



Okanagan Senate
THE FIRST REGULAR MEETING OF THE OKANAGAN SENATE
FOR THE 2013/2014 ACADEMIC YEAR
WEDNESDAY 25 SEPTEMBER 2013
3:30 P.M. to 5:30 P.M.
ASC 130 | OKANAGAN CAMPUS

1. Senate Membership – Ms Maggie Hartley

- a. New Members (information) (master page 3)

Ms Heather Berringer, designate of the University Librarian, to replace Ms Melody Burton

Dr Cynthia Mathieson, Provost *Pro. Tem.* to replace Dr Gordon Binsted

Dr Marc Parlange, Dean of the Faculty of Applied Science, to replace Dean *Pro Tem.* Eric Hall

Dr Barbara Rutherford, Acting Dean of the Faculty of Arts & Sciences to replace Dean Cynthia Mathieson

Dr Edward Taylor, Acting Dean of the Faculty of Health & Social Development, to replace Dean Gordon Binsted

- b. Call for Nominations (information):

Two senators (one of whom must be a student) to serve on the Senate Nominating Committee

2. Minutes of the Meeting of 16 May 2013 – Prof. Deborah Buszard (approval)
(master pages 4-15)

3. Business Arising from the Minutes – Prof. Deborah Buszard

4. President's Remarks – Prof. Stephen J Toope

Record of President's Activities from 10 March 2013 to 3 May 2013 (information)
(master pages 16-25)

5. Deputy Vice-Chancellor's Remarks – Prof. Deborah Buszard

- a. Record of Deputy Vice-Chancellor's Activities from 15 March – 15 September 2013 (information) (master pages 26-29)

- b. Announcement of New Okanagan Campus Ombuds Officer, Maria Mazzotta (information)

**6. Joint Report of the Academic Policy and Learning & Research Committees –
Drs Peter Arthur and Jan Cioe**

Amendments to Current Policy on Student Evaluation of Teaching
(approval) (master pages 30-35)

7. Admissions and Awards Committee – Dr Spiro Yannacopoulos

New and Revised Awards (approval) (master pages 36-39)

8. Nominating Committee – Dr Deborah Roberts

- a. Appointment of Student Senators to Senate Standing Committees
(approval) (master pages 40-41)
- b. Revisions to Joint Senate/Board Policy # 21 – Appointment of Deans and
Principals (approval) (master pages 42-54)
- c. Appointments to the President’s Advisory Committee for the Selection of
a Vice-Principal Research (Associate Vice-President Research) (approval)
(master pages 55)

9. Report from the Provost – Dr Cynthia Mathieson

Establishment of the Centre for Mindful Engagement in the Faculty of Education
(information) (master pages 56-79)

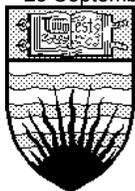
10. Report from the Deputy Vice-Chancellor – Prof. Deborah Buszard

Okanagan Campus Visioning (information/discussion) (master pages 80-84)

11. Other Business

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

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



The University of British Columbia – Okanagan Senate

Members of Senate

Effective 01 September 2013

EX OFFICIO	
Chancellor	Ms Sarah Morgan-Silvester
President (Chair)	Prof Stephen J Toope
Secretary (non-member)	Ms Maggie Hartley
Academic Vice-President	Prof. Deborah Buszard
University Librarian's Designate	Ms Heather Berringer, Chief Librarian <i>pro tem.</i>
Director of Continuing Education's Designate	Mr Ian Cull, Associate Vice-President, Students
DEANS OF FACULTIES	
Applied Science	Prof. Marc Parlange
Arts & Sciences	Dr Barbara Rutherford (Acting)
Creative & Critical Studies	Dr Wisdom Tetey
Education	Dr Lynn Bosetti
Health & Social Development	Dr Edward Taylor (Acting)
Management	Dr Roger Sugden
ADDED BY THE SENATE	
Provost (Okanagan)	Dr Cynthia Mathieson (<i>pro tem.</i>)
Dean of the College of Graduate Studies	Dr Miriam Grant
ELECTED BY THE FACULTIES	
Applied Science	Dr Kasun Hewage Dr Dwayne Tannant
Arts & Sciences	Dr Kenneth Carlaw Dr Yves Lucet
Creative & Critical Studies	Mr Ramine Adl Ms Fern Helfand
Education	Dr Philip Balcaen Dr Greg Wetterstrand
Health & Social Development	Dr Carole Robinson Dr Paul van Donkelaar
Management	Dr Barbara Marcolin Vacancy

ELECTED BY THE JOINT FACULTIES	
Dr Linda Allan	Dr Abbas Milani
Dr Peter Arthur	Dr Ben Nilson
Dr Jan Cioe	Ms Laura Patterson
Dr Fes de Scally	Dr André Phillion
Dr R Robin Dods	Dr Deborah Roberts
Dr James Johnson	Dr Carol Scarff
Dr Carolyn Labun	Dr Spiro Yannacopoulos

ELECTED BY THE CONVOCATION	
Dr E Alan Broome	Mr Josh Byron

ELECTED BY THE STUDENTS (Term from April 1, 2013 to March 31, 2014.)	
Applied Science	Vacancy
Arts & Sciences	Ms Shira Sneg
Creative & Critical Studies	Ms Elizabeth Lorie
Education	Vacancy
Health & Social Development	Vacancy
Management	Mr Simon Bullock
Graduate Student Representative	Vacancy
Members At-large	Mr Nick Dodds Mr Blake Edwards Mr Trophy Ewila Ms Alexa Geddes Mr Cody MacKay Mr Curtis Tse



Okanagan Senate

Minutes of 16 May 2013

DRAFT

Attendance

Present:	Prof S.J. Toope (President), Mr C. Eaton (Acting Secretary); Mr R. Adl; Dr P. Balcaen; Dr G. Binsted; Dr L. Bosetti; Dr E.A. Broome; Ms M. Burton; Mr J. Byron; Dr J. Cioe; Mr N. Dodds; Dr R.R. Dods; Ms A. Geddes; Dr K. Hewage; Dr S. Hilton; Dr C. Labun; Dr Y. Lucet; Dr B. Marcolin; Dr A. Milani; Dr B. Nilson; Dr D. Roberts; Dr C. Robinson; Dr C. Scarff; Ms S. Sneg; Dr P. van Donkelaar; Dr G. Wetterstrand; Dr S. Yannacopoulos
Regrets:	Dr L. Allan; Dr P. Arthur; Mr S. Bullock; Prof. D. Buszard; Dr K. Carlaw; Ms L. Collins; Mr I. Cull; Dr F. de Scally; Mr B. Edwards; Mr T. Ewila; Dr M. Grant; Dr E. Hall; Ms F. Helfand; Dr J. Johnson; Mr C. MacKay; Dr C. Mathieson; Ms S. Morgan-Silvester; Ms L. Patterson; Dr A. Phillion; Dr W. Pue; Dr R. Sugden; Dr D. Tannant; Dr W. Tettey; Mr C. Tse
Guests:	Ms K. Darling; Ms N. Hager; Dr P. Lasserre

Call to Order

The President called the ninth regular meeting of the Senate for the 2012/2013 Academic Year to order.

Minutes of the Previous Meeting

Jan Cioe } That the Minutes of the Meeting of 24 April 2013
Gordon Binsted } be adopted as corrected:

Corrections: pose replaces post on page 12,
Robinson replaces Robinsom on page 1.

Approved.

Business Arising From the Minutes

ADM 026

The Provost explained that the theatre provided a valuable cultural contribution to campus and is essential to offer a performance arts program; AMD 026 is the only space suitable for that

purpose. He further explained that because a theatre can add complications due to props, setup, etc. its use for other purposes can be impeded and it was preferable to not view it as a sub-standard 200-seat classroom despite us having a need for such spaces. ADM 026 was available to be scheduled as a classroom when this did not conflict with its theatre primary purpose.

BUDGET PRESENTATION

The Acting Secretary advised that the “productivity lump sum” referenced in the budget was a 1% payment made to faculty members each July under Article 5 of the Faculty Association Collective Agreement. The President further commented that in previous years this amount was based on fundraising targets being met.

President’s Remarks

The President noted that 8 months ago the Research Universities Council of British Columbia (RUCBC) launched an “Opportunity Agenda” that garnered a great deal of attention. The agenda’s goal is to present a forward-looking and encouraging agenda for the role of post-secondary education in BC. There are three components:

- An increase in spaces, including specific space for graduate students;
- Access for students across the province including improvements to the Provincial loan scheme and student support; and
- A need to provide stable and predictable funding for research endeavors and their community connections.

Professor Toope reminded Senators that there was to be a 1.5% cut to this year’s budget that was scaled back to 0.5%. He advised that RUCBC will endeavour to convince Government that cuts now are not wise given the need for an educated workforce, noting that by 2020, there will be a massive gap in the workforce and this includes those who need university training such as engineers or those in health professions. We need to ensure that BC does not underperform economically due to a lack of British Columbians with needed skills.

Further regarding government relations, the President suggested that discussions may be reopened on the position of universities within the government reporting entity. He noted that in Ontario, they are accounted for separately from the provincial budget. Professor Toope noted that on the Okanagan campus, UBC needed to borrow to fund new student residences but could not do so for the past three years because it would affect the Provincial debt rating. The President further stated that the test for removal from the Government entity is if the Government “controls” a university. This would have important implications philosophically for the university in its relations with Government as it would require the Government to remove its right to appoint a majority of our board.

Professor Toope advised that York University has now been sued by the Access Copyright consortium. Like UBC, they withdrew from the access copyright agreement. The Association of Universities and College of Canada (AUCC) has decided to support York in its resistance to Access Copyright’s demands despite AUCC’s own model licencing agreement, and UBC will be strongly supportive of York. The President reminded Senate that our own copyright website – copyright.ubc.ca – has been updated; new material deal with copyright requirements, fair dealing

changes, and digital/physical classroom FAQs. He suggested that it was extremely important for all faculty to visit the website and soon CWL accounts will require persons to review the website and sign off on having reviewed its content whenever that is changed and on a regular (annual) basis.

Senator Cioe noted that Ken Steele of Academica group suggested that BC did not have that large of a university participation gap.

The President replied that there are regional variations. For example, there is a huge need presently in Surrey. For BC there will be a modest downturn in the short term but then a strong trend upwards. BC is actually below average for university participation at 46%.

Senator Cioe noted that we draw people from away to Kelowna; these persons being educated closer to their homes could cause a problem for our enrolment plans.

The President replied that the Okanagan seemed stable and we have potential for growth: Okanagan is below the rest of BC and BC is below the rest of Canada.

Deputy Vice-Chancellors Remarks

Principal Buszard informed Senate that our membership in CanadaWest was approved and we no longer are probationary members. She congratulated the Okanagan campus athletics staff for their work on this proposal and expressed her thanks to Governor Theresa Arsenault for her efforts on behalf of our CanadaWest membership, noting that she provided an excellent voice in support of the application.

Candidates for Degrees

<i>Carolyn Labun</i>	}	<i>That the candidates for degrees, as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which there were recommended, effective June 2012, and that a committee composed of the registrar, the appropriate Dean(s) or their appointed designates, and the Chair of the Okanagan Senate, be empowered to make any necessary adjustments.</i>
<i>Deborah Roberts</i>		

NB: requires two-thirds majority required.

Approved

Admission & Awards Committee

The Committee Chair, Dr Spiro Yannacopoulos, presented.

NEW AWARDS

See Appendix A: Awards Summary

Spiro Yannacopoulos }
E Alan Broome } *That Senate accept the new awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.*

The Committee Chair noticed that we have seven new awards for consideration at this meeting and expressed his pride at featuring new awards for consideration at every Senate meeting this year.

The president made note of the Owrarn award, funded by the previous Deputy Vice-Chancellor Douglas Owrarn.

Approved

ANNUAL REPORT ON COMMITTEE ACTIVITIES

Senator Yannacopoulos presented the Committee's annual report on appeals, noting that of the 13 appeals considered, 8 were allowed and 5 were dismissed.

Senator Cioe asked if there were any patterns in appeals submissions.

Senator Yannacopoulos replied that there did not seem to be one this year, although a few were based on Medical reasons and some others on procedural errors.

Joint Report of the Admission & Awards and Curriculum Committees

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

DISCONTINUATION OF THE PRE-PHARMACY PROGRAM

Spiro Yannacopoulos }
E Allan Broome } *That Senate approve the discontinuation of the Pre-Pharmacy Program effective for the 2014 Winter Session.*

Senator Yannacopoulos advised that this program was never in high demand and that no students were currently enrolled.

Approved

Appeals of Standing & Discipline Committee

The Committee Chair, Ms Laura Patterson, presented its annual report. She noted for Senate the importance of ensuring the finality of standing decisions and this being communicated appropriately to students. She further advised that as noted in its report, the Committee was in the process of revising its pre-hearing and hearing procedures in conjunction with its Vancouver counterparts.

A student senator asked if the Committee planned to shorten the appeal initiations deadline.

Senator Patterson replied that the overall time granted would be the same, but 5 days would be moved from the earlier deadline to allow a rebuttal to the faculty's submission by the appellant. She suggested that the Committee wanted to better ensure timely decisions for those students who wish to have their standing issues resolved in time for the next possible session.

Curriculum Committee

MAY CURRICULUM REPORT

See Appendix B: Curriculum Summary

<i>Ramine Adl</i>	}	<i>That Senate approve the new and revised courses and the revised program brought forward from the Faculty of Applied Science; the new and revised courses and programs brought forward from the Faculty of Arts and Sciences; and the new courses, the new course code and associated cross-listed courses, and the revised degree requirement brought forward from the Faculty of Creative and Critical Studies as set out in the attached proposals.</i>
<i>Yves Lucet</i>		

Senator Adl briefly explained the nature of each of the proposed changes.

Senator Dods expressed her thanks to Drs Parkin and White for their work on the Women's and Gender studies program.

Senator Roberts asked why an Applied Science course was a pre-requisite for a BIOL444.

With permission of Senate, Dr Patricia Lassiere, Associate Dean of the Faculty of Arts and Science advised that the course in question was on dynamic modeling. The Acting Secretary agreed to look into this matter and report back to Senate.

Approved

Nominating Committee

Dr Deborah Roberts presented on behalf of the Committee

PROVOST SEARCH COMMITTEE

Deborah Roberts }
Gordon Binsted } *That Senate appoint Drs Jan Cioe, Miriam Grant, Dwayne Tannant, and Paul van Donkelaar to serve on the President's Advisory Committee for the Selection of a New Associate Vice-President Academic & Research (Provost, Okanagan) until such time as the Committee's work is completed.*

Senator Roberts explained the nature of the committee's deliberations.

Approved

APPOINTMENTS TO SENATE COMMITTEES

Deborah Roberts }
Jan Cioe } *That Senate approve that Senator Josh Byron be appointed to fill the convocation senator vacancies on the Academic Building & Resources Committee, and the Learning & Research Committee, until August 31, 2014.*

Approved

ADJUSTMENTS TO ADMISSION & AWARDS COMMITTEE MEMBERSHIPS

Deborah Roberts }
Jan Cioe } *That Senate approve that the membership of the Senate's Admissions and Awards Committee be amended as set out in the attached document.*

Senator Roberts noted that the Faculty of Management had request that they be allowed to send an appointed representative to the Committee instead of designating their dean or an associate dean. Upon deliberation, the Nominating Committee proposes the ability to appoint designates to the committee should be accorded to all faculties.

Approved

PRESIDENTIAL SEARCH COMMITTEE

Ballots were distributed to Senators to allow for their selection of a representative to serve on the Presidential Search Committee; nominated were Senators Laura Patterson and Curtis Tse.

Report from the Provost

The Provost noted that the Dean of Graduate Studies has worked to expand access for the graduate collegium; graduate students are gaining salto access now. He expressed his thanks to Miriam Grant and Ian Cull for their work.

Senator Pue noted that this would be his last meeting as Provost. He expressed his thanks to Senate for its work for UBC, its support, collegiality, and friendship.

Senators extended a round of applause to Dr Pue for his work.

The President expressed his thanks to Dr Pue for his work on behalf of the entire University Community.

Senator Cioe noted that graduate students tended to have unusual schedules and asked why the collegium space could not be made accessible to students at all times.

The Provost advised that Dean Grant could advise further at a future meeting.

Senator Dods noted that this would be 20th year of this campus as it has moved from Okanagan College, to Okanagan University College, and now to the Okanagan Campus of UBC. She suggested that the campus should celebrate this anniversary.

Discussion Period

Senator Patterson noted that the Okanagan Senate had been in operation for seven years, and her committee had posed several questions in the distributed memorandum to help Senate evaluate its effectiveness and discuss any improvements that should be considered over the next year to help Senate serve its academic governance role.

The President described this as a form of self-evaluation that was common amongst governance boards.

Senator Bullock noted that students were not very aware of the Senate's functioning. He suggested that having senate elections at the same time as student union elections did not give candidates an opportunity to communicate or differentiate themselves. He asked if the University could help support the student union in running these elections on a different schedule.

Senator Cioe referenced the Pennock survey distributed. He suggested that we are nominally the optimal size for a senate, but we operate much like a larger senate and a lot of our work happens and is decided upon at committees of Senate. He suggested that a diversity of intellectual backgrounds present when the Senate considered items as a whole produced a better final

product. Secondly, he noted that senate was often presented with unworkable timeline and was forced to work in too compressed timelines and this stultifies discussions.

Senator Patterson suggested that the room used did not facilitate a good discussion and that Senate should consider moving to a better space.

Senator Sneg noted that the other British Columbian university senates had a budget committee; she asked why the Okanagan senate did not.

The President noted that there was a joint budget committee and that the Okanagan Senate did have a budget sub-committee.

Senator Roberts suggested that it would be helpful to have budget information presented to the full Senate on more than the current annual basis.

Senator Yannacopoulos suggested that we should invite non-senators to be present at meetings and be more open to the University community in Senate's work.

Senator Dods suggested that faculty members were already too pressed for time.

Carole Robinson asked if there were orientation sessions.

The President replied that there was an orientation at the start of each triennium, but that attendance was not very good. He advised that the Senate office was working on a better orientation plan for the next triennium and for the acclimatisation of those who start mid-term.

Senator Bullock expressed his support for this, noting that there was a student orientation but that more was needed.

Senator Cioe noted that junior faculty could be encouraged to use Senate as a source of service contributions to the University community. There was a time commitment but some committees were busier than others. He suggested that ensuring continuity and enough senior senators to assume Senate committee chairs was important.

Professor Buszard noted that we were entering the end of the triennium and this was our opportunity for changes. She expressed her surprise at the complete turnover system. This would give us gradual renewal and change.

Senator Roberts suggested that turnover at one time and then the committees being formed for all three years was problematic. She opined that we needed to ensure both continuity and new blood. People may also want to experience different committees from time to time.

Senator Bullock suggested a stronger connection between students and their faculties could help with having a stronger connection with Senate.

Senator Yannacopoulos encouraged senators to volunteer to chair committees and assured them that the support chairs received from the Secretary's staff was excellent.

Senator Cioe suggested that students could use technology to connect with their constituents.

Senator Bullock agreed with the benefits of technology; he noted that the student union would be working on a similar project and suggested that we could work with them.

Senator Van Donkelaar suggested that we could take some work from committees and have it decided on the senate floor. The perception is that decisions are made or at least very filtered before they get to Senate and that Senate itself had less interesting discussions as a result.

Professor Toope noted that balance between committee discussions and discussions of the whole Senate was important.

The President noted that the Vancouver Senate was trying to bring more "big picture" issues to the Senate. These kinds of issues could engage people in discussions and enliven Senate meetings.

Senator Roberts suggested that Committees could bring forward ideas for discussion instead of just specific recommendations.

Senator Dods suggested that having a more open understanding of the budget process would help us making informed decisions. The move to a more open budget is critical.

Senator Cioe replied that when issues came to Senate, a committee discussed it, comes to an answer, and then brings that to Senate. He suggested that another way of dealing with business would be to give Senate a chance to discuss an issue before a committee had its deliberations.

Senator Nilson asked if we could distinguish between substantive issues and those that are just "rubber stamping" given our limited time.

The President noted that some organizations use "consent" mechanisms.

Senator Roberts asked if the student senators had access to a mechanism to communicate with their constituents.

Presidential Search Committee

The Acting Secretary announced that Laura Patterson was elected to the Presidential Search Committee.

Adjournment

There being no further business, the meeting was adjourned at 5:01 pm.

Appendix A: Awards Summary

Associated Engineering Scholarship in Engineering

A \$1,500 scholarship is offered by Associated Engineering to a student entering third- or fourth-year in the School of Engineering at the University of British Columbia, Okanagan campus. Preference is given to students in the Civil or Mechanical Engineering programs who demonstrate student leadership and have an interest in pursuing a career in engineering consulting. The award is made on the recommendation of the School. (First award available for the 2013/14 Winter Session)

Associated Engineering Scholarship in Sciences

A \$1,500 scholarship is offered by Associated Engineering to a student entering third- or fourth-year in the Bachelor of Science Program in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus. Preference is given to students majoring in Biology or Earth and Environmental Sciences who have an interest in pursuing a career in the consulting field of their chosen discipline. Candidates must demonstrate student leadership, have an interest in field research, and/or have a focus on conservation and natural environment management. The award is made on the recommendation of the School. (First award available for the 2013/14 Winter Session)

Doug and Deborah Owram Scholarship

A \$1,000 scholarship has been endowed by Dr. Doug and Mrs. Deborah Owram, along with friends and colleagues, for a student entering fourth year who is pursuing a major in Economics, History, or Political Science in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus. The award is made on the recommendation of the School. (First award available for the 2013/14 Winter Session)

Echoridge Education Foundation Award in Medical Biochemistry

A \$500 award is offered by Echoridge Education Fund to a third-year student in the Bachelor of Science Program in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus who is majoring in Medical Biochemistry. The award is made on the recommendation of the School. (First award available for the 2013/14 Winter Session)

Gail Ferguson Memorial Athletic Award

A \$1,000 award is offered by Western Bus Lines in memory of Gail Ferguson to a second-year varsity athlete at The University of British Columbia, Okanagan campus. Adhering to athletic association regulations, the award is made on the recommendation of the Athletics & Recreation Department to an outstanding student who has demonstrated leadership skills and maintained good academic standing. (First award available for the 2013/14 Winter Session)

MacKay LLP and CAEF Leadership Award in Accounting

A \$2,500 award is offered by McKay LLP Kelowna and the Chartered Accountants Education Fund (CAEF) of British Columbia to a third-year student in the Bachelor of Management Program in the Faculty of Management at The University of British Columbia, Okanagan

campus. In addition to demonstrating a high level of academic achievement, candidates must also exemplify leadership by engaging in campus life and serving as a role model for their peers. The award is made on the recommendation of the Faculty to a student pursuing a career in chartered accounting. (First award available for the 2012/13 Winter Session)

Maury and Linda Williams Travel Award in History

Travel awards totalling \$1,000 are offered by Maury and Linda Williams to History majors and History honours students in the History Program in the Irving K. Barber School of Arts and Sciences at The University of British Columbia, Okanagan campus, to offset travel costs associated with presenting papers at academic conferences. Awards are also offered to History graduate students who have a topic that is clearly related to the discipline of History. To be considered, candidates must have had a paper accepted at an academic conference and they must submit a one page report on the conference to their supervising professor within two weeks of returning to campus. Awards are made on the recommendation of the History Program. (First award available 2013/14 Winter Session)

Appendix B: Curriculum Summary

From the Faculty of Applied Science

1. The following new and revised courses:
 - a. APSC 169 (3) Fundamentals of Sustainable Engineering Design
 - b. APSC 171 (3) Engineering Drawing and CAD/CAM
 - c. APSC 172 (3) Engineering Analysis I; APSC 173 (3) Engineering Analysis II
 - d. APSC 178 (4) Electricity, Magnetism, and Waves
 - e. APSC 179 (2) Linear Algebra for Engineers
 - f. APSC 182 (3) Matter and Energy I; APSC 183 (3) Matter and Energy II
2. The following revised program:
 - a. Bachelor of Applied Science Program, Program Overview

From the Faculty of Arts and Sciences

3. The following new and revised courses:
 - a. BIOL 414 (3) Ecological Methods; BIOL 514 (3) Ecological Methods
 - b. BIOL 444 (3) Dynamic Modelling of Human-Environment Systems/ EESC 444 (3) Dynamic Modelling of Human-Environment Systems; BIOL 544 (3) Dynamic Modelling of Human-Environment Systems/ ENVI 544 (3) Dynamic Modelling of Human-Environment Systems
 - c. COSC 101 (3) Digital Citizenship
 - d. COSC 331 (3) Principles of Computer Science
 - e. EESC 425 (3) Tectonics and Orogenesis
 - f. GEOG 427 (3) NeoGeography
 - g. HIST 310 (3/6) d Topics in the History of Medicine and Disease
 - h. HIST 336 (3) Eastern Europe During the Cold War
 - i. HIST 461 (3/6) d Topics in Urban History
 - j. HIST 381 (3/6) d Special Topics in Economic History; HIST 382 (3/6) d Special Topics in Political History; HIST 383 (3/6) d Special Topics in Social and Cultural History
 - k. HIST 430 (3/6) d Topics in the History of Migration
 - l. MATH 303 (3) Numerical Analysis
 - m. MATH 429 (3) Analysis III
4. The following new programs:
 - a. Minor in Mathematics
 - b. Major in Gender and Women's Studies
5. The following revised programs:
 - a. Biology Honours Program; Ecology and Evolutionary Biology Honours Program; Microbiology Honours Program; Zoology Honours Program
 - b. Minor in History
 - c. Minor in Mathematics and Statistics

From the Faculty of Creative and Critical Studies

6. The following new courses:
 - a. ARTH 323 (3) Creative Activism: Art, Media, and Social Justice/ CULT 320 (3) Creative Activism: Art, Media, and Social Justice
 - b. CRWR 150 (3) Introduction to Writing Poetry and Non-fiction; CRWR 160 (3) Introduction to Writing Fiction and Drama
 - c. CRWR 470 (3/6) d Portfolio
 - d. CRWR 471 (6) Writing of the Novel
 - e. CRWR 472 (3) Editing and Publishing
 - f. CRWR 473 (3) Writing and Community Learning
 - g. CRWR 474 (3) Writing with Media
 - h. CRWR 580 (3/6) d Graduate Workshop in Creative Writing
 - i. ENGL 201 (6) Children's Literature and Publishing
 - j. ENGL 370 (3) Interdisciplinary Theory and Literature Studies: Feminism, Gender, Sexuality
 - k. SPAN 416 (3) Spanish Literature in Translation I; SPAN 417 (3) Spanish Literature in Translation II; SPAN 450 (3) Hispanic Drama; SPAN 455 (3) Hispanic Novel
 - l. VISA 251 (3) Printmaking: Etching and Intaglio Processes I; VISA 252 (3) Printmaking: Etching and Intaglio Processes II; VISA 258 (3) Printmaking: Linocut and Relief Processes I; VISA 259 (3) Printmaking: Linocut and Relief Processes II

7. The following new course code and associated new cross-listed courses:
 - a. DIHU: Digital Humanities
 - b. DIHU 200 (3) Introduction to the Digital Humanities/ ENGL 200 (3) Introduction to the Digital Humanities
 - c. DIHU 301 (3) The Self-Conscious Text/ENGL 305 (3) The Self-Conscious Text
 - d. DIHU 302 (3) The Programmed World/ ENGL 306 (3) The Programmed World

8. The following revised degree requirement:
 - a. Bachelor of Arts – Degree Requirement, Language Other than English

Record of President's Activities

Period of: 10 March 2013 to 3 May 2013

External Group

March 11	Ted Lipman, CEO, The Robert H. N. Ho Family Foundation
March 11	David Ostrow, President and CEO, Vancouver Coastal Health (VCH)
March 11	Arvind Gupta, CEO and Scientific Director, Mathematics of Information Technology and Complex Systems (MITACS)
March 11	Suzanne Corbeil, Executive Director, U15 Group of Canadian Research Universities
March 11	Andrew Petter, President, Simon Fraser University (SFU)
March 11	The Research Universities' Council of British Columbia (RUCBC) Presidents' Committee Meeting
March 12	George Iwama, President, University of Northern British Columbia (UNBC)
March 12	Pierre Lafontaine, CEO, Canadian Interuniversity Sport (CIS), and Clint Hamilton, Co-Chair, Canada West Task Force, and Director, Athletics and Recreation, University of Victoria (UVic)
March 13	Djavad Mowafaghian, Honorary President, Hamid Eshghi, President, Vahid Eshghi, Director, Margaret Thomson, Treasurer, Djavad Mowafaghian Foundation
March 13	Sonya Wall, Vice-President, Communications, Wall Financial Corporation, and Bob Rennie, Founder and CEO, Rennie Marketing Systems
March 21	Paul Davidson, President and CEO, and Christine Tausig-Ford, Vice-President and COO, Association of Universities and Colleges of Canada (AUCC)
March 22	Larry Berg, President & CEO, Vancouver Airport Authority
March 22	Paul Davidson, President and CEO, Association of Universities and Colleges of Canada (AUCC)
March 22	Daniel Woolf, Principal and Vice-Chancellor, Queen's University
March 22	Bruce Wallace, Editor, Policy Options

Record of President's Activities

Period of: 10 March 2013 to 3 May 2013

March 26	Paul Davidson, President and CEO, Association of Universities and Colleges of Canada (AUCC), and Robert Campbell, President, Mount Allison University
March 26	Elizabeth Cannon, President, University of Calgary
March 27	Jim Muzyka, Senior Vice-President and General Manager, Xerox Canada
March 28	Robin Ciceri, President, The Research Universities' Council of British Columbia (RUCBC)
April 2	Andrew Rae, President and CEO, iCo Therapeutics Inc.
April 2	Christine Tausig-Ford, Vice-President and COO, Association of Universities and Colleges of Canada (AUCC)
April 2	Brad Bennett, President, McIntosh Properties Inc.
April 2	Alan Bernstein, President and CEO, Canadian Institute for Advanced Research (CIFAR)
April 6	David Cheriton, Professor, Computer Science and Electrical Engineering, Stanford University, and Fusun Ertemalp
April 8	Liz Watson, Founder, Watson Inc.
April 9	Robert (Bob) Lee, Founder & Chairman, Prospero International Realty Inc.
April 9	David Helliwell, CEO, Pulse Energy Inc.
April 11	Elizabeth Dowdeswell, President, Council of Canadian Academies
April 11	Neil Fraser, President, Medtronic of Canada Ltd.
April 11	Phil Lind, Vice-Chairman, Rogers Communications, and Co-Chair, UBC Campaign Cabinet
April 11	Kevin Dougherty, President, and Linda MacKenzie, Assistant Vice-President, Philanthropy, Sun Life Financial Canada
April 12	Public Policy Forum (PPF) Board of Directors Meeting
April 12	Pamela Fralick, President and CEO, Canadian Cancer Society

Record of President's Activities

Period of: 10 March 2013 to 3 May 2013

April 12	Elyse Allan, President and CEO, General Electric Canada Inc.
April 12	Michael M. Koerner, President, Canada Overseas Investments Ltd.
April 15	Don Mattrick, President, Interactive Entertainment Business, Microsoft
April 17	Peter Wall, Founder, Wall Financial Corporation
April 17	Paul Davidson, President and CEO, and Christine Tausig-Ford, Vice-President and COO, Association of Universities and Colleges of Canada (AUCC)
April 17	Peter Bull, President, P.M. Bull and Company Ltd., and Blenheim Realty Ltd.
April 18	Nigel Murray, President and CEO, Fraser Health Authority
April 18	The Research Universities' Council of British Columbia (RUCBC) Presidents' Committee Meeting
April 18	Denis Thérien, Vice-President Research, Canadian Institute for Advanced Research (CIFAR)
April 19	Mamdouh Shoukri, President, York University
April 19	Peter Wall, Founder, Wall Financial Corporation
April 19	David Naylor, President, University of Toronto
April 21	Reeta Roy, President and CEO, The MasterCard Foundation
April 22	Paul Wells, Maclean's Magazine, James Mwangi, CEO and Managing Director, Equity Bank, Antoinette Handley, Associate Professor, Political Science, University of Toronto, and Gerald Bareebe, Sauvé Scholar, McGill University, and Investigative Journalist, The Daily Monitor (Uganda)
April 22	Gail Bowkett, Director, International Relations, Association of Universities and Colleges of Canada (AUCC)
April 23	Matthew Carter, President, and Morgan Sturdy, Chair, Board of Directors, Great Northern Way Campus (GNWC) Trust
April 23	Charles (Chuck) Jeannes, CEO, Goldcorp Inc.

Record of President's Activities

Period of: 10 March 2013 to 3 May 2013

April 23	Randy Findlay, Member, UBC Campaign Cabinet and UBC Okanagan Cabinet, and Past President, Co-Founder, and Director, Provident Energy Trust
April 23	Robin Ciceri, President, The Research Universities' Council of British Columbia (RUCBC)
April 23	Paul Davidson, President and CEO, and Christine Tausig-Ford, Vice-President and COO, Association of Universities and Colleges of Canada (AUCC)
April 24-25	AUCC Board of Directors and Membership Meetings
April 25	James (Jim) R. Mitchell, Founding Partner, Sussex Circle
April 26	David W. Atkinson, President, Grant MacEwan University
April 26	Arvind Gupta, CEO and Scientific Director, Mathematics of Information Technology and Complex Systems (MITACS)
May 1	Bryan Hendry, Senior Policy Advisory, Assembly of First Nations
May 1	Arvind Gupta, CEO and Scientific Director, Mathematics of Information Technology and Complex Systems (MITACS)
May 3	U15 Executive Heads Meeting
May 3	Indira Samarasekera, President, University of Alberta, David Naylor, President, University of Toronto, Heather Munroe-Blum, Principal, McGill University, and Amit Chakma, President, Western University

Record of President's Activities

Period of: 10 March 2013 to 3 May 2013

Government

March 11	Admiral (Retired) Nirmal Verma, High Commissioner of India to Canada, Government of India
March 12	Peter Flanagan, Chair, Gilles Demers, Assessment Director, Marie Bedard, Assessment Director, Canadian Council on Animal Care (CCAC) Assessment Panel
March 22	Etienne E. V. Walter, Consul General of Ecuador in Vancouver, Republic of Ecuador
March 26	Chris Cooter, High Commission of Canada to the Federal Republic of Nigeria, Government of Canada
April 2	Junsai Zhang, Ambassador of the People's Republic of China to Canada, Fei Liu, Consul General with Ambassadorial Rank of the People's Republic of China in Vancouver, Nengfeng Ji, Councilor, Wenfei Zhao, First Secretary, Jianzheng Gao, Consul, and Yang Xu, Vice-Consul, People's Republic of China
April 2	Christy Clark, Premier, Province of British Columbia
April 2	Adrian Dix, MLA (Vancouver-Kingsway), Province of British Columbia
April 2	Ralph Sultan, Minister, Ministry of State for Seniors, and Ministry of Advanced Education, Innovation and Technology, Province of British Columbia
April 3	H.E. Quentin Bryce, Governor General of Australia, Government of the Commonwealth of Australia
April 5	Chad Gaffield, President, Social Sciences and Humanities Research Council of Canada (SSHRC), Government of Canada
April 9	Yonah Martin, Senator, Vancouver, and Deputy Government Whip in the Senate, Province of British Columbia, and Christine Nakamura, Director, Public Relations, Marketing and Policy Coordination, Asia Pacific Foundation of Canada
April 9	Graham Whitmarsh, Deputy Minister, Ministry of Health, Province of British Columbia
April 16	University of Alberta's Board of Governor's Dinner with Alison Redford, Premier, Province of Alberta

Record of President's Activities

Period of: 10 March 2013 to 3 May 2013

April 19	Stuart Newton, Comptroller General, and Cheryl Wenezenki-Yolland, Deputy Minister, Ministry of Advanced Education, Innovation and Technology, Province of British Columbia
May 1	Rob Dunlop, Assistant Deputy Minister, Science and Innovation, Industry Canada, Government of Canada
May 1	Simon Kennedy, Deputy Minister, International Trade, Government of Canada
May 1	Louise Levonian, Associate Deputy Minister, Finance, Government of Canada
May 1	James Moore, Minister, Ministry of Canadian Heritage and Official Languages, Minister Responsible for British Columbia, and MP (Port Moody-Westwood-Port Coquitlam), Province of British Columbia, Government of Canada
May 2	94 th Meeting of the Advisory Council of the Order of Canada

Record of President's Activities

Period of: 10 March 2013 to 3 May 2013

Travel

March 27	Kelowna, B.C. – Senate, Department Visit, and Guest Speaker for POLI 465, Okanagan Campus
April 4 – 7	San Francisco, CA, U.S.A. – International Studies Association (ISA) Annual Convention and Development Meeting
April 10 – 12	Toronto, ON – Development Meetings and Public Policy Forum's Annual Dinner and Board Meeting
April 16 – 17	Banff, AB – University of Alberta's Board of Governors Retreat
April 21 – 22	Ottawa, ON – MasterCard Foundation Announcement
April 22 – 25	Calgary, AB – Association of Universities and Colleges of Canada (AUCC) Membership and Board of Directors Meetings
April 30 – May 2	Ottawa, ON – Government Meetings and Advisory Council of the Order of Canada
May 2 – May 3	Calgary, AB – U15 Executive Heads Meeting

Speeches / Events

March 10	Nobuyuki Tsujii, Piano Concert at St. John's College
March 12	Social Dinner at Norman MacKenzie House with Fei Wong, Former Honorary Chair, B.C. Cancer Agency Pancreatic Cancer Research Benefit, Sarah Wong, Elizabeth Wong, and Joseph Meyler
March 13	Official Launch of India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability (IC-IMPACTS)
March 25	2013 UBC Research Awards Reception
April 4	International Studies Association (ISA) 2013 Convention Roundtable: Practice Theory and World Politics
April 11	Toronto Leadership Circle Meeting Hosted by Phil Lind, Vice-Chairman, Rogers Communications, and Co-Chair, UBC Campaign Cabinet

<p>Record of President's Activities Period of: 10 March 2013 to 3 May 2013</p>

April 13	Reading of a New Opera by Tara Wohlberg and Stephen Chatman
April 11	Private Reception Hosted by David Mitchell, President and CEO, Public Policy Forum (PPF)
April 11	PPF's 26th Annual Testimonial Dinner
April 16	The Bill Good Show, CKNW (Recorded an editorial)
April 17	Keynote Address at the University of Alberta's Board of Governors Retreat (Environmental Scan: The Changing Global and Canadian Landscape of Higher Education)
April 19	Alpha-Corvus-UBC Partnership Announcement
April 19	Celebration of First Nations House of Learning's 25 th Anniversary and 20 th Anniversary of the Longhouse
April 19	Opening Gala for Safar/Voyage: Contemporary Works by Arab, Iranian, and Turkish Artists at UBC's Museum of Anthropology
April 21	Informal Dinner hosted by Reeta Roy, President and CEO, The MasterCard Foundation
April 22	The MasterCard Foundation Scholars Program Announcement and Roundtable on Education Partnerships between Canada and Africa with David Johnston, Governor General, Government of Canada

Student Events/Meetings

March 13	Breakfast with the President – Students, Vancouver Campus
March 22	Student Leader Recognition Event
March 27	Prof. Toope's Lecture on Human Rights at POLI 465, Okanagan Campus
April 8	Alma Mater Society (AMS) Executive, Vancouver Campus

<p>Record of President's Activities Period of: 10 March 2013 to 3 May 2013</p>

Media Interviews

March 12	Stephen Quinn, Host, On The Coast, CBC Radio One (Vancouver)
March 26	Karl Kofmel, Reporter, Postmedia News (National Post)
April 3	Heather Gardiner, Assistant Editor, Canadian Lawyer 4Students
April 3	Robert Zimmerman, Reporter, CBC News British Columbia
April 3	James Bradshaw, Education Reporter, The Globe and Mail
April 3	Jessica Barrett, Reporter, The Vancouver Sun
April 3	Ming Wong, Senior News Writer, The Ubyyssey
April 4	Rick Cluff, Host, The Early Edition, CBC Radio One (Vancouver)
April 4	Chris Walker, Host, Daybreak South, CBC Radio One (Kelowna)
April 16	Barry Gerding, Managing Editor, Kelowna Capital News
April 18	Jules Knox, Reporter, The Globe and Mail
April 18	Kim Pemberton, Reporter, The Vancouver Sun

Record of Deputy Vice Chancellor & Principal's Activities

Period of: March 16th, 2013 - June 1st, 2013

External Group

March 19th	Mark Krehel, Founder of Camco Group
March 19th	Desert Salmon Board of Governors
March 21st	Robert Fine, Director, Central Okanagan Economic Development Commission
March 21st	Interior Health Authority & UBC Joint Advisory Council
March 22nd	Canada West Membership Committee
April 25th	Michael Holzey, Developer & Chris Grieves, Head of School, Aberdeen Hall Preparatory School
May 1st	Jim Hamilton, President & Donna Lomas, Regional Dean Okanagan College
May 7th	Ken & Jean Finch, former President & CEO, Kal Tire
May 7th	Andre Martin, Chair, TEC Canada
May 13th	Randall Westgren, McQuinn Chair in Entrepreneurial Leadership
May 15th	TEC Canada Board Meeting
May 16th	Martin Cronin, CEO, Helios Global Technologies
May 16th	External Community Advisory Council
May 19th	Theresa Arsenault, Partner, Pushor Mitchell
May 22nd	Sean Armstrong, Vice President & Chris Menard, Personal Banking Area Manager, Bank of Montreal
May 23rd	Helios Team Meeting
May 23rd	Marla O'Brien, Executive Director, United Way Central & South Okanagan Similkameen
May 24th	Martin Cronin, CEO, Helios Global Technologies
June 5th	Dr. Robert Halpenny & Norman Embree
June 12th	Andre Martin, Chair, TEC Canada
June 13th	Barry LaPointe, CEO & Chairman, Kelowna Flightcraft
June 14th	Robert Fine, Director, Central Okanagan Economic Development Commission
June 14th	Dan Bruce, Curator, Fintry Estate & James Baker, Mayor, Lake Country
June 18th	Gerry Karr, Founder, Okanagan Valley Renal Dialysis Program
June 18th	Martin Cronin, CEO, Helios Global Technologies
June 19th	Marietta & Walley Lightbody, UBC Alumni
June 20th	Ulco Visser, President of the Impact Foundation and Chair of the Strategic Board, Center for Investigating Healthy Minds
July 4th	Yvonne Lefebvre, IH Research Consultant
July 5th	Jim Hamilton, President, Okanagan College
July 7th	Accelerate Okanagan meeting
July 11th	Ross and Linda Fitzpatrick, Proprietor, Cedar Creek Estate Winery
July 18th	Caleb Chan, Founder & President, Burrard Group
July 24th	George Patridge, Realtor, The Fraser Patridge Group
July 24th	Greg Salloum, CEO Salco Management
July 26th	Raja Wariach, UBC Alumnus

July 30th	Stewart Muir, The Wazuku Advisory Group
July 31st	Marla O'Brien, Executive Director, United Way Central & South Okanagan Similkameen
August 2nd	Jo Ungaro, Realtor & Garnet Profit, Sales Rep, Royal LePage Kelowna
August 8th	Robert Fine, Director, Central Okanagan Economic Development Commission
August 17th	Theresa Arsenault, Partner, Pushor Mitchell
August 28th	Ross and Linda Fitzpatrick, Proprietor, Cedar Creek Estate Winery
August 29th	Richard Favro, Board Chairman, Accelerate Okanagan
August 29th	Jeff Keen, CEO, Accelerate Okanagan
August 29th	Robert Fine, Director, Central Okanagan Economic Development Commission
August 30th	Jim Hamilton, President, Okanagan College
September 5th	Dr. Luigi Ross, UBC Alumnus & Stewart Turcotte, Owner, Hambelton Galleries
September 11th	Richard Stewart, Founder, Quail's Gate Winery
September 12th	United Way Campaign Cabinet meeting
September 13th	David Charest, Director, Sector Development, Genome BC
September 13th	Renee Wasylyk, Principal, Troika Development
September 13th	George Iwama, President, University of Northern BC & Alan Shaver, President, Thompson Rivers University

Government

March 15th	Kelowna Chamber: Tri Level Government Rep Meeting
March 27th	Steve Gunner, NDP Candidate, Shuswap
April 22nd	Ron Cannan, MP Kelowna - Lake Country
April 22nd	Dr. Gaffield, President, SSHRC
April 25th	Cairine MacDonald, DM, Innovation & Technology, AEIT
May 1st	City of Kelowna 38th Civic & Community Awards Presentation
May 10th	Janice Larson, Executive Director, Post-Secondary Programs & International Education
May 27th	Nancy Cooper, Mayor, Salmon Arm
May 31st	Cairine MacDonald, DM, Innovation & Technology, AEIT
July 9th	Premier Christy Clark luncheon reception
July 19th	Steve Thomson, MLA & Martin Cronin, CEO Helios Global Tech.
July 22nd	Janice Larson, Executive Director, Post-Secondary Programs & International Education
July 23rd	Marc Fortin, Assistant Deputy Minister (Science & Technology), CEO, Defence Research and Development Canada
July 25th	Ron Cannan, MP Kelowna - Lake Country & Martin Cronin, CEO Helios Global Tech.
July 26th	Norm Letnick, MLA & Martin Cronin, CEO Helios Global Tech.
July 30th	Naina Sloan, Director General, Operations - BC Region, Western Economic Diversification
August 23rd	Naina Sloan, Director General, Operations - BC Region, Western Economic Diversification

September 3rd	Janice Larson, Executive Director, Post-Secondary Programs & International Education
September 5th	Innovation Roundtable with Michelle Rempel, MP Minister of State for Western Economic Diversification
September 11th	Amrik Virk, Minister & Darryl Soper, Executive Director, Fraser Valley Interior Region, Advanced Education & Andrew Wilkinson, Minister & John Jacobsen, Deputy Minister, Technology, Innovation and Citizen's Services
September 12th	Premier Christy Clark & Cabinet meeting

Travel

April 10 - 11th	Toronto, ON - Development & Alumni Meetings
April 16 - 17th	Halifax, NS - Innovation Conference
April 22nd	Ottawa, ON - Government Meetings
May 1st	Penticton, BC - Development meeting
June 20th	Calgary, BC - Alumni Panel Discussion
June 24th	Copenhagen, DK - Copenhagen Business School
June 25th	Aarhus, DK - Aarhus University
June 26 - 27th	London, UK - Imperial College
June 28th	Bath, UK - University of Bath
June 28th	London, UK - Reception, House of Lords
August 25 - 26th	Toronto, ON - Entrepreneurship in Canada Roundtable

Speeches / Events

March 18th	Rule out Racism Week Opening Ceremony
March 26th	Women in Science & Engineering Conference
March 27th	Central Okanagan Economic Development Commission
April 5th	UBC Okanagan Athletics Scholarship Breakfast
April 11th	Public Policy Forum Annual Testimonial
April 16th - 17th	Nova Scotia Innovation Summit
April 22nd	Discussion on Education and Partnerships between Canada & Africa
April 24th	UBC Okanagan Long Service Luncheon
April 29th	Town Hall Meeting - Budget Overview
May 1st	Economic Development & its Importance in the South Okanagan Region
May 2nd	50th Anniversary Alumni Luncheon
May 2nd	Teaching Awards Reception
May 7th	Kelowna Roundtable Group
May 9th	U21 Master Class
May 13th	Symposium for Women Entering Ecology & Evolution Today2013
June 11th	Gold Medal Student Leadership Prize
June 20th	BC Health Research Strategy Consultation Workshop
July 9 - 10th	UBC Okanagan Desert Days
July 18th	Campaign Leadership Dinner
September 1st	2013 Parent Conference

Student Events / Meetings

March 21st	Student Union Executive
April 5th	Student Union Executive
May 3rd	Student Union Executive
June 5th	Student's Union Meeting
August 2nd	Tim Krupa & Mary Clark meeting
September 3rd	Create 2013 - New Student Orientation
September 12th	4th Annual Internationals Student Awards

Media Interviews

September 5th	AM 1150 Interview with Phil Johnson
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13 September 2013

From: Senate Academic Policy and Learning and Research Committees

To: Okanagan Senate

Re: Amendments to Current Policy and Practice regarding the accessibility of data gathered through Student Evaluation of Teaching Questionnaires

Proposed Motion:

That the Senate approve that, within the current policy framework that applies to the Student Evaluation of Teaching on the Okanagan campus, the following changes be made:

a) that individual instructors may consent to have the quantitative results of their teaching evaluations made available to students;

and,

b) that Deans, Heads, and Directors will have access to all information contained in student evaluations of teaching except for the confidential questions collected at the specific request of individual instructors.

Background and Rationale:

The Okanagan Senate has not developed a campus-specific policy in the area of Student Evaluation of Teaching. Attached is a policy abstract representing the policies that currently apply on the Okanagan campus. Essentially, these are the policies that were in place University-wide prior to the Vancouver Senate's approval of the 2007 Policy on the Student Evaluation of Teaching (available at: <http://senate.ubc.ca/vancouver/policies/student-evaluation-teaching>).

Last year, the Okanagan campus switched from paper-based to web-based teaching evaluation questionnaires. In this new context, technology may enable the Okanagan campus to adopt certain desirable aspects of the Vancouver policy. For one, at the Senate meeting in November 2012, student Senators asked whether it would be possible to make the results of the evaluations available to students.



Another desirable feature of the Vancouver approach for which Okanagan Senators have expressed interest is allowing Deans, Heads, and Directors to have access to the comments submitted by students.

These issues were discussed in early 2013 by the Learning and Research Committee, who later led a forum on the topic on the topic of teaching evaluations and whether students should have access to their resultant data. The Academic Policy Committee also discussed these issues at their May meeting.

On 21 August 2013, the two committees met jointly to discuss publicizing results to students and allowing access to student comments to Deans, Heads, and Directors. Senator Kenneth Baimbridge of the Vancouver Campus and Chair of that Senate's Teaching and Learning Committee was present to inform the committees about the implementation experiences of these approaches on the Vancouver campus.

With regard to students' access to the results of evaluations, this is possible only where individual faculty members consent to share these data. This is because, under British Columbia's privacy legislation, the data may, in some circumstances, be considered to be the instructor's personal information because of the role they play in performance evaluation.

The joint committees did not want to delay the implementation of these two innovations to student evaluation of teaching on the Okanagan campus; however, the development of a full policy for the Okanagan campus on student evaluation of teaching, building on those lessons learned in Vancouver, is recommended for the Okanagan campus and will be undertaken over the coming months if Senate believes this to be appropriate.

Respectfully submitted,

Dr. Jan Cioe, Chair, Academic Policy Committee
Dr. Peter Arthur, Chair, Learning and Research Committee

Senate Policy Abstract on Teaching Evaluations

NB: Those provisions that have been spent or are out of date are excluded from this review. Provisions modified by subsequent decisions have been so noted in their original instance. Only decisions for the he past thirty years are listed; prior history is available but, to be the best of our knowledge, has been entirely superseded.

Report of the Senate Teaching and Learning Committee on Student Evaluation of Learning Experiences

Approved in principal on 16 May 2006 with the proviso that any projects resulting require Senate approval and that the data gathered is not be used to populate any common system without the explicit consent of Senate:

- 1) [That] every section of every course (learning experience) be evaluated at UBC every time it is offered including those offered to undergraduate, graduate and continuing studies students.
- 2) [That] the approach to student evaluation of teaching be student-centred (i.e. ultimately improving the learning experience) – that is, it must provide a mechanism for receiving reliable and valid data from students on a range of topics related to their learning experiences.
- 3) [That] a "modular" multi-perspective design be adopted that takes into account the multiple stakeholders in need of data (teachers, departments, faculties, and central administration). Each stakeholder will have items of interest for inclusion in the evaluation form.
- 4) [That] the approach used be directed toward continued quality improvement, via carefully planned dissemination, feedback, and response strategies, so that the data can be used to improve the learning environment.
- 5) [That] the approach adopted includes mechanisms for effective midterm feedback to professors.
- 6) [That] a mechanism be developed to facilitate electronic data gathering.

Report of the Ad Hoc Committee on Teaching Quality, Effectiveness, and Evaluation

Approved on 15 December 1999:

- 1) That all academic units review their procedures to ensure that students are made aware of the availability of student evaluations of teaching, as appropriate.
- 2) That the VP Academic report annually to Senate on teaching quality, effectiveness, and evaluation, and on the extent to which the university is reaching its learning goals.

Second Report of the Ad Hoc Committee to Review Teaching Evaluation

Approved on 14 February 1996

- 1) That Heads of teaching units, or their delegates, use the results of teaching evaluations in addition to other information on teaching and other scholarly activities in assessing annual merit increases for faculty.
- 2) That each Faculty ensure that there is a level of uniformity in the evaluation questionnaires used by individual teaching units to allow the Faculty to make available statistical summary data on overall teaching effectiveness in individual courses. [See recommendation 3, 2006]
- 3) That each Faculty and Department need to establish clear, written criteria which will be used to assess unsatisfactory teaching performance. These criteria are to be made known to anyone who is working in a teaching capacity.
- 4) That each unit head must be responsible for ensuring that the standards are set high enough to ensure effective teaching.
- 5) That each Faculty adopt policies which ensure that a statistical summary of appropriately collected teaching evaluation results be made available in a public form, in accordance with the principles of the "Freedom of Information and Protection of Privacy Act", and at a time that allows students to make use of these results in the selection of courses and course sections.
- 6) That each Faculty develop policies and procedures that ensure access for their Professors, Instructors and Teaching Assistants to peer-based teaching development programs.
- 7) That Senate recommend to the President and Board of Governors that the Centre for Faculty Development and Instructional Services receive regular operating funding as a line item in the UBC budget. [Renamed Centre for Teaching and Academic Growth]
- 8) That Senate encourage the Centre for Faculty Development and Instructional Services, when adequate funding is assured, to examine the feasibility of expanding its mentoring program for first-time teachers and developing a program of ongoing peer-based teaching evaluation. [Renamed Centre for Teaching and Academic Growth]

First Report of the Ad Hoc Committee to Review Teaching Evaluation

Approved on 11 September 1991

- 1) That the Deans, Directors, and Department Heads take some action in response to results which show less than satisfactory teaching performance, that a report of such action be submitted annually to the Vice President (Academic) in the case of Deans and to the Dean in the case of Directors and Heads, and that the Vice President (Academic) provide annually to Senate a summary of these reports
- 2) That instructors whose evaluation results are less than satisfactory be strongly urged to avail themselves of services such as those available (or being developed) through the Faculty Development Program.

- 3) That Deans, Directors and Department Heads actively consider differentiated staffing so as to allow different kinds of teaching strength to be appropriately used.
- 4) That Deans, Directors, Department Heads and members of relevant committees review the procedures and instruments for the evaluation of teaching in their units and, where necessary, obtain expert help in their revision so as to ensure that:
 - a. Peer evaluation is appropriately and systematically used,
 - b. Procedures for obtaining student evaluations are fairly managed and safe from intervention by the instructor who is being evaluated,
 - c. Adequate time is allowed for students to complete evaluations,
 - d. Results are not given to instructors until after they have submitted the final marks for the course or courses in which they are being evaluated,
 - e. Instruments are of evident high quality and respectful of students' rights to know why they are being asked to evaluate,
 - f. Instruments include a question designed to assess the instructor's overall performance and include open-ended space for comment.
- 5) That the following statement be inserted in the Calendar:
"The University recognizes the importance of high quality teaching for the academic preparation of its students and accordingly requires that instructors be annually evaluated by procedures which include provision for assessment by students."
- 6) That the instruments used to obtain student evaluations carry a copy of this statement and indicated clearly what the results of the evaluation are used for.
- 7) That Senate reaffirm its requirement for an annual evaluation of teaching, less because the pattern of results may change in one year, than because each year's students should have the opportunity to express their views. [See recommendation 5, 2006]
- 8) That the Deans, Directors and Department Heads give serious consideration to making statistical summary results of the evaluations in their units available for inspection by students and by other members of the University community who have a legitimate interest in them.
- 9) That all units give serious consideration to establishing committees whose function it is to monitor the processes whereby teaching is evaluated and whose membership includes student representation.

Resolutions from the Senate Student Caucus on Confidentiality of Teaching Evaluations

Approved on 18 May 1983

- 1) That teaching evaluation forms should not require students to provide their name, student number or grade point average . (This does not preclude information such as Year, Faculty, Major, 1st/2nd/pass/fail)
- 2) That teaching evaluations bear a reminder that students may wish to print their remarks in order to avoid recognition of their handwriting.

Report of the Senate Committee on Teaching Evaluation

Approved on 22 March 1978

- 1) That systematic, objective and cumulative evaluations should be obtained for all faculty members and instructors and for all undergraduate courses.
- 2) That such evaluation include teaching evaluation, and that teaching evaluation be considered in reappointment, promotion and tenure decisions.
- 3) That the timing and form of such evaluations be decided by each Faculty. [See conformity requirements within each faculty, recommendation 2, 1996]
- 4) That the evaluation instruments be developed and administered by the Faculties and/or Departments concerned. [See restriction on identification made by recommendation 1, 1983]

Report of the Ad Hoc Committee on Teaching Evaluation

Approved on 18 December 1974

- 1) That the President's office establish a permanent committee to include the representatives of Faculties specially charged with the responsibility of evaluating teaching. [NB: Has not met since 1977]
- 2) That the committee set up a series of short courses, staffed by volunteers from the Faculty at large approved by the committee, to be offered one or more each academic year, according to demand. [See recommendation 6, 1996]



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September 25, 2013

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: New and Revised Awards (approval)

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

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 award:

TD Aboriginal Student Award in Management

Awards totalling \$6,000 have been endowed by TD Bank Group to support Aboriginal students in the Faculty of Management at the University of British Columbia, Okanagan campus. The awards are made on the recommendation of the Faculty, in consultation with Aboriginal Programs & Services, with preference given to students who are involved in community and/or university activities. (First awards available for the 2013/14 Winter Session)

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

Current Existing:

Kelowna Toyota Bursary in Management

Two bursaries of \$1,500 each are offered by Kelowna Toyota to undergraduate students in the Faculty of Management at The University of British Columbia Okanagan.

Proposed:**Kelowna Toyota Bursary in Management**

Two bursaries of \$1,500 each are offered by Kelowna Toyota to students in the Faculty of Management at the University of British Columbia, Okanagan campus. Preference is given to students who graduated from a high school in Thompson Okanagan.

Rationale:

Preference wording added at the request of the donor; minor editorial revisions.

Current Existing:**Kelowna Toyota Bursary in Nursing**

Two bursaries of \$1,500 each are offered by Kelowna Toyota to undergraduate students in the Bachelor of Science in Nursing Program at The University of British Columbia Okanagan.

Proposed:**Kelowna Toyota Bursary in Nursing**

Two bursaries of \$1,500 each are offered by Kelowna Toyota to students in the Bachelor of Science in Nursing program at the University of British Columbia, Okanagan campus. Preference is given to students who graduated from a high school in Thompson Okanagan.

Rationale:

Preference wording added at the request of the donor; minor editorial revisions.

Respectfully submitted,
Dr. Spiro Yannacopoulos
Chair, Admissions and Awards Committee



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September 25, 2013

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: International Student Faculty Award (Okanagan) (approval)

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

Motion: That Senate accept the revised award as listed and forward it to the Board of Governors for approval.

Background

This award was first approved by the Okanagan Senate in May 2012 for the 2012/13 Winter Session. The revisions proposed are a result of faculty recommendations to extend the award to include second-year students and thus increase the pool of candidates for consideration for the award. Minor editorial revisions are also included.

Current Existing:

International Student Faculty Award (Okanagan)

Awards of \$5,000 each are offered to continuing international undergraduate students at ~~The~~ University of British Columbia, Okanagan campus. ~~Students~~ selected for these awards must have completed ~~60 credits~~ towards their bachelor degree or be entering the ~~third year~~ of their program. Students must demonstrate strong academic achievement and engagement in their faculty, as well as the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the faculty in which the student is registered.

Proposed:

International Student Faculty Awards (Okanagan)

Awards of \$5,000 each are offered to continuing international undergraduate students at **the** University of British Columbia, Okanagan campus. **International students** selected for these awards must have completed **30 credits** towards their bachelor degree or be entering the **second year** of their program. Students must demonstrate strong academic achievement and engagement in their faculty, as well as the potential to make a scholarly contribution within their chosen field of study. The scholarships are made on the recommendation of the faculty in which the student is registered.

Respectfully submitted,
Dr. Spiro Yannacopoulos
Chair, Admissions and Awards Committee



13 September 2013

From: Senate Nominating Committee

To: Okanagan Senate

Re: Appointment of Student Senators to Senate Standing Committees

***Motion:** That Senate appoint student Senators to the Committees of Senate as follows, for term ending March 31, 2014 and thereafter until replaced.*

Academic Building Needs and Resources¹

Shira Sneg, Faculty of Arts and Science

Cody MacKay, Student Senator At-Large, Faculty of Management

Academic Policy

Nick Dodds, Student Senator At-Large, Faculty of Arts and Sciences

Elizabeth Lorie, Faculty of Creative and Critical Studies

Admissions and Awards

Blake Edwards, Student Senator At-Large, Faculty of Arts and Science

Alexa Geddes, Student Senator At-Large, Faculty of Arts and Sciences

Agenda

Nick Dodds, Student Senator At-Large, Faculty of Arts and Sciences

Appeals of Standing and Discipline

Ewila Trophy, Student Senator At-Large, Faculty of Arts and Sciences

Curtis Tse, Senator At-Large, Faculty of Management

Curriculum

Ewila Trophy, Student Senator At-Large, Faculty of Arts and Sciences

Simon Bullock, Faculty of Management

¹ The membership of this committee is the same as the membership of the Okanagan Sub-Committee of the Budget Committee of the Council of Senates.



Learning and Research

Alexa Geddes, Student Senator At-Large, Faculty of Arts and Science

Respectfully Submitted,

Dr. Deborah Roberts, Chair
Senate Nominating Committee



13 September 2013

From: Senate Nominating Committee

To: Okanagan Senate

Re: Revisions to Joint Senate/Board Policy # 21 – Appointment of Deans and Principals

The Office of the University Counsel has recently amended Policy #21, *Appointment of Deans and Principals*, to bring it into compliance with applicable legislation, the *Public Sector Employers Act* (hereinafter “the *Act*”) and to reflect the October 1, 2013 disestablishment of the College for Interdisciplinary Studies.

Description and Rationale:

The employment termination standards contained in the Policy are not in compliance with the *Act*. The Policy currently permits appointment terms up to six years and cumulative terms up to 12 consecutive years. The proposed amendments limit appointment terms to five years and impose cumulative term limits up to 10 years, the maximum permitted under the *Act*.

On March 20, 2013, the UBC Vancouver Senate passed a motion to disestablish the College for Interdisciplinary Studies effective October 1, 2013. The proposed amendments repeal the provisions pertaining to the Principal of the College for Interdisciplinary Studies.

Implementation Timeline:

The proposed amendments are supported by the President, the Vice President, Human Resources, and the members of the University Executive who have been designated as being responsible for these policies, namely the Deputy Vice-Chancellor and Principal (and Vice President, Academic and Research) for UBC Okanagan and the Provost and Vice President Academic for UBC Vancouver.

Since Policy #21 (Appointment of Deans and Principals) is a joint Senate and Board policy, the proposed revisions were also submitted to the Vancouver Senate and the Board of Governors for their respective approvals at their September meetings. The amendments to Policy #21 will become effective once all three bodies have granted their approval.



The Nominating Committee therefore recommends:

That Senate approve the amendments to Policy #21 – Appointment of Deans and Principals (Joint Senate and Board Policy) as presented in the attached document.

Respectfully submitted,

Dr. Deborah Roberts, Chair
Senate Nominating Committee

Policy 21ver: Passed November 28, 2007

Title: Appointment of Deans and Principals (Joint Senate and Board Policy)

 <p>The University of British Columbia Board of Governors Okanagan Senate Vancouver Senate</p>	<p>Policy #: 21 Passed: November 28, 2007</p>	<p>History: 1) March 1990 2) 2007 Approvals</p> <ul style="list-style-type: none"> • Senates <ul style="list-style-type: none"> ◦ UBCO November 7, 2007 ◦ UBCV November 14, 2007 • Board November 28, 2007 <p>Next Review: <i>TBD</i></p>		
	<p>Responsible Executives:</p> <ul style="list-style-type: none"> • Provost and Vice President Academic (UBC Vancouver) • Vice President, Academic and Research (UBC Okanagan) 			
<p>Title:</p> <p style="text-align: center;">Appointment of Deans and Principals (Joint Senate and Board Policy)</p>				
<p>Background and Purpose</p> <p>Section 27(2)(f) of the <i>University Act</i>, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for <i>Deans</i> and <i>Principals</i>.</p>				
<p>Note: Who Should Read This Policy</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Generally:</p> <ul style="list-style-type: none"> • Deans • Principals </td> <td style="width: 50%; vertical-align: top;"> <p>Specifically:</p> <ul style="list-style-type: none"> • <i>Responsible Executives</i> • Members of Advisory Committees </td> </tr> </table>			<p>Generally:</p> <ul style="list-style-type: none"> • Deans • Principals 	<p>Specifically:</p> <ul style="list-style-type: none"> • <i>Responsible Executives</i> • Members of Advisory Committees
<p>Generally:</p> <ul style="list-style-type: none"> • Deans • Principals 	<p>Specifically:</p> <ul style="list-style-type: none"> • <i>Responsible Executives</i> • Members of Advisory Committees 			
<p>Related Policies, Materials, and Notes</p> <p>Note: Approvals from the Senates are required for this Policy per section 27(2)(f) of the <i>University Act</i>, R.S.B.C. 1996 c. 468.</p>				
<p>End of Cover page / Cover Notes</p>				

POLICY TITLE: Appointment of Deans and Principals (Joint Senate and Board Policy)**1. Governing Principles**

1.1. **Purpose:** This Policy is intended to:

1.1.1. comply with section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468 and, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the selection and recommendation of candidates for *Deans* and *Principals*; and

1.2. **Method:** To succeed in this purpose this Policy:

1.2.2. must be approved by the UBC Okanagan Senate, the UBC Vancouver Senate, and the Board of Governors, and not be amended without the same approvals; and

1.2.3. will describe the creation of committees advising the President on recruitment and selection of *Deans* and *Principals*, before the President makes a recommendation to the Board of Governors.

2. Definitions and Interpretation Rules: A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

3. Scope

3.1. **General:**

3.1.1. This Policy applies to all appointments of *Deans* and *Principals*.

3.1.2. The President shall provide advice and recommendations to the Board of Governors on the selection of *Deans* and *Principals*.

3.1.3. *Advisory Committees* are to be established at the call of the President to consider candidates for an appointment as a *Dean* or *Principal* and to advise the President on recommendations to the Board of Governors.

3.2. **Exclusions:** This Policy does not apply to appointments for positions other than *Deans* or *Principals*.

4. Advisory Committees

4.1. **President Convenes:** For the selection of candidates for *Deans* or *Principals* the President shall convene an *Advisory Committee* to consider and advise the President on the candidates before the President makes a recommendation to the Board of Governors (“*Advisory Committee*”).

5. Deans

5.1. For the selection of the *Dean* of a *UBC Okanagan Faculty* or the *Dean* of a *UBC Vancouver Faculty*, the President will convene an *Advisory Committee* with the following membership:

For the selection of a Dean of a UBC Okanagan Faculty or a UBC Vancouver Faculty			
Position	#	Source/Composition	Appointed by:
Chair	1	Either the Provost and Vice President Academic (UBC Vancouver) or the Vice President, Academic and Research (UBC Okanagan), as applicable	Ex Officio (See “Chair Designation”)
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	4	Faculty members elected by and from the faculty members whose primary appointment is in the Faculty concerned	Election
	4	Persons	President
	1	Undergraduate student elected by and from the undergraduate students registered in the Faculty concerned	Election
	1	Graduate student elected by and from the graduate students associated with the Faculty concerned	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in the Faculty concerned for each Additional Member appointed by the President	Election
	N/A	One undergraduate student elected by and from the undergraduate students registered in the Faculty for every four Additional Members appointed by the President	Election
	N/A	One graduate student elected by and from the graduate students associated with the Faculty for every four Additional Members appointed by the President	Election

5.2. For the selection of the *Dean* of a *Dual-Campus Faculty*, the President will convene an *Advisory Committee* with membership that is generally consistent in balance as that set out for the *Advisory Committees* for the selection of *Deans* of *UBC Okanagan Faculties* and *UBC Vancouver Faculties*, but the President will also consider balance between the *UBC Okanagan Division* of the *Dual-Campus Faculty* and the *UBC Vancouver Division* of the *Dual-Campus Faculty*. The President will normally consult with both the Provost and Vice President Academic (UBC Vancouver), and the Vice President, Academic and Research (UBC Okanagan), as appropriate. Without limiting the discretion of the President, the composition of an *Advisory Committee* for the selection of a *Dean* of the Faculty of Applied Science (which became a *Dual-Campus Faculty* effective as at July 1, 2005) could be as follows:

For selection of a Dean of the Faculty of Applied Science			
Position	#	Source/Composition	Appointed by:
Co-Chairs	2	The Provost and Vice President Academic (UBC Vancouver) and the Vice President, Academic and Research (UBC Okanagan)	Ex Officio
Secretary	*	A member of the administrative staff of one of the Co-Chairs, selected by mutual agreement between the Co-Chairs *(non-voting and not counted in quorum)	Co-Chairs
Members	4	Faculty members elected by and from the faculty members whose primary appointment is in the <i>UBC Vancouver Division</i> of the Faculty of Applied Science	Election
	1	Faculty member elected by and from the faculty members whose primary appointment is in the <i>UBC Okanagan Division</i> of the Faculty of Applied Science	Election
	5	Persons	President
	1	Undergraduate student elected by and from the undergraduate students registered in the <i>UBC Vancouver Division</i> of the Faculty of Applied Science	Election
	1	Undergraduate student elected by and from the undergraduate students registered in the <i>UBC Okanagan Division</i> of the Faculty of Applied Science	
	1	Graduate student elected by and from the graduate students associated with the Faculty of Applied Science	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in the Faculty of Applied Science for each Additional Member appointed by the President	Election
	N/A	One eligible student elected by and from the eligible students for every four Additional Members appointed by the President (where the eligible students are comprised of the undergraduate students who are registered in the Faculty of Applied Science and the graduate students who are associated with the Faculty of Applied Science)	Election

5.3. Chair Designation: The Chair of the *Advisory Committee* shall be:

- 5.3.1. the Provost and Vice President Academic (UBC Vancouver) if the Faculty for which the *Dean* is being selected is a *UBC Vancouver Faculty*;

Policy 21ver: Passed November 28, 2007

 Title: Appointment of Deans and Principals (Joint Senate and Board Policy)

- 5.3.2. the Vice President, Academic and Research (UBC Okanagan) if the Faculty for which the *Dean* is being selected is a *UBC Okanagan Faculty*; or
- 5.3.3. the Provost and Vice President Academic (UBC Vancouver) and the Vice President, Academic and Research (UBC Okanagan), acting jointly as Co-Chairs if the Faculty for which the Dean is being selected is a *Dual-Campus Faculty*.
- 5.4. **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.

5.5. **Appointment Term:** A *Dean* may be appointed for up to 65 years per term.

6. Principals

- 6.1. **Principal of the College of Health Disciplines:** For the selection of the *Principal* of the College of Health Disciplines, the President will convene an *Advisory Committee* with the following membership:

For selection of the Principal of the College of Health Disciplines			
Position	#	Source/Composition	Appointed by:
Chair	1	Provost and Vice President Academic (UBC Vancouver)	Ex Officio
Secretary	*	A member of the administrative staff of the Provost and Vice President Academic (UBC Vancouver) *(non-voting and not counted in quorum)	Chair
Members	2	Faculty members elected by and from the Council of the College of Health Disciplines	Election
	2	Faculty members teaching in the College of Health Disciplines	President
	1	Student selected by the Council of the College of Health Disciplines	Council of College of Health Disciplines
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members on the Council of the College of Health Disciplines for each Additional Member appointed by the President	Election
	N/A	One student selected by the Council of the College of Health Disciplines for every four Additional Members appointed by the President	Council of College of Health Disciplines

Policy 21ver: Passed November 28, 2007

Title: Appointment of Deans and Principals (Joint Senate and Board Policy)

6.1.1. **Appointment Term:** The *Principal* of the College of Health Disciplines may be appointed for up to 65 years per term.

~~6.2. **Principal of the College for Interdisciplinary Studies:** For the selection of the *Principal* of the College for Interdisciplinary Studies, the President will convene an *Advisory Committee* with the following membership:~~

For selection of the Principal of the College for Interdisciplinary Studies			
Position	#	Source/Composition	Appointed by
Chair	1	Provost and Vice President Academic (UBC Vancouver)	Ex-Officio
Secretary	*	A member of the administrative staff of the Provost and Vice President Academic (UBC Vancouver) *(non-voting and not counted in quorum)	Chair
Members	2	Faculty members elected by and from the faculty members who have an appointment in the College for Interdisciplinary Studies	Election
	2	Persons	President
	1	Graduate student elected by and from the graduate students associated with the College for Interdisciplinary Studies	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	1 faculty member elected by and from the faculty members who have an appointment in the College for Interdisciplinary Studies for each Additional Member appointed by the President	Election
	N/A	1 graduate student elected by and from the graduate students associated with the College for Interdisciplinary Studies for every 4 Additional Members appointed by the President	Election

~~6.2.2. **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.~~

~~6.2.3. **Appointment Term:** The *Principal* of the College for Interdisciplinary Studies may be appointed for up to 6 years per term.~~

7. **Replacement of Advisory Committee Members**

7.1. **Vacancy or Inability to Participate:** If a member of an *Advisory Committee* becomes unwilling or unable to serve as a member of the *Advisory Committee*

before it has completed its work the President may appoint a replacement member in his/her discretion. While the replacement member may be any person whose participation is expected to contribute significantly to the *Advisory Committee's* activities, the usual practice is for the President to replace a member from a stakeholder group with a person from that group. If the President does not appoint a replacement member, the *Advisory Committee* may complete its work notwithstanding the vacancy.

- 7.2. **Student Status:** If a student member of an *Advisory Committee* ceases to be a student at the University but remains willing and able to continue to serve as a member of the *Advisory Committee*, the President may permit the student to continue to serve or may appoint a replacement student member at his or her discretion. Any such replacement student must meet the same eligibility requirements as the student who is being replaced. For example, if the student being replaced is a graduate student elected by and from the graduate students associated with a specific Faculty, the replacement student will be appointed from the graduate students associated with that Faculty.
8. **Customary Practices:** In making appointments to an *Advisory Committee*, including replacement appointments under Section 7, the President will consider gender balance. The President will normally also consult with representative stakeholder groups and the Chair of the Nominating Committee of the UBC Okanagan Senate or the Chair of the Nominating Committee of the UBC Vancouver Senate, as appropriate.
9. **Procedures Not to Conflict:** Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.

Schedule to Policy #21
Definitions and Other Interpretation Rules

1. Definitions

In Policy #21 - Appointment of Deans and Principals (Joint Senate and Board Policy), the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

- a. **“Advisory Committee”** means an advisory committee to the President as defined in section 4.1.
- b. **“Deans”** means:
 1. the Deans of UBC Okanagan Faculties;
 2. the Deans of UBC Vancouver Faculties; and
 3. the Deans of *Dual-Campus Faculties*.
- c. **“Dual-Campus Faculty”** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the sole *Dual-Campus Faculty* was the Faculty of Applied Science.]
- d. **“Principals”** means [the Principal of the College of Health Disciplines](#);
- ~~e. the Principal of the College of Health Disciplines; and~~
- ~~f. the Principal of the College for Interdisciplinary Studies.~~
- ~~f.e~~ **“Responsible Executive”** means:
 1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
 2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.
- ~~g.f~~ **“UBC Okanagan Division”** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005.
- ~~h.g~~ **“UBC Okanagan Faculty”** has the same meaning attributed to the term “Faculty of UBC Okanagan” in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the *UBC Okanagan Faculties* were the Faculty of Arts and Sciences, the Faculty of Creative and Critical Studies, the Faculty of Education, the Faculty of Health and Social Development, and the Faculty of Management.]
- ~~i.h~~ **“UBC Vancouver Division”** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005.
- ~~j.i~~ **“UBC Vancouver Faculty”** has the same meaning attributed to the term “Faculty of UBC Vancouver” in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the *UBC Vancouver Faculties* were the Faculty of Arts, the Faculty of Commerce and Business Administration (now known as

Policy 21ver: Passed November 28, 2007

Title: Appointment of Deans and Principals (Joint Senate and Board Policy)

the Sauder School of Business), the Faculty of Dentistry, the Faculty of Education, the Faculty of Forestry, the Faculty of Graduate Studies, the Faculty of Land and Food Systems, the Faculty of Law, the Faculty of Medicine, the Faculty of Pharmaceutical Sciences, and the Faculty of Science].

<u>Certifications of approval of Policy</u>	
Okanagan Senate	) November 7, 2007
	) Date Approved
)
<i>"Brian J. Silzer"</i>	) November 2007
Senate Secretary	) Date Signed/Sealed
Vancouver Senate	) November 14, 2007
	) Date Approved
)
<i>"Brian J. Silzer"</i>	) November 2007
Senate Secretary	) Date Signed/Sealed
Board of Governors	) November 28, 2007
	) Date Approved
)
<i>"Reny Kahlon"</i>	) November 29, 2007
Board Secretary	) Date Signed/Sealed

 <p style="text-align: center;">Authorized Procedures to Policy # 21 Version: Passed: November 28, 2007</p>	<p>Procedure Version #: 1. <small>(since adoption of last policy version)</small></p>	<p>Procedure History: 1) November 28, 2007</p> <p>Next Review: Annually</p>
<p>Related Procedures, Materials, And Notes</p>		
<p>Pursuant to Policy #1: Administration of Policies, "Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors and are incorporated in the next publication of the UBC Policy and Procedure Handbook."</p>		
<p>Pursuant to Policy #21 the President may delegate certain power to amend schedules.</p>		
<p>End of Cover page / Cover Notes</p>		

PROCEDURES

1. **Responsible Executive**

- 1.1. **Appointment:** The individuals assigned by the President to be responsible for Policy #21 and these associated Procedures are the Provost and Vice President Academic (UBC Vancouver) and the Vice President, Academic and Research (UBC Okanagan).
- 1.2. **Sub-Delegation:** The Responsible Executives are not limited in sub-delegation of the duties hereunder but remain responsible for oversight and answerable to the President.

2. **Remuneration:** The form and amount of remuneration of a *Dean* or *Principal* must be established and documented in writing at or before the effective date of the appointment.

3. **Administrative Leaves**

- 3.1. As part of the terms of an appointment, a *Dean* or a *Principal* may be granted an administrative leave, to be taken at the conclusion of the appointment, provided however that any such grant of administrative leave as well as any remuneration and/or benefits to be received by the *Dean* or *Principal* during any such administrative leave must be documented in writing at or before the effective date of the appointment.
- 3.2. Time on administrative leave will not be included in years of service for the purpose of calculating study leave. Any deviations from the provisions of these Procedures dealing with administrative leave may only be made with the written approval of the President.

<u>Certifications of approval of Procedures -at approval of the Policy</u>	
Okanagan Senate	) November 7, 2007
	) Date Approved
)
<i>"Brian J. Silzer"</i>	) November 2007
Senate Secretary	) Date Signed/Sealed
Vancouver Senate	) November 14, 2007
	) Date Approved
)
<i>"Brian J. Silzer"</i>	) November 2007
Senate Secretary	) Date Signed/Sealed
Board of Governors	) November 28, 2007
	) Date Approved
)
<i>"Reny Kahlon"</i>	) November 29, 2007
Board Secretary	) Date Signed/Sealed



13 September 2013

From: Senate Nominating Committee

To: Okanagan Senate

Re: Appointments to President's Advisory Committee for the Selection of a Vice-Principal Research (Associate Vice-President Research)

As a result of the call for nominations issued on 14 August 2013, three (3) nominations have been made for the four (4) available positions to be appointed by Senate to this Committee. Nominated are: Kenneth Carlaw, Yves Lucet, and André Phillion. In light of the lack of sufficient nominations, nominations are hereby extended to 3:30 pm on Wednesday 25 September 2013. Nominations should be submitted via email or in person to Christopher Eaton (christopher.eaton@ubc.ca)

Should more than one further nomination be received, the Nominating Committee proposes that Senate elect its four (4) representatives by ballot at this Senate meeting from amongst all nominees.

Respectfully Submitted,

Dr Deborah Roberts, Chair
Senate Nominating Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Provost & Vice Principal

MEMORANDUM

Date: September 19, 2013
To: Okanagan Senate
From: Professor Cynthia Mathieson, Provost and Vice Principal (Acting)
Re: Centre for Mindful Engagement (CME)

A handwritten signature in blue ink that reads "Cynthia Mathieson".

Attached is the proposal for the creation of the Centre for Mindful Engagement put forward by the Faculty of Education. I have approved the creation of this centre on the basis of the terms contained in the proposal.

This is being presented to Senate for information pursuant to Senate Policy O-5.

THE UNIVERSITY OF BRITISH COLUMBIA



OKANAGAN

Office of the Dean of Education3333 University Way
Kelowna BC Canada V1V 1V7Tel: 250.807.8120 Fax: 250.807.8084
www.ubc.ca/okanagan/education

September 19, 2013

Dear Dr. Cynthia Mathieson,

Re: Centre for Mindful Engagement

Please find attached our submission for your consideration as Provost to approve our Faculty of Education *Centre for Mindful Engagement* (CME). This Center has a long history in our faculty. It was initially a space designated for collaboration and research. In the past three years events were hosted such as the Stirring Minds Series, Sharing our Practices, and an Education Dialogue series that invited scholar-practitioners to share their research, receive feedback on their work in progress, to collaborate on research grants, teaching and other forms of scholarship.

The position of Director of Graduate Programs was expanding to include research. Currently the Director provides direction to the Centre for Mindful Engagement in consultation and support of the Research Development Committee. There has been growing momentum among faculty and students interested in research and teaching related to mindfulness-based practice. Mindfulness-based teaching is one of our signature pedagogies in the revision to the B.Ed. program. This has given the impetus to have CRE become a formally sanctioned centre in our Faculty. This proposal reflects the aims of creating a research commons that brings together scholar-practitioners interested in research and teaching grounded in mindfulness-based practice. We have embarked on an innovative social entrepreneurship project called SMARTinEducation, supported by UILO and Entrepreneurship@UBC [<http://bark.sites.olt.ubc.ca/>]. It should provide some revenue to the Faculty and this Centre.

Please contact me should you need further information or clarification.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lynn Bosetti'.

Lynn Bosetti
Professor and Dean of Education

Proposal to the Provost

Centre for Mindful Engagement (CME)

Educating Towards a Mindful Society

Faculty of Education

University of British Columbia, Okanagan Campus

September 19, 2013



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education
Okanagan Campus

Contents

1.0 Mission Statement.....	3
1.1 Why is this relevant to education and to UBC O's Faculty of Education?	3
1.2 Why is this topic worthy of a Research Centre within the Faculty of Education and whom will it serve?.....	5
2.0 Rationale	9
2.1 Need for such a Centre.....	11
3.0 Theoretical Foundations.....	12
3.1 CME - Operational Considerations.....	13
3.1.1 Infrastructure:	14
3.1.2 Dissemination to key stakeholders:	14
3.1.3 Impacting local, national, and international policy:	15
3.1.4 Impacting practice:.....	15
4.0 Membership & Governance	16
4.1 Schedule for Review:.....	16
5.0 Budget.....	17
5.1 Sources of Funding.....	17
6.0 History of Consultation	18



1.0 Mission Statement

“The Faculty of Education is committed to the enhancement of teaching and learning through our research and programs that involve faculty and students in exploring innovative pedagogy, inquiry, critical reflection, and mindful engagement with our diverse communities in regional and international contexts. We are committed to providing rich and relevant learning experiences that support the academic and professional career aspirations of our students.”

The Faculty of Education’s strategic plan has recognized three key priorities that align with the University of British Columbia’s *Place and Promise*: 1) Transformation of Teaching and Learning, 2) Research Excellence, and 3) Alumni and Community Engagement. These strategic initiatives are further expanded through the pursuits of the Centre for Mindful Engagement (CME), which provides the space and resources to foster research, innovation and engagement. The Center brings together a community of scholar-practitioners, whose research can form and inform our commitments through “mindful educative” practice. The Faculty adheres to a holistic view of humans as individual and relational beings, and values mindful attention to the physical, mental, emotional, social, and spiritual well-being of all members of its teaching and learning community.

1.1 Why is this relevant to education and to UBC Okanagan’s Faculty of Education?

Current research indicates that education focused on mindfulness may enhance emotion regulation and problem solving in educators by facilitating the capacity of teachers to listen more accurately to children’s communications, to become more attuned to their own internal reactions, and to reflect more carefully on situations, responding with greater skill and calm when confronted with ambiguous or emotionally charged events. It can influence a teacher’s perception of competence, efficacy and well-being (Benn,



Akiva, Arel and Roeser, 2012, p.2) while addressing the range of competencies espoused by The US National Academies of Science (National Research Council, 2012).

For example, non-judgmental acceptance of one's own strengths and limitations as a teacher and of children's behaviors can enhance a teacher's sense of efficacy. They are more able to empathically respond to the demands of children with particular needs. This mindful approach can lead to more adaptive and flexible coping and appraisal of emotionally demanding situations, reduction in stress, greater psychological well-being, and more positive relationships and interactions—improving the learning environment and outcomes.

In addition, persuasive arguments can be made that mindfulness is a facilitative state that promotes increased creativity, flexibility and use of information, as well as memory and retention. It is an enabling state in which individuals feel more control of their lives (Langer, 1989; Richhart and Perkins, 2000). A disposition towards mindfulness includes being open minded, and through critical and creative thinking, an ability to look at the world from different perspectives. Case (2005) makes the argument that mindful engagement, when framed by effective critical thinking pedagogy, is foundational to forming critically thoughtful communities of inquiry in learning environments.

Definition: While recognizing the many possible interpretations, for us *Mindfulness* involves the cultivation of habits or dispositions supporting being thoughtful and engaging in high quality thinking. The related notion of *engagement* refers to not merely being present or interested but also to deep engagement in ways that are challenging and that provide for *transformative experience* with an emphasis on developing *practical wisdom*. Our focus on transformative engagement will inform work with our students at all levels while also informing our research agenda. In addition, this focus on mindful-engagement will underpin our work with the various communities we serve including alumni, community service learning groups, as well as on-going research relationships with local, national and international partners.



- The Faculty of Education takes up mindfulness as an educational goal and through inquiry, practice and self-reflection explores what it means to cultivate mindfulness as a disposition that is an enduring trait, rather than a temporary state.

Through such an inquiry stance we aim to cultivate mindful educators by:

- Preparing prospective and practicing educators to see and concomitantly act with prudence, judgment, deliberation and interaction, and fostering student engagement accordingly.
- Working alongside educators bringing to life the questions and challenges of teaching in educational sites of all kinds.
- Offering possibilities for observation and curricular enactment in a deep sense: learning to exercise sound pedagogy through experiencing the responsibility for thinking about and practicing discerning ways that lead to meaningful learning.
- Providing room to concretely confront and experience the formative nature of professional knowledge and purposefully negotiate these understandings within their own practices.
- Developing research as a habit for all educators- to approach problems of practice more intelligently, more creatively, and more flexibly.

1.2 Why is this topic worthy of a Research Centre within the Faculty of Education and whom will it serve?

The research literature indicates that the impact of teacher/leader mindfulness concerning the quality and character of educative practices has been vastly underestimated for some time (for illustrations see the work of Cochran-Smith, 2001; Darling-Hammond, 2010; Day, 2004; Dunne, 1993; Pinar, 2011; Smith, 2006). CME for Research and Mindful Engagement offers opportunities to invest in educators' capacities to cultivate these



qualities in classrooms that characterize mindfulness and to research the impact of these practices on student achievement, teacher efficacy, and overall well-being in schools.

The resources offered by CME will draw on and contribute to the expertise and experiences of faculty to promote mindful educative practices and mindfulness-based research. CME provides a purposeful meeting place, through a cross-section of forums that deliberately seek connections promoting mindfulness across educative practices, and related research on practice—offering service to local, national and international partners. Currently, there are several faculty members developing mindfulness-related research expertise, offering others opportunities to collaborate with them to help build a more robust community of inquiry. These programs and individual research efforts serve various local, national and international communities and include:

1. The Faculty of Education is currently developing research initiatives to study and advance understandings about place-based and practical-wisdom oriented programs, both within a range of formal BC educational settings and by engaging with the broader National community. For example, Dr. Leyton Schnellert is partnering with Okanagan school districts to re-imagine educational practice and conceptions of teaching and learning using strength-based and interdisciplinary approaches to literacy learning, inclusion and middle years education. Dr. Schnellert researches teacher learning, practice, and collaboration. In particular he attends to how teacher professional development relates to student diversity, inclusive education, self- and co-regulation, and literacy instruction. His research grapples with the challenge of designing and facilitating teacher professional development that bridges theory and practice so as to achieve valued outcomes for students.
2. Dr. Binfet is promoting mindfulness that fosters resiliency across school leaders, teachers and students and promotes healthy development and social-emotional well-being. Working in the area of Social-Emotional Learning, Dr. Binfet's



- research assesses the impact of interventions designed to promote intra- and inter-individual kindness within BC school communities.
3. Dr. Balcaen addresses the need to engage all students in transformative learning by supporting Canadian and Indian educators to embed a comprehensive understanding of critical thinking pedagogy—with a particular focus on developing habits of mindfulness—into their teaching. He extends this curriculum theorizing to the design of digital media to take account of a specific focus on addressing critical thinking. Internationally, Dr. Balcaen takes up mindfulness as an aspect of his research by evaluating and reconsidering a Euro centric view of the pedagogy of critical thinking within Indian private schools.
 4. Dr. Cherkowski considers policy supporting organizational well being and flourishing in schools as central to her research. This research program is designed to explore how Canadian schools and people in schools flourish. Attending to strengths and positive outlooks, as opposed to a deficit-model of thinking, can increase resilience, vitality, and happiness and can decrease stress, anxiety, and depression. These findings from positive psychology have implications for how we think about the teaching and learning that goes on in schools and the benefits that may accrue from focusing on what works, what goes well, what brings vitality to people in schools.
 5. Dr. Crichton’s international research takes into consideration that ‘less is more’ in her focus on sustainable development and uses of technology in remote places such as rural East Africa. She is exploring Wisdom Technologies and the appropriate use of technologies to enhance and engage student learning in general and more specifically in East Africa.
 6. Dr. Macintyre Latta’s international scholarship addresses the integral role of aesthetic considerations such as attentiveness to participatory thinking, emotional commitment, felt freedom, dialogue and interaction, and speculation within the



- acts of teaching and learning. She terms these neglected epistemological assumptions, elemental to learners and learning. She believes the aesthetic merits serious consideration as a pragmatic and philosophical necessity missing in much schooling. Aesthetic teaching/learning contexts call for rethinking and revaluing what is educationally important. She is committed to the primacy of teachers in the lives of their students and the long-term impact on the future, contributing to the scholarship regarding school curriculum, teacher education, and professional development reform initiatives.
7. Dr. Ragoonaden's publication and research interests lie in the area of the Scholarship of Teaching and Learning in Higher Ed with a focus on French Education, Aboriginal Education, Critical Pedagogy, and Self-Study of Teacher and Teacher Education practices (S-STEP). As a qualified Yoga instructor, the concept of mindful educational practices is an integral component of her research and her educational practice.
 8. Dr. Richardson's focus on inclusive learning communities within BC are constructed and sustained based on a mindful awareness of how individuals relate, communicate and respond to others. Dr. Richardson takes the position that habits of mind such as compassion, ethical action, justice and creativity emerge only through nurturing this fundamental awareness of self in relation to others and the world around them.
 9. Dr. Annette LaGrange's research focuses on teacher education and teacher-as-researcher. Fostering practical wisdom and mindfulness is intended to be a central component of a revised teacher education program. Both locally and internationally she considers the implications of mindfulness in educational settings and the communities in which they are embedded.



10. SMART in Education is an evidence-based program for National and International partner educators that emphasize the cultivation of mindfulness. Participants use tools such as meditation and body awareness to develop the capacity to recognize and transform challenging emotions into insight, self-acceptance, and vitality. Participants develop dispositions such as kindness, compassion, and forgiveness through exercises and discussions connected to their experience in the classroom. A ‘SMART- Tool Box’ of research based components has contributed to promote positive change both in the classroom and the school environment to enhance student learning and engagement, and creates more effective strategies for relating to difficult situations at work and within the classroom. This educator toolbox provides aide in self – care practices to address professional burnout and decrease attrition rates for educators in the field. This is an non-academic program used for personal and professional development.

2.0 Rationale

The Faculty of Education at The University of British Columbia, Okanagan Campus, and CME in particular, brings a community of scholar-practitioners together, from across disciplines, methodologies, ideological perspectives, and interests, who are invested in questions concerning what it means to teach and to learn, and the kinds of associated teaching/learning contexts that support transformative and caring leadership, and what it means to educate towards creating a mindful society. Collectively, our research brings these questions to life through documenting and analyzing the opportunities and challenges within educational sites and envisioning education for the future—not merely focusing on the cognitive domain but rather emphasizing intrapersonal and interpersonal domains (National Research Council, 2012). Individually, distinct research efforts cultivate needed insights and expertise to build and sustain the scholarly community to contribute to the future. Most importantly, our collective and individual efforts model research as a habit for all educators - helping to approach our practices and articulate understandings of teaching and learning with increasing breadth and depth. Thus, the



resources coming together create a collegial community of scholar-practitioners that forms and informs one another's efforts to document, inquire, study, analyze, interpret, create and re-envision educative praxis and relationships across our teaching, research, and service commitments through mindful educative practices. CME provides the space and resources to support this scholarship, collaboration and practice.

Our community of scholar-practitioners embraces a mindful-based orientation, assuming an inquiry stance (Cochran-Smith & Lytle, 2009) in our teaching, research, and service responsibilities. As such, the proposed Centre is a generative practice-ground for investigating what it means to take up mindfulness based research and practices in which we engage in the following:

1. Debating and clarifying strengths and limits of varying philosophical, political, and pragmatic perspectives.
2. Participatory thinking, becoming active agents in constructing meanings and building understandings with and through others.
3. Investing collaboratively in the future of our students, faculty, campus, community, and the world, envisioning possibilities.
4. Sharing problems of practice and professional issues to gain particular insights, sensitivities, and ways to proceed through critiquing, selecting, modifying, and enacting curricula and policies, while reviewing, discussing, theorizing, and using data to positively impact educative settings.
5. Gaining the needed sustenance for the practices (noted above in 1-4) of: critiquing and clarifying, participatory thinking and investing collaboratively toward creating greater awareness of the complexities of classrooms, enhancing capacities to see potential in students, in contexts, and in ourselves, and to productively act on suggested possibilities.
6. Collaborating with the Innovative Learning Centre (ILC) to design, create and develop new ways of thinking and working.
7. Affiliating with the BC-based *Critical Thinking Consortium* and their many National and International partners



8. Fostering the accreditationⁱ of the SMARTinEducationⁱⁱ program and the certification of instructors for delivery of program to educators, health care practitioners and leaders across Canada.
9. Cultivating a network of mindfulness based researchers and practitioners across Canada.

2.1 Need for such a Centre

The mindful attention to such practice-ground described above forms the resourceful space CME offers for genuine concerted action, attention to the ethics of process, regard for the development of self-understandings in relation to other(s), and cognizance of contextually sensitive practices, across all our commitments to teaching, research, and service. Thus, *mind* is understood as a verb. Our Faculty of Education is invested in “moving minds” (Bresler, 2004). This movement of thinking is at the heart of what it means to educate. Attention to this movement is the mindfulness we seek for our students and ourselves within educative settings of all kinds.

Mindful educators engage with mindfulness in its epistemic, ontological, empirical and ethical dimensions. Shared commitments toward cultivating mindfulness include:

1. Exploring teaching and learning as complex activities that exist within a larger social, cultural, historical, and political context framing classrooms.
2. Navigating teaching and learning as (inter/intra) personal, embodied, derived from narratives of experience, and embracing of all differences.
3. Preparing prospective and practicing educators to see and concomitantly act to further learning contexts with prudence, judgment, deliberation and interaction, fostering all stakeholders’ engagement accordingly.
4. Seeing the questions and challenges of teaching in diverse educational sites as the ongoing task of education.
5. Drawing on “habits of mind” as the tools of choice-making attending to “value, inclination, sensitivity, capability, and commitment” on a case-by-case basis that informs future responsive practices (Costa & Kallick, 2008).



6. Offering possibilities for observation and enactment in a deep sense: learning to exercise sound pedagogy and wise leadership through experiencing the responsibilities for theorizing one's practices and "practicizing" one's theories (Bullough, 1997), discerning ways that promote meaningful learning.
7. Confronting and experiencing the formative nature of knowledge for students and educators, and purposefully negotiating these understandings within their respective practices through attention to the creating, adapting, and building processes of making meaning.
8. Conducting practitioner-based inquiries, helping to approach problems of practice more intelligently, more inventively, more flexibly, and more intentionally.

3.0 Theoretical Foundations

These commitments reflect our conceptual underpinnings of mindfulness as "the awareness that emerges through paying attention on purpose, to the unfolding of experience moment by moment" (Kabat-Zinn 2003, p.144). We believe such heightened awareness regarding the choices educators make and their consequences for deep learning (MacDonald & Shirley, 2009); more effectively attends to the conditions and ongoing creation of genuine learning contexts. Such heightened awareness is grounded in Aoki's (1992) pedagogical stance, tactfully following the pedagogic good in a caring situation. This stance is watchful - mindful of situation, relation, and action, attentive to past, present, and future; and thoughtful—deliberately seeking and supporting the wellbeing of students. Van Manen (1991) identifies the fundamental conditions of "love and care," "hope and trust," and "responsibility" to enact such a stance, cultivating the needed pedagogical tone to enable and deepen learning connections among self, other(s), and subject matter. Following the pedagogic good in a situation understands plurality as fundamental to being human and as productive for all learning.

Our ability to create and sustain inclusive communities rests upon honest recognition and skillful respect of our differences. The needed wisdom on how to relate, communicate and nurture meaningful participatory contexts emerges only when diverse ways of being



and diverse ways of making sense of the world is appreciated as integral and vital. Students become more fully present to one another and to educators, and the increased visibility gained through attending to the ensuing connections is generative, as teachers and students revise and enlarge understandings. Such mindful stances demand that educators see what is at stake in given situations and further the movement of thought in self and others. Educators and students embrace the agency as integral to human flourishing. Thus, mindful educative practices are not scripted, nor formulaic, but rather, take multiple forms, interdependent with the particulars of situation.

Mindful educative practices importantly emphasize the responsible catalytic role of educators committed to this pedagogical stance, alongside emphasizing the impacts for learners and learning invested in growing strong student' identities valuing interactions, deliberations, and debates. It is the difficulties, distances, ideas, and diverse gifts of these processes that hold the significances for learning and learners. After all, when we orient learning toward oneness, we discount multiplicity. When we orient learning strictly toward preconceived representations of learning, always following set orders and hierarchies, typically resulting in generic products, we consequently discount fluid, purposeful learning encounters that result in divergent learning processes and products. When we orient learning toward preconfigured ways of being and doing, we mask differences in thinking and ways of working and we thwart differences as catalysts in coming to know self and others. Mindfulness characterizes the varied ways the play of difficulties, distances, ideas, and diverse gifts, reframes and reorients educative practices, critically providing the much-needed sustenance for genuine learning within educative settings of all kinds.

3.1 CME - Operational Considerations

Operationally, CME will cultivate a robust and participatory culture of scholarly teaching, research and service concerning mindful educative practices involving faculty members, students, other UBC scholars, as well as national and international scholars. CME will have a close working relationship with the faculty's Innovative Learning



Centre (ILC) with which it shares an interest in mindful engagement through embedded and powerful use of emerging technologies, including “wisdom” technologies.

3.1.1 Infrastructure:

CME will:

1. Provide an administrative structure to coordinate and support the development of a culture of ongoing critical dialogue;
2. Provide infrastructure to support both face-to-face and technology-mediated opportunities for such critical dialogue involving Education students, Faculty, other UBC Okanagan faculties, and a range of local, national and global partners;
3. Offer a physical space (EME 3124) providing support for varied approaches to collaborative work;
4. Organize interactions with invited local, national and international experts to discuss new ideas and potentially collaborate in research initiatives and engage in critical dialogue through facilitating our Stirring Minds Speaker Series, Problems of Practice/Professional Issues, and Working Papers presentations (these are open to colleagues across the campus and the greater community);
5. Work collaboratively with the Managing Director of SMART Programs and Outreach to develop mindful practice certificate programs, professional development programs for SMART instructors, senior instructors, and master trainer levels, coordinate annual retreats and intensives, and establish innovative IT infrastructure.

3.1.2 Dissemination to key stakeholders:

CME will:

1. Arrange for regular discussions about emerging publishing opportunities, and other dissemination mediums in relation to engaging varied audiences;
2. Showcase members’ teaching, research, service, and other achievements on its website;



3. Support members to position and articulate their scholarship and research and develop the Faculty's capacity to recognize, nurture and support a plurality of methodologies and epistemologies related to mindfulness-based research and practice.

3.1.3 Impacting local, national, and international policy:

CME will:

1. Seek opportunities to participate in local, provincial and national initiatives to review, improve and/or change educational policy at K-12 and higher education levels;
2. Seek opportunities to publish within journals that inform policy making at K-12 and higher education levels;
3. Invite visiting scholars and post-doctoral fellows with expertise and research interest in mindfulness based research practices; and
4. Coordinate retreats, summer intensives and streams within our Summer Institute with the aim of fostering a network of scholar-practitioners engaged in mindfulness based practices to promote and engage in robust research on the impact of these practices on teaching, learning and social-emotional wellbeing.

3.1.4 Impacting practice:

CME will:

1. Encourage high quality and high impact publishing within the faculty that has a direct impact on practice;
2. Foster participation in "scholarship of teaching and learning" research, activities and conferences;
3. Offer coursework and workshops concerning the varied traditions, philosophies and dimensions of mindfulness;



4. Seek opportunities to participate in local, provincial and national initiatives to inform changes in practice within K-12, higher education levels, and community educative settings; and
5. Support teaching/research/service partnerships that develop connections within the Faculty of Education and across the field, locally, nationally, and internationally.

4.0 Membership & Governance

All members of the Faculty of Education (post docs, instructors, tenure track and adjunct) and students are invited to be members of CME, with opportunities for affiliate membership from faculties with shared research and teaching interests related to mindfulness based research and practices. A Director will be appointed through a selection committee from within the faculty to oversee the implementation and day-to-day management of CME. The Director of CME will report to the Director of Graduate Programs and Research and work in consultation with the Research and Development Committee (RDC), to determine the priority-of-use for the space, decisions about presentations, workshops and other meetings, and continually assess the directions to proceed, in relation to the mandate of CME. The Director will also make regular reports to the Faculty Education Council.

4.1 Schedule for Review:

The Centre for Mindful Engagement will document progress and concerns on a yearly basis, deliberately seeking input from all involved, culminating in a report to be shared at Faculty Education Council for input and direction for succeeding years.

After three years, the CME will be reviewed by the Dean of the Faculty of Education, in consultation with the Director and other users, to determine if the mandate is being fulfilled, if external funding has been forthcoming, and whether is it sustainable. If the



review is satisfactory, CME will continue as a research Centre. If the review is unsatisfactory, the Dean will decide whether CME will continue and under what conditions.

Subsequent review of CME will occur every five years and will include consultation with the Faculty. If the review is satisfactory, CME may continue. If the review is unsatisfactory, the CME will be discontinued when appropriate.

5.0 Budget

5.1 Sources of Funding

1. Dean's Budget allocation:
 - a. Stirring Minds Series
 - b. Research Development Committee (seed money)
 - c. Release time for Director

2. Research Grants—both internal and external
 - a. Impact Foundation, gift of SMARTinEducation program, and intellectual property rights
 - b. Tri-Council Grants
 - c. UBC Entrepreneurship Grants

3. Fund development for Director, Post-doctoral fellowships, visiting scholars, and research on mindfulness in education

4. Portion of revenue from SMARTinEducation programs, training, licensure agreements, retreats and intensives.



6.0 History of Consultation

- Development of proposal for CME 2011
- Development of concept paper 2013
- Faculty Retreat 2013
- Gift of SMART 2013

ⁱ SMARTinEducation is a non-academic program. Instructors will be certified upon successful completion of the SMART training program that includes a supervised practicum. Participants successfully completing the 8 week SMART program will receive a certificate.

ⁱⁱ SMARTinEducation™ (SMART) is an evidence-based mindfulness program for educators with a strong emphasis on the cultivation of mindfulness. Participants use tools such as meditation and body awareness to develop the capacity to recognize and transform challenging emotions into insight, self-acceptance, and vitality. Participants develop capacities such as kindness, compassion, and forgiveness through exercises and discussions connected to their experience in the classroom.

Gifted to UBC's Okanagan campus by the Impact Foundation, SMART has been delivered within the BC School Districts for the past eight years. As one of the most credible evidence-based programs in North America, SMART will be established within the Faculty of Education to develop mindful practice certificate programs, professional development programs for SMART instructors, senior instructors, and Master trainer levels, coordinate annual retreats, on-line training programs, and intensives, and establish innovative IT infrastructure.

This evidence-based program strategically aligns with the University's broader strategic context and contributes to the goals and objectives stated in UBC's Place and Promise, the Faculty of Education's Strategic Framework as well as the changing Canadian health and education mandates related to social emotional learning and wellbeing.

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CME Budget Proposal

Research:

Publications/Disseminations	\$10,000		
Event Support	\$20,000		
Visiting Scholar Fund	\$18,000		
Graduate Student Salaries	\$25,000		
Administration Support	-		
Research and Grant Consultation	\$10,000		
Supplies	\$5,000		
Travel Fund	\$30,000		
Faculty Release	\$4,500		
		TOTAL	\$122,500

Physical/Technical Support:

Renovation:			
Collaborative Research Space (one time)	\$30,000		
IT Maintenance/upgrades (yearly)	\$1,500		
		TOTAL	\$31,500

Program (Community Engagement activities):

Literature Collection, Hard & Dig. (yearly)	\$1,500		
Advisory Board (yearly)	\$2,000		
		TOTAL	\$3,500
			\$157,500

Notes:

- All expenses are based on yearly need with the exception of the renovation which is a one-time expense (\$127,500/yr)
- Budget does not include projected administration support. Current state of affairs can be handled with support staff on-hand; however, with the growth of the centre we may need to add a full-time staff member to look after CME (Research and Community Engagement).
- Budget does not include revenue streams at this time.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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Memorandum

Date September 13, 2010

To UBC Okanagan Senate

From Deborah Buszard, Deputy Vice-Chancellor & Principal, UBC's Okanagan Campus

Subject RE: Deputy Vice-Chancellor & Principal's Item - Okanagan Campus Visioning

Enclosed is a document which provides an overview of the Visioning effort for the Okanagan campus for information and discussion.



Overview – UBC Okanagan Visioning

Summary:

With the initial build-out complete and enrolment targets met, UBC Okanagan has embarked on a process to contemplate how it will build upon its achievements and focus its resources to ensure it continues to exceed the expectations of its many stakeholders.

Discussions among campus leadership began in June, and a Steering Committee (see appendix) was established in August to guide efforts to launch a series of conversations with UBC Okanagan's internal and external communities and partners starting in the fall. The aim is to develop a compelling vision for the future that will provide direction to the Academic, Research and Campus Master Planning processes. This process will focus on consulting our various stakeholders about how this campus will uniquely deliver on the promises of a transformative learning experience, research excellence and the enhancement of economic, social and cultural wellbeing.

Planning Assumptions:

The Visioning exercise is:

- focused on the 3 major commitments of Place and Promise (Student, Research, Community Engagement)
- engaging our internal and external communities
- consistent with current economic outlook
- considering our institutional, regional, national and international context
- having a 10 year outlook toward a longer term future
- considering emergent educational delivery models
- considering more efficient use of the Okanagan campus

Scope

The Visioning exercise is contemplating the following:

- What are our strengths
- What is our winning aspiration?
- What will we uniquely contribute to a global, civil, sustainable society?
- Where will we play?
- role within the UBC system, regionally, nationally and internationally?

To do this, we are engaging our community in discussions around questions such as:

Overview

- As an institution dedicated to transformative student learning, research excellence and international engagement, what knowledge and experiences should fundamentally characterize a student's time here at UBC Okanagan?
- What areas of research, discovery, dissemination and application are distinctively central to UBC Okanagan's role within the UBC system, nationally and internationally?



Overview – UBC Okanagan Visioning

Student Learning:

- *Given our strengths and opportunities, what will characterize a transformative learning experience here? Where does flexible learning fit in?*
- *Given our strengths and opportunities, what kinds of enriched educational experiences do we provide?*
- *Given our strengths and opportunities, and student profile, how do we provide a rewarding campus life?*

Research Excellence

- *How are we uniquely positioned to create and advance knowledge that improves the quality of life?*
- *How are we uniquely positioned to innovate and apply research?*
- *Given our strengths and opportunities, where are our key opportunities to create an impact?*

- Community Engagement

- *Our mission is to engage and serve society to improve cultural, economic and social well being. Given our strengths and opportunities, what should the foci of our engagement be:*
 - *Regionally:*
 - *Nationally:*
 - *Internationally:*
- *How do we encourage regional economic development and a healthier community?*

Key Outcomes

The Visioning exercise will result in:

- An overall statement or set of statements that characterize our aspiration as a campus. In other words, it will answer the question “What is our distinct value proposition?”
- A statement or set of statements that will provide guidance for academic and research planning purposes
- A statement or set of statements that will provide strategic guidance for the campus as a whole



Overview – UBC Okanagan Visioning

Stakeholders

The Visioning will consult a variety of stakeholders, including, but not limited to:

Board of Governors	Municipal governments
UBC Okanagan community	Regional community and business leaders
UBC Vancouver community	Regional MLAs and MPs
External Community Advisory Council	

Questions for discussion:

As a critical component of our governance structure, we will be engaging the UBC Okanagan Senate at various points during our consultation effort.

To launch discussion, we've outlined the following questions for today's session, which represents an opportunity to reflect on key issues prior to the formal launch of our campus consultation in October/November 2013. These questions have also been posed to our Board of Governors.

1. What is the Okanagan campus's distinctive value proposition within UBC and in BC today? How could this be leveraged to prepare for future opportunities and to add enhanced value?

2. What needs to be done now for the Okanagan campus to become the driver for innovation and economic development in the region?

3. Who else should be involved in this visioning exercise?



THE UNIVERSITY OF BRITISH COLUMBIA

Overview – UBC Okanagan Visioning

Appendix:

UBC Okanagan Visioning Steering Committee Membership

- *DVC – (ex Officio)*
- *2 Vice Principals*
- *AVPs*
- *Directors of HR, University Relations, Campus Initiatives, DAE*
- *Deans*
- *Student representative*
- *Project Team Chair (ex officio)*