (information)
12. Other Business
13. IN CAMERA - Learning & Research Committee – Dr Deborah Roberts
Honorary Degree Nominations (approval) (to be circulated at meeting)



OKANAGAN SENATE

MINUTES OF 26 OCTOBER 2017

DRAFT

Attendance

Present: Dr S. Ono (Chair), Dr Deborah Buszard (Vice-Chair) Dr K. Ross (Secretary), Mr A. Aghshahi, Dr P. Arthur, Dr P. Barber, Ms H. Berringer, Mr M. Campbell, Dr D. Carter, Dr J. Cioe, Ms K. DesRoches, Ms T. Ebl, Dr J. Eikenaar, Dean M. Grant, Ms G. Hardy-Legault, Ms M. Harper, Dr J. Johnson, Mr D. Kandie, Dr R. Lawrence, Mr K. Lee, Ms E. Lewis, Ms K. Lu, Dr J. Loeppky, Dr R. Lalonde, Dr S. Lawrence, Dr M. Legault Dr Y. Lucet, Ms M. Ly, Mr B. MacKenzie-Dale, Dr B. Marcolin, Dr C. Mathieson, Dr S. McNeil, Ms K. Morgan, Dr S. O'Leary, Dr F. Pena, Dr D. Roberts, Dean R. Sugden, Acting Dean E. Taylor, Dean W. Tettey, Ms H. Tjioe, Ms J. Tom, Dean B. Traister, Dr P. Wylie

Regrets: Dr R. Campbell, Dr J. Corbett, Mr I. Cull, Dean B. Frank, Chancellor L. Gordon, Dr J. Gustar, Dr M. Hoorfar, Dr J. Hossain, Dr J. Jakobi, Dean *Pro Tem*. J. Olson, Dr M. Reekie, Dr G. Wetterstrand.

Clerk: Mr C. Eaton

Call to Order

The Vice-Chair of Senate, Dr Deborah Buszard, called the second regular meeting of the Okanagan Senate for the 2017-2018 Academic Year to order at 3:33 pm

Senate Membership

SENATE NOMINATING COMMITTEE

The Registrar announced that as a result of the call for nominations issued, Hillary Tjioe has been acclaimed as elected to the Senate Nominating Committee until 31 March 2018 and thereafter until replaced.

Minutes of 28 September 2017

Jan Cioe
Cynthia Mathieson

} *That the Minutes of the Meeting of 28 September 2017 be adopted as corrected.*

Corrections: Senators Comben, Ebl, and Hossain were present.



Approved

Business Arising from the Minutes

CANVAS

In response to questions raised at the last meeting regarding Canvas, the Provost, Dr Cynthia Mathieson, advised Senate that in addition to instructors, teaching assistants and students, other persons may be granted access with the permission of the head or dean. This may include faculty members doing peer review, and administrative staff members providing technical support.

POLICY 22

The Acting Secretary, Mr Christopher Eaton, advised Senate that he had reviewed the applicability of Policy 22 for non-departmental faculties. He noted that Senator Wylie had identified a shortfall in UBC's policies and advised that should a senator wish to address the appointment of head-like positions in such faculties they should propose that to the Board of Governors or take the matter up with either the Senate Nominating or Academic Policy Committee.

Senator Wylie expressed his concern with the administration of UBC's non-departmentalized faculties suggested that he would like to either give notice of motion for the Senate to request an amendment to Policy 22, that the administration agree to apply Policy 22 to non-departmentalized faculties, or that the matter be referred to a committee.

Senator Cioe noted that the Agenda Committee discussed this matter and suggested that it be referred to the Academic Policy Committee.

Senator Wylie asked if that would be appropriate committee.

The Acting Secretary, Mr Eaton noted that the academic organization of the University was the responsibility of the Academic Policy Committee while senior academic administrative appointments were the responsibility of the Nominating Committee.

Senator Wylie replied that his primary concern was the appointment policies.

Dr Buszard suggested that we did have a policy gap and opined that the Nominating Committee should consult and engage with the Office of the University Counsel before making any recommendations.

By general consent, the issue of Policy 22 and the appointment of head-like positions in non-departmentalized faculties was referred to the Senate Nominating Committee for its review and such recommendations as it sees fit.



In light of the referral, Dr Wylie withdrew his notice of motion.

Dr Santa Ono assumed the Chair.

Remarks from the President

Dr Ono noted that he had met with Minister of Advanced Education Melanie Mark several times recently, and that she had indicated a top priority of her term as Minister was support for first nations youth students and First Nations faculty development, as well as general issues around access and affordability, including textbook and other fee costs. The Ministry has committed to increasing available funding for scholarships and bursaries, in particular graduate scholarships. The new government's platform specifically addresses this goal. The Ministry has asked UBC and the BC post-secondary education system to work more as a system; her and the government's view is that the universities are not really working in alignment and they would like to see from UBC a plan to enhance articulation within and within the college and university systems. Conversations are continuing around tech talent; a focus of the previous government. The available funding is not clear yet but we hope to have more specificity by the next Senate meeting.

In terms of federal affairs, the President advised that he had recently returned from Ottawa for a series of government meetings around the budget as part of "day on the hill" from individuals from institutions across Canada. A key goal is supporting the Naylor report. UBC has been vocal in support of urgently addressing this funding gap; \$450M in additional funding would just take us back to where we would be a decade ago for tricouncil funding. Dr Ono also mentioned that he had served the past-Governor General's panel on student mobility; it has been recognized that domestically Canadians have low mobility to other countries; the former governor general, Dr David Johnson, felt that more Canadian students needed international experiences to empower them and have positive outcomes. Some identified barriers were costs, lack of sufficient programs. In the future we will be releasing a document on "Go Global Canada" with their findings and recommendations. We want to ensure both access and diverse destinations. Finally, we have had great success this year for CFI funding. Over 20 projects, some collaborative, \$88m in funding was granted.

Dr Ono mentioned that US News and World reports is now trying to rank universities. Last year they put us as 31 in the world, 36 the year before that, and this year we are 27 and 8 in North America.

Dr Ono noted that he just returned from Rwanda. Based in Canada is the MasterCard Foundation, and it is now in year seven. They select universities to support students from Africa. There was a meeting in Kigali Rwanda to measure the impact of their support. The convening was meant to create a white paper for a strategy for the next 10 years. It is clear from that that UBC will have a significant role in future conversations.



With reference to the discussion later in the meeting on the Strategic Plan, Dr Ono noted that now was the key time to provide as much feedback as possible in its development.

Dr Cioe suggested that open-sourced textbooks was an excellent way to reduce costs for courses, especially lower level and introduction courses. He raised the issue of disparity in funding between campuses at UBC for undergraduate and graduate education. He spoke in favour of having the Okanagan have the same funding from government for graduate students as Vancouver.

Discussion on Strategic Planning

Dr Buszard presented on strategic planning development. She advised that the University's executive group hoped to present this to the Board of Governors in early 2018. The key idea currently is "Connecting People and ideas to change the world".

Senator O'Leary asked if we have done on an assessment of the outcomes from Place and Promise.

Dr Ono replied that it had a huge impact on two areas: sustainability, and indigeneity. In other areas it is less clear, especially where high level goals were not supported by implementation plans.

Dr Buszard added that Place and Promise was the foundation for Aspire at UBC Okanagan, and the fundamentals of what it means to be UBC are still core, as is community connectedness for this campus.

Dr Buszard noted that their model has people and places as the core of UBC.

Dr Roberts noted that in our research and teaching "global" is an important concept with both our people and our places.

Dean Tetley suggested that people and place should be at the heard of everything, but that these intersecting circles were meant to be like a Venn diagram

Senator Berg noted building on the advantages of our indigenous routes could be taken as taking advantage of indigenous people.

Dr Buszard agreed "advantage" was problematic language.

Senator S. Lawrence noted that some activities we do are neither global nor local; sciences can be abstract, and the humanities can study things with no current locality. He likened this to Dr Ono's comments on the importance of pure research.



Dr Ono said that disciplinary scholarship for the sake of pure excellence is there, just not at this level and that this idea needed to be given greater prominence.

A senator asked if health and wellbeing could be included.

Dr Buszard replied that this was being included, but is not visible not at this high level.

Dr Ono replied that there was a lot of specificity towards health in lower layers, but not in this guiding document.

Dr Buzard then spoke to the 3 underlying layers: innovation, inclusion, and collaboration.

Senator Ebl suggested a concern with “challenges” being used; she suggested challenges and opportunities or a different word being used.

Dr Buszard agreed.

Senator Wylie asked if anything spoke to our internal culture and inclusivity.

Dr Ono replied that yes; in particular, the importance of collaboration, shared governance and academic freedom came across in consultation as key values. Working groups are looking and specific strategies to address issues; as an example, we are looking at how to use promotion and tenure processes to encourage collaboration across units and campuses.

Dr Buszard added that working groups would work towards setting strategies and milestones to achieve high level goals.

Dr Ono said that the target date for the plan is the end of this calendar year with a goal of Board endorsement in February.

Dr Buszard added that more would be shared and more feedback requested as we became more certain and solid with our language.

Dr Roberts suggested that the bottom tagline was very anthropocentric. As an environmental engineer she suggested that we may want to say improve British Columbia, Canada and World and encompass all living creatures.

Dr Cioe suggested changing advantages to strengths in the centre circle.

Dr Buszard thanked the Senate for its input and committed to coming back to Senate and its committees for further input and review.

Remarks from the Deputy Vice-Chancellor



Dr Buszard congratulated Mina Hoorfar for being recognized for excellence in teaching by the Association of Engineers and Geoscientists of BC

Joint Report of the Admission & Awards and Curriculum Committees

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

MASTER OF DATA SCIENCE AND REVISIONS TO THE INTERDISCIPLINARY GRADUATE STUDIES PROGRAM

Peter Arthur Cynthia Mathieson	}	<i>That Senate approve the new Master of Data Science (MDS) program brought forward from the Faculty of Arts and Sciences and the revised Interdisciplinary Graduate Studies (IGS) program brought forward from the College of Graduate Studies.</i>
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Senator Roberts noted that the MDS program had several two-week 1 credit courses. She asked how that would be operationalized.

The Acting Secretary noted that it does take more manual intervention because term dates and the registration system did not work well with irregular scheduling, but that UBC already had some experience with similar programs.

In response to a question from Senator Lalonde, Mr Eaton replied that a credit was normally 13-15 hours of contact time for lectures, and half that for laboratories, and his understanding was that the MDS was following that standard.

Senator Lucet confirmed that this was the case.

Approved

Academic Policy committee

The Chair of the Senate Academic Policy Committee, Dr Jan Cioe, presented.

POLICY 0-4: GOVERNANCE OF THE COLLEGE OF GRADUATE STUDIES AND PROCEDURES

Jan Coe	}	<i>That Senate approve the revisions to Policy 0-4:</i>
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Miriam Grant

Governance of the College of Graduate Studies as outlined in the attached document.”

Dr Cioe explained that this change was related to the previous resolution and would align the curricular changes to the Interdisciplinary Graduate Studies program with its administration.

Approved

FACULTY OF ARTS AND SCIENCEJan Coe
Wisdom Tettey} *That Senate approve the amended Terms of Reference of the Faculty of Arts and Sciences Faculty Council as outlined in the attached document.*

Approved

Senator S. Lawrence raised a concern with the faculty not being referenced to as a community of scholars as well as a body corporate, the use of “business” in its formal work, and the faculty curriculum review committee.

Dean Tettey replied that the Faculty recognized first and foremost that it was an academic community but this document was to comply with our legislation and the legal source of the faculty’s authority.

Approved

ARTS & SCIENCES DEPARTMENTALIZATIONJan Cioe
Wisdom Tettey} *That Senate approve and recommend to the Board of Governors the establishment of the following departments in the Faculty of Arts and Sciences, effective as of October 26, 2017:*
Department of Community, Culture, and Global Studies
Department of Biology
Department of Chemistry
Department of Psychology



*Department of Computer Science, Mathematics,
 Physics, and Statistics
 Department of History and Sociology
 Department of Earth, Environmental, and
 Geographic Sciences
 Department of Economics, Philosophy, and
 Political Science.*

Senator S. Lawrence asked about the order of disciplines in the last department given that a different order was used for one of its programs.

Dr Cioe replied it was done alphabetically for the department name; the Philosophy, Politics, and Economics (PPE) program would continue to exist by that name.

Approved

ADMISSION & AWARDS COMMITTEE

UNDERGRADUATE

Marianne Legault
 Catherine Comben

}

*That Senate receive the report entitled “New
 Approach to Holistic Undergraduate Admissions,*

*That Senate approve in principle the
 recommendations and assessment criteria set in
 that report; and*

*That Senate direct the Admissions and Awards
 Committee to propose amendments to
 UBC’s admissions requirements and the academic
 calendar to implement these recommendation
 generally, and in particular the relationship and
 relative weighting of the four criteria listed.*

With consent of Senate, Mr Andrew Arida, Director of Undergraduate Admissions presented.

Senator Cioe suggested that the critical element was discretion. Would we have an algorithm or would it be subjective?

Mr Arida replied that we would work with faculties to know what they prioritize.

Senator Cioe asked if our systems could operate with that level of subjectivity.



Mr Arida replied that we already do it to an extent as our admissions officers already look at students from all around the world; only BC and Ontario provided enough data electronically do so evaluations electronically.

Dr Ono asked if we had singular or multiple readers.

Mr Arida replied that personal profiles are reviewed by 2-4 people. Right now, academic measures are done by 1 person.

Dr Ono asked where we factor in extraordinary circumstances.

Mr Arida replied that sometimes it does come in via the personal profile. We are looking at introducing a question where students can speak to why they made their class choices. That wouldn't be integrated into the 80% we expected to automatically admit.

Dr Ono asked how we would quantify that.

Mr Arida replied that it would have to be done on a case-by-case basis.

Senator Cioe said that the problem is subjectivity and that a second read, while administratively crushing, would help mitigate that issue.

Mr Arida suggested that one model would let the admissions advisors decide, another would have a group decision making process.

Senator Hardly-Legault asked how the personal profile was quantified.

Mr Arida replied that where that cutoff is placed basically sets what emphasis the faculty gives for the personal profile. These are competitive average, not minima.

By general consent, the time to adjourn was extended by 15 minutes.

Mr Arida clarified that this proposal was about the academic considerations not the current personal profile system.

In response to a question from a senator, Mr Arida replied that applied courses were a challenge so we only used them in considering breadth not average calculation.

Senator Lalonde asked how much the personal profile mattered in this new system.

Mr Arida replied that it depended how the faculty weighted the profile. The people who read those profiles are trained to score them against a rubric.

Senator Lalonde asked if this was different from our current practice.



Mr Arida replied yes it was different in mechanics but not principles.

In response to a question from Senator Aghshahi, Mr Arida confirmed that this proposal was only for direct-entry undergraduate programs.

Senator Ebl asked if anyone in Canada used this system.

Mr Arida replied not in Canada.

Senator Cioe commended Mr Arida on the proposal. He suggested that we will have a challenge in informing students of what we will be looking for.

Mr Arida replied that right now, students focused on particular courses they felt we cared about to the detriment of their other studies. This now makes more things matter.

A senator asked when we would be able to implement the new system if approved.

Mr Arida replied that we were aiming for September 2019.

Senator Lalonde asked if faculty specific requirements would be run by faculty councils.

Mr Arida replied that yes, because specific program requirements would have to be approved by the faculties and the Senate.

Senator Johnson asked when we could expect to see the details of the proposal at Senate.

Senator Legault said she didn't have an expected meeting for the final proposals.

Mr Arida replied that that he expected this to come forward at this time next year.

Senator Lalonde asked if this would affect transfer students.

Mr Arida confirmed that it would not change the current system for transfer students.

Approved

Curriculum Committee

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

OCTOBER CURRICULUM REPORT



Peter Arthur
Cynthia Mathieson

}

That Senate approve and recommend to the Board of Governors for approval the new program brought forward from the Faculty of Management.

Approved

Nominating Committee.

The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar, presented.

POLICY 18

Jannik Eikenaar
Miriam Grant

}

That Senate approve the attached amendments to Policy 18 and its procedures with the proviso that the Board of Governors or the President concur with amendments to the Procedures to Policy 18 to change all appointments to be made “by” a Senate to read “by and from” a Senate.

Dr Ono advised that in light of the concerns raised by senators and faculty members, he was proposing a compromise: to change the procedures to restore the senator members but also to add two elected faculty members to each search committee.

Senator Johnson asked how this change would be enacted: would the president add additional members under his existing powers, or amend the procedures to add additional members.

Mr Eaton clarified that in some cases Senates have taken procedural changes for approval and at other times for information as there was some disagreement at past nominating committees as to if approval was required or was delegated. Either way, if the president wishes to change the procedures it would need to be reported to the Board and the Senate. In this instance, the only change to the policy being approved would be to change the title of the Vice-President Research and International to be Vice-President Research and Innovation.

Dr Cioe asked if the President’s proposal would mean that even more senators would be required on each search committee.

Mr Eaton apologies for any ambiguity and clarified that the anti-stacking procedures would only come into play if the President added additional people rather than the procedures themselves being amended.



Approved

COMMITTEE APPOINTMENTS

Jannik Eikenaar
Jan Cioe

} *That Ms Kelly Lu be appointed to the Council Budget Committee (Academic Building and Resources Committee) until 31 March 2018 and thereafter until replaced, to replace Ms Kelsey DesRoches;*

That Ms Gillianne Hardy-Legault be appointed to the Academic Policy Committee until 31 March 2018 and thereafter until replaced, to replace Mr Arash Aghshahi;

That Ms Kristen Morgan be appointed to the Admission & Awards Committee until 31 March 2018 and thereafter until replaced, to replace Mr Daniel Kandie;

That Ms Gillianne Hardy-Legault be appointed to the Appeals on Standing & Discipline Committee until 31 March 2018 and thereafter until replaced, to replace Ms May Ly;

That Mr Arash Aghshahi be appointed to the Curriculum Committee until 31 March 2018 and thereafter until replaced, to replace Ms Hillary Tjioe;

That Ms May Ly and Mr Kyle Lee be appointed to the Learning & Research Committee until 31 March 2018 and thereafter until replaced, to replace Mr Arash Aghshahi and fill a vacancy; and

That Mr Kyle Lee's appointment to the Admission & Awards Committee and Ms Kelly Lu's appointment to the Agenda Committee be rescinded effective 26 October 2017.



Approved

Report from the Provost

Bachelor of Arts Review

By general consent, the agenda was amended to defer this item to the November meeting of Senate.

Adjournment

Seeing no other business, the meeting was adjourned at 5:41 pm.

Freedom of Expression Matters: Join the Conversation

As follow-up to my September 5th letter to the UBC community, I received a draft statement on freedom of expression from an internal working group convened by Professor Neil Guppy, Senior Advisor to the Provosts on Academic Freedom.

The working group, comprising ten faculty and staff members, worked through several iterations of a statement. Input on an early draft was also received from elected student representatives (Senate and AMS).

I am grateful to the working group for moving this discussion forward, and would like to thank them for their hard work on this complex issue. The intent behind this process is to generate a draft document to serve as focal point of a community discussion around freedom of expression.

The members of the working group are:

Alan Hu, Faculty of Science
Alan Richardson, Faculty of Arts
Janet Teasdale, VP Students
Judy Illes, Faculty of Medicine
Karl Aquino, Sauder School of Business
Mary Bryson, Faculty of Education
Michael Griffin, Faculty of Arts
Neil Guppy, Faculty of Arts (Working Group Lead)
Sally Thorne, Faculty of Applied Science
Shirley Nakata, Ombudsperson for Students

To continue this discussion, we would now like to hear from a broader set of voices, to facilitate as wide and deep a conversation as possible. To this end, we have provided the latest draft statement which we hope will serve as a catalyst to encourage discussion and debate about how freedom of expression should be understood and contextualized in the modern university community.

We welcome your thoughts and encourage you to read the statement below.

Professor Santa J. Ono
President & Vice-Chancellor

Freedom of Expression Statement Draft, November 8, 2017

Freedom of expression matters. It fuels what good universities do.

Especially in turbulent times, when facing challenges of contentious and divisive politics, economic uncertainty, terrorism, and environmental upheaval, the freedom to express and explore ideas must continue as our central mission. As one of the world's foremost universities, UBC must vigorously promote and defend the freedoms necessary for the successful pursuit and dissemination of knowledge. Freedom of expression is, however, one of a number of rights and freedoms each of us has. One person's freedom of expression cannot be allowed to trample the freedom or wellbeing of others.

For centuries, universities have held a special place in society. We are entrusted as guardians of the accumulated knowledge and wisdom of humanity, as trailblazers in advancing the frontiers of human knowledge and thought, and as leaders, mentors, and teachers in disseminating the fruits of this knowledge. Central to this three-fold mission is the promotion of "the freest possible exchange of information, ideas, beliefs, and opinions in diverse forms" (see UBC Respectful Environment statement). So, for example,

- i. How can we safeguard the lessons of the past if objectionable parts of the historical record are suppressed?
- ii. How can we create significant breakthroughs if entire lines of inquiry are forbidden?
- iii. How can we equip students to tackle future challenges, if they are shielded from demanding, provocative thought?

Two principal reasons underlie our deep and abiding commitment to freedom of expression. First, pursuing ideas freely and openly moves us closer to truth, allowing all ideas to be criticized and tested, accepted and revised. Universities are communities of scholars where the free and open exchange of thought, belief, opinion, and expression is highly valued because it promotes better knowledge and understanding. Second, our scholarly community is composed of people with diverse histories and cultural viewpoints while also encompassing a wide array of disciplinary perspectives. This diversity makes universities, and especially UBC, a place unlike other institutions. When all the voices of a diverse university community can participate equally in intellectual exchanges, this provides a rich, vibrant resource that helps in promoting a wide spectrum of expertise and opportunities in the pursuit of excellence.

Here is a significant example of why freedom of expression matters at UBC. A core challenge in Canada, and one to which UBC is committed to addressing, is the ongoing process of truth and reconciliation with Indigenous peoples. Our collective lack of a shared knowledge about the lasting effects of our colonial past acts as an impediment to the essential conversations and negotiations that progress on these multiple issues requires. This is exacerbated by historic power imbalances that make this a complicated, difficult engagement. It is an engagement that can only be tackled principally and ethically in a spirit of free and open dialogue and respect.

Scholarly dialogue should help us make progress on difficult and complex problems like this. The intellectual richness of the university comes in recognizing alternatives, having contentious conversations, tackling stubborn assumptions, making brash conjectures, discussing

uncomfortable facts, and engaging with sharp differences in values and visions. Scholarly work finds its dynamism in this engagement. It is the work that universities must do and do well (and, of course, we have not always done well as the need for truth and reconciliation highlights). Doing it well means holding open the idea that persuasion is still possible, that thought and evidence and reason can lead to solutions for the many grand challenges we face.

The educational benefit of exposure to diverse understandings, views, opinions, and thoughts, when done appropriately and respectfully, comes in developing the skills of intellect and character, the inner resources and personal resilience, which allows one to successfully and constructively engage with a tumultuous and at times unsafe world. This necessitates scholarly spaces where critical thinking and incisive reasoning knows no bounds but is allowed to flourish unrestricted by who you are or to which social groups you might belong. The university works assiduously to create a place where people are physically safe. However, when confronting challenging ideas, ideas that question your deeply held beliefs, ideas that you might find noxious or offensive (or discovering that others find your deeply held beliefs noxious and offensive!), it is inevitable and appropriate to feel intellectually uncomfortable, even offended.

Creating and sustaining the conditions for such difficult discussions is hard, complex, and highly-charged. As former UBC President Stephen Toope correctly argued, “a tension exists between our community values of respect for human dignity and the special place of free expression that universities protect.” Statements inciting hatred against identifiable groups, statements judged likely to incite breaches of the peace, and statements of a personal, ad hominem nature are foreign to the intellectual exchanges that strong universities must support and protect. This is so because such statements are, at root, attempts to stifle or prevent the freedom of expression of others, to dissuade any response or discussion.

Words can be used as weapons, aimed deliberately in pejorative ways to taint or stain the reputations and authority of others. Deliberate attempts to create a toxic environment must remain anathema to the practices of the university community. Freedom of expression rests on the potential of making positive, constructive contributions to the university community. Speech or artistic expression that harms the proper working conditions of the academic community, by for example using hate to dehumanize certain groups, is speech and expression that cannot be protected or condoned.

UBC policies and practices work to promote the smoothest functioning of this scholarly community. From our academic freedom declaration, to our statement on a respectful environment, to our policies on harassment and discrimination, there are in place mechanisms intended to ensure that freedom of expression flourishes at UBC. Most fundamentally those policies and practices recognize the importance of freedom of expression, but they do so in the context of everyone’s fundamental right to equality. Freedom of expression does not trump all other rights. In the university community freedom of expression can only thrive constructively when accompanied by other rights, including the equality rights of equity, diversity, and inclusion.

In all of this we share a collective responsibility. Each and every one of us has the responsibility to support, safeguard and preserve this central freedom of expression. Tuum est – it’s up to you!



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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10 November 2017

To: Okanagan Senate

From: Admissions and Awards Committee

Re: New and Revised Awards (approval)

- a. Revised award: IODE Silver Star Achievement Award
- b. Revised award: Sharron Simpson Family Community Impact Awards
- c. Revised award: John Paul Boutin Electrical Engineering Bursary

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

***Motion:** That Senate accept the 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.*

Revised Award:

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

a) Existing description (2009): Award Title: IODE Silver Star Achievement Award

To commemorate its services and achievements for over 50 years, awards totalling \$1,300 have been endowed by IODE Silver Star for second, third or fourth year students at ~~the~~ University of British Columbia Okanagan. ~~Consideration is given to students who demonstrate a combination of academic achievement and extracurricular involvement. The awards are made on the recommendation of the Faculties and Schools at UBC Okanagan, with final selection to be made by the office of Admissions and Awards, with preference given to students with financial need.~~ **Preference is given to students who have demonstrated academic achievement as well as assessed financial need.**

Proposed Award Title: **IODE Silver Star Achievement Award**

Amended Description:

To commemorate its services and achievements for over 50 years, awards totalling \$1,300 have been endowed by IODE Silver Star for second, third or fourth year students at the University of British

Columbia Okanagan. Preference is given to students who have demonstrated academic achievement as well as assessed financial need.

Rationale: University wishes to ease administrative burden.

b) Existing description (2016): Award Title: Sharron Simpson Family Community Impact Awards

Existing Guiding Principles
April 2016

The Sharron Simpson Family Community Impact Awards

A gift of \$50,000 from UBC alumna and donor Sharron Simpson to UBC's Okanagan campus will create the *Sharron Simpson Family Community Impact Awards* program. \$12,500 will be available in each of four years to support awards ranging from \$1,000 to \$2,500. The donor wishes the awards to encourage and enhance real world learning experiences, contribute to a sense of enjoyment and fun in the pursuit of education, and give students an opportunity to make an impact to both the campus and external community.

Goals of the Sharron Simpson Family Community Impact Awards:

- Provide funding to support student led initiatives that link to community service learning;
- Promote student leadership;
- Enhance curricular and extracurricular learning;
- Allow students to pursue a passion

Adjudication

The *Sharron Simpson Family Community Impact Awards* will be modeled after the UBC Okanagan Tuum Est Student Initiative Fund and adjudicated by the ~~Advising and Involvement Centre~~ **Student Experience Office**. The Awards program will have its own visual identify and be housed on the ~~Tuum Est~~ **Student Experience** website ~~and Community Service Learning website~~. Students will apply online and be asked to provide information about the initiative, how it meets the criteria for the award, timelines, who their mentors/collaborators are and a budget. Unlike Tuum Est, funding will not be issued on a reimbursement of receipts. Award funding will be advanced upon approval of applications. Applications will be adjudicated a minimum of twice a year. Students will be asked to report back on their experience and this information will be shared with the donor.

Proposed Guiding Principles:
August 2017

The Sharron Simpson Family Community Impact Awards

A gift of \$50,000 from UBC alumna and donor Sharron Simpson to UBC's Okanagan campus will create the Sharron Simpson Family Community Impact Awards program. \$12,500 will be available in each of four years to support awards ranging from \$1,000 to \$2,500. The donor wishes the awards to encourage and enhance real world learning experiences, contribute to a sense of enjoyment and fun in the pursuit of education, and give students an opportunity to make an impact to both the campus and external community.

Goals of the Sharron Simpson Family Community Impact Awards:

- Provide funding to support student led initiatives that link to community service learning;
- Promote student leadership;
- Enhance curricular and extracurricular learning;
- Allow students to pursue a passion

Adjudication

The Sharron Simpson Family Community Impact Awards will be modeled after the UBC Okanagan Tuum Est Student Initiative Fund and adjudicated by the Student Experience Office. The Awards program will have its own visual identify and be housed on the Student Experience website. Students will apply online and be asked to provide information about the initiative, how it meets the criteria for the award, timelines, who their mentors/collaborators are and a budget. Unlike Tuum Est, funding will not be issued on a reimbursement of receipts. Award funding will be advanced upon approval of applications. Applications will be adjudicated a minimum of twice a year. Students will be asked to report back on their experience and this information will be shared with the donor.

Note

International travel and research opportunities will be eligible for consideration by the Sharron Simpson Family Community Impact Awards application process. Requests to attend conferences will not be considered.

Rationale: The donor wishes to clarify what is eligible for consideration.

c) Existing description (2014) Award Title: John Paul Boutin Electrical Engineering Bursary

Two bursaries of \$1,100 each ~~A \$1,250 bursary~~ has been endowed by John Paul Boutin to support a **third- and fourth-year** ~~third-year~~ student in the Electrical Engineering Program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to the student with the greatest financial need **in each year of study.**

Proposed Award Title: John Paul Boutin Electrical Engineering Bursary
Amended Description:

Two bursaries of \$1,100 each has been endowed by John Paul Boutin to support a third- and fourth-year student in the Electrical Engineering Program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to the student with the greatest financial need in each year of study.

Rationale: Donor wishes to expand support to third- and fourth-year students.

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



To: Senate
From: Senate Nominating Committee
Re: Referral Regarding Policy 22
Date: 10 November 2017

The Nominating Committee has considered the referral made at the previous meeting regarding Policy 22 and its applicability for those acting in the roles of or exercising some or all of the powers conferred upon heads of academic units for those faculties without academic units.

The Committee agrees that collegial processes should be used as much as possible in the selection of academic administrators, and is also aware of the variances across both faculties and positions with regards to responsibilities, terms, and other aspects of appointments. Because of that variability, the Committee does not find that a full extension of Policy 22 to all such positions is possible; however, the Committee does agree that abiding by its principles for all such appointments is preferable. Therefore, the Senate Nominating Committee makes the following recommendation to the Vice-President Academic and Research in her capacity as the responsible executive for policy 22 for faculties of the Okanagan campus:

That the Senate Nominating Committee recommend that the procedures as set out in Policy 22 be applied, in so much as is reasonable in each circumstance, for the appointment of all academic administrators in non-departmentalized faculties who exercise some or all of the powers or responsibilities normally assigned to heads in departmentalized faculties under policies, regulations, or other obligations of the University.



November 20, 2017

To: Senate, UBC Okanagan

To the attention of:

Christopher Eaton, Associate Registrar for Academic Governance
and Director of Senate and Curriculum Services

From: Cynthia Mathieson
Provost and Vice-President Academic

Re: **Report to Senate on External Reviews of Academic Units, 2016-17**

Item for Information:

In accordance with Senate policy I am pleased to forward the Annual Report on External Reviews of Academic Units and Programs, for information. This report covers the period of September 2016 through August 2017. It provides a summary of each of the 3 external reviews undertaken.

Attachment: Report to Senate on External Academic Reviews, 2016-2017

Report to Senate
External Reviews of Academic Units and Programs at UBC Okanagan
2016 – 2017

November 16, 2017

Submitted by: Dr. Patricia Lasserre, Associate Provost, Enrolment and Academic Programs

External reviews were conducted on the following academic units and programs at UBC Okanagan between September 1, 2016 and August 31, 2017. Key findings and recommendations made by the reviewer teams, along with the Faculty and/or Department responses, are highlighted on the following pages and comprise the remainder of this report.

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Department of Biology
Faculty of Arts and Sciences (Irving K. Barber School)

Summary of External Review – March 2017

Highlights and Key Findings:

- The department has been able to attract high caliber graduate students and post-doctoral fellows.
- The department infrastructure is impressive
- There has been a tremendous growth at UBCO since 2005 and the primary concern is now to stabilize the department and its programs in a strategic manner to maximize its potential.

Key recommendations and Unit's Response:

- Recommendation: Undertake a review of the undergraduate curriculum. Consult with the Carl Weiman Science Education Initiative at UBC Vancouver for advice on instructional methods and curriculum development.

Department's Response: The Department accepts the recommendation to undertake a curriculum review, which will begin in September 2017. We are currently enumerating the issues to be considered during this review, including:

- *changes in K-12 science curriculum*
- *redundancy of Biology course learning objectives*
- *relevance of technical training, especially in introductory labs*
- *necessity of existing or alternative prerequisites*
- *continuity between lab and lecture components of courses*
- *availability of experiential learning opportunities*
- *strategies for improving writing, numeracy, and critical thinking*
- *feasibility of 2nd-year biochemistry course (partially replacing organic chem.?)*
- *feasibility of 1st-year statistics & data science (partially replacing physics or math?)*
- *opportunities for indigenization*
- *consultation with the Carl Wieman Science Education Institute*

Dean's Response: As part of the Faculty's strategic plan, and under the general direction of the Associate Dean (Teaching, Learning and Curriculum), each Department is required to undertake a review of its curriculum to ensure quality, relevance, responsiveness to learning outcomes, match with faculty expertise, and appropriate support for student success. Engaging with the issues identified above is part of the process. Plans are also underway to review and to revise, as necessary, requirements for the BSc degree. The Associate Dean (Undergraduate Recruitment, Services and Success) is engaged with Departments i) to address issues related to the revised K-12 science curriculum in BC schools; and ii) to promote student success in curricular, co-curricular and extra-curricular activities through advising and other programming, such as the Women in Science and Engineering (WiSE) initiative and the "Interdisciplinary Games."

- Recommendation 12. There needs to be greater transparency on the funding that is made available to graduate students to ensure students within the Biology department are treated equitably. This includes consultation between academic departments and the College of Graduate Studies.

Department's Response: We are aware of the concern among students about the disparities in funding for graduate student stipends (although all students receive a guaranteed minimum). Although the reasons for disparities (e.g. seniority and experience of TAs, differences in external funding, discretionary increases by

supervisors) are explained in graduate student handbooks, we have undertaken the preparation of a single-page, graphical handout to more clearly explain the various sources of graduate funding and how they can affect stipend amounts.

Dean's Response: We support the Department's efforts to use various channels to provide a good understanding of the funding architecture to students, including the criteria for different levels of funding. The Associate Dean (Research, Graduate and Postdoctoral Studies) and the Associate Dean (Strategic Personnel Planning and Development) are leading efforts (in consultation with Departments, the Graduate and Postdoctoral Planning and Awards Committee, and the College of Graduate Studies) to establish a framework for strategic enrolment management that ensures high quality graduate education, as well as appropriate and competitive levels of student support.

- Recommendation: A review of the course requirements for graduate students needs to be undertaken to insure that these courses add value to the program, meet students' needs, and take full advantage of the resources available

Department's Response: We have undertaken a review of the course requirements for graduate students, and expect to follow the lead of Chemistry, which has already submitted a proposal to reduce the number of required courses for MSc students from four to two. We will likewise review the content of available graduate courses, in parallel with the undergraduate curriculum review, starting in September 2017.

Dean's Response: We support the review of course requirements and the graduate curriculum that is underway in the Department, and which are in line with the Faculty strategic plan's objective of providing high quality graduate education. The Associate Dean (Teaching, Learning and Curriculum) and the Associate Dean (Research, Graduate and Postdoctoral Studies) will work with the Department to facilitate appropriate reviews and approvals of the proposed revisions to course requirements as well as curriculum changes.

- Recommendation: The university should seek to establish a central stores facility and a technical centre to promote research and teaching on campus.

Department's Response: A limited storeroom was previously operated out of a Biology core sequencing facility, with mixed success. We are now in revisiting the feasibility of operating a storeroom (presumably unstaffed, with access monitored), on a trial basis in conjunction with VWR and other vendors. Supply centers already exist in the Department for molecular biology reagents purchased through Bio-Rad and Qiagen.

Dean's Response: We support the Department's efforts to explore the best options for addressing this issue. We are also in discussion with the Vice-Principal (Research) regarding a campus facility or facilities that meet our needs with respect to appropriate storage. Our proposal for a greenhouse has gone through various levels of approval and we have been assured that the prospects on building the facility are looking good. The Campus Executive is sensitive to the urgency of getting it constructed within the shortest possible time.

Other recommendations included reviewing grade distribution programs, better integrating post-doctoral fellows into the department, training for teaching assistant, supporting pre-tenured faculties, hiring plans, the strategic goals of the department in relation to the strategic directions of the Faculty and the budget constraints, representation at the level of the Dean, and the connection between the two campuses.

Faculty of Health and Social Development Review

Summary of External Review – January 2017

Highlights and Key Findings:

Reviewers praised everyone in the Faculty for the Faculty's accomplishment to date. The FHSD has emerged as a vibrant and leading academic force on campus and increasingly across Canada and internationally. The Report indicates that:

- The first 10 'Start-up' years for the new Faculty is now over and the most difficult challenges for this start-up phase have been largely met.
- The Faculty has little difficulty in meeting its undergraduate enrolment targets and attracting high quality and diverse group of students from across Canada;
- The Faculty is in the early stages of developing graduate education opportunities;
- There has been significant progress in research intensification and building a culture of research excellence;
- There is significant evidence of community engagement by the three Schools in various education and research initiatives, and there is great potential for developing FHSD wide programs;
- The primary concerns identified by the Reviewers relates to preparing for the next phase of the Faculty future, and respond to some of the remaining challenges that require attention. The main identified challenges include the need for adequate teaching lab space in relation to enrolment growth, the support for research intensification in all three schools, the need to strengthen graduate education, and as well as encouraging an inclusive community to minimize silos.

Key recommendations and Unit's Response:

- Recommendation: Complete a 5-year Comprehensive Academic (Strategic) Plan 2018-2023

Unit's Response: A FHSD five-year strategic plan was broadly outlined in the 2016 Deans and Directors retreat. Each school has been charged with: (1) identifying additional FHSD concepts that need consideration for incorporating into the final Faculty wide strategic plan; and (2) refining the current global and school developed goals into a specific strategic action plan. This plan is to link with the FHSD wide plan and guide the School's research, teaching, and service plans for the next five year. Furthermore, the Schools are expected to include consultation with undergraduate and graduate students' representatives to speak to the concerns and goals of the student body. Annually each Director will present the Dean with a budget that adequately supports the School's primary strategic goals. The Dean in turn develops an overall FHSD budget that is presented to the University administration for approval or revision. School items that cannot be supported will be explained to the Director and the School's faculty. Strategic goals that are not financially viable for 2 years are to be reviewed and either dropped or replaced with budgetarily sound strategic objectives. These actions also ensure the integration of the budget with academic and operational goals along with transparent and realistic targets for achieving strategic primary goals. The two-year review of goals that are not financially supported or otherwise not achieved provides a forum allowing the Dean and Schools to determine needed budgetary shifts or strategic planning changes.

- Recommendation: Intensify research within all three schools and Faculty wide, including mentoring and support for students and faculty, as well as infrastructure needs support

Unit's Response: The FHSD has and will continue to increase emphasis on hiring research- prepared faculty members for the Schools of Social Work and Nursing and supporting the existing research positions in the School of Health and Exercise Sciences to the extent that budgetary limitations allow. Priorities have been placed this past year on recruiting Directors with international research reputations for Nursing and Social

Work. Identical emphasis guides this year's search for a new director of our School of Health Exercise Sciences. Additionally, the FHSD development team is to systematically meet with each school and design a plan for identifying and gaining research endowments, and long term projects from individual and corporate donors. As part of each school's strategic plan, Directors are tasked with helping their faculty plan how to better mentor students and junior faculty toward reaching research excellence within the program's existing centres and funded projects. Additionally, each school is to develop a plan that supports tenure-track faculty expertise in teaching and research as they advance toward their third year and tenure reviews. A similar plan is to be implemented for increasing and supporting the teaching skills of non-tenure-track faculty members. Furthermore, the Faculty-wide strategic from the Dean's office plan is to identify how each School's mentoring plan will be supported. Space continues to be a problem across the UBC campus. Nonetheless, FHSD is dedicated to ensuring that all funded research is supported with needed space and bridging money. A semi-annual report outlining current offices and lab usage, and potential space that is available will be provided to the Directors and faculty by the Dean's office. Additionally a space allocation committee will be formed that has faculty, staff and student representatives from each School.

- Recommendation: Accelerate Interdisciplinarity and Interprofessionalism Programs. Aim to be a national role model by supporting eLearning and experiential education delivery and recognition of co-curricular activities

Unit's Response: Each of the FHSD Schools are asked to design course work that can be delivered across programs and include other disciplines such as psychology, business management, sociology, and medicine. Moreover, eLearning courses are currently being designed in Nursing and Social Work at the graduate level. As part of accreditation requirements the three Schools will develop a systematic plan for monitoring student progress and identifying students in need of academic, emotional, or social support. Additionally, each School is encouraged to involve selected students on committees and in active research projects. To enhance best practice teaching the FHSD is planning to provide administration leadership for our graduate programs from within the Faculty. That is, the FHSD is developing plans and systems that will allow our Schools to direct more of the graduate student admissions process. Moving most of the admissions work from the Graduate College to the FHSD will allow for a quicker student applicant response and improved recruitment.

The School of Social Work is currently using evidence based practices within the UBC Interprofessional Mental Health Clinic and will extend the clinic to include student and faculty research. Currently limited co-curricular activities are available to our students. The Cultural Safety course taught by Nursing is an excellent example. Nonetheless, additional courses that are open across the Faculty and campus are needed. This is especially true for the summer terms. Therefore, the Dean will make this an action item for each of the School's strategic plans. Furthermore, the Schools are also requested to include community continuing education course development as a primary strategic goal. Short term community courses are particularly important for Nursing and Social Work. Individuals who are members of their professional British Columbia College require continuing education focused on evidence based practice methods annually to maintain their registration. The Faculty and UBC can provide a major service for the Valley's community nurses and social workers.

Other recommendations included the expansion and deepening of partnerships and networks, and enhancing internal communication (both formal and informal).

Faculty of Management Review

Summary of External Review – February 2017

Highlights and Key Findings:

- There are positive indications that the Faculty of Management is moving in the right strategic direction although the turbulent past of the Faculty has been undermining progress and must be continue to be addressed.
- The Faculty is active within the local community, which has strengthened its reputation in comparison to the College, both in terms of producing talent and offering research support for industry.
- The success of students at the largest student business competition in western Canada is impressive considering the competitiveness in the field.
- Recommendations examine all areas of the Faculty, from culture, to curriculum, research, strategy and leadership with an eye to suggest steps to propel the Faculty forward.

Key recommendations and Unit's Response:

- Recommendation: Immediately revise the curriculum to reflect the vision of UBC Okanagan and to differentiate it from other business schools. Create majors and interdisciplinary themes such as sustainability, regional development, and innovation, which are embedded in the program

Unit's Response: Since 2012, we have been revising course content and curricula, in line with the vision of the campus and our emerging, Faculty-specific vision. We have also reviewed the 2+2 structure of the Bachelor of Management and found there was room for improvement, for example because it has relatively very few Management courses in the first two years of study. As a result, with Okanagan Senate approval in 2016 we are shifting into a four-year program, beginning September 2017. This delivery change must be carefully managed to ensure that all students on both undergraduate programs continue to receive top-quality education. We must simultaneously ensure planning for Faculty leadership succession and hiring of new faculty members. We acknowledge the importance of establishing our uniqueness as a Faculty with globally competitive programs that utilize our region's special assets and opportunities. We plan to develop new concentrations as resources and necessary collaborative relations with other Faculties permit. As we develop new concentrations, we will prioritize sustainability, regional development and innovation as leading topics, potentially accompanied by other opportunities arising from campus and wider UBC perspectives. In this spirit, two Faculty members are currently contributing to an inter-Faculty working group (four Okanagan Faculties are represented) to develop a proposal for a sustainability theme in the Interdisciplinary Graduate Studies program, and the Faculty is also contributing to cross-campus discussions to develop a theme on 'regionality'. The new four-year program offers a vehicle to engage better with global and regional opportunities, and the possibility to review curriculum holistically, in line with our vision, and consistent with managing the stresses and demands already placed on key Faculty officers. That review is a priority and we have already taken action. It was the focus of our Faculty retreat in summer 2017, which identified possibilities for altering course delivery, for example through revised lecture/workshop arrangements, and flipped classrooms. Those possibilities have been taken up in a further faculty meeting, and by the Undergraduate Curriculum Working Group. In exploring such possibilities, we are again drawing on our work in, for example, the Live Case Challenge, Healthy Living Projects, Capstone, and Coop, all of which pilot approaches that reflect our vision, and differentiation from typical business schools. As a new, smaller program, the Master of Management also enables us to explore our approach, for subsequent translation into the broader context of the larger undergraduate program.

- Recommendation: Brand and position the BoM program at UBC Okanagan to avoid confusion with traditional business programs.

Unit's Response: We welcome this advice as confirmation of our ongoing approach to differentiation of our Bachelor of Management from traditional business programs. We fully appreciate that this is an ongoing process that we have only thus far initiated. Key elements of our approach include appointment of the Faculty's communications and marketing strategist in early 2016, and our close cooperation with University student recruitment services. We initiated discussions in Summer 2017 with student recruitment and advising, and University relations, to align the various parts of UBC's activity in this area. We also anticipate expanding our efforts with the advice of the community advisory group that we have under development, to provide ambassadorial support with various stakeholders. We are drawing on the insights of the May 2017 Faculty-Student Body Relationship Working Group Report to reinforce the same message. We are taking a leading role on the campus in emphasising faculty joint appointments, and the unique opportunities this strategy affords with respect to moving beyond traditional business programs in fulfillment of the new Faculty vision.

- Recommendation: To facilitate retention, the Faculty of Management should consider creating a fellowship, professorship, or Chair program to support young faculty.

Unit's Response: The idea that the Faculty consider creating a fellowship, professorship, or Chair program to support young faculty is very appealing. We will take it up with the Office of Research Services at the Okanagan campus, to explore how best this could be achieved. In doing so, we will use the necessity of fundraising to further engage community partners. Implementing this recommendation will build on the approach taken with the Faculty's newest assistant professor. He joined in summer 2016 as a joint appointment with biology in the Irving K Barber Schools of Arts and Sciences (51% Biology, 49% Management). One of his immediate objectives was to apply for an NSERC industrial research chair. We have provided significant resources to support the application.

- Recommendation: The Faculty of Management should encourage faculty to teach across two terms. This will help with collegiality, physical presence on the floor, and raise service capacity.

Unit's Response: Teaching in one term was established as a norm in the Faculty prior to 2012 (albeit this is not the practice across the Okanagan campus). That norm clearly raises difficulties in terms of collegiality and work environment, and since 2012 some colleagues have responded to encouragement by enthusiastically embracing change. Further change is required, in light of campus needs, and Canadian and global trends toward increased flexibility in the time and place of delivery of academic programs. We have already taken the opportunity to explore increased flexibility in timing of teaching with the blended delivery model adopted for the renewed Master of Management, and the blended delivery of accounting courses for undergraduates. Such developments have been taken up at the Faculty retreat in summer 2017 as exemplars for wider adoption. The recommendation of the external reviewers will be used as a basis for providing more encouragement to teach across terms.

Other recommendations included the need to create a research culture within the Faculty, improving visibility and accessibility of the Dean, transparency of decisions and representation of students into the governance structure, communicating widely the vision and mission of the Faculty, looking for opportunity for indigenous content in curriculum and indigenous recruitment (students, staff and faculty), and developing a strategic plan for the Faculty.