



OKANAGAN SENATE SECRETARIAT  
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## OKANAGAN SENATE

### AGENDA

Wednesday, December 20, 2006

2:30 P.M. – 4:30 P.M.

Room: SCI 333  
 UBC OKANAGAN CAMPUS

1. **Senate Membership – Secretary Brian Silzer**  
**New Members** (information)  
 Ms. Starleigh Grass as student representative for the Faculty of Education  
 Mr. Aaron Webster as student representative at-large
2. **Minutes of the Previous Meeting – President Stephen Toope**  
 (approval) (circulated – Item 2)
3. **Business Arising from the Minutes**
4. **Chair’s Remarks – President Stephen Toope** (information)
5. **Policies & Procedures Committee – Dean Michael Isaacson**  
 (approval)
  - a. National Day of Action (circulated – Item 5a)
  - b. Candidates for Emeritus Status (circulated – Item 5b)
  - c. Regular Senate Meeting Schedule (circulated – Item 5c)
6. **Curriculum Committee – Dr. Jennifer Gustar**  
 Curriculum Proposals from the Faculties of Arts & Sciences and Creative & Critical Studies (approval) (circulated – Item 6)
7. **Joint Report of the Admissions & Awards Committee and the Curriculum Committee – Dr. Sharon McCoubrey**  
 Faculty of Health and Social Development: Bachelor of Human Kinetics (approval) (circulated – Item 7)

.../continued

**8. Admissions & Awards Committee – Dr. Sharon McCoubrey**

(approval)

- a. Admissions Changes: Bachelor of Science in Nursing (circulated – Item 8a)
- b. New Awards (circulated – Item 8b)

**9. Reports from the Deputy Vice-Chancellor – Dean Michael Isaacson for Dr. Doug Owrarn**

- a. Establishment of the Okanagan Sustainability Institute (OSI)  
(approval) (circulated – Item 9a)
- b. Establishment of the University of British Columbia Okanagan Centre for Species At Risk and Habitat Studies (SARAHS)  
(information) (circulated – Item 9b)

**10. Other Business**

**Regrets: Barbra MacDonald telephone 250.807.9259 or email [okanagan.senate.secretariat@ubc.ca](mailto:okanagan.senate.secretariat@ubc.ca)**

Okanagan Senate: <http://okanagan.students.ubc.ca/senate/>  
Vancouver Senate: <http://www.students.ubc.ca/senate/>  
Council of Senates: <http://www.students.ubc.ca/council/>

**THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN**

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**Okanagan Senate****MINUTES OF NOVEMBER 24, 2006****Attendance**

**Present:** President Stephen Toope (Chair), Deputy Vice-Chancellor D. Owsram, Mr. R. Adl, Mr. P. Arthur, Dean B. Bauer, Dean J. Bottorff, Dr. J. Castricano, Dr. J. Cioe, Dr. R. Currie, Ms. L. Driscoll, Dr. M. Duran-Cogan, Ms. K. Ficke, Ms. M. Ficke, Dr. J. Gustar, Ms. E. Johnston, Dr. D. Keyes, Dr. R. Klukas, Mr. M. Koovisk, Dean M. Krank, Dr. A. Labun, Dr. R. Lalonde, Dr. S. Reid, Dr. D. Senese, Ms. M. Ungureanu, Dr. M. Williams, Dr. P. Wylie, Dr. G. Zilm.

**By Invitation:** Mr. C. Eaton (Enrolment Services), Mr. A. Glynn (Financial Reporting), Ms. D. Merritt (Associate Vice-President, Finance), Ms. B. MacDonald (Okanagan Senate Secretariat), Mr. F. Vogt (Enrolment Services)

**Regrets:** Mr. B. Silzer (Secretary), Chancellor A. McEachern, Mr. G. August, Dr. J. Bassett-Smith, Dean R. Belton, Dr. W. Broughton, Ms. M. Burton, Dr. E. Butz, A/Dean R. Campbell, Mr. C. Carta, Mr. B. Ford, Mr. P. Garrick, Dean M. Isaacson, Dr. S. McCoubrey, Ms. N. Neumann, Ms. D. Polson, Dr. D. Salhani, Dr. C. Scarff.

**Recording Secretary:** Ms. L. M. Collins

**Call to Order****Change to the Agenda**

By consent of the meeting, an approval item regarding membership on the Provost Search Committee was added to the agenda under "Other Business."

**Senate Membership – Acting Secretary Fred Vogt**

Under Section 12 of the Rules and Procedures of the Okanagan Senate, the Secretary declared a vacancy for one student representative at-large to replace Mr. Chris Carta.

In response to a question from Dr. Cioe, Ms. Collins stated that, after the Secretariat made several attempts to contact Mr. Carta, he had been notified of the pending declaration of vacancy by registered letter.

### **Minutes of the Previous Meeting: Meeting of October 31, 2006**

In response to a request from Dr. Cioe, the meeting agreed to append the following sentence to the second paragraph on page 6: "Under ordinary circumstances, all material would go to a Committee of Senate prior to coming to Senate."

*The minutes of the meeting of October 31, 2006 were adopted by consent.*

### **Business Arising from the Minutes: Priorities for UBC Okanagan**

President Toope recalled that, at the October 31 meeting of the Senate, Dr. Williams had asked about the President's sense of priorities for UBC Okanagan. The President had indicated that he would respond more fully at a future meeting of the Senate.

President Toope stated that he had identified three fundamental priorities for the following year and beyond:

1. Focusing resources around the core academic mission, and relating the budgeting and planning processes such that budget allocation is driven by the academic plan.
2. Enhancing support for students in their learning and broader social environments, and improving student engagement. The learning environment included classrooms, campus facilities, and student services. This would remain a priority well beyond the upcoming year. Because of its small size, UBC Okanagan was positioned to test initiatives that could later be applied at the Vancouver campus.
3. Building stronger connections with local, provincial, national, and international communities. This included promoting community service learning for students, as well as expanding the concept of community service as it relates to promotion and tenure decisions for faculty. It was important to create incentives that acknowledge the importance of community engagement.

### **Chair's Remarks**

In response to a call for general questions from the floor, Dean Bauer stated that he had recently appeared before the Senior Appointments Committee in Vancouver to participate in promotion and tenure discussions. One of the files before the committee reflected a greater emphasis on community outreach activities and technical reports compared to refereed journal articles. Dean Bauer had been pleased to note the importance that the Committee placed on factors other than publishing in journals. President Toope agreed

and added that, his recent experience with the Senior Appointments Committee reflected an emphasis on teaching quality. The President was heartened to find that teaching was of critical importance.

### **Deputy Vice-Chancellor's Remarks**

Responding to President Toope's above-mentioned articulation of priorities for UBC Okanagan, Dr. Owrarn noted that these priorities were also reflected in the UBC Okanagan Academic Plan. He was hopeful that UBC Vancouver would also benefit from exciting new initiatives developed at UBC Okanagan.

### **Candidates for Degrees**

Associate Registrar Mr. Vogt presented the list of candidates for degrees.

*Moved: Dr. Williams*

*Seconded: Mr. Koovisk*

*That the candidates for degrees, as recommended by the Faculties and Schools, be granted the degree for which they were recommended, effective November 2006; and*

*That the Chair of Senate, in consultation with the Registrar, be empowered to make any necessary adjustments.*

***Carried.***

### **Financial Statements 2005/2006**

The Chair invited two guest speakers to present for information the University's Consolidated Financial Statements for the 2005/2006 fiscal year: Ms. Dana Merritt, Associate Vice-President, Finance and Mr. Andrew Glynn, Manager, Research and Trust Accounting.

The Financial Statements had been approved by the Board of Governors on May 23, 2006, and had received an unqualified audit opinion from the Auditor General. Ms. Merritt stated that UBC Okanagan had been a very significant factor in all budget discussions over the 2005/2006 fiscal year. Fiscal highlights included:

- The University's total assets surpassed \$3 billion for the first time;
- Significant institutional construction;
- The opening of the UBC Okanagan campus;
- Donations of \$102 million;

- The upgrading of UBC's long-term debt rating by Moody's from Aa2 to Aa1;
- The market value of the Endowment Fund at \$829 million.

The total consolidated revenue for the University was \$1.57 billion, compared to \$1.25 billion in the previous year. Expenses were \$1.45 billion, compared to \$1.24 billion in the previous year. Total assets were \$3.1 billion, compared to \$2.5 billion in the previous year. Ms. Merritt stated that there was \$985 million in construction underway at the University. A significant portion of the construction was at UBC Okanagan.

Ms. Merritt reported that the University had been very successful in securing federal funding. Because the University had recently completed a financial review with provincial government, Ms. Merritt reported that UBC would be better able to predict the amount of its provincial government grant for future years.

### **Discussion**

In response to a question from Dr. Cioe about UBC Vancouver Ph.D. tuition fees, Ms. Merritt confirmed that both the tuition fees and the commensurate tuition fee award were reflected in the Financial Statements.

In response to a question from Dr. Williams about Okanagan University College assets transferred to UBC Okanagan, Ms. Merritt stated that the total value was \$63.8 million, which comprised \$58 million in property and equipment plus cash, endowments, and revenues.

In response to a question about a reported year-end surplus for UBC Okanagan, Ms. Merritt stated that UBC Okanagan had finished the 2005/2006 fiscal year in a balanced position. Although early calculations had predicted a surplus, tuition fee revenue was less than projected and several key initiatives, including faculty hires and student recruitment activities, had been funded close to fiscal year-end.

In response to a question, Ms. Merritt confirmed that the budgets and expenses for the University's two major campuses had been intentionally separated. Any shortfalls in funding or deficits would have to be resolved by UBC Okanagan independently. Dr. Owram added that there were costs associated with system-wide services, travel, and integrated systems. Dr. Currie asked which of the two campus-based budgets bore system-wide costs, and Ms. Merritt stated that the majority of those costs were covered by the Vancouver campus. She noted that many of the systems and services recently extended to the Okanagan were already in place in Vancouver, minimizing associated costs. Ms. Merritt added that, over the following several years, the University might further consider how to calculate and treat system-wide costs. Dr. Currie expressed the opinion that a significant portion of system-wide costs were covered by UBC Okanagan resources.

In response to a question from Ms. Ficke about student tuition fees, President Toope stated that tuition rates were the same at each campus. Ms. Merritt clarified that UBC

Vancouver tuition fees made up a smaller percentage of total revenue at UBC Vancouver due to UBC Vancouver's much larger revenue base.

President Toope thanked Ms. Merritt for her presentation.

## **UBC Okanagan Budget Update**

Deputy Vice-Chancellor Ooram gave a presentation for information on the UBC Okanagan budget process for the 2007/2008 fiscal year, focusing on General Purpose Operating (GPO) funds. Dr. Ooram reiterated that the UBC Okanagan budget was separate from that of UBC Vancouver, and noted that UBC Vancouver had predicted a \$28-million budget shortfall for 2007/2008.

Dr. Ooram gave an overview of the original aggressive growth plan for UBC Okanagan, which entailed enrolling 900 new students per year over a five-year period. The operating budget was to increase from \$43.5m to \$90.9m over that same period.

### **Budget Changes and Challenges**

A 2005/2006 enrolment shortfall of 578 full time equivalent (FTE) students resulted in a recurring tuition fee revenue shortfall of at least \$2.5 million through 2011. The faculty hiring model had not been adjusted in response to lower student enrolment: 257 faculty had been hired, compared to the 227 called for in the revised plan.

Although funding for the transition to UBC Okanagan had ended, transition activities continued well beyond the opening of the campus in September 2005. Faculty recruitment costs and portable buildings and lab rentals continued. UBC Okanagan was projecting a deficit in the amount of \$1.5 million for 2006/2007.

Although the budget was to increase by approximately \$8.2 million under the academic growth model, there would be a number of calls on those funds, including covering any past deficits, converting from one-time to ongoing funding for key activities such as library collections and facilities management, and setting aside a contingency fund to offset any enrolment shortfall. Dr. Ooram indicated that growth in the Associate Vice-Presidents' portfolios would be restricted to the most urgent priorities.

Dr. Ooram was hopeful that the longer-term budget would be more positive and would provide for additional faculty and staff positions.

Dr. Ooram articulated the following principles for budgeting:

1. Recurring costs should be covered with recurring (as opposed to one-time) funding.
2. Hiring should be strategic and in the areas of greatest student demand.
3. Deans and Directors are encouraged to consider multiple-year hiring plans to build the required faculty and staff complement.

4. Securing additional transitional funding would relieve debts, e.g. transitional legal costs, and assist in stabilizing the short-term budget.
5. Meeting student needs and hiring strong faculty remained the highest priorities.

Dr. Owram indicated that, although Deans may not be pleased with their budgets for the following fiscal year, he was committed to ensuring clarity about the amounts of available funding. He reiterated that each Dean was responsible for managing within his or her allocated budget, as only emergency contingency funds were available. Dr. Owram expected that Deans would receive their draft budgets by December 12, 2006, with Board of Governors approval expected in January 2007.

### **Discussion**

In response to a question about the reasons for the enrolment shortfall, Dr. Owram stated that the target of 900 additional students per year was very ambitious, considering UBC Okanagan's current small size. Several colleges in the Province had also fallen short of their enrolment targets. Given the relatively prosperous economy, more prospective students had opted to work rather than pursue post-secondary education. Limitations on residence spaces at UBC Okanagan may also have been a factor.

In response to a question about whether it made sense to continue hiring faculty while already exceeding the planned number, Dr. Owram noted an imbalance between Faculties and stated that it was not possible to move faculty members from one area to another. He added that, if the Faculties with the additional faculty members reduced their hiring over the following two years, the distribution would become more balanced.

Dr. Duran-Cogan stated that many UBC Okanagan faculty felt overwhelmed and unable to keep up with demands. Dr. Owram responded that he understood the problem and that it would be critical to take into account areas with instructor shortages when approving hiring requests.

Dr. Williams complimented the Deputy Vice-Chancellor on his presentation. He stated that the previous year's budget process had been incomprehensible, and was glad to hear that improvements were imminent. Dr. Williams suggested that the broader UBC Okanagan community would benefit from Dr. Owram's presentation, and Dr. Owram agreed.

Dr. Castricano asked whether housing allowances could be made available when recruiting new Okanagan faculty, particularly considering that this option was available for their Vancouver colleagues. She noted that Kelowna was second only to Vancouver with respect to housing costs in Canada. Dr. Owram expressed his support for a housing allowance, particularly if its absence was having a negative impact on faculty recruitment.

Dean Bauer thanked the Deputy Vice-Chancellor for bring clarity to issues surrounding the budget. He encouraged realistic thinking about priorities, noting that many faculty in

Arts & Sciences were carrying excessive teaching loads while also attempting to contribute to the evolution of UBC Okanagan as an institution.

Dean Krank pointed out it would be important to invest at all levels in order to achieve desired growth targets. He stated that support staff and teaching assistant numbers were much lower at UBC Okanagan as compared to Vancouver.

In response to a question about plans to address a possible 2007/2008 enrolment shortfall, Dr. Owrap stated that he had recently approved the hiring of a new student recruiter to focus exclusively on UBC Okanagan.

President Toope thanked the Deputy Vice-Chancellor for his presentation.

### **Policies and Procedures Committee: Speaking Rights at Meetings of Senate**

On behalf of the Committee, Dr. Cioe presented a proposal to amend the Rules and Procedures of the Okanagan Senate to allow unlimited debate on questions before the assembly. He stated that the change was proposed in the spirit of an earlier Senate discussion about the desire to encourage full and open debate at meetings of the Senate.

*Moved: Dr. Cioe*

*Seconded: Dr. Williams*

*That the Senate approve the addition of the following new paragraph to the Rules and Procedures of the Okanagan Senate.*

*[Section 20 f, under "Conduct of Meetings"]*

*Debate on questions under consideration by the Senate shall be unlimited until debate is exhausted or the previous question is put to the Senate.*

### **Discussion**

Dr. Cioe noted that it was not the Committee's intent to support filibustering, as a successful motion for the previous question would result in an immediate vote on the main motion.

In response to a question from Dr. Labun, President Toope confirmed that a request for a point of order could interrupt debate in progress.

*The motion was put and carried by the required two-thirds majority.*

## Curriculum Committee

Committee Chair Dr. Gustar presented for approval curriculum proposals from the Faculty of Arts & Sciences, the Faculty of Creative & Critical Studies, and the Faculty of Health and Social Development.

*Moved: Dr. Gustar*

*Seconded: Dr. Castricano*

*That the new and changed courses and programs be approved.*

### Discussion

There was discussion about the credential name for the Bachelor of Arts in Health Studies. Dean Bottorff stated that, in selecting the degree name, the Faculty had considered both provincial government standards for credential names and the current Canadian practice for similar programs. The intent had been to create a strong arts-based program. Following Board of Governors approval, the new degree would be subject to provincial government approval.

The following amendment was made on page 13 of the report (addition in bold):

(Please note that once the student has entered the UBC Okanagan ~~B.A.~~ **Bachelor of Arts in Health Studies** program, this requirement can no longer be satisfied with senior secondary courses.)

There was discussion about the optimal language to convey that certain Spanish courses were not suitable for non-native speakers, although an amendment to the report was deemed unnecessary.

*The motion was put and carried.*

## Joint Report from the Admissions & Awards Committee and the Curriculum Committee: Master of Arts and Doctor of Philosophy in Psychology

Curriculum Committee Chair Dr. Gustar presented for approval the proposal for a Master of Arts and a Doctor of Philosophy in psychology, along with related courses.

*Moved: Dr. Gustar*

*Seconded: Dr. Cioe*

*That the Senate approve the proposed new Master of Arts and Doctor of Philosophy in psychology and the proposed new courses.*

**Discussion**

In response to a question from Dr. Williams, Dr. Cioe confirmed that the intended credential names were “Master of Arts” and “Doctor of Philosophy,” with the subject area of psychology not forming part of the credential names.

Dr. Duran-Cogan asked whether it would be better to add to offerings under interdisciplinary studies, rather than creating specific new programs in psychology. Dr. Gustar stated that there were already similar programs in place at UBC Vancouver, and that specific programs could be developed where there were faculty and a will to do so. Dean Krank added that resource issues for new programs would need to be addressed.

*The motion was put and carried.*

**Admissions & Awards Committee**

On behalf of the Committee, Dr. Labun presented for approval five proposed admissions changes.

*Moved: Dr. Labun*

*Seconded: Dr. Cioe*

*That the Senate approve the admissions proposals as listed.*

**Discussion**

There was discussion about the proposal to delete minimum scores for the SAT and ACT plus Writing Tests for applicants following the American secondary school curriculum. Some Senators expressed concerns about maintaining high standards, and about the need to communicate those standards to applicants. President Toope explained that the intent was to remove the minimum score temporarily while collecting data correlating admission averages, test scores, and performance at UBC.

*The motion was put and carried.*

**Report from the Associate Vice-President, Enrolment Services & Registrar:  
2006/2007 Enrolment**

Associate Registrar Mr. Vogt presented for information a report showing 2006/2007 undergraduate and graduate FTE and headcount enrolment by Faculty and program.

Senators asked the following questions and made the following suggestions:

- A separate report for Okanagan graduate programs was preferred;

- Is it possible to separate Bachelor of Arts programs delivered by the Faculty of Creative & Critical Studies from those in the Faculty of Arts & Sciences?

In response to a question from Dr. Cioe, Dr. Owram stated that UBC Okanagan had an approximate 70 percent retention rate. The retention rate at Okanagan University College had been significantly lower, while the rate at UBC Vancouver was somewhat higher.

There was a discussion about the difference between full time equivalent (FTE) and headcounts, and how a program could have a higher number of FTEs than students. Ms. Collins explained that FTEs were calculated on the basis of 30 credits per year, so programs with higher per-year credit loads would show higher FTE counts. Dean Bottorff requested clarification about the calculation of FTE and headcount enrolment for the Bachelor of Science in Nursing, and Mr. Vogt agreed to look into the matter.

## **Other Business**

### **Report from the Associate Vice-President, Enrolment Services & Registrar: UBC Okanagan Representation on the UBC Vancouver Provost Search Committee**

Assistant Registrar Ms. Collins presented a proposal to delegate authority to the Nominating Committee for the purposes of appointing Okanagan representatives to the UBC Vancouver Provost Search Committee. She explained that the delegation was necessary so that the Search Committee could begin its work as quickly as possible.

*Moved: Dr. Currie*  
*Seconded: Mr. Koovisk*

*That Senate delegate its authority as provided under Section 37(1)(b) of the University Act to the Okanagan Senate's Nominating Committee for the purposes of appointing a senator to serve on the UBC Vancouver Provost Search Committee should such a position on the Committee be created;*

*That the Nominating Committee report back to Senate at the December 2006 meeting informing Senate of the appointment if so made;*

*That the power delegated above shall expire at the convening of the next meeting of Senate.*

***Carried by the required two-thirds majority.***

Nominating Committee Chair Dr. Lalonde encouraged interested Senators to self-nominate.

**Adjournment**

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled to be held on Wednesday, December 20, 2006.

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December 7, 2006

Memo to: Okanagan Senate  
 From: Policies & Procedures Committee  
 Re: **February 7, 2007 National Day of Action**

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On behalf of the Senate, the Policies & Procedures Committee has received correspondence from the UBC Students' Union Okanagan (UBCSUO) regarding the upcoming Canadian Federation of Students National Day of Action on February 7, 2007 between the hours of 11:00 a.m. and 3:00 p.m. This event, hosted by the Canadian Federation of Students, is part of a student campaign for increased accessibility and affordability of post-secondary education in Canada. The UBSCSUO advises that a significant number of UBC Okanagan students plan to participate in rallies and events on that day.

The UBSCSUO has requested that students who wish to participate in the National Day of Action be permitted to do so without academic penalty. In response, the Policies & Procedures Committee would like to draw to the Senate's attention the UBC Okanagan policy on Academic Concession, which is available in electronic format at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,48,0,0> or in print on p. 42 of the 2006/2007 *Okanagan Calendar*. Academic concession for attendance at the National Day of Action could be requested and granted under this policy, with arrangements to be made between students and their instructors and/or deans or directors, as appropriate. The Committee notes that students must discuss their planned absence with instructors in advance, and that requests for concession made after the event will not normally be granted. The following excerpts from the policy are reproduced for your reference:

"Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program."

[...]

"Students absent from final examinations held in the official examination periods must request academic concession from the office of their dean or director. Students who are absent at the other times, or are unable to complete tests or other graded work because of short term illness, religious obligation, or for other reasons, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given them at the start of the course (see Grading Practices). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily

accounted for. Students also have the right to request academic concession from their dean's or director's office."

In light of the UBCSUO request and the UBC Okanagan policy on Academic Concession, the Committee makes the following recommendations to the Senate:

**That the Senate recognize the Canadian Federation of Students National Day of Action, scheduled to be held on February 7, 2007 between 11:00 a.m. and 3:00 p.m., as an official event open to all students and sponsored by the UBC Students' Union Okanagan;**

**That, provided that students discuss their planned absence with their instructor(s) and/or deans or directors in advance, the Senate encourage instructors and/or deans and directors to consider favourably individual student requests for academic concession that would allow UBC Okanagan students to participate in this event, whereby such students would not be penalized for missing class during the above period (although they will be expected to make up any lost work); and**

**That the Senate encourage instructors and/or deans and directors to ensure that no assignment submission deadlines, examinations or tests occur during the above period.**

Respectfully submitted,  
Dean Michael Isaacson  
Chair, Policies & Procedures Committee

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December 7, 2006

Memo to: Okanagan Senate  
 From: Policies & Procedures Committee  
 Re: **Candidates for Emeritus Status**

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You may recall that the Senate approved a policy on the granting of emeritus status for retiring and retired faculty from UBC Okanagan and the former Okanagan University College. The full policy is at: <http://okanagan.students.ubc.ca/senate/policies.cfm?ID=3>, and the following excerpt is for your reference:

### Criteria for Emeritus Status

Emeritus status is a recognition conferred upon individuals who have retired from UBC Okanagan but who are permitted to retain an honorary title. It is granted to those who meet the following criteria:

- Have a combined age at retirement plus years of full-time service to the University of 70 or more, and
- Have held a full-time Tenure, Tenure-track, Grant Tenure, or Grant Tenure-track position at the rank of Assistant, Associate, or Full Professor or Senior Instructor for a minimum of five years.

In meeting the above criteria, full account will be taken of previous faculty appointments at Okanagan University College or at UBC Vancouver.

- Those individuals who held emeritus status at Okanagan University College on June 30, 2005 and who held a faculty appointment at OUC for a minimum of three years may apply to accept emeritus status at UBC Okanagan.
- Those individuals who retired from Okanagan University College between January 1, 2004 and June 30, 2005 and who held a faculty appointment in a degree program or librarian appointment at OUC for a minimum of three years may apply to accept emeritus status at UBC Okanagan.

The Policies and Procedures Committee is satisfied the individuals on the attached list meet the criteria as set out above and thus makes the following recommendation:

**Motion: That the Senate grant emeritus status to the retiring and retired faculty as listed.**

Respectfully submitted,  
 Dean Michael Isaacson  
 Chair, Policies & Procedures Committee

## Candidates for Emeritus Status

7-Dec-06

### Recent Retirements

Title	First Name	Last name	Sex	Ret. Date	Rank	Faculty/Department
Dr.	John	Mitchell	Male	31-Dec-06	Associate Professor	Education
Dr.	Gail	Prowse	Female	31-Aug-06	Associate Professor	Nursing
Dr.	Claire	Budgen	Female	31-Aug-06	Associate Professor	Nursing

### Okanagan University College Emeriti

OUC Faculty who had already received emeritus status.

Dr.	Graham	Bruce	Male	29-Sep-99	Associate Professor	Chemistry
Dr.	David	Woodcock	Male	15-Sep-00	Associate Professor	Chemistry
Ms.	Mary	McCulloch	Female	26-Apr-00	Associate Professor	Fine Arts
Dr.	Duane	Thomson	Male	4-Nov-02	Associate Professor	History
Mr.	James	Baker	Male	4-Nov-02	Associate Professor	Anthropology
Dr.	Peter	Dill	Male	19-Nov-04	Associate Professor	Biology

### Okanagan University College Retirees

Faculty who retired from OUC between January 1, 2004 and June 30, 2005 and who held a faculty appointment in a degree program, or librarian appointment for a minimum of three years.

Ms.	Sheila	McKenzie-Brown	Female	30-Jul-04	Associate Professor	Education
Mr.	Michael	Gro	Male	30-Jun-05	Associate Professor	Psychology
Dr.	Eric	Nellis	Male	30-Jun-04	Associate Professor	History
Dr.	John	Harling	Male	31-Aug-04	Associate Professor	Biology

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To: Okanagan Senate

From: Policies &amp; Procedures Committee

**Re: Regular Senate Meeting Schedule**

Date: December 12, 2006

To provide ample notice to Senators and the campus community, the Policies & Procedures Committee proposes that the Senate establish a regular meeting pattern and confirm its meeting dates for the 2007/2008 academic year.

The regular meeting time during 2006/2007 has been Wednesday from 4:30 p.m. to 6:30 p.m., with several exceptions. The Secretariat has received the following feedback from Senators:

1. It remains critical that meetings are scheduled at a time when all elected members are able to attend, i.e., not scheduled to be in a class or other scheduled academic activity.
2. A regular meeting pattern should be established and announced as early as possible.
3. If possible, meetings should conclude earlier than 6:30 p.m.
4. Friday afternoons are not preferred.
5. October 31 (Halloween) was not the best choice for the October meeting.

**Recommended Meeting Time**

Classroom Services has advised the Committee that the Wednesday 3:30 p.m. to 4:30 p.m. teaching block is the least used block in the timetable, given that it is one hour long and follows the block known as 'University Time.' The Committee hopes that, with early notice, a Senate meeting beginning at 3:30 p.m. on a Wednesday would work for all Senators.

**Recommended Meeting Length**

With respect to meeting length, a Senate meeting length of two hours (as opposed the three hours currently specified in the Rules) has appeared to be sufficient, and the Committee recommends a change to this effect. The Committee notes that the Rules provide for extension of an individual meeting time should it become necessary.

**Recommended Meeting Day**

Either the first or second Wednesday would be appropriate regular meeting days, with some exceptions necessary to ensure appropriate intervals between meetings and to provide Committees and other parties sufficient time to prepare their reports to Senate.

**Senator Availability**

In order to ensure the availability of all elected members to attend regular meetings, the Secretariat will write to all Deans and Directors to advise them of the selected meeting pattern and to request that their respective representatives' responsibilities with respect to Senate attendance be taken into account in class scheduling. In the rare case that a Student Senator should encounter a scheduling conflict between a class and the regular Senate meeting, Enrolment Services will assist in resolving the conflict for that particular Senator.

**Notice to the Campus Community**

Once a regular meeting pattern is selected, the Secretariat will then include the Senate meeting dates in the UBC Okanagan Academic Year that is presented to the Senate each January, with any recommended departure from the normal meeting pattern presented for Senate approval.

**2007/2008 Meeting Dates**

Following the above-mentioned recommended pattern, the meeting schedule for 2007/2008 would be as follows. Except where specified otherwise, all dates/times are Wednesdays from 3:30 p.m. to 5:30 p.m.

September 12

October 10

November 7

December 5

January 16

February 13

March 12

April 9

May 15\*

\*May 15 is a Thursday. May 14 is not available due to a conflict with the Vancouver Senate meeting, and a later May meeting date is desirable to allow time for preparation of the graduation list.

**MOTIONS:**

1. That the Senate establish its regular meeting day and time as from 3:30 p.m. to 5:30 p.m. on the first or second Wednesday of each month of the academic year from September through May.
2. That the Senate direct the Secretariat to present the following academic year's regular Senate meeting schedule to the Senate for information no later than the regular Senate meeting in January of each year, with any exceptions to the regular meeting day and/or time subject to the approval of the Senate.
3. That the Senate approve the meeting date of Thursday, May 15, 2008, as an exception to its regular meeting day.
4. That the Rules and Procedures of the Okanagan Senate be amended as follows (deletions struck through, additions in bold):

~~16 a. The Senate shall meet at the call of the chair, or of the Policies and Procedures Committee. Meetings will generally occur once per month during the Winter Session, and a schedule of expected meeting dates will be published no later than July 1st before each Winter Session.~~

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

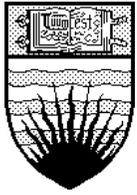
**16 b. The schedule of regular meetings of Senate for each academic year shall be established no later than January of the preceding academic year.**

~~16 b.c.~~ Meetings shall be adjourned at the order of the Chair no more than ~~three~~ **two** hours after called to order.

~~16 e.d.~~ The time for adjournment may be extended at any meeting by a successful motion for extension, which is not debatable, and requires an affirmative vote of a simple majority of those who vote.

*Note: This motion to amend the Rules and Procedures requires a two-thirds majority to pass.*

Respectfully submitted,  
Dean Michael Isaacson  
Chair, Policies & Procedures Committee



December 14, 2006

**ENROLMENT SERVICES**

2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1  
Tel: (604) 822-9952 Fax: (604) 822-5945  
christopher.eaton@ubc.ca

To: Okanagan Senate  
From: Senate Curriculum Committee

Re: **December Curriculum Proposals**

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Attached please find the following for your consideration:

**Faculty of Arts and sciences**

- 1) The following new program:
  - a. Bachelor of Science, Major in **Economics**
- 2) The following new course:
  - a. PSYO 361
- 3) The following program changes:
  - a. Bachelor of Arts and Bachelor of Science, Majors in **Psychology** and change in subject code from **PSYC** to **PSYO**.

**Faculty of Creative and Critical Studies**

- 4) The following new program:
  - a. Bachelor of Arts, Major in **Cultural Studies**



## UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p><b>Faculty: Barber School of Arts &amp; Sciences</b></p> <p><b>Unit: Economics, History, Philosophy, Political Science &amp; Sociology</b></p> <p><b>Faculty Approval Date: November 15, 2006</b></p> <p><b>Effective Session Term 1 Year 2007 for Change</b></p>	<p><b>Date: October 24, 2006</b></p> <p><b>Contact Person: Dr. Peter Wylie</b></p> <p><b>Phone: 250-807-9341</b></p> <p><b>Email: <a href="mailto:peter.wylie@ubc.ca">peter.wylie@ubc.ca</a></b></p>																												
<p><b>Proposed Calendar Entry:</b></p> <p><b>BSc Major in Economics</b></p> <p>This program emphasizes the mathematical and quantitative nature of modern economic inquiry that is increasingly required for progress on to graduate studies in economics or to careers in quantitative economic and financial analysis in the public and private sectors. The Major combines courses in Economics, Mathematics and Statistics along with other Arts and Sciences requirements and electives.</p> <p>Students recommended to apply to the major as soon as possible – preferably in their 1<sup>st</sup> year – to ensure proper program advising and course selection.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">First and Second Years</th> <th style="text-align: right; border-bottom: 1px solid black;">Credits</th> </tr> </thead> <tbody> <tr><td>ECON 101 and 102</td><td style="text-align: right;">6</td></tr> <tr><td>MATH 100 and 101</td><td style="text-align: right;">6</td></tr> <tr><td>CHEM 121 and 123, or CHEM 111 and 113</td><td style="text-align: right;">6</td></tr> <tr><td>PHYS 112 and 122, or PHYS 102 and 111</td><td style="text-align: right;">6</td></tr> <tr><td>Two of: ENGL 112, 113, 150, 151, 152, 153</td><td style="text-align: right;">6</td></tr> <tr><td>Two of: ASTR 110, 120, 111, 121,</td><td></td></tr> <tr><td>BIOL 116, 125, COSC 111, 121, 122,</td><td></td></tr> <tr><td>EESC 111, 121, GEOG 108, 109</td><td style="text-align: right;">6</td></tr> <tr><td>ECON 204 and 205</td><td style="text-align: right;">6</td></tr> <tr><td>MATH 200 and 221</td><td style="text-align: right;">6</td></tr> <tr><td>STAT 230 and 240</td><td style="text-align: right;">6</td></tr> <tr><td>200 Level Science electives</td><td style="text-align: right;">6</td></tr> <tr><td><b>Total Credits</b></td><td style="text-align: right;"><b>60</b></td></tr> </tbody> </table>	First and Second Years	Credits	ECON 101 and 102	6	MATH 100 and 101	6	CHEM 121 and 123, or CHEM 111 and 113	6	PHYS 112 and 122, or PHYS 102 and 111	6	Two of: ENGL 112, 113, 150, 151, 152, 153	6	Two of: ASTR 110, 120, 111, 121,		BIOL 116, 125, COSC 111, 121, 122,		EESC 111, 121, GEOG 108, 109	6	ECON 204 and 205	6	MATH 200 and 221	6	STAT 230 and 240	6	200 Level Science electives	6	<b>Total Credits</b>	<b>60</b>	<p><b>URL: <a href="http://okanagan.students.ubc.ca/calendar/index.cfm?tree=18,282,858,0">http://okanagan.students.ubc.ca/calendar/index.cfm?tree=18,282,858,0</a></b></p> <p><b>Present Calendar Entry: None</b></p> <p><b>Type of Action: New Program</b> The proposal is to offer a B.Sc. Major in Economics.</p> <p><b>Rationale:</b> UBC Okanagan currently offers a BA Major in Economics and a BA Major in Philosophy, Politics and Economics (PPE). However, 30 per cent of enrolment in lower level economics courses at UBC Okanagan in Winter 2005-06, and 20 per cent in upper level, were BSc students. Hence there are many BSc students who are interested in economics but cannot currently major in economics within the BSc. Some of these students will take a minor in economics within their BSc, but currently must switch to the BA Major in Economics or PPE to major in the subject. The large majority of these students are unlikely to switch to these BA Majors because a) most have already invested time and effort in the BSc taking the required 100 and 200 level BSc courses by the time they are taking economics, b) the BA Majors have a second language requirement that they have not planned on, and, c) the BA Majors have a requirement of 18 credits from “List B” subjects that these students have generally not planned on (English, Fine Arts, History, Modern Languages, Philosophy, Women’s Studies, Indigenous Studies).</p> <p>A BSc Major in Economics is consistent with the I.K. Barber School emphasis on interdisciplinary studies and integration across the Arts and Sciences, and with emphasis</p>
First and Second Years	Credits																												
ECON 101 and 102	6																												
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<u>Third and Fourth Years</u>	<u>Credits</u>	
ECON 327 and 328	6	<p>on MATH, STAT and Science courses in addition to ECON courses, will produce students who will excel in graduate studies in economics and related disciplines and be able to find employment as quantitative economic and statistical analysts in the public and private sectors.</p> <p>For the UBC Okanagan BSc, of the 120 total credits for the degree, at least 78 must be in Science, at least 36 at the upper level. Also, it is a norm that for a Major, at least 42 credits in the major subject are required. We propose that ECON 327, 328, 401 and 402 be designated as Science courses (as quantitative PSYC and physical GEOG courses are so designated) in order that the program can consist of 78 Science credits (inclusive of ECON 327, 328, 401 and 402), with 42 credits in economics. The proposed program meets all BSc requirements with ECON 327, 328, 401 and 402 designated as Science courses.</p> <p>The subject matters of ECON 327 and 328 are principles of statistics and statistical inference applied to economics and econometrics, and the subject matters of ECON 401 and 402 are advanced intermediate treatments of micro and macroeconomics using mathematics (calculus). Course outlines, term tests and final exams for ECON 327, 328, 401 and 402 are appended to this proposal in order that they can be assessed as to their suitability for designation as science credits.</p> <p>One difference between the existing BA and the proposed BSc Major in Economics is that MATH 100 and 101 are required for the BSc Major rather than MATH 116 (or 100) and MATH 142 (or 101) for the BA Major. This is in order to meet the overall B.Sc program requirement of MATH 100 and 101 and in order to allow students to progress to their further MATH and STAT course requirements that have MATH 100 and 101 as prerequisites.</p> <p>Also, in the proposed BSc Major there is no economic history course requirement as there is in the BA Major. There are fewer ECON elective requirements in the BSc Major (18 elective credits, at least 12 at the 300 level or above) than in the BA (24 elective credits, at least 18 at the 300 level or above). The 6 fewer ECON elective credit requirements at the upper level in the BSc Major relative to the BA Major are replaced in the BSc Major by additional MATH, STAT and other Science requirements.</p>
ECON 401 and 402	6	
MATH 307 and 340	6	
STAT 303 and 309	9	
ECON electives*	18	
Upper Level Science electives	12	
Arts electives (non-ECON) at any level**	6	
Total Credits	60	
Minimum credits for degree	120	
Total Science Credits***	78	
Total Upper Level Science Credits	36	
Total Arts and/or non-Science Credits***	42	
Total ECON Credits	42	
<p>*at least 12 of these elective credits must be 300 level or above</p> <p>** These credits of non-ECON Arts electives may be substituted by 6 non-Science credits from courses that carry credit towards baccalaureate degrees other than the Bachelor of Science, e.g. Bachelor of Management, Education, Nursing, Social Work, Applied Science, etc.</p> <p>*** With ECON 327, 328, 401, 402 designated as Science credits.</p>		



A comparison of the overall requirements for the proposed BSc Major and the existing BA Major in Economics is appended to this proposal.

The rationale for the new program is give students more flexibility in program choice that will allow students to combine economics with more courses from the sciences in a BSc Major rather than with courses from arts, humanities and languages disciplines as in the current BA Major, and to meet the market need for economics graduates with the strong mathematical and statistical skills that are required for graduate work in economics and for employment as quantitative economic/statistical analysts.

UBC Vancouver offers a BA Major in Economics but not also a BSc Major in Economics. Instead, it offers a BSc Combined Major in Mathematics and Economics, a BSc Combined Major in Statistics and Economics, a BA Combined Major in Economics and Mathematics, and a BA Combined Major in Economics and Statistics (among other combined Majors). The University of Victoria offers both a B.Sc. Major in Economics and a BA Major in Economics. The BSc Major “emphasizes the mathematical, analytical, theoretical and quantitative side of economics.” The University of Northern British Columbia offers a BA Major in Economics and a BSc Joint Major in Economics and Mathematics. University Canada West offers both a BSc Major in Economics and a BA Major in Economics. Simon Fraser University and Thompson Rivers University offer only BA Majors and Joint Majors in Economics.

The proposed program is distinctive in using the teaching resources of three disciplines - Economics, Mathematics and Statistics – to provide a disciplinary B.Sc. Major in Economics, and in being taught within the integrated I.K. Barber School of Arts and Sciences, in which strong interdisciplinary links are encouraged. Such links might be expected to be developed, for students and through the program, between Economics and Math and Statistics, Computer Science, Earth & Environmental Sciences, Agroecology, Psychology, and Geography (just as the Interdisciplinary BA Majors in PPE and International Relations have fostered such links between Economics and disciplines such as History, Political Science, Philosophy, Anthropology, and Sociology).



## Comparison of Proposed B.Sc. and Existing B.A. Major in Economics Requirements

### Proposed B.Sc. Major

#### First and Second Years

ECON 101 and 102  
 MATH 100 and 101  
 Two of: ENGL 112, 113, 150, 151, 152, 153  
 ECON 204 and 205  
 PHYS 112 and 122, or PHYS 102 and 111  
 CHEM 121 and 123, or CHEM 111 and 113  
 Two of: ASTR 110, 120, 111, 121, BIOL 116, 125,  
 COSC 111, 121, 122, EESC 111, 121, GEOG  
 108, 109  
 MATH 200 and 221  
 STAT 230 and 240  
 6 credits of 200 Level Science electives

#### Third and Fourth Years

ECON 327 and 328  
 ECON 401 and 402  
 MATH 307 and 340  
 STAT 303 and 309  
 18 ECON electives at least 12 at Upper Level  
 12 Upper Level Science electives  
 6 Arts electives (non-ECON) at any level

Minimum credits for degree

### Existing B.A. Major

#### First and Second Years

ECON 101 and 102  
 MATH 116 (or 100) and 142 (or 101)  
 Two of: ENGL 112, 113, 150, 151, 152, 153  
 ECON 204 and 205  
 Language Other than English Requirement  
 e.g. FREN, SPAN, JAPN, GERM etc  
 Distribution Requirement – at least 18 credits  
 from at least 2 Arts and Humanities disciplines  
 from each of List A and List B  
 List A – Social Sciences e.g. POLI, ANTH, SOCI  
 List B – Humanities e.g. ENGL, PHIL, HIST

#### Third and Fourth Years

ECON 327 and 328  
 ECON 401 and 402  
 24 ECON electives at least 18 at Upper Level,  
 incl. at least 3 credits in Economic History  
 18 Upper Level electives in one or more Arts  
 or Sciences disciplines other than ECON

120

120



## UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p><b>Faculty:</b> IKB School of Arts &amp; Sciences  <b>Unit:</b> Psychology and Computer Science  <b>Faculty Approval Date:</b>  <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>2</u>  <b>Year</b> <u>2006</u> <b>for Change</b></p>	<p><b>Date:</b> 2006.11.22  <b>Contact Person:</b> Jan Cioe  <b>Phone:</b> 807-8732  <b>Email:</b> jan.cioe@ubc.ca</p>
<p><b>Proposed Calendar Entries:</b></p> <p><b>PSYO 361: Mental Health &amp; Pop Culture</b>  <b>Pop culture informs (and misinforms) us about mental health/illness. Representations of mental health/disorders in a variety of popular culture media and industries, and associated implications will be critically examined. Use of these media to provoke social and personal change will be explored.</b>  <b>Pre-requisites:</b> PSYO 111 and 121; 3<sup>rd</sup> year standing</p>	<p><b>URL:</b> (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to existing content - for course entries simply list the course number.)</p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> The development of this course is part of Psychology’s re-organization of Area 4 (abnormal/clinical) courses, designed to increase the breadth of offerings while minimizing overlap across courses. In this regard, this course serves to extend the course offerings by considering important issues related to mental health disorders that are not substantively covered (if at all) in other courses.</p> <p>Students oftentimes have difficulty completing the upper-level elective graduation requirement for B.A. degrees (i.e., 18 credits outside of major discipline) because of stringent pre-requisites. Due to the less restrictive pre-requisites (relative to other 3<sup>rd</sup> year Psychology courses), this course will serve to increase the accessibility of Psychology courses to students who are majoring in other disciplines.</p>



# UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p><b>Faculty: IKB School of Arts &amp; Sciences</b>  <b>Unit: Psychology and Computer Science</b>  <b>Effective Session _winter_ __ Term _1_</b>  <b>Year _2007_ for Change</b></p>	<p><b>Date: 2006.10.06</b>  <b>Contact Person: Jan Cioe</b>  <b>Phone: 807-8732</b>  <b>Email: jan.cioe@ubc.ca</b></p>
<p><b>Proposed Calendar Entries:</b></p> <p><b>PSYO 111 (3) Introduction to Psychology: Basic Process</b>  Survey of topics in psychology which relate to basic processes. Methods and statistics, the nervous system and physiological processes, sensation and perception, learning, cognition and memory. OUC equivalent: PSYC 111.  <b>Credit will not be granted for both PSYO 111 and PSYC 111. [3-0-0]</b></p> <p><b>PSYO 121 (3) Introduction to Psychology: Personal Functioning</b>  Survey of topics in psychology which relate to personal functioning. Methods and statistics, motivation and emotion, life span development, social processes, personality, abnormal behaviour, and psychotherapy. OUC equivalent: PSYC 121. <b>Credit will not be granted for both PSYO 121 and PSYC 121. [3-0-0]</b>  <i>Prerequisite: PSYO 111 or PSYC 111</i></p> <p><del>PSYC 210 (3) Perception -- DISCONTINUE</del>  Introduces the study of perception (seeing, hearing, touching, smelling, and tasting) and discusses the basic principles that govern perception, action, and knowledge. OUC equivalent: PSYC 210. [3-0-0]  <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p>[NOTE: Change in course title &amp; description.]  <b>PSYO 219 (3) Introduction to Cognition</b>  <b>Efficient human behaviour requires attending to, encoding, and remembering experiences, and engaging in higher level processes such as reasoning, problem solving, and decision making. Learn how we accomplish these goals with seeming ease.</b> OUC equivalent: PSYC 219. <b>Credit will not be granted for</b></p>	<p><b>URL:</b> (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to existing content - for course entries simply list the course number.)</p> <p><b>Present Calendar Entry:</b></p> <p><b>PSYC 111 (3) Introduction to Psychology: Basic Processes</b>  Survey of topics in psychology which relate to basic processes. Methods and statistics, the nervous system and physiological processes, sensation and perception, learning, cognition and memory. OUC equivalent: PSYC 111. [3-0-0]</p> <p><b>PSYC 121 (3) Introduction to Psychology: Personal Functioning</b>  Survey of topics in psychology which relate to personal functioning. Methods and statistics, motivation and emotion, life span development, social processes, personality, abnormal behaviour, and psychotherapy. OUC equivalent: PSYC 121. [3-0-0]  <i>Prerequisite: PSYC 111.</i></p> <p><b>PSYC 210 (3) Perception</b>  Introduces the study of perception (seeing, hearing, touching, smelling, and tasting) and discusses the basic principles that govern perception, action, and knowledge. OUC equivalent: PSYC 210. [3-0-0]  <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p><b>PSYC 219 (3) Human Information Processing</b>  Survey of topics involved in the study of humans as information processors. Signal detection, attention, memory, storage and retrieval strategies, and problem solving. Current theories and perspectives will be considered. OUC equivalent: PSYC 219. [3-0-0]  <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p>



<p><b>both PSYC 219 and PSYO 219.</b> [3-0-0] <i>Prerequisite: One of PSYO 111, PSYC 111, and one of PSYO 121, PSYC 121</i></p> <p><b>PSYO 220 (3) Lifespan Development</b> Introduction to the field of lifespan developmental psychology. Examination of the physical, cognitive, and psychosocial development of the individual from conception through later adulthood. OUC equivalent: PSYC 220. <b>Credit will not be granted for both PSYC 220 and PSYO 220</b> [3-0-0] <i>Prerequisite: One of PSYO 111, PSYC 111, and one of PSYO 121, PSYC 121</i></p> <p><b>PSYO 230 (3) Biopsychology of Behaviour</b> Surveys topics in the study of the biopsychology of behaviour. Structure and function of the nervous system related to a combination of the following topics: human brain damage, vision, movement, eating and drinking, sex, sleep, drug addiction, memory, neuroplasticity, lateralization, and mental disorders. OUC equivalent: PSYC 230. <b>Credit will not be granted for both PSYC 230 and PSYO 230.</b> [3-0-0] <i>Prerequisite: One of PSYO 111, PSYC 111, and one of PSYO 121, PSYC 121</i></p> <p><b>PSYC 240 (3) Health and Adjustment - DISCONTINUED</b> <del>Introduction to characteristics of human adjustment, physical health, and psychological health. Examination of adjustment demands of major life events such as friendship and love, marriage, school, and work. Current research and major theories regarding the effect of stress, preventative health behaviour, and strategies for coping. OUC equivalent: PSYC 240. [3-0-0]</del> <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p><b>PSYO 241 (3) Personality</b> Focuses on a variety of personality theories, including psychoanalytic, behaviouristic, cognitive, humanistic, and trait perspectives. Methods of research and critical analysis of theoretical foundations and research. OUC equivalent: PSYC 241. <b>Credit will not be granted for both PSYC 241 and PSYO 241.</b> [3-0-0] <i>Prerequisite: One of PSYO 111, PSYC 111, and one of PSYO 121, PSYC 121</i></p> <p><b>PSYO 242 (3) Abnormal Psychology - CLOSE</b> Examination of contemporary paradigms in</p>	<p><b>PSYC 220 (3) Lifespan Development</b> Introduction to the field of lifespan developmental psychology. Examination of the physical, cognitive, and psychosocial development of the individual from conception through later adulthood. OUC equivalent: PSYC 220. [3-0-0] <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p><b>PSYC 230 (3) Biopsychology of Behaviour</b> Surveys topics in the study of the biopsychology of behaviour. Structure and function of the nervous system related to a combination of the following topics: human brain damage, vision, movement, eating and drinking, sex, sleep, drug addiction, memory, neuroplasticity, lateralization, and mental disorders. OUC equivalent: PSYC 230. [3-0-0] <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p><b>PSYC 240 (3) Health and Adjustment</b> Introduction to characteristics of human adjustment, physical health, and psychological health. Examination of adjustment demands of major life events such as friendship and love, marriage, school, and work. Current research and major theories regarding the effect of stress, preventative health behaviour, and strategies for coping. OUC equivalent: PSYC 240. [3-0-0] <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p><b>PSYC 241 (3) Personality</b> Focuses on a variety of personality theories, including psychoanalytic, behaviouristic, cognitive, humanistic, and trait perspectives. Methods of research and critical analysis of theoretical foundations and research. OUC equivalent: PSYC 241. [3-0-0] <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p><b>PSYC 242 (3) Abnormal Psychology</b> Examination of contemporary paradigms in psychopathology and therapy, and application of these paradigms to the analysis of selected disorders currently classified in the DSM IV. Investigation of classification systems up to the present DSM IV, with an accompanying exploration of assessment techniques.</p>
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<p>psychopathology and therapy, and application of these paradigms to the analysis of selected disorders currently classified in the DSM IV. Investigation of classification systems up to the present DSM IV, with an accompanying exploration of assessment techniques. <b>Credit will not be granted for both PSYC 242 and PSYO 242.</b> OUC equivalent: PSYC 242. [3-0-0] <i>Prerequisite: One of PSYO 111, PSYC 111, and one of PSYO 121, PSYC 121</i></p> <p><b>PSYO 252 (3) Introduction to Social Psychology</b> Introduction to social psychology. Attitudes, opinions and beliefs, persuasion, mass communication, group processes, prejudice, interpersonal attraction, conformity, aggression, and conflict. OUC equivalent: PSYC 252. <b>Credit will not be granted for both PSYC 252 and PSYO 252</b> [3-0-0] <i>Prerequisite: One of PSYO 111, PSYC 111, and one of PSYO 121, PSYC 121</i></p> <p><b>PSYO 270 (3) Introduction to Research Methods and Design</b> Introduction to the procedures and difficulties in the design and critical evaluation of research in experimental psychology. Various research designs and basic statistics. A required course for students majoring in Psychology. OUC equivalent: PSYC 260. <b>Credit will not be granted for both PSYC 270 and PSYO 270.</b> [3-0-0] <i>Prerequisite: One of PSYO 111, PSYC 111, and one of PSYO 121, PSYC 121</i></p> <p><b>PSYO 271 (3) Introduction to Data Analysis</b> Introduction to behavioural data analysis focusing on the use of inferential statistics in psychology and the conceptual interpretation of data as related to basic experimental designs (laboratory, field research methods). A required course for students majoring in Psychology. Students who have completed PSYC 370 or 360 cannot take this course for additional credit. <b>Credit will not be granted for both PSYC 271 and PSYO 271.</b> [3-0-0] <i>Prerequisite: One of PSYO 270, PSYC 270. STAT 121 is recommended.</i></p> <p><b>[NOTE: Change credit from 6 to 3.]</b></p> <p><b>PSYO 310 (3) Learning</b> A critical survey of the basic experimental findings and theory of the learning process,</p>	<p>OUC equivalent: PSYC 242. [3-0-0] <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p><b>PSYC 252 (3) Introduction to Social Psychology</b> Introduction to social psychology. Attitudes, opinions and beliefs, persuasion, mass communication, group processes, prejudice, interpersonal attraction, conformity, aggression, and conflict. OUC equivalent: PSYC 252. [3-0-0] <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p><b>PSYC 270 (3) Introduction to Research Methods and Design</b> Introduction to the procedures and difficulties in the design and critical evaluation of research in experimental psychology. Various research designs and basic statistics. A required course for students majoring in Psychology. OUC equivalent: PSYC 260. [3-0-0] <i>Prerequisite: All of PSYC 111, PSYC 121.</i></p> <p><b>PSYC 271 (3) Introduction to Data Analysis</b> Introduction to behavioural data analysis focusing on the use of inferential statistics in psychology and the conceptual interpretation of data as related to basic experimental designs (laboratory, field research methods). A required course for students majoring in Psychology. Students who have completed PSYC 370 or 360 cannot take this course for additional credit. [3-0-0] <i>Prerequisite: PSYC 270. STAT 121 is recommended.</i></p> <p><b>PSYC 310 (6) Learning</b> Two terms. A critical survey of the basic experimental findings and theory of the learning process, with emphasis on the theoretical formulation of the necessary conditions for learning, retention, and transfer of training. OUC equivalent: PSYC 310. [3-0-0] <i>Prerequisite: 6 credits of 200-level PSYC.</i></p> <p><b>PSYC 311 (3) Cognition I</b> The scientific methods used in cognitive research. Cognitive structures and processes associated with stimulus detection, visual persistence, pattern recognition, attention, cerebral</p>
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<p>with emphasis on the theoretical formulation of the necessary conditions for learning, retention, and transfer of training.  <b>Credit will not be granted for both PSYC 310 and PSYO 310.</b> [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level <b>PSYO or PSYC.</b></p> <p>[NOTE: Change of title and course description.]  <b>PSYO 311 (3) Memory</b>  The scientific methods used in cognitive research. Cognitive structures and processes associated with stimulus detection, visual persistence, pattern recognition, attention, cerebral lateralization, mental imagery, memory, and consciousness. OUC equivalent: PSYC 311. <b>Credit will not be granted for both PSYC 311 and PSYO 311.</b> [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level <b>PSYO or PSYC.</b></p> <p>[NOTE: Change for number, title, and description.]  <b>PSYO 312 (3) Cognitive Processes</b>  Examines the contribution of cognitive structures and processes to a combination of the following topics: memory, mental imagery, language, reasoning, problem-solving, and consciousness. OUC equivalent: PSYC 315. <b>Credit will not be granted for both PSYC 326 and PSYO 326.</b> [3-0-0]  <i>Prerequisite:</i> <b>6 credits of 200-level PSYO or PSYC.</b></p> <p>[NOTE: PSYC 313 (6) Sensation and Perception has been restructured into 2 single-semester courses (PSYO 313/314)]  <b>PSYO 313 (3) Visual Perception</b>  Historical origins of interest in sensation; sensory systems and perceptual processes; psychophysics and neurophysiological approaches. <b>Student with credit for PSYC 313 may not take this course for additional credit.</b> [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level <b>PSYO or PSYC.</b></p> <p><b>PSYO 314 (3) Non Visual Perception</b>  <b>Topics include basic operation of each sense, development of perceptual experience, and how sensory information is integrated. Student with credit for PSYC 313 may not take this course for additional credit.</b> [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level <b>PSYO</b></p>	<p>lateralization, mental imagery, memory, and consciousness. OUC equivalent: PSYC 311. [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 326 (3) Cognition II</b>  Examines the contribution of cognitive structures and processes to a combination of the following topics: memory, mental imagery, language, reasoning, problem-solving, and consciousness. OUC equivalent: PSYC 315. [3-0-0]  <i>Prerequisite:</i> PSYC 311.</p> <p><b>PSYC 313 (6) Sensation and Perception</b>  Two terms. Historical origins of interest in sensation; sensory systems and perceptual processes; psychophysics and neurophysiological approaches. OUC equivalent: PSYC 313. [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 316 (3) Psychology of Touch I</b>  Focuses primarily on the sensory aspect of touch. Topics include: tactual perception in historical perspective, sensory and physiological bases of touch, the psychophysics of touch, thermal sensibility, pain responsiveness, and the introduction of the haptic system and its components. OUC equivalent: PSYC 312. [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p>
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<p>or PSYC.</p> <p>[NOTE: Change of number.]  <b>PSYO 315 (3) Psychology of Touch I</b>          Focuses primarily on the sensory aspect of touch. Topics include: tactual perception in historical perspective, sensory and physiological bases of touch, the psychophysics of touch, thermal sensibility, pain responsiveness, and the introduction of the haptic system and its components. OUC equivalent: PSYC 312.  <b>Credit will not be granted for both PSYC 316 and PSYO 315..</b> [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYO or PSYC.</p> <p>[NOTE: Change of number and pre-requisite.]  <b>PSYO 316 (3) Psychology of Touch II</b>          Focuses on the perceptual aspects of touch. Perception of texture and layout, development of haptic perception, intermodality relations between vision and touch, Braille, and tactile pictures. OUC equivalent: PSYC 316. <b>Credit will not be granted for both PSYC 318 and PSYO 316.</b> [3-0-0]  <i>Prerequisite:</i> <b>One of PSYO 315 or PSYC 315.</b></p> <p>[NOTE: Change of number.]  <b>PSYO 317 (3) Psychology of Creativity</b>          Experimental and theoretical approaches used by psychologists to investigate the interplay of internal and external factors involved in the creative process. <b>Credit will not be granted for both PSYC 329 and PSYO 317.</b> [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYO or PSYC.</p> <p>[NOTE: Change of number.]  <b>PSYO 321 (3) Child Development</b>          Survey of developmental psychology, focusing on the childhood segment of the lifespan. Examines the physical, cognitive, and psychosocial development of children from conception through the school years. OUC equivalent: PSYC 321. <b>Credit will not be granted for both PSYC 321 and PSYO 331.</b> [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYO or PSYC.</p> <p><b>NOTE:</b> Change of number.]</p>	<p><b>PSYC 318 (3) Psychology of Touch II</b>          Focuses on the perceptual aspects of touch. Perception of texture and layout, development of haptic perception, intermodality relations between vision and touch, Braille, and tactile pictures. OUC equivalent: PSYC 316. [3-0-0]  <i>Prerequisite:</i> PSYC 316 and 6 credits of 200-level PSYC.</p> <p><b>PSYC 329 (3) Psychology of Creativity</b>          Experimental and theoretical approaches used by psychologists to investigate the interplay of internal and external factors involved in the creative process. [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 331 (3) Child Development</b>          Survey of developmental psychology, focusing on the childhood segment of the lifespan. Examines the physical, cognitive, and psychosocial development of children from conception through the school years. OUC equivalent: PSYC 321. [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 332 (3) Adolescent Development</b>          A survey of developmental psychology, focusing on the adolescent segment of the lifespan. It examines physical, cognitive, personality, and social aspects of adolescent development. OUC equivalent: PSYC 322. [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 324 (3) Adult Development and Aging</b>          Survey of developmental psychology, focusing on the adult segment of the lifespan. Examines the physical, cognitive, personality, and social aspects of adult development. OUC equivalent: PSYC 324. [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p>
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<p><b>PSYO 322 (3) Adolescent Development</b> A survey of developmental psychology, focusing on the adolescent segment of the lifespan. It examines physical, cognitive, personality, and social aspects of adolescent development. OUC equivalent: PSYC 322. <b>Credit will not be granted for both PSYC 332 and PSYO 322.</b> [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYO or PSYC.</p> <p>[NOTE: Change of number.]</p> <p><b>PSYO 323 (3) Adult Development and Aging</b> Survey of developmental psychology, focusing on the adult segment of the lifespan. Examines the physical, cognitive, personality, and social aspects of adult development. OUC equivalent: PSYC 324. <b>Credit will not be granted for both PSYC 324 and PSYO 323.</b> [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYO or PSYC.</p> <p>[NOTE: PSYC 330 (6) Brain and Behaviour has been restructured into 2 single-semester courses (PSYO 331/332).]</p> <p><b>PSYO 331 (3) Brain and Behaviour I</b> The physiological basis of behaviour. May include biological basis of perception, motivation, aggression, emotions, psychopathology, learning, movement, and dysfunction. <b>Student with credit for PSYC 330 may not take this course for additional credit.</b> [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYO or PSYC</p> <p><b>PSYO 332 (3) Brain and Behaviour II</b> <b>Continuation of PSYO 331,</b> the physiological basis of behaviour. May include biological basis of perception, motivation, aggression, emotions, psychopathology, learning, movement, and dysfunction. <b>Student with credit for PSYC 330 may not take this course for additional credit.</b> [3-0-0] <i>Prerequisite:</i> PSYO 331</p> <p>[NOTE: Change of number, description, &amp; title.]</p> <p><b>PSYO 333 (3) Neuroscience of Perception</b> <b>Modern brain imaging techniques have greatly advanced our understanding of how we perceive the world. Topics to be discussed include normal and abnormal sensory experiences, object recognition,</b></p>	<p><b>PSYC 330 (6) Brain and Behaviour</b> Two terms. The physiological basis of behaviour. Biological basis of perception, motivation, aggression, emotions, psychopathology, learning, movement, and dysfunction. OUC equivalent: PSYC 330. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 327 (3) Cognitive Neuroscience I</b> Examines the brain mechanisms associated with the study of the mind. Scientific methods used in research in cognitive neuroscience, neurobiology, and the association of neurobiology with perception, pattern recognition, attention, consciousness, memory, and cerebral lateralization. OUC equivalent: PSYC 334. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 328 (3) Cognitive Neuroscience II</b> Continuation of PSYC 327. Association of neurobiology with a combination of some of the following cognitive processes: consciousness, memory, cerebral lateralization, language, evolutionary perspectives, and motor control. OUC equivalent: PSYC 335. [3-0-0] <i>Prerequisite:</i> PSYC 327.</p> <p><b>PSYC 231 (3) Drugs and Behaviour</b> Surveys topics related to the effects of drugs on behaviour. Cellular mechanisms of action, drug absorption, tolerance, addiction, withdrawal, and placebo effects. Classes of drugs studied will include alcohol, tranquilizers, nicotine, stimulants, opiates, marijuana, hallucinogens,</p>
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<p><b>and how attention works.</b> OUC equivalent: PSYC 334. <b>Credit will not be granted for both PSYC 327 and PSYO 333.</b> [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level <b>PSYO or PSYC.</b></p> <p>[NOTE: Change of number, description, &amp; title.] <b>PSYO 334 (3) Neuroscience of Cognition</b> <b>Modern brain imaging techniques have greatly advanced our understanding of how we think. Topics to be discussed include memory [both normal and unusual], language production and comprehension, and consciousness.</b> OUC equivalent: PSYC 335. <b>Credit will not be granted for both PSYC 328 and PSYO 334.</b> [3-0-0] <i>Prerequisite:</i> <b>6 credits of 200-level PSYO or PSYC.</b></p> <p>[NOTE: Drugs and Behaviour is renumbered to 3<sup>rd</sup> year.] <b>PSYO 335 (3) Drugs and Behaviour</b> Surveys topics related to the effects of drugs on behaviour. Cellular mechanisms of action, drug absorption, tolerance, addiction, withdrawal, and placebo effects. Classes of drugs studied will include alcohol, tranquilizers, nicotine, stimulants, opiates, marijuana, hallucinogens, antidepressants, and antipsychotics. <b>Credit will not be granted for both PSYC 231 and PSYO 335.</b> [3-0-0] <i>Prerequisite:</i> <b>6 credits of 200-level PSYO or PSYC.</b></p> <p><b>PSYC 338 (3) Psychology of Language I -- CLOSE</b> The fundamental psychological abilities underlying human language. Animal versus human communication, language processing, lexical representation, and principles of online conversation. OUC equivalent: PSYC 336. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYO.</p> <p><b>PSYC 339 (3) Psychology of Language II -- CLOSE</b> Psychological foundations of the human language capability. Relation between language and thought; deriving psychological principles from language universals; the psychology of literacy,</p>	<p>antidepressants, and antipsychotics. OUC equivalent: PSYC 231. [3-0-0] <i>Prerequisite:</i> All of PSYC 111, PSYC 121.</p> <p><b>PSYC 338 (3) Psychology of Language I</b> The fundamental psychological abilities underlying human language. Animal versus human communication, language processing, lexical representation, and principles of online conversation. OUC equivalent: PSYC 336. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 339 (3) Psychology of Language II</b> Psychological foundations of the human language capability. Relation between language and thought; deriving psychological principles from language universals; the psychology of literacy, dyslexia, multilingualism, and natural language processing. OUC equivalent: PSYC 337. [3-0-0] <i>Prerequisite:</i> PSYC 338.</p> <p><b>PSYC 341 (6) Theory of Personality</b> Two terms. Approaches to the theory of personality, principal theoretical problems, research theories of personality as represented by psychological systems. OUC equivalent: PSYC 341. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 343 (3) Psychopathology I</b> Detailed introduction to general principles underlying scientific study of mental health and psychopathology. Critical theoretical and methodological issues related to the assessment, diagnosis, and treatment of psychological disorders. Ethical issues pertinent to clinical psychopathology. Psychological disorders used to illustrate general issues and principles discussed. OUC equivalent: PSYC 343. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 344 (3) Psychopathology II</b> General issues concerning mental health and mental disorders. Contemporary issues pertaining to specific aspects of some psychological disorders. Lectures emphasize a multi-disciplinary perspective and will rely upon an understanding of the</p>
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<p>dyslexia, multilingualism, and natural language processing. OUC equivalent: PSYC 337. [3-0-0] <i>Prerequisite:</i> PSYC 338.</p> <p><b>PSYC 341 (6) Theory of Personality -CLOSE</b> Two terms. Approaches to the theory of personality, principal theoretical problems, research theories of personality as represented by psychological systems. OUC equivalent: PSYC 341. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYO 343 (3) Psychopathology I</b> Detailed introduction to general principles underlying scientific study of mental health and psychopathology. Critical theoretical and methodological issues related to the assessment, diagnosis, and treatment of psychological disorders. Ethical issues pertinent to clinical psychopathology. Psychological disorders used to illustrate general issues and principles discussed. OUC equivalent: PSYC 343. <b>Credit will not be granted for both PSYC 343 and PSYO 343.</b> [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYO or PSYC.</p> <p><b>PSYO 344 (3) Psychopathology II</b> General issues concerning mental health and mental disorders. Contemporary issues pertaining to specific aspects of some psychological disorders. Lectures emphasize a multi-disciplinary perspective and will rely upon an understanding of the methods and approaches discussed in PSYC 343. OUC equivalent: PSYC 344. <b>Credit will not be granted for both PSYC 344 and PSYO 344.</b> [3-0-0] <i>Prerequisite:</i> One of PSYO 343, PSYC 343</p> <p>[NOTE: Change in prerequisites.] <b>PSYO 345 (6) Psychological Tests and Assessments</b> Two terms. Theory and methodological principles underlying psychological tests, testing, and assessment. Test reliability, validity, and test development; theoretical and applied issues concerning selection, administration, scoring, and interpretation of tests; and ethical, social, and cultural considerations. OUC equivalent: PSYC 345. <b>Credit will not be granted for both PSYC 345 and PSYO 345.</b> [3-0-0]</p>	<p>methods and approaches discussed in PSYC 343. OUC equivalent: PSYC 344. [3-0-0] <i>Prerequisite:</i> PSYC 343.</p> <p><b>PSYC 345 (6) Psychological Tests and Assessments</b> Two terms. Theory and methodological principles underlying psychological tests, testing, and assessment. Test reliability, validity, and test development; theoretical and applied issues concerning selection, administration, scoring, and interpretation of tests; and ethical, social, and cultural considerations. OUC equivalent: PSYC 345. <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 346 (3) Abnormal Child Psychology</b> Introduction to the theories, causes, and treatments for major forms of abnormal psychological development in childhood and adolescence including behaviour disorders, emotional disorders, developmental and learning problems, and problems related to physical and mental health. OUC equivalent: PSYC 346. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 317 (3) Health Psychology</b> Critical survey of research and theory on relation between psychological factors (behaviour, emotion, cognition, personality, interpersonal relationships) and health. Health-related behaviours: smoking and drug use, effect of stressful events on health, methods for coping with stress, impact of chronic illness on family, and social support systems. OUC equivalent: PSYC 314. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 352 (6) Social Psychology</b> Two terms. Theory and research of individual social behaviour, social motivation, attitudes, group interaction, socialization, racial prejudice, and related topics. OUC equivalent: PSYC 352. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p>
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<p><i>Prerequisite:</i> 6 credits of 200-level <b>PSYO or PSYC including PSYO 271 or PSYC 271</b></p> <p><b>PSYO 346 (3) Abnormal Child Psychology</b> Introduction to the theories, causes, and treatments for major forms of abnormal psychological development in childhood and adolescence including behaviour disorders, emotional disorders, developmental and learning problems, and problems related to physical and mental health. OUC equivalent: PSYC 346. <b>Credit will not be granted for both PSYC 346 and PSYO 346..</b> [3-0-0] <i>Prerequisite:</i> <b>6 credits of 200-level PSYO or PSYC.</b></p> <p>[NOTE: Change of number.]</p> <p><b>PSYO 348 (3) Health Psychology</b> Critical survey of research and theory on relation between psychological factors (behaviour, emotion, cognition, personality, interpersonal relationships) and health. Health-related behaviours: smoking and drug use, effect of stressful events on health, methods for coping with stress, impact of chronic illness on family, and social support systems. OUC equivalent: PSYC 314. <b>Credit will not be granted for both PSYC 317 and PSYO 348..</b> [3-0-0] <i>Prerequisite:</i> <b>6 credits of 200-level PSYO or PSYC.</b></p> <p><b>PSYC 352 (6) Social Psychology -- CLOSE</b> Two terms. Theory and research of individual social behaviour, social motivation, attitudes, group interaction, socialization, racial prejudice, and related topics. OUC equivalent: PSYC 352. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYO 353 (3) Psychological Aspects of Human Sexuality I</b> Academic overview of human sexuality from a biological, psychological, and behavioural perspective. Examination of the difficulties of research in the area of human sexuality, biological foundations of sexuality, human reproduction, birth control, and psychosexual development. OUC equivalent: PSYC 353. <b>Credit will not be granted for both PSYC 353 and PSYO 353..</b> [3-0-0]</p>	<p><b>PSYC 353 (3) Psychological Aspects of Human Sexuality I</b> Academic overview of human sexuality from a biological, psychological, and behavioural perspective. Examination of the difficulties of research in the area of human sexuality, biological foundations of sexuality, human reproduction, birth control, and psychosexual development. OUC equivalent: PSYC 353. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 354 (3) Psychological Aspects of Human Sexuality II</b> Academic overview of human sexuality from a biological, psychosocial, and behavioural perspective. Sexual behaviour, sexual complications and their treatment, attraction and love, sexual orientation, and problematic sexual behaviour. OUC equivalent: PSYC 354. [3-0-0] <i>Prerequisite:</i> PSYC 353.</p> <p><b>PSYC 355 (3) Forensic Psychology I</b> The implications of theory and research in psychology for the criminal justice system. Topics include the definition and measurement of crime with a review of psychological and biosocial factors associated with selected criminal behaviour. OUC equivalent: PSYC 355. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p><b>PSYC 356 (3) Forensic Psychology II</b> Implications and theory and research in psychology for the criminal justice system. Role played by psychologists in the criminal justice system, assessment and treatment of offenders, victims, and survivors. OUC equivalent: PSYC 356. [3-0-0] <i>Prerequisite:</i> PSYC 355.</p> <p><b>PSYC 371 (3) Community Psychology</b> Introduction to the historical, theoretical, and empirical underpinnings of community psychology. Examines the application of psychological principles to social issues that affect communities. Special emphasis on community mental health, prevention of illness and promotion of wellness, and the community practitioner as an agent of social change. [3-0-0] <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p>
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<p><i>Prerequisite:</i> 6 credits of 200-level <b>PSYO</b> or <b>PSYC</b>.</p> <p><b>PSYO 354 (3) Psychological Aspects of Human Sexuality II</b>          Academic overview of human sexuality from a biological, psychosocial, and behavioural perspective. Sexual behaviour, sexual complications and their treatment, attraction and love, sexual orientation, and problematic sexual behaviour. OUC equivalent: PSYC 354. <b>Credit will not be granted for both PSYC 353 and PSYO 354.</b> [3-0-0]  <i>Prerequisite:</i> <b>PSYO 353.</b></p> <p><b>PSYO 355 (3) Forensic Psychology I</b>          The implications of theory and research in psychology for the criminal justice system. Topics include the definition and measurement of crime with a review of psychological and biosocial factors associated with selected criminal behaviour. OUC equivalent: PSYC 355. <b>Credit will not be granted for both PSYC 355 and PSYO 355.</b> [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level <b>PSYO</b> or <b>PSYC</b>.</p> <p><b>PSYO 356 (3) Forensic Psychology II</b>          Implications and theory and research in psychology for the criminal justice system. Role played by psychologists in the criminal justice system, assessment and treatment of offenders, victims, and survivors. OUC equivalent: PSYC 356. <b>Credit will not be granted for both PSYC 356 and PSYO 356.</b> [3-0-0]  <i>Prerequisite:</i> <b>One of PSYO 355, PSYC 355</b></p> <p>[NOTE: Change of number.]</p> <p><b>PSYO 357 (3) Community Psychology</b>          Introduction to the historical, theoretical, and empirical underpinnings of community psychology. Examines the application of psychological principles to social issues that affect communities. Special emphasis on community mental health, prevention of illness and promotion of wellness, and the community practitioner as an agent of social change. <b>Credit will not be granted for both PSYC 371 and PSYO 354.</b> [3-0-0]  <i>Prerequisite:</i> <b>6 credits of 200-level PSYO or PSYC.</b></p> <p><b>PSYO 361 (3) Mental Health and Pop Culture</b></p>	<p>[new course-separate documentation]</p> <p><b>PSYC 372 (3) Research Methods and Statistics</b>          Examination of sophisticated research designs and associated statistical methods. Direct research experience involving design, collection, and analysis of data in a formal research report; familiarity with use of computer programs to analyze research results. Students who have completed PSYC 360 or 370 cannot take this course for additional credit. [3-3-0]  <i>Prerequisite:</i> PSYC 271 and a minimum grade average of 65% from all completed PSYC courses.  <i>Corequisite:</i> Enrolment in a three-hour laboratory section is required.</p> <p><b>PSYC 373 (3) Advanced Research Methods and Statistics</b>          Addresses selected issues on the validity and quality of research, complex research designs, and associated statistical analyses. Students will gain additional experience in the use of standard statistical computer programs. Students who have completed PSYC 470 cannot take this course for additional credit. OUC equivalent: PSYC 460. [3-3-0]  <i>Prerequisite:</i> PSYC 372 or equivalent, or permission of the department. A minimum grade average of 72% in all PSYC courses completed is required.  <i>Corequisite:</i> Enrolment in a three-hour laboratory session is required.</p> <p><b>PSYC 380 (3/6) d Special Topics in Psychology</b>          Intensive examination of selected topics and issues in psychology. This course will not be offered each semester; check list of current offerings. OUC equivalent: PSYC 380.  <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p>
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<p><b>Pop culture informs (and misinforms) us about mental health/illness. A critical examination of portrayals of psychological disorders in various mediums, including movies, newspapers. Implications (e.g., stigma) and the use of pop culture to promote awareness are considered. [3-0-0]</b>  <i>Prerequisites: One of PSYO 111, PSYC 111, and one of PSYO 121, PSYC 121; 3<sup>rd</sup> year standing</i></p> <p><b>PSYO 372 (3) Research Methods and Statistics</b>  Examination of sophisticated research designs and associated statistical methods. Direct research experience involving design, collection, and analysis of data in a formal research report; familiarity with use of computer programs to analyze research results. Student with credit for PSYC 360 or 370 may not take this course for additional credit. <b>Credit will not be granted for both PSYC 372 and PSYO 372.. [3-3-0]</b>  <i>Prerequisite: One of PSYO 271, PSYC 271; and a minimum grade average of 65% from all attempted PSYO and PSYC courses.</i></p> <p><b>PSYO 373 (3) Advanced Research Methods and Statistics</b>  Addresses selected issues on the validity and quality of research, complex research designs, and associated statistical analyses. Students will gain additional experience in the use of standard statistical computer programs. Student with credit for PSYC 470 may not take this course for additional credit. OUC equivalent: PSYC 460. <b>Credit will not be granted for both PSYC 373 and PSYO 373.. [3-3-0]</b>  <i>Prerequisite: PSYO 372 or equivalent, or permission of the department. A minimum grade average of 65% in all attempted PSYO and PSYC courses</i></p> <p><b>PSYO 380 (3/6) d Special Topics in Psychology</b>  Intensive examination of selected topics and issues in psychology. This course will not be offered each semester; check list of current offerings. OUC equivalent: PSYC 380. <b>No more than 6 credits will be granted for any combination of PSYO 380 and PSYC 380.</b>  <i>Prerequisite: 6 credits of 200-level PSYO</i></p>	<p>PSYC 342 (3/6) d <b>Directed Studies in Psychology</b>  Directed investigation of a problem, requiring a written report of findings. OUC equivalent: PSYC 340.  <i>Prerequisite:</i> Third-year standing and permission of a faculty member who is prepared to supervise the investigation.</p> <p>[new course: separate documentation]</p> <p>PSYC 347 (3) <b>Introduction to Clinical Psychology</b>  Professional aspects of the field, including training models, codes of conduct, and regulatory aspects of the profession. The typical functions of clinical psychologists, including psychological assessment and therapy. The practice of clinical psychology using a variety of distinct theoretical approaches. OUC equivalent: PSYC 347. [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYC.</p> <p>PSYC 472 (3) <b>History and Systems of Psychology</b>  Emergence of modern psychology as a separate, independent discipline and its continuity of development in terms of people, ideas, and major schools of thought. Schools of thought and pivotal figures will be placed in their social and institutional contexts. [3-0-0]  <i>Prerequisite:</i> 6 credits of 200-level PSYC and third-year standing.</p> <p>PSYC 480 (3/6) d <b>Advanced Special Topics in Psychology</b>  Intensive examination of selected advanced topics and issues in psychology. This course may be taken more than once with a different topic. OUC equivalent: PSYC</p>
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<p>or PSYC.</p> <p>[NOTE: Change to number &amp; description.]  <b>PSYO 381 (3/6) d Directed Studies in Psychology</b>          Directed investigation of a <b>research</b> problem, requiring a written report of findings. OUC equivalent: PSYC 340.  <b>Credit will not be granted for both PSYC 340 and PSYO 381.</b>  <i>Prerequisite:</i> Third-year standing and permission of a faculty member who is prepared to supervise the investigation.</p> <p><b>PSYC 410 (3/9) D Advanced topics in Cognitive Psychology</b>  <b>Intensive examination of selected advanced topics and issues in the areas of cognitive psychology. [0-3-0]</b>  <i>Prerequisites:</i> <b>One of PSYO 331, PSYO 312, PSYO 313, PSYO 314, PSYO 333, PSYC 331, PSYC 312, PSYC 313, PSYC 214, or PSYC 333; and fourth-year standing.</b></p> <p>[NOTE: Change of number, level, &amp; prerequisites.]  <b>PSYO 441 (3) Introduction to Clinical Psychology</b>          Professional aspects of the field, including training models, codes of conduct, and regulatory aspects of the profession. The typical functions of clinical psychologists, including psychological assessment and therapy. The practice of clinical psychology using a variety of distinct theoretical approaches. OUC equivalent: PSYC 347. <b>Credit will not be granted for both PSYC 347 and PSYO 441.</b> [3-0-0]  <i>Prerequisite:</i> <b>One of PSYO 343, PSYO 344, PSYO 346, PSYO 348. PSYC 343, PSYC 344, PSYC 346, or PSYC 348; and third-year standing.</b></p> <p>[NOTE: Change of number &amp; prerequisite.]  <b>PSYO 460 (3) History and Systems of Psychology</b>          Emergence of modern psychology as a separate, independent discipline and its continuity of development in terms of people, ideas, and major schools of thought. Schools of thought and pivotal figures will be placed in their social and institutional contexts. <b>Credit will not be granted for both PSYC 472 and PSYO 360.</b> [3-0-0]  <i>Prerequisite:</i> <b>6 credits of 200-level PSYO or PSYC; and fourth-year standing.</b></p>	<p>480.  <i>Prerequisite:</i> Third-year standing and at least 6 credits of 300-level PSYC.</p> <p><b>PSYC 490 (6) Undergraduate Thesis: Directed Studies</b>          Directed investigation of a research problem in psychology. Under the supervision of a Psychology faculty member, students will engage in the generation of data, requiring a written report of findings. Students will participate in a weekly scheduled seminar (one hour per week or two hours every other week). Two terms. OUC equivalent: PSYC 490.  <i>Prerequisite:</i> PSYC 370 or equivalent, and permission of the unit. A minimum grade average of 72% from all PSYC courses completed is required.</p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. The prefix of Psychology courses have been changed from PSYC to PSYO.</li> <li>2. All Psychology courses have been renumbered so that the middle digit reflects the breadth area used in the Majors program.</li> <li>3. Two courses have been deleted completely from the offerings.</li> <li>4. Five courses have been temporary closed. Except for Psyc242, these are courses which we have not offered for several years. We are considering converting some of these into single-semester courses but we may also request that some are simply deleted.</li> <li>5. Two new courses [PSYO 361 – Mental</li> </ol>
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**PSYO 480 (3/6) d Advanced Special Topics in Psychology**

Intensive examination of selected advanced topics and issues in psychology. OUC equivalent: PSYC 480. **No more than 6 credits will be granted for any combination of PSYC 480 and PSYO 480.** [3-0-0]

**Prerequisite: At least 6 credits of PSYO or PSYC at the 300 level, and third-year standing.**

[NOTE: The former PSYC 490 is divided into two courses; one for Honours students and one for all students.]

**PSYO 481 (3/6) D Directed Studies**

**Directed investigation of a research problem in psychology, requiring a written report of findings. OUC equivalent: PSYC 490.**

**Prerequisite: Fourth year standing and permission of a faculty member who is willing to supervise the investigation.**

[NOTE: Change in title & description.]

**PSYO 490 (6) Undergraduate Honours Thesis**

**Two terms. A research problem in psychology under the supervision of a Psychology faculty member. Students engage in research requiring a written report with a public presentation of the findings. Students are required to participate in regularly scheduled colloquia and seminars. OUC equivalent: PSYC 490. Credit will not be granted for both PSYC 490 and PSYO 490..** [0-2-0]

**Prerequisite :One of PSYO 373, PSYC 373, permission of the unit head, and a minimum grade average of 72% in all attempted PSYO and PSYC courses.**

Health and Pop Culture; PSYO – Advanced Topics in Cognition] have been created [documented separately].

6. Five courses have had their titles and descriptions changed.
7. One course has been reduced from 6 credits to 3 credits.
8. Two 6-credit courses have been split into two 3-credits semester courses.
9. Two courses have had their year number increased [one 2<sup>nd</sup> to 3<sup>rd</sup>, one 3<sup>rd</sup> to 4<sup>th</sup>]
10. Three courses have had their prerequisites changed.

**Rationale:**

The changes made have been designed to rationalize the course numbers and titles of offerings with the centre digit now indicating the breadth category for Psychology Majors. The change from PSYC to PSYO allows us greater freedom to reorganize our offerings based on this principle; it also provides room for more courses in the future.

The deletions at second year are intended to reduce the number of offerings at that level given the recent changes in the Psychology program which allowed Majors to complete the 6 credits at 2<sup>nd</sup> year by taking the required methods / data analysis courses.

We have closed courses which we have not offered for several years. We intend to revise some of these courses by splitting them into separate 3 credit courses; some may be deleted.

The new courses which have been created provided a greater range of offerings at the upper level. One is intended to provide students seeking non-major, upper level credits easier access since the prerequisite for this 3<sup>rd</sup> year course has been reduced; it is intended to appeal to non psychology



	<p>students. We have also created a separate course for Advanced Topics in Cognition which will be offered conjointly with our anticipated graduate course in this area..</p> <p>The changes in course descriptions and titles are merely cosmetic in the sense that they are intended to be more readily understood by the students without changing the approved content.</p> <p>We have reduced one 6-credit course to 3 credits based on workload requirements, as well as our belief that the material can be adequately covered in a single semester. We are trying to increase the range of offerings at the upper level; this course could not be offered as a full-year course within the faculty's workload.</p> <p>In order to increase flexibility and facilitate the co-op program, two of full-year courses {PSYC 330 &amp; PSYC 313} have been split into single-semester courses.</p> <p>The shift from 2<sup>nd</sup> to 3<sup>rd</sup> year is intended to increase the offerings at the upper levels [Drug and Behaviour]. Moreover, a greater level of sophistication can be expected from 3<sup>rd</sup> year students. Similarly, the move to 4<sup>th</sup> year from 3<sup>rd</sup> is necessitated by the additional prerequisites that have been added [Introduction to Clinical Psychology].</p> <p>The changes to the prerequisites that have been made are intended to better prepare students for the course: all the changes have been to increase the requirements for entry.</p>
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## UBC Curriculum Proposal Form New Program

**Category: (1)**

<p><b>Faculty: Creative and Critical Studies</b>  <b>Department: Critical Studies</b>  <b>Faculty Approval Date: November 29, 2006</b>  <b>Effective Session: 2006 W Term 1</b></p>	<p><b>Date: 1/9/2006</b>  <b>Contact Person: Daniel Keyes</b>  <b>Phone: 250 807-9336</b>  <b>Email: <a href="mailto:daniel.keyes@ubc.ca">daniel.keyes@ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Major in Cultural Studies</p> <p>First and Second Years</p> <p>B.A. requirements, including the following:</p> <p>First and Second Years:</p> <ol style="list-style-type: none"> <li>1 CULT 100 and 101</li> <li>2 3 credits of either ENGL 215 or ARTH 252.</li> <li>3 3 credits of ENGL 224</li> <li>4 3 credits of ENGL 232</li> <li>5 3 credits of WmST or INDG or VISA or THTR or CRWR at the 100 or 200 level.</li> </ol> <p>Third and Fourth Years</p> <p>30 credits from the 300- and 400- level courses below with at least 9 credits in each of the three streams (media, global, and theory).</p> <p><b>Media Studies Course List:</b>          ARTH 315 History of 20th Century Art          ARTH 316 History of 20th Century Art II          ARTH 320 Art in Canada 1900 - 1970          ARTH 321 Art in Canada 1970 to Present          ARTH 368 Aspects of Far Eastern Art I          ARTH 369 Aspects of Far Eastern Art II          ENGL 377 English Canadian Film          ENGL 378 Documentary and Docudrama          VISA 363 Advanced Techniques and Concepts in Photography          VISA 362 Advanced Photography I          VISA 363 Advanced Photography II          VISA 382 Advanced Media Communications I</p>	<p><b>URL: N/A</b>  <b>Present Calendar Entry:</b>          N/A  <b>Type of Action: New program</b></p> <p><b>Rationale:</b> This program will be the first of its kind in Western Canada at a university. In the last 50 years at universities worldwide, the discipline of Cultural Studies has developed by crossing disciplinary boundaries in the Fine Arts, Humanities, and Social Science.</p> <p>The objective of the major in Cultural Studies is to provide students with the skills as critics and theorists of both historical and contemporary cultural activities. This major will achieve this broad goal through three streams of Media, Global, and Theory:</p> <ol style="list-style-type: none"> <li>1. <b>Media Studies</b> draws from studies of communications, film, and television to examine how different forms of representation alter being whether in print, film, television, Internet or emergent digital technologies.</li> <li>2. <b>Global Cultural Studies</b> examines the impact of colonialism and globalization on forms of cultural production and representation, transnational cultural relationships, and the formation of local and global identities.</li> <li>3. <b>Critical and Cultural Theory</b></li> </ol>



VISA 383 Advanced Media Communications II  
 ENGL/CULT 4XX Reading Gothic Film  
 ENGL 4XX Topics in Popular Culture  
 FREN 401 Le cinéma français (en Fr)  
 SPAN 408 Spanish and Latin American Cinema (in Spanish)

**Global Cultural Studies Course List:**

ANTH 355 Ethnography of Development  
 ANTH 375 Economic Anthropology  
 ENGL 345 Backgrounds in World Lit  
 HIST 397 History of India Since 1914  
 INDG 301 Enowkinwixw  
 INDG 302 Indigenous Governance  
 INDG 306 Indigenous Land Claims  
 JAPN 364 Modern Japanese Lit in Trans  
 JAPN 366 Mod Japanese Women’s Literature in Translation  
 SOCI 301 Sociology of Development and Underdevelopment  
 SPAN 304 Topics in Latin American Cult  
 SPAN 310 Latin American Lit in Trans I  
 SPAN 311 Latin American Lit in Trans II  
 SPAN 303 Topics in Spanish Culture  
 SPAN380 Selected Studies in Spanish (Taught in English)  
 ANTH 414 Kinship & Social Organization  
 ANTH 475 History, Tradition and Anthropology  
 ENGL 470 Canadian Studies  
 ENGL 480 Studies in International Literature in English  
 FREN 420 Topics in French Literature and Culture. (en Fr.)  
 HIST 494 Decolonization and Africa  
 INDG 420 Indigenous Perspectives on Food, Place, Identity and Biodiversity  
 JAPN 4XX Topics in Modern Japanese Literature and Culture  
 PHIL 437 Philosophy and the Global State  
 SOCI 430 Labour in a Global Economy  
 SOCI 440 Sociology of Latin America  
 SOCI 450 Sociology of India  
 SPAN408 Spanish and Latin American Cinema (in Spanish)

**Critical and Cultural Theory Course List:**

ANTH 313 Anthropology of Gender  
 ENGL 3YY Auto/Biography Survey  
 GEOG 359 Advanced Social and Cultural Geography  
 GEOG 358 Gender and Geography  
 INDG 303 Indigenous Studies Theory  
 INDG 307 Traditional Ecological Knowledge  
 PHIL 345 Epistemology

provides an interdisciplinary theoretical framework for the study of cultural production, representation and practices that considers the implication of class, ethnicity, race, nationality, gender, sexuality, and power.

This major will be relevant to a variety of fields including journalism, media production, education, government, non government sectors, and will be an excellent complement to the creative side of the FCCS where students seeking to become cultural producers can consider how they position themselves in terms of media and global citizenship. In keeping with the mission statement presented in *Trek 2010*, the graduates of the Cultural Studies major “will have developed strong analytical, problem-solving and critical thinking abilities; they will have excellent research and communication skills; they will be knowledgeable, flexible, and innovative.” Further referring to *Trek 2010*, this program provides interdisciplinary innovative approaches that expose “undergraduates to research-based and experiential learning,” including community-based initiatives involving cultural enterprises locally and regionally.”

This program works via listing courses from other established programs in its third and fourth year. Students must be aware of the pre-requisites in these programs.

This program has a number of specific requirements at the first and second year level in order to provide grounding in the Cultural Studies approach. In the upper years of the program, student will select courses from a wide range to allow students to engage with cultural studies as it has developed in specific disciplines.



SOCI 303 Ethnic and Racial Inequality  
 SOCI 313 Sociology of Gender  
 SOCI 320 Cultural Studies in Sociology  
 SOCI 371 Deviance and Social Control  
 WMST 323 Women, Science and Knowledge  
 WMST 335 Women's Studies in the Humanities  
 WMST 334 Feminist Research in Social Science  
 WMST 336 Feminist Cultural Studies  
 ENGL 409 Modern Critical Theories  
 ENGL 412 Studies in Critical Theory  
 ENGL 4XX Topics in Popular Culture  
 ENGL 4ZZ Topics in Auto/Biography  
 FREN 439 When Women Speak (en Fr)  
 GEOG 480 Advanced Seminar in Critical Geography  
 HIST 473 War and Society from the 18<sup>th</sup> to the 20<sup>th</sup> C  
 PHIL 425 Philosophy of Language  
 PHIL 436 Humanism, Rationality, and Relativism  
 SOCI 467 Social Movements

Not all courses will be offered each year; the program will publish the list of offered courses on a year-to-year basis on its website at <http://web.ubc.ca/okanagan/creativeandcritical/options/culturalstudies.html>.

This program's 3rd and 4th year operates via listing courses from other established programs. Some of these established programs have upper year courses with a number of pre-requisites that will limit students' choices. Students are advised to make themselves aware of these pre-requisites as they plan their degree.

Minor in Cultural Studies

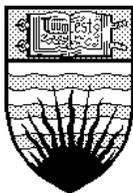
To complete a Minor in Cultural Studies, students must complete the following:

- CULT 100 and 101;
- Six credits from ENGL 215 224, 252, and ARTH 252; and
- At least 18 credits of 300 or 400 – level courses applicable to the major in Cultural Studies.

A precedent for establishing a program with no upper year core courses and courses that are listed from other disciplines is established at UBC Okanagan with the Philosophy, Politics, and Economics (PPE) major, which has PPE majors balance the pre-requisites of its three programs. With the PPE major, there is no core PPE course that offers a synthesis of these three programs and students are expected to balance various pre-requisites in order to take courses from these three disciplines.

Pre-requisites for courses like ANTH 475 of ANTH 100, plus 6 credits of second year ANTH will mean that students will have to strategically develop their degree by limiting the number of disciplines in the upper level multi-discipline structure of the CULT degree. This limiting of the number of courses may not be desirable in terms of the breadth of the program, but it will ensure that students have a firm grounding in each program they draw from and lend coherence to the overall degree.

The first group of students with this major would graduate in three years time since CULT 100 and 101 are being offered in 2006/2007. Via listing, there are now enough courses to allow students to complete the major; however, with anticipated growth in the program it is expected that additional hires will occur in the three designated streams of this major, so upper year CULT courses will be delivered by 2008 and 2009.



December 14, 2006

**ENROLMENT SERVICES**

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To: Okanagan Senate  
From: Senate Curriculum & Admission and Awards Committees  
Re: **New Program Proposal – Bachelor of Human Kinetics**

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Attached please find the following for your consideration:

**Faculty of Health and Social Development**

- 1) The following new degree:
  - a. **Bachelor of Human Kinetics**



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty: Health and Social Development</b>  <b>Department: Human Kinetics</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session 2007 Term Winter</b>  <b>Year 2007 for Change</b></p>	<p><b>Date: November 28, 2006</b>  <b>Contact Person: Dr. Joan Bottorff</b>  <b>Phone: 7-9901</b>  <b>Email: joan.bottorff@ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>INTRODUCTION</b></p> <p>Human Kinetics is a discipline focused on the comprehensive study and practice of human movement and exercise, and its impact on health and physical performance. Accordingly, Human Kinetics at UBC Okanagan will promote an interdisciplinary understanding of health and human movement, drawing on both the social and natural sciences. The aim is the development of knowledge and practical skills related to community health promotion, and chronic disease prevention and rehabilitation through the use of lifestyle management, focusing on physical activity and nutrition programming. As a program within the Faculty of Health and Social Development, Human Kinetics will be dedicated to creating and advancing knowledge that promotes healthy individuals and communities through physical activity.</p> <p>The Bachelor of Human Kinetics is a 120 credit degree program, with third and fourth year concentrations in Clinical Exercise Physiology and Community Health Promotion.</p> <p>UBC Okanagan’s Human Kinetics program emphasizes interdisciplinary and interprofessional approaches to the study of</p>	<p><b>URL: N/A</b></p> <p><b>Present Calendar Entry: N/A</b></p> <p><b>Type of Action:</b> Approval of Bachelor of Human Kinetics Program calendar description for admissions.</p> <p><b>Rationale:</b></p> <p>The current funding crisis in health care has proven to be of benefit to the kinesiology field, and has resulted in kinesiology being the fastest growing of the allied health sciences. Active human movement has been identified as critical for both the prevention of, and rehabilitation from, disease and injury. The demand for professionals who can deliver health promotion and disease prevention and rehabilitation through the use of lifestyle management and physical activity programming has increased dramatically. Physical activity with the purpose of chronic disease prevention is one of the most positive ways to overcome the challenges faced by our current health care system, and is vital for quality of life, throughout the entire lifespan, as it impacts all dimensions of health.</p> <p>The benefits of fitness, health, activity and sport are increasingly recognized as key to economic, social and community health in Canada. The importance of physical</p>



physical activity and health. The curriculum includes core, concentration and elective courses, giving students common foundational knowledge as well as the opportunity to complement their choice of specialization with courses of personal interest.

Graduates will find work within local, national and international health, government organizations, pursue graduate studies or enter health professions.

Specialization Options:  
Clinical Exercise Physiology  
Community Health Promotion

**ADMISSION REQUIREMENTS**

Human Kinetics will use a competitive entry model: Achievement of the minimum requirements for admission does not guarantee acceptance. Students applying to enter the program must make formal application to Enrolment Services no later than February 28 with a documentation deadline of June 30.

Competitive entry will be based on a GPA calculated on following [provincially examinable Grade 12 courses](#) or IB/AP equivalents:

- English 12
- one of Principles of Mathematics 12, Biology 12, Geology 12, Chemistry 12 or Physics 12
- two other approved provincially examinable Grade 12 courses

These additional courses are required but are not used to calculate applicant's average:

- Principles of Mathematics 11
- Grade 11 Science

activity in preventing chronic illness (in order to reduce future demands on health care services associated with demographic trends) and to address the epidemic of overweight and obesity (and its contribution to the dramatic rise in illness such as type 2 diabetes, heart disease, stroke, hypertension and some cancers) is increasingly recognized. There have been suggestions that we are now living in “obesogenic” environments where many young people to not have the opportunity to be physically active every day and more adults work in sedentary jobs, driving long distances to work. In addition more communities lack sidewalks, park space, bike lanes and recreation facilities. The concepts of healthy communities, schools, work sites and personal well-being have received strong endorsement from both Provincial and Federal Governments, with several well-established health promotion programs sponsored by each level of government. For example, the BC government has set as one of its five goals to lead the way in North America in healthy living and physical fitness. For physical activity, the target is to increase by 20% the proportion of the BC population currently classified as active or moderately active by 2010. This goal has resulted in a number of initiatives, including **ActNow BC**, aimed at promoting healthy lifestyle choices and environments, increasing physical activity levels and developing supportive community environments. As a result of these developments, employment opportunities are expected to increase significantly. Further, kinesiologists have begun to assume roles in the continuum of care of ill, injured, diseased, impaired or disabled individuals. The Saskatchewan Exercise Science Association was successful in integrating kinesiologists into their health care programs, including the ability to bill the provincial health care



**Transfer Students**

Students who are accepted on transfer from other institutions must normally complete all remaining courses toward the Bachelor of Human Kinetics at UBC Okanagan. A maximum of 60 transfer credits will normally be granted. The University will not grant a degree for studies that represent less than the equivalent of two regular Winter Sessions (60 credits).

In general, transfer credit is limited to the initial two years of a degree program. Credit at a more senior level may be possible if prior written permission has been granted by the Registrar. A student wishing to take courses at another institution and transfer the credit toward a UBC Okanagan Bachelor of Human Kinetics degree must first obtain a Letter of Permission from the program. It is the student's responsibility to forward an official transcript to Enrolment Services, Undergraduate Admissions.

**Promotion Requirements**

Promotion to Second Year

Successful completion of 24 or more credits which must include all first-year HKIN Core courses.

Promotion to Third Year

Successful completion of 48 or more credits which must include ENGL 112 and all second-year HKIN Core courses.

Promotion to Fourth Year

Successful completion of 78 or more appropriate credits which must include all third-year requirements.

**DEGREE REQUIREMENTS**

To qualify for the Bachelor of Human Kinetics, students must:

system. The Ontario Kinesiology Association is presently in the process of applying to have kinesiologists recognized in the Health Provider's Act in Ontario. Should Ontario be successful, this trend is expected to continue, with the BC Association of Kinesiologists preparing to do the same. For these reasons, a Human Kinetics degree provides the foundation for careers in a wide range of occupations, and is considered a very desirable degree with excellent employment opportunities.



- satisfy all the Bachelor of Human Kinetics (BHK) program requirements by completing studies whether at UBC O or elsewhere;
- satisfy at least 50% of the credits for the BHK program while registered in the program<sup>1</sup>; and
- complete a minimum of 30 upper-level (300/400) credits in HMKN courses.
- complete 48 upper-division UBC O credits<sup>1</sup>; and
- complete 120 credits

Courses taken while studying at another institution on a Senate-approved exchange program satisfy this requirement.

and successfully complete the following credits:

- ENGL 112 (3)
- Human Kinetics Core Courses:  
HMKN 1- - (3), HMKN 1- - (3),  
HMKN 1- - (3); HMKN 2- - (3),  
HMKN 2- - (3), HMKN 2- - (3), ,  
HMKN 2- - (3); HKMN 4- - (3),  
HKMN 4- - (3).
- Health Studies Core Courses:  
HEAL 1--, HEAL 2--. HEAL 2--,  
HEAL 3--, HEAL3--.
- Human Kinetics concentration area required courses.
- Electives

Students must select one of two areas of concentration: Clinical Exercise Physiology or Community Health Promotion and satisfy the course requirements of the area of concentration, as follows:

- a. Concentration Requirements  
— courses that are required by the area of concentration (9 credits);
- b. Human Kinetics Electives



- 12 credits of HMKN courses students elect to take; some electives are more relevant to each concentration area, and should be chosen carefully to support career objectives.
- c. Non-Human Kinetics Electives — courses taken in other disciplines or departments that students elect to take; some electives are more relevant to each area of concentration, and should be chosen carefully to support career objectives.

**Non-Human Kinetics Electives**

Many 300/400-level courses require 100/200-level prerequisites, and therefore all non-HMKN electives should be selected carefully.

**Overloading**

A student must apply in writing to the FHSD for permission to register in more than 33 credits of work in a Winter Session or 12 credits of work in a Summer Session.

**AREAS OF CONCENTRATION**

**Clinical Exercise Physiology**

This area of concentration focuses on incorporating exercise and activity education and skills into patient rehabilitation and recovery programs from disease and injury, as well as for prevention and management of chronic diseases. Occupational titles include kinesiologist, exercise therapist, and personal trainer among others. These individuals often work in conjunction with other health care providers, such as physiotherapists, and work in hospitals, health centres, long term care facilities and other clinical settings.



First Year		
Credits		Titles
ENG 112	3	Strategies for University Writing
HMKN 1--	3	Healthy Lifestyles
HEAL 100	3	Introduction to Health Studies (pending approval of BA in Health Studies)
HMKN 1--	3	Biomechanics
HMKN 1--	3	Physical Activity in Canadian Society
BIOL 131	3	Anatomy and Physiology I
BIOL 133	3	Anatomy and Physiology II
Electives	9	
Total Credits	30	
Second Year		
HMKN 2--	3	Human Motor Behaviour I
HMKN 2--	3	Exercise Psychology
HEAL 2--	3	Canadian Health Care System (pending approval of BA in Health Studies)
HEAL 2--	3	Health Determinants (pending approval of BA in Health Studies)
HEAL 3--	3	Methods of Data Analysis (pending approval of BA in Health Studies)
HEAL 3--	3	Health Research Methods
HMKN 2- -	3	Exercise Physiology I
HMKN 2--	3	Lifespan Physical and Motor Development
Electives	6	
Total Credits	30	
Third Year		
HMKN 3--	3	Exercise Physiology II
HMKN 3--	3	Exercise Prescription
HMKN 3--	3	Pathophysiology
HMKN 3--	6	
Electives *	15	
Electives *		



Total 30  
Credits

**Fourth Year**

HMKN 6

Electives

\*

HMKN 3 Field Experience I

4--

HMKN 3 Project in Human Kinetics

4--

Electives 18

\*

Total 30

Credits

\* Required courses for the Community Health Promotion concentration are also eligible electives and a minimum of 12 credits of HMKN electives are required.

**Community Health Promotion**

The Community Health Promotion area of study concentration takes a population approach to promoting active living and lifestyle management. Students and graduates will have opportunities to work in conjunction with other health professionals, and community services and groups to provide a holistic approach to health. This area of study is aimed at improving population health and reducing the reliance on the health care system. The promotion of active living throughout the lifespan, particularly in youth and senior populations, is a focus and priority. Occupational titles here include health promotion program officer, lifestyle coach, and active living coordinator, among others.

**First Year Credits Title**

ENG 112 3 Strategies for University Writing

HMKN 1- 3 Healthy Lifestyles

-

HEAL 100 3 Introduction to Health Studies



		(pending approval of BA in Health Studies)	
HMKN 1-	3	Biomechanics	
-			
HMKN 1-	3	Physical Activity in Canadian Society	
-			
BIOL 131	3	Anatomy and Physiology I	
BIOL 133	3	Anatomy and Physiology II	
Electives	9		
Total	30		
Credits			
<b>Second Year</b>			
HMKN 2-	3	Human Motor Behaviour I	
-			
HMKN 2-	3	Exercise Psychology	
-			
HEAL 2--	3	Canadian Health Care System (pending approval of BA in Health Studies)	
HEAL 2--	3	Health Determinants (pending approval of BA in Health Studies)	
HEAL 3--	3	Methods of Data Analysis (pending approval of BA in Health Studies)	
HEAL 3--	3	Health Research Methods (pending approval of BA in Health Studies)	
HMKN 2-	3	Exercise Physiology I	
-			
HMKN 2-	3	Lifespan Physical and Motor Development	
-			
Electives	6		
Total	30		
Credits			
<b>Third Year</b>			
HMKN 3-	3	Health Education: Theory & Practice	
-			
HMKN 3-	3	Introduction to Human Nutrition	
-			
HMKN 4-	3	Health Promotion and Physical Activity	
-			
HMKN	6		
Electives*			
Electives*	15		
Total	30		
Credits			
<b>Fourth Year</b>			



HMKN	6	
Electives*		
HMKN 4-	3	Field Experience I
-		
HMKN 4-	3	Project in Human Kinetics
-		
Electives*	18	
Total	30	
Credits		

\* Required courses for the Clinical Exercise Physiology concentration are also eligible electives and a minimum of 12 credits of HMKN electives is required.

Students may fill their HMKN Elective credits through a combination of courses from the alternative area of concentration, or the following courses:

**HMKN 3-- (3) Human Motor Behaviour II**

**HMKN 3-- (3) Adapted and Aging Physical Activity**

**HMKN 3-- (3) Biomechanics and Human Factors**

**HMKN 4-- (3) Exercise Prescription for Metabolic Disorders**

**HMKN 4-- (3) Exercise Prescription for Cardio-respiratory Disorders**

**HMKN 4-- (3) Exercise Prescription for Musculo-skeletal Disorders**

**HMKN 4-- (3) Exercise Prescription for Immunological and Neural Disorders**

**HMKN 4-- (3) Applied Human Nutrition**

**HMKN 4-- (3) Leadership in Physical Activity Programs**

**HMKN 4-- (3) Topics in Human Kinetics**

**HNKN 4—(3) Field Experience II**

**MINORS**

**Minor Programs**

Students who wish to focus their non-Human Kinetics electives may, with the approval in writing of the Head of the Human Kinetics program, undertake an



Optional Minor program in conjunction with the Bachelor of Human Kinetics degree. All courses in the Minor must be taken outside of the School of Human Kinetics. Although other minors may be available in the future, currently there are two types of Minors available.

**Minor in Arts**

An acceptable program must comprise courses in the Barber School of Arts and Science or the Faculty of Creative and Critical Studies that are for credit towards a Bachelor of Arts and consists of 18 upper-level credits in a single subject field or specialization. Students should design a coherent, academically sound course of studies for their program Minor, which must be approved in writing by the Head of the Human Kinetics program at the beginning of third year. All courses must be acceptable for a Bachelor of Arts Major in the proposed subject area or field, but a student is not bound by the other requirements that the Barber School or Faculty of Creative and Critical Studies sets for a Major or Minor in the field.

Note: Students who pursue a Minor in Arts should be aware of the prerequisites for many of the upper-level courses in Arts.

Upon successful completion of the Minor program, the notation, "Minor in Arts" will be denoted on the student's transcript.

**Minor in Science**

An acceptable program must comprise courses recognized in the Barber School of Arts and Sciences that are for credit towards a Bachelor of Science degree and consist of at least 18 credits numbered 300 or higher in a single subject field or specialization, together with all necessary prerequisites. Students should design a coherent and academically sound course of



studies for their proposed minor, which must be approved by the Head of the Human Kinetics program in writing at the beginning of third year. All courses must be acceptable for a Science Major in the proposed subject area or field.

Note: Students who wish to pursue a Minor in Science should be aware of the prerequisites of many of the upper-level courses in Science.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT  
Senate and Curriculum Services  
3333 University Way  
Kelowna, B.C. Canada V1V 1V7  
Tel: (250) 807-9259  
Fax: (250) 807-8007  
Lisa.collins@ubc.ca

December 11, 2006

Memo to: Okanagan Senate

From: Admissions and Awards Committee

Re: Calendar Changes on Admission Items

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The Admissions and Awards Committee recommends:

- a. Calendar change to admission requirements of the Bachelor of Science in Nursing to give priority to Canadian citizens and permanent residents of Canada. (approval) (circulated)

***The Admissions and Awards Committee recommends that Senate approve the Calendar change to the admission requirements of the Bachelor of Science in Nursing to give priority to Canadian citizens and permanent residents of Canada as circulated.***

Respectfully submitted,

Dr. Sharon McCoubrey, Chair  
Admissions and Awards Committee



**admission may be higher than the published University minimum, and not every qualified applicant will be offered admission. Since enrolment is limited, priority will be given to applicants who are Canadian citizens and permanent residents of Canada.**

~~Admission requirements to the School of Nursing for September 2006 are described. However, the admission requirements may change for those seeking admission to UBC Okanagan for September 2007. Applicants are strongly advised to review the online version of the Calendar for the most accurate listing of program admission requirements.~~

However, the admission requirements may change for those seeking admission to UBC Okanagan for September 2007. Applicants are strongly advised to review the online version of the Calendar for the most accurate listing of program admission requirements.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT  
 Senate and Curriculum Services  
 3333 University Way  
 Kelowna, B.C. Canada V1V 1V7  
 Tel: (250) 807-9259  
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 Lisa.collins@ubc.ca

December 13, 2006

To: Okanagan Senate

From: Admissions and Awards Committee

Re: New Awards (approval)

The Committee brings forward the following recommendation for the approval of Senate:

*That Senate accept the awards as listed and recommend them to the Board of Governors for approval, and that letters of thanks be sent to award donors.*

**Bryce CARNINE Memorial Prize:** A \$2,500 prize has been endowed by Grant and Beryl Carnine to honour their son, Bryce Carnine. The prize is awarded to an undergraduate or graduate student in the Faculty of Health and Social Development at The University of British Columbia Okanagan who has conducted a research project or special initiative related in Oncology as it relates to the prevention and/or cure of cancer, or its relation to improving quality of life to cancer patients. Scholastic achievements of candidates are also considered. The award is made on the recommendation of the Faculty, in consultation with the College of Graduate Studies if awarded as a graduate prize. (First award available for the 2007/08 Winter Session)

**HMA Architects Award in Critical Studies:** A year-end award of \$2,500 is offered by HMA Architects of Kelowna to a student who has completed second or third year in the Critical Studies Department within the Faculty of Creative and Critical Studies at The University of British Columbia Okanagan. The award is made on the recommendation of the Department to a student who has demonstrated outstanding academic achievement and leadership in the Department. (First award available for the 2006/07 Winter Session)

**HMA Architects Award in Education:** A year-end award of \$2,500 is offered by HMA Architects of Kelowna to a student who has completed one or more years within the Faculty of Education at The University of British Columbia Okanagan. The award is made on the recommendation of the Faculty to a student who has demonstrated outstanding academic achievement and leadership in the Faculty. (First award available for the 2006/07 Winter Session)

**HMA Architects Award in Health and Social Development:** A year-end award of \$2,500 is offered by HMA Architects of Kelowna to a student who has completed the second or third year of study in the Faculty of Health and Social Development at The University of British Columbia Okanagan. The award is made on the recommendation of the Faculty to a student who has demonstrated outstanding academic achievement and leadership in the Faculty. (First award available for the 2006/07 Winter Session)

**OKANAGAN Photographic Art Workshops Scholarship in Visual Arts:** A \$1,000 scholarship is offered by the Okanagan Photographic Art Workshops to students entering the second, third or fourth year of the Bachelor of Fine Arts Program specializing in visual art and photography who have demonstrated outstanding academic achievement and are residents of British Columbia. The award is made on the recommendation of the Visual Arts Program at The University of British Columbia Okanagan. (First award available for the 2007/08 Winter Session)

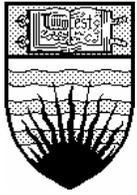
**Previously-Approved Awards With Changes in Terms or Funding Source:**

None

Respectfully submitted,  
Dr. Sharon McCoubrey  
Chair, Admissions & Awards Committee

# THE UNIVERSITY OF BRITISH COLUMBIA

ITEM 09a



December 13, 2006

**OFFICE OF THE DEPUTY VICE-CHANCELLOR AND  
VICE-PRESIDENT, ACADEMIC AND RESEARCH**  
3333 University Way  
Kelowna, BC V1V 1V7  
Tel: 250 807-9224

To: Okanagan Senate

From: Dr. Doug Owram, Deputy Vice-Chancellor

**Re: Okanagan Sustainability Institute**

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I am pleased to make the following recommendation to the Senate:

*That the Senate approve and recommend that the Board of Governors approve the establishment of the inter-faculty Okanagan Sustainability Institute at the University of British Columbia Okanagan, effective January 1, 2007.*

This new interdisciplinary and multidisciplinary Institute will support basic and applied research, scholarship and creative work relevant to the long-term sustainability of the Okanagan region and beyond.

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

**OKANAGAN SUSTAINABILITY INSTITUTE**

**An Institute of the University of British Columbia Okanagan**



**OKANAGAN**

**Final Draft, 30<sup>th</sup> November 2006.**

## **Executive Summary**

The Okanagan Sustainability Institute (OSI) will be a University of British Columbia Okanagan (UBCO) Senate-approved inter-Faculty institute whose mission includes basic and applied research, scholarship and creative work relevant to the long-term sustainability of the Okanagan region and beyond. The Okanagan is one of the fastest growing and developing regions in Canada, and as such, the future sustainability of human activity and environmental quality in the region is in question. Despite its prosperity, the region is prone to numerous social, economic and environmental challenges and these could well increase in the future. UBCO contains a wealth of expertise and resources that could be directed at addressing sustainability concerns, and a research-oriented institute within UBCO would serve to meld the imperative of a livable and sustainable future with the capacity for basic and applied research, scholarship and creative work in support of that imperative.

The OSI will be composed of membership from interested and actively engaged faculty at UBCO, richly complemented by an array of partnerships that activate and build capacity outside of the University. Interdisciplinary and multidisciplinary collaborations will be strongly encouraged as will problem-based approaches and alternative methodologies. Emphasis will be placed on the development of partnerships and collaborations through which priorities could be set, needs defined, and support in various forms obtained. Among the objectives of the OSI is the generation of information, knowledge, methods and processes that will assist regions in future planning and development. At the same time, there will be a requirement to produce results that will advance formal knowledge and practice in a variety of disciplines and professions.

This proposal presents the OSI mission, its purpose, objectives, context, rationale, and scope. In addition, it suggests a governance and administrative structure that allows for faculty-based decision making in defining the overall agenda and future direction of the OSI. A selected, non-exhaustive, non-representative bibliography is included to illustrate that many of the key sustainability issues have already received serious attention in the past and that there is an information base upon which to build the OSI.

## **Introduction**

The creation and development of an Okanagan Sustainability Institute (OSI) at the University of British Columbia Okanagan (UBCO) is proposed. The general purpose of the OSI will be to harness and focus the expertise and resources at UBCO on sustainability issues and problems in the surrounding region, as well as in other regions by way of comparative studies, and at the provincial, national and international scales by way of broader context whenever appropriate. The Okanagan region, like the rest of the world, has undergone intensive population growth, demographic change, economic development, and environmental alteration over the past Century. The pace of change has accelerated in the past 25 years to the point where our future sustainability may be in jeopardy given existing limitations and future pressures on natural resources, social services, health care services, and overall urban-rural infrastructure, and in light of environmental variability, climate change, and global uncertainty.

Sustainable development requires informed decision making, which in turn requires accurate information and up-to-date knowledge. The mandate of the OSI will include the conduct of interdisciplinary research necessary to generate and deliver such knowledge in a manner that will assist informed decision making and planning. Improved understanding of the local issues in the Okanagan will have application elsewhere, while the experiences drawn from other regions could equally be applied in the Okanagan context. Basic research in the social, physical, natural and health sciences as well as the humanities is clearly fundamental to any sustainability agenda, but this research has shown that the interactive effects between human and environmental factors often are not well understood, although they are central to understanding, managing and planning sustainable development. Thus, the OSI will employ an interdisciplinary approach to basic and applied research, scholarship and creative work and encourage rigorous examination of the interaction of all scholarly endeavors relevant to sustainability.

## **Mission**

The mission of the Okanagan Sustainability Institute will be to contribute to a sustainable future through basic and applied research, scholarship and creative work relevant to the long-term sustainability of the Okanagan region and beyond. The knowledge emerging from the OSI will be relevant and practically useful to decision makers and stewards of the public trust, and will also contribute to our broader understanding of sustainability. As such, the mission of the OSI is consistent with and is reinforced by the Vision Statement for the UBC system, which states:

*“The University of British Columbia, aspiring to be one of the world’s best universities, will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada and the world.”*

## **Purpose and Objectives**

The purpose of the Okanagan Sustainability Institute will be to bring together the diversity, expertise, and intellectual resources of the faculty of UBCO in an interdisciplinary framework, using multi-disciplinary methods and techniques, to address sustainability issues. In order to achieve this vision, the OSI will serve as a facilitator by enabling new opportunities for collaboration among members and partners as well as by taking on leadership roles in areas of considerable faculty strength or on issues of critical importance to the region. The OSI will address issues that range across all disciplinary areas including the physical and natural sciences, social sciences, health professions, the humanities and creative arts, as well as the engineering and management professions, thereby providing basic information, new knowledge and interpretations, and practical solutions relevant to planning and managing for sustainability. In addition, the OSI may develop “operational” services such as an access (entry) point for information and information exchange, a resource centre for technical expertise and facilities, and a venue for meetings, workshops, training and educational forums. The OSI will facilitate and complement, rather than duplicate, existing and emerging degree programs in the established academic units of UBCO.

Specific objectives for the OSI might include any or all of the following:

- To facilitate basic and applied research, scholarship and other creative work on topics relevant to sustainability of the Okanagan and regions elsewhere.
- To actively disseminate the results of the research, scholarship and creative work in both academic and public venues.
- To collaborate with the academic and administrative units of UBCO to undertake further development and enhancement of the human, information, infrastructure and technical resources necessary to achieve its mission.
- To develop and enhance partnerships, collaborations and dialogue with agencies and offices of all levels of government including First Nations, regional and local non-governmental organizations, and other community-based stakeholders relevant to its mission including women’s organizations.
- To engage and collaborate with other institutes, centres, and groups at UBCO including, for example, the Centre for Species at Risk and Habitat Studies, the Okanagan Regional Chemical Analysis Centre, the Centre for Population and Health Services Research, the Allied Social Research Centres, and others.
- To seek financial assistance through contracts and grants from various councils, agencies and client organizations, and to seek financial contributions from donors and in-kind support from partners and collaborators.
- To develop the capability to serve as an information and technical resource centre.
- To foster the development at UBCO of significant modeling expertise and capacity in support of sustainability decision-support systems.
- To hold, facilitate and participate in public forums, information sessions, workshops, conferences and other non-degree training and educational activities, as well as to provide a vehicle for its members to interact with colleagues and agencies nationally and internationally.

- To facilitate and provide in-kind support to existing and emerging academic programs and curriculum development of UBCO and its sister institutions that are of relevance to sustainability, including development of interdisciplinary and graduate programs.
- To monitor and analyze the discourse, ethics and aesthetics around sustainability, how concepts and language related to sustainability are defined, employed and co-opted by various world views and interest groups, and how these have contributed to current sustainability crises.
- To be proactive as well as reactive: for example by taking a leadership role in a sustainable community development project in the Okanagan, and supporting local as well as global initiatives of women's organizations in the development of sustainable practices.
- To produce an annual report that will include a "State of the Okanagan Region" component for public dissemination as a means to track progress toward a more sustainable future for the Okanagan.

## **Context and Rationale**

The regional context and the presence of UBCO provide the rationale for the establishment of the Okanagan Sustainability Institute. UBCO brings to the region a wealth of knowledge and expertise in its researchers, scholars, writers and artists, along with its existing and developing physical and technical facilities and information resources. The institution is a valuable and accessible resource in addressing the future sustainability of this and other regions, and moreover, it has an obligation and responsibility to the local community in which it is situated and embedded.

The Okanagan is a place of great scenic beauty, diverse climatic conditions, high biodiversity, and a wealth of human and natural resources. As such, it has been a focal point for population growth, urbanization, industrial development in such desirable sectors as high tech manufacturing and other knowledge intensive activities, specialized and value-added agriculture and horticulture, and all-season tourism and recreation. In terms of all measures, it is one of the fastest growing and developing regions in Canada. As one example of the rapidity of this growth, the population of the City of Kelowna increased from less than 20,000 in 1971 to 110,000 today. Such rapid growth and development in a constrained intermontane environment brings into question the future sustainability of existing practices and growth strategies. It is this question that provides a challenge for residents and officials in the region, and together with the presence of UBCO, provides the rationale for the establishment of the OSI.

The question of future development in the Okanagan region is brought into focus by several key issues, examples of which include:

- Meeting the exceedingly high and growing demand for high quality water when sources are limited and variable and the quality can be easily compromised.
- Establishing strategies for responding to the current infestations of mountain pine beetle and western pine beetle in the region's forests.

- Addressing the increasing risk from, and vulnerability to, environmental hazards as a result of population growth, urban expansion, adoption of specialty crops, expanding transportation, and environmental variability and change.
- Ensuring maintenance and enhancement of the high levels of biodiversity (in terms of both species and habitats) present in the region in the face of rapid growth and development.
- Regulating rural to urban land conversion so as to retain agricultural and horticultural capacity and reduce erosion of biodiversity.
- Addressing the many inter-jurisdictional issues and conflicts related to the planning and management of the land resource base.
- Addressing the challenges that arise in a rapidly growing and developing community and economy, including those pertaining to fair access to educational services, health care, social services and affordable housing, and recognizing that inequality of access to these is a sustainability issue.
- Managing and alleviating the growth in vehicle numbers and its impacts, such as increased travel time, road crashes, greenhouse gas emissions, decreased air quality, and negative effects on community cohesiveness and neighbourhood accessibility.
- Establishing a sustainable economic growth and development trajectory that might help to mitigate, but at least is balanced against the environmental and social costs that it creates.
- Addressing the determinants of human health and welfare, and promoting enhanced wellbeing into the future.
- Developing effective ways of disseminating information to decision makers and stewards of the public trust, while also recognizing that the imaginative processes of art, story, and other creative activities can be equally important in promoting the value of sustainability.
- Addressing the issues of cultural sustainability, both of First Nations and other inhabitants of the Okanagan, in the face of globalization and massive immigration, through tools such as cultural resource management.

These are but a few examples of issues and problems facing the Okanagan region, reflecting concerns in many other regions globally. Some have been of concern for a long time, others are becoming more acute. Experience with similar issues elsewhere may help to address those in the Okanagan which, in turn, will add to the breadth and depth of knowledge in general. A selected bibliography is included later as a further illustration of some issues.

Thus, the context of the Okanagan region provides numerous opportunities for innovative research, scholarship and creative work that would advance knowledge and understanding. It is much like a living laboratory, and as such, curiosity-driven enquiry by itself is insufficient. Equal emphasis must be placed on the search for solutions to the problems referred to above through application of information, knowledge and understanding. Furthermore, it will be necessary to engage in research where UBCO and the communities in general will share a voice in definition of the issues to be addressed, the methods employed, and the use of the results to produce positive outcomes. With this

rationale and by taking this approach, the OSI will have a unique opportunity to contribute to the betterment of its immediate region. It will also allow a significant contribution to be made to our understanding of rapid growth and development, and its planning and management for sustainability, in similar regions globally.

## **Scope**

“Scope” refers to the geographical area, time dimensions, and subject areas covered. Building consensus on the scope of the OSI will help to constrain and focus the range of activities to a set of reasonably manageable projects with some prospect of successful engagement. Nevertheless, it is equally true that the scope will likely change and evolve as the OSI itself defines its priorities in the first few months after Senate approval and gradually evolves in response to growing capacity, changing expertise, identification of new community needs, changing issues and priorities, and as knowledge is gained and understanding evolves. In defining scope, the intent is not to limit flexibility and exclude individual interests, but rather to provide some initial sense of direction. In fact, it may be that through the eventual definition of scope and in dealing with its ongoing evolution, the OSI will establish its unique qualities and contributions. For the purposes of this proposal, the following assumptions and principles will inform the scope of the OSI in its early stages of evolution:

- The primary geographical focus of the OSI should be regional, with significant attention logically being directed toward the Okanagan given that UBCO is situated within this region. Nevertheless it is critical to recognize that any region under study, by necessity, will need to be considered within its many contexts. Thus, interactions with neighbouring regions will at times be critically important as will the idea of nested systems, viewing regions within larger provincial, national, and global contexts.
- The primary temporal focus of the OSI should be the present and the future. However everything has a history, and the past dimensions of an issue or problem can be as, if not more, important in its understanding and in coming to explanations. Furthermore, historical awareness is key to cultural and ecological sustainability, and has important political and social implications. Therefore, historical and pre-historical analyses will serve complementary roles in specific studies undertaken through the OSI in the sense that they can inform our future, which must be the primary concern for any sustainability agenda.
- Given the commitment to an interdisciplinary approach, the subject area focus of the OSI shall be broadly inclusive. It is expected that as the work of the OSI evolves, expertise from all the academic units of UBCO would become engaged in specific projects. Cross-disciplinary membership in the OSI will be encouraged both internally and externally (via partnerships). Furthermore, by adopting a “regional sustainability” theme the OSI will have the opportunity to make a substantive contribution to sustainability work nationally and internationally.

## **Partnerships and Community Resources**

The interdisciplinary nature of the OSI will provide an opportunity to create meaningful and robust partnerships and collaborations with units, programs and individuals within UBCO and with local, regional, provincial, national and international governmental, non-governmental and scientific and scholarly organizations. Based on internal and external consultation, UBCO has already created a robust and widely adopted *Academic Plan*. The imperatives of the *Academic Plan* inform all the operations and research activities of the university which are inherent in UBCO's plan to create "an intimate learning community, an integrated research community, a locally responsive and globally conscious community, and a flexible, adaptable and sustainable community". The vision of UBCO will provide all participants in the OSI the opportunity to be academically engaged in applying their research, scholarship and creative work to relevant issues locally and globally.

Preliminary discussions with potential partners have created an interest in the OSI for reasons such as expanded opportunities for collaborative research, joint supervision of students, facilitation of community interaction, and development of local capacity. Potential partners and activities include for example:

- Environment Canada (identification of six or seven science priorities which this agency hopes will lead to significant research activity and action items in the Okanagan; use of the Okanagan as a test site for a new land-use planning model).
- BC Ministry of the Environment (conducting of an extensive groundwater survey and inventory of all wells in the Okanagan).
- City of Kelowna (collaboration with the OSI and affiliated students on sustainability projects such as the Central Okanagan Transit and Multi-modal Corridor Plans and long range joint planning with the City of Vernon).
- Okanagan Nation Alliance (capacity building that will facilitate more extensive participation and representation in decision-making venues and greater self-determination).

Other preliminary discussions have taken place with Fisheries and Oceans Canada, the Pacific Agri-Food Research Centre (PARC) in Summerland, the South Okanagan–Similkameen Conservation Program (SOSCP), Interior Health, the Regional Districts, and other affiliated groups such as the Nature Conservancy as well as various educational institutions (University of Oregon, Oregon State University, Western Washington University).

## **Governance and Administrative Structure**

The OSI will be a Senate-approved, inter-Faculty institute and therefore subject to UBC policies and procedures governing centres and institutes. The following paragraphs propose an administrative structure that will allow the OSI to establish itself quickly and to set policies and rules for operations. Through the Activities and Strategic Directions

Steering Committee (see below), the proposed administrative structure can be easily altered to suit the membership in ways that this proposal is unable to anticipate.

The operations of the OSI will be managed by a **Director** who reports to the Chair of the **OSI Decanal Steering Committee**. This Committee is comprised of the Associate Vice-President Academic & Research and the Deans (or their designates) of the three or four Faculties which are most invested in the OSI, and is chaired by the AVP A&R. The Director will also hold a senior academic appointment in a relevant discipline housed within one of the participating Faculties. Normally, the Institute's budget will reimburse the Director's home Faculty a suitable portion of the Director's salary. The Director's responsibilities will include the day-to-day administration of the OSI including financial matters, supervision of OSI staff, oversight of OSI resources and infrastructure, liaison and collaboration with Institute members, writing of an annual report and preparation of budget proposals, and general representation of the OSI within UBCO and the external communities.

The proposed administrative structure of the OSI is summarized graphically in Appendix 1. The Director will receive advice pertaining to day-to-day administration and budget of the OSI from the **Operations and Budget Advisory Committee (OBAC)**. The OBAC will consist of six members elected from the general membership of the OSI (as defined below), one of whom will be elected by the six OBAC members to serve as Committee Chair. The Director will serve as an ex-officio member of the OBAC. In contrast to the advisory function of the OBAC, the **Activities and Strategic Directions Steering Committee (ASDSC)** is a decision-making body that establishes priorities, policies, and procedures for the OSI. It also defines the range and nature of OSI activities including research projects, community outreach, partnership arrangements, and other matters pertaining to long-term strategic planning. The ASDSC will consist of the Director (who will Chair the ASDSC and is a voting member) and six other voting members elected from the general membership of the OSI (as defined below). The Chair of the OBAC will be an ex-officio (non-voting) member of ASDSC so as to facilitate efficient and transparent communication among the two bodies. At its discretion, the ASDSC may invite one or more partners to serve on the ASDSC in ex-officio capacity (typically as non-voting participants). The ASDSC has no authority over the OBAC, with the latter serving entirely at the discretion of the Director, but it does have the authority to redefine itself and its relationship to the general membership and OSI partners.

The Director, in consultation with both the ASDSC and the OBAC, will form an **External Communities Advisory Committee (ECAC)** consisting of individuals drawn from various organizations and bodies outside of UBCO to provide broad advisory oversight for the OSI. The Chair of the ECAC will be elected from the Committee membership and the OSI Director will serve in an ex-officio capacity. The ECAC will meet once or twice per year.

At least once per year, all members, partner representatives, and ECAC members will meet in the form of the **OSI General Council** to hear the annual report and to provide advice and recommendations on the operations of the OSI. Invitations should be

extended to the broader community (e.g., mayors, Regional District chairs, Band chiefs) to attend the General Council in order to assess the needs of our external neighbours. The General Council will be chaired by the OSI Director. In its early deliberations, the ASDSC may decide to use the General Council as the main decision-making authority for the OSI by way of requiring General Council ratification of ASDSC proposals regarding policies, procedures, and Constitutional amendments. Should this be found desirable, then the ASDSC will need to articulate who has voting privileges and how a quorum is to be defined.

## **Membership**

The OSI will be a broadly inclusive Institute and anyone holding a continuing faculty appointment in the UBCO Faculties of Creative and Critical Studies, Education, Health and Social Development, Management, the School of Engineering, and the Barber School of Arts and Sciences is eligible to become a *Member*. The main requirement for membership is active participation, which might for example include some combination of the following activities: attending meetings, serving on committees and sub-committees, engaging in an active research or education program consistent with the mandate of the OSI, acknowledging OSI support in publications, applying for grants under the auspices of the OSI, and becoming involved in community activities on behalf of the OSI.

Membership will be reviewed on an annual basis by the Director, and all members will be required to submit a one-page (maximum) annual summary of past and future activities relevant to the OSI, which will be kept on file. Anyone who is accepted as a member: (1) has full voting privileges; (2) is eligible to be nominated for and elected to OSI committees and sub-committees; (3) may avail themselves of various service provisions from the OSI as they become available; and (4) may formally identify themselves as OSI members whenever and wherever appropriate.

Members of the OSI will retain their full-time appointments in their home academic units. It is not anticipated that academic appointments will be made directly to the OSI.

Membership in the OSI will be determined initially through expressions of interest from UBCO faculty to the Director. Such expressions of interest should include an endorsement from the Head of the faculty member's academic unit as evidence of full disclosure regarding potential conflict of interest or conflict of commitment. Once the Institute is functioning, applications for new memberships will be considered on the basis of research, scholarly, and creative excellence and productivity in areas relevant to the mission of the OSI, although the criteria are subject to careful definition by the ASDSC. Application for membership should be made to the ASDSC, which then forwards a recommendation to the Director.

The OSI will also encourage the participation of *Partners*, who are identified as individuals or organizations wishing to be formally affiliated with the OSI. Partners

might include graduate and undergraduate students at UBCO; Faculties, centres, institutes and faculty at UBC Vancouver; faculty and staff at other post-secondary institutions such as Okanagan College; research or administrative personnel affiliated with provincial or federal agencies, non-governmental organizations and community groups; and any other individual who might find benefit in OSI activities. Partners will also include organizations and agencies that wish to establish a formal relationship with the OSI (through a Memorandum of Agreement) or a working affiliation with an OSI member or cluster of members. Partners will not have voting privileges (unless granted such via the ASDSC), nor will they be able to avail themselves of various service provisions except through an operational partnership with an OSI member or a formal Memorandum of Agreement approved by the Director (in consultation with the OBAC). Partners (and their representatives) will not be eligible to serve on the Operations and Budget Advisory Committee, but they will be able to do so in a non-voting capacity on the Activities and Strategic Directions Steering Committee. They may formally identify themselves as OSI partners whenever and wherever appropriate.

## **Funding**

In its initial stages, the revenue requirements for the Okanagan Sustainability Institute will be minimal and the funding will derive from the UBCO general purpose operating budget under the auspices of the AVP A&R. Faculty members will serve on a voluntary basis and will not receive remuneration. The largest funding commitment at this stage is the appointment of an OSI Director, the process for which is currently underway and is being supported through the Irving K. Barber School of Arts and Sciences via a vacant faculty position. Additional resources will need to be committed to the creation of an office, including the office space, equipment, and supplies necessary to conduct day-to-day business, as well as secretarial support. Beyond this the OSI would have to become competitive for operating expenses, including equipment, staff support, expanded space, etc. in opportunities that arise within the UBCO system. Clearly, faculty enthusiasm for a sustainability agenda under the auspices of the OSI will be critical in making the case for such resource allocations.

The major sources of funding for the research and outreach activities of the OSI will come from sources external to the University. At this stage, it is anticipated that sources could include but not be limited to funds in the form of grants, contracts and contributions from: granting councils and agencies (SSHRC, NSERC, CIHR, Canada Council, Canada Foundation for Innovation, Canada Research Chairs and any equivalents at the provincial level), government agencies (Agriculture Canada, Fisheries and Oceans, Natural Resources, Environment Canada, Parks Canada, and provincial equivalents), non-governmental organizations (National Geographic, Sierra Club, Ducks Unlimited, Columbia Basin Trust), as well as corporations, businesses and individuals. Grants from federal granting councils contain a provision for contributions to the parent institutions in lieu of overhead charges in order to help cover indirect costs of research and scholarly activity. If the OSI is successful in acquiring such grants, it would be eligible to make a claim on the provision for indirect costs subject to AVP A&R approval. Contracts and

“fees-for-services” arrangements generally allow for the charging of indirect costs (overhead), depending on the contracting organization. Such recovered revenues for indirect costs could provide the OSI with added discretion in administration of its budget. Of course, all these arrangements are subject to the policies and procedures governing grants, contracts and contributions of the parent institution (UBC and UBCO) and the funding and client organizations.

A critical task for the Director and the ASDSC is to establish a robust business plan for the first five years of operation of the OSI as well as an implementation strategy. To maximize the likelihood of success, strong faculty input is required. The effort should begin as soon as possible after Senate approval is secured, the membership is identified, elections have taken place, and a permanent Director is recruited.

### **Existing Resources**

In support of the OSI, UBCO can bring to bear considerable human resources and information resources. The existing faculty complement includes the breadth and depth of expertise needed to carry out the research, scholarship and creative work necessary for achieving the mission of the OSI (Appendix 2). Indeed, many faculty members have been and are currently engaged in work that is highly relevant and of a very high standard. Adequate information resources are available in print form at UBCO as well as UBC’s Vancouver libraries through the Document Delivery Service (Appendix 3). A wealth of information is available through electronic access to library holdings at UBC and other institutions (Appendix 3). Such electronic access is of critical importance for a wide range of relevant and current periodical holdings. Space to house the OSI is limited but the needs are small at present. Appendix 4 shows examples of some of the physical resources which are available to support the research of the OSI.

### **Future Needs**

The most immediate and pressing need is for UBCO Senate approval, in principle, of the establishment of the Okanagan Sustainability Institute. Following this, the appointment of a permanent Director must be completed. Under the Director’s leadership an implementation plan should be developed and set in motion. Identification and establishment of office space and secretarial support would be included in the plan. The most immediate funding issues must be dealt with, followed by the development of a business plan for the Institute. Other matters that should form part of an implementation plan would include the identification of responsibilities for development of project proposals and funding requests, external liaisons and partnerships, membership, etc.

In the medium and long term, future needs will include the development of an operating and project funding base, the acquisition of equipment and technical support for data collection, storage, analysis and display (GIS and remote sensing, scenario modeling

etc.), the development of an information resource centre capability, and so on. With such developments will come requirements for new space, infrastructure and technical staff.

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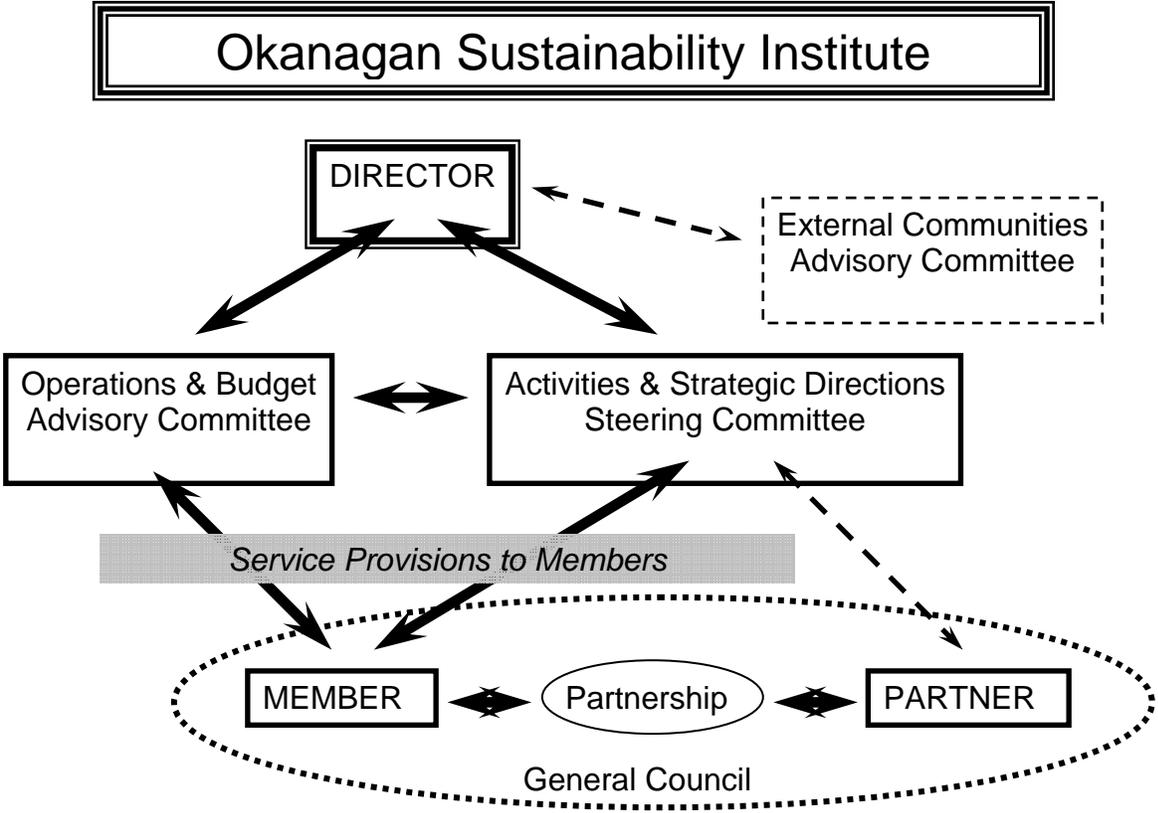
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**Appendix 1: Administrative Structure of the OSI.**



**Appendix 2: Sample List of Potential OSI Members.**

<b>NAME</b>	<b>POSITION</b>	<b>DISCIPLINE</b>	<b>FACULTY / SCHOOL</b>	<b>EMAIL</b>
AGUIAR, Luis	Associate Prof	Sociology	IKBSAS	luis.aguiar@ubc.ca
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CURTIS, Jeff	Associate Prof.	Earth and Environmental Sciences	IKBSAS	jeff.curtis@ubc.ca
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GABORA, Liane	Assistant Prof.	Psychology	IKBSAS	liane.gabora@ubc.ca
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GUSTAR, Jennifer	Associate Prof.	English/Women's Studies	FCCS	jennifer.gustar@ubc.ca
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### Appendix 3: Summary of Information Resources.

The holdings of the entire UBC Library system, accessible through the Document Delivery System at the UBC Okanagan campus, provide an enormous information resource on Sustainability. A keyword search of “sustainability” and “sustainable” for example results in 921 titles in the UBCO Library and 8436 titles in the libraries of the Vancouver campus. There are numerous additional holdings in more narrowly focused subject areas relevant to sustainability; the table below shows some of these areas as an illustration of the holdings available.

<i>Fields/keywords bridging the social and physical/natural sciences</i>	<b>Total</b>	<b>UBC-O Library</b>
Sustainable development	2380	241
Water resources	2060	141
Natural/environmental hazards		
Individual hazards		
Floods	32	5
Tornadoes	13	5
Hurricanes	18	3
Mercury	27	0
Environmental degradation	261	21
Green development	8	2
Environmental studies	1741	81
Environmental geography	11	3
Environmentalism	126	32
Human ecology	991	441
<i>Fields/keywords in physical/natural sciences</i>		
Resources development and management	106	18
Environmental impact analysis	172	28
Ecosystems	1756	305
Sustainable agriculture	441	41
Biological diversity	721	126

Agrodiversity	4	1
Species at risk	269	8
Endangered species + individual species	763	119
Aquatic ecology	305	30
Forest ecology	1413	153
Protected areas	579	28
Environmental sciences	749	105
Air pollution	2656	138
Green technology	44	4
Ecohydrology	6	3
Renewable energy	821	31
Conservation		
Individual resources on species		
Forest conservation	488	71
Soil conservation	694	26
Conservation biology	159	44
Energy conservation	2029	51
Nature conservation	826	121
Honeybee - conservation	1	0
Hazardous wastes	62	4
<b><i>Fields/keywords in the social sciences and humanities</i></b>		
Social impact assessment	75	6
Environmental ethics	274	61
Environmental philosophy	7	7
Environmental justice	108	32
Environmentalism	512	161
Deep ecology	65	33
Resource economics	207	10
Environmental economics	419	181
Urban and regional planning	17	3
Indigenous ecological knowledge	1	0
Resource extraction	46	9

History of the environmental movement	33	19
Environmental literature	5	1
Environmental policy	5216	663
Green movement	220	70
Anti-environmentalism (rhetoric)	3	2
Ecocriticism	21	3
Environment (art)	62	4
Earthworks (art)	31	5
Ecology in literature	78	17
Nature (aesthetics)	194	36
Nature in literature	498	68
Nature photography	60	6

E-journal access through the UBC Library system is also a vitally important resource. Coming up with a number of e-journal titles relevant to Sustainability is problematic since e-journals tend to be grouped by other very broad subject areas (e.g. Environmental Sciences). A keyword search for “sustainability” results in 13 e-journal titles with the term sustainability in their title. Countless other e-journals in a wide variety of disciplines contain articles relevant to Sustainability, as evidenced by searches using *Environmental Sciences & Pollution Management*, *Web of Science*, *EnviroNetBase*, *GeoBase*, *Humanities Index*, and *Academic Search Premier*.

#### **Appendix 4: Examples of Existing Infrastructure, Resources and Equipment.**

Examples of existing resources and equipment on the UBCO campus which would help support the mission of the Okanagan Sustainability Institute include:

- Species at Risk and Habitat Studies Centre
- Okanagan Regional Chemical Analysis Centre
- Optimization and Computational Analysis Lab
- Allied Social Research Centres
- GIS Centre for Watershed Ecosystem Sciences
- Fragment Analysis and DNA Sequencing Services Laboratory

# THE UNIVERSITY OF BRITISH COLUMBIA

ITEM 09b



December 13, 2006

**OFFICE OF THE DEPUTY VICE-CHANCELLOR AND  
VICE-PRESIDENT, ACADEMIC AND RESEARCH**  
3333 University Way  
Kelowna, BC V1V 1V7  
Tel: 250 807-9224

To: Okanagan Senate

From: Dr. Doug Owram, Deputy Vice-Chancellor

**Re: SARAHS Centre**

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I am pleased to endorse and present for your information a proposal to establish a “**University of British Columbia Okanagan Centre for Species At Risk and Habitat Studies**” (SARAHS) in the Irving K. Barber School of Arts and Sciences.

This new Centre will support basic and applied research in the areas of species at risk and habitat studies. As a collaborative and interdisciplinary endeavour, SARAHS will be uniquely positioned to address complex questions concerning the sustainability of species and their habitat.

# SARAHS

Species At Risk  
and Habitat  
Studies

Irving K. Barber School of Arts  
and Science. The University of  
British Columbia Okanagan,  
Kelowna, BC Canada V1V 1V7

## A Proposal To Establish The University of British Columbia Okanagan Centre for Species At Risk and Habitat Studies

### Background

This is a proposal for the creation of an inter-departmental Centre for Species at Risk and Habitat Studies (SARAHS) at the University of British Columbia Okanagan. The creation of this Centre has been submitted to the Senate for information. SARAHS comprises a multidisciplinary group of researchers addressing questions relevant to 1) the structure and function of habitats and 2) populations of species at risk.

### Mission

The mission of The SARAHS Centre is to support basic and applied research in the areas of species at risk and habitat studies. The research spans multiple levels of organization from molecules to landscapes. SARAHS' researchers address the dynamics of habitats and species across temporal and spatial scales. In addition, SARAHS members will collaborate with and provide relevant information to managers, government, and community organizations; and to train undergraduate and graduate students.

### Goals and Objectives

A primary goal of the SARAHS Centre is to gain new knowledge through research on species at risk and on the habitats in which they live. Presently,

the Centre comprises scientists from a number of disciplines including Biology, Chemistry, Earth and Environmental Sciences, Physical Geography, Mathematics, and Statistics. To establish SARAHS on the new third floor of the Science Building, \$2.22 million of infrastructure support was acquired from CFI, BC Knowledge Development Fund, UBC and various supply vendors. These funds include \$1.2M for research laboratory space and \$1M for new, multi-user equipment. These funds have allowed us to cluster scientists from six different disciplines and three academic units on the third floor of the Science building. This clustering has resulted in a powerful force allowing us to collectively address complex questions concerning the sustainability of species and their habitat.

## Collaborations and Partnerships

The interdisciplinary nature of SARAHS allows it to attract a wide diversity of partners, including collaborators from other Universities, as well as from regional, national and international organizations. Presently, we have partnerships with other Universities, provincial and federal government agencies and regional organizations.

## Membership, Governance and Administration

SARAHS membership shall consist of researchers actively conducting research on species at risk and habitats. Members shall include researchers from UBC Okanagan, partner organizations and founding members (Dan Durall, Melanie Jones, Nusha Keyghobadi, Karl Larsen, Bruce Mathieson, Scott Reid, Rebecca Tyson, Ian Walker and Karen Hodges). Membership will be divided into two categories:

- 1) Voting members (founding members and new members added by voting majority).
- 2) Graduate student members. Graduate students supervised by members of SARAHS are automatically members. Graduate students of non-member supervisors may apply for membership.

*Terms of membership*

Voting memberships are by application and approval is by a simple voting majority for a three-year renewable term. Normally, founding members are without term. Current (August 2006) voting members are as follows:

Dan Durall (SARAHS Director)	SCI 377	daniel.durall@ubc.ca	250 807-8759	disturbance and ectomycorrhizal fungi, below- ground carbon dynamics
Bob Lalonde	SCI 383	bob.lalonde@ubc.ca	250-807-8764	Population Ecology
Bruce Mathieson	SCI 378	bruce.mathieson@ubc.ca	250 807-8760	Neurobiology of vertebrate behaviour, environmental toxins
Ian Walker	SCI 161	ian.walker@ubc.ca	250 807-9559	Limnology, paleoecology, chironomids as indicators of Quaternary climate change
Karen Hodges (CRC chair in Conservation Biology)	SCI 382	karen.hodges@ubc.ca	250 807-8763	fragmentation, conservation of peripheral populations, population cycles
Karl Larsen	*TRU	klarsen@tru.ca	250-828-5456	Conservation Biology
Mary Forrest	SCI 160	mary.forrest@ubc.ca		Genetics of mychorrizal fungi
Melanie Jones (Associate Dean of Irving K. Barber School of Arts and Science)	SCI 200A	melanie.jones@ubc.ca	250 807-9553	physiology of ectomycorrhizas and roots of woody plants, fire effects on mycorrhizae
Mike Pidwirny	SCI 376	michael.pidwirny@ubc.ca	250-807-8758	GIS models of landscape change, biogeography

Nusha Keyghobadi	*UWO	nkeyghob@uwo.ca	519-661-2111 ext.80470	spatial patterns and population genetics of insects
Paul Shipley	SCI 307	paul.shipley@ubc.ca	250-807-8749	Microbial Biochemistry
Rebecca Tyson	SCI 386	rebecca.tyson@ubc.ca	250 807-8766	Mathematical and spatial modelling
Scott Reid	SCI 379	scott.reid@ubc.ca	250 807-8761	Physiology of fish in response to environmental stressors
Sylvia Esterby	SCI 111	sylvia.esterby@ubc.ca	250-807-9536	Biostatistics
Sylvie Desjardins	SCI 387	<u>sylvie.desjardins@ubc.ca</u>	250-807-8767	Mathematical and spatial modelling
Xiaohua (Adam) Wei (FRBC Chair in Watershed Management)	SCI 309	adam.wei@ubc.ca	250-807-8750	habitat models, GIS, remote sensing

\*TRU: Thompson River University; UWO: University of Western Ontario

SARAHS is overseen by a Director and a Steering Committee. The Director shall be appointed by the Dean of the Irving K. Barber School of Arts and Sciences at UBC Okanagan on the recommendation of the voting membership. The Director, in consultation with the membership, is responsible for coordinating the operations of SARAHS, including its administrative staff and budget. The term of the Director's appointment is normally five years, subject to negotiation between the Dean of the Barber School and the appointee. The Director shall chair the Steering Committee. The Director shall have a reduced teaching load, alternating between a 2-1 and a 1-1 assignment during a 2 year period.

Membership of the Steering Committee will be selected by voting members of SARAHS and will consist of three UBC Okanagan faculty members, a representative from a partner organization, and a graduate student representative. Steering committee members from UBC Okanagan will be appointed to three-year renewable terms. The partner organization and graduate student representatives will be appointed to two-year terms. The partner membership on the Steering Committee will rotate to a different partner organization every two years. At least two different UBC Okanagan

academic units should be represented on the Steering Committee. The Steering Committee shall meet at least once a year, making recommendations to the voting membership for approval.

There will be at least one annual general meeting open to all members of SARAHS. The voting membership of SARAHS will vote to make changes to the SARAHS Constitution; to approve membership applications; to approve the budget and major expenditures; to decide on membership of the Steering Committee; and to address matters arising. Changes in the constitution require a two-thirds majority vote, whereas other matters require a simple majority. A quorum will comprise 50% of voting members, and a list of active voting members will be maintained by the Director.

SARAHS will be administered in accordance with UBC policy #87 on Research and Policy #97 on Conflict of Interest and Conflict of Commitment. If the SARAHS constitution and university policy differ, university policy shall prevail. The SARAHS centre is housed within the Irving K. Barber School of Arts and Sciences at the University of British Columbia Okanagan.

The Centre will manage a Fragment Analysis and DNA Sequencing Service (FADSS). In addition to fragment analysis and DNA sequencing services, it will provide DNA preparation services to SARAHS founding members and to external customers. The SARAHS Director is responsible for hiring and supervising technical support and for administering FADSS revenues and expenditures. FADSS will have a pricing scale in place. Pricing will be based on four categories (listed in the order of the degree of discount): 1) SARAHS founding members; 2) UBC Okanagan faculty; 3) non-UBC Okanagan academics/government agencies (researchers paying for services who are not affiliated with projects/grants of UBC Okanagan faculty); and 4) private sector. Founding members collaborating on projects that are not SARAHS related, and for which they are not Principal Investigators on the grant, will pay the UBC Okanagan rate. Discounts for high volume users will be considered and approved by the director in consultation with the membership. Prices are subject to adjustment by the approval of the Steering Committee. Overhead will not be collected from FADSS revenues generated from non-private sector users (SARAHS founding members, UBC Okanagan faculty and non-UBC Okanagan academics): their fees will go

towards the FADSS operations, maintenance of equipment, salary for technicians, amortization of equipment (saving money for maintenance and the eventual replacement of equipment). Revenue above these expenditures will be used with the advice of the Steering Committee and the approval of the voting membership. Twenty-five percent overhead will be charged on all private sector revenue. Based on UBC policy, this overhead will be divided among the University-Industry Liaison Office (UILO), the President's Office, and the Deans Office. SARAHS will negotiate with the Dean to have a portion of the overhead go to funding SARAHS related activities.

## Budgetary Implications

In general, SARAHS will be established using no UBC General Purpose Operating Funds, however, the Director shall have a reduced teaching load, alternating between a 2-1 and a 1-1 assignment during a 2 year period. Operating funds will be raised from personal operating grants, DNA sequencing services, and from external donors. These funds will cover the operating expenses. A technician is presently funded by a CFI Infrastructure Operating Fund to maintain operate equipment purchased through CFI and BCKDF funding.

## Student Training

SARAHS will establish a unique interdisciplinary training environment that will be critical to understanding species at risk and their habitats. Students and other trainees will be enrolled in established undergraduate, graduate or training programs. However, as an interdisciplinary research centre, SARAHS will enrich these training programs with a truly integrative approach taking advantage of our diversity of knowledge in our faculty and staff and will provide state of the art facilities whereby this collaborative approach will excel. To promote this, SARAHS will organize a weekly seminar series during the school terms, whereby students will be encouraged to participate.

## Summary

The experimental resources provided by SARAHS and its partners, and the increased collaborative interactions that these resources have begun to

promote, will lead to a wide variety of solutions to the current decline in species and their habitats. The SARAHS Centre will make a valuable and lasting contribution to the research community at UBC Okanagan as an official Centre within the Irving K. Barber School of Arts & Sciences.