



OKANAGAN SENATE

MINUTES OF 26 NOVEMBER 2014

Attendance

Present: Prof D. Buszard (Vice-Chair), Mr C. Eaton (Acting Secretary), Ms L. Allan, Dr P. Arthur, Dr L. Berg, Ms H. Berringer, Dean G. Binsted, Dr R. Campbell, Dr D. Carter, Ms C. Comben, Dr M. Evans, Ms A. Fleming, Ms R. Giffen, Ms L. Gomez, Dean M. Grant, Ms K. Henry, Dr J. Johnson, Mr D. Kadish, Dr D. Keyes, Mr D. Kundanmal, Dr C. Labun, Ms A. Lakdawala, Dr R. Lalonde, Dr S. Lawrence, Dr Y. Lucet, Dr C. Mathieson, Mr J. McEwan, Mr W. McLean, Dr S. McNeil, Dean *Pro Tem*. B. Rutherford, Dr R. Sadiq, Dr D. Salhani, Ms S. Sneg, Dr J. Stites Mor, Dean R. Sugden, Dean W. Tettey, Ms J. Vinek, Dr D. Walker, Dr G. Wetterstrand, Ms N. Wong, Dr P. Wylie, Mr D. Xu, Dr S. Yannacopoulos

Regrets: Dr J. Castricano, Dr J Corbett, Mr I. Cull, Ms T. Daramola, Mr L. Gordon, Prof. A. Gupta, Dr D. Koslowsky, Mr J. Krupa, Dr R. Lawrence, Dr M. Legault, Ms K. Panchyshyn, Dean M. Parlange, Dr. K. Ross, Ms S. Smith, Acting Dean E. Taylor

Call to Order

The Vice-Chair of Senate, Professor Deborah Buszard called the third regular meeting of the Okanagan Senate for the 2014/2014 academic year to order at 3:36 pm.

Senate Membership

The Acting Secretary, Mr Eaton, welcomed the following new members to Senate:

Tolulope Daramola, Graduate Student Representative, to fill a vacancy

Kyla Henry, Student Representative for the Faculty of Education, to fill a vacancy

Dhiren Kundanmal, Student At-Large, to fill a vacancy

David Kadish, Student Representative for the Faculty of Creative & Critical Studies, to fill a vacancy.

Minutes of the Previous Meeting

Peter Arthur }
Rehan Sadiq } *That the Minutes of the Meeting of 22 October 2014 be adopted as presented.*

Approved

Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor noted that she, the Provost, and the Associate Vice-President Finance and Operations, were meeting with the faculties to follow up on ASPIRE, and to discuss the upcoming budget and the new budget model.

Professor Buszard further advised that she was delighted by the outcome on the student referendum to support the building of a new library: 85% voted in favour, with up to \$10M being promised to more than double the size of the current library. She suggested that this strong sign of student support gives the Okanagan campus a strong impetus to raise the further \$20M needed from UBC, government and our community. On a related note, she reminded Senate that 2.5 years ago, the Okanagan campus had found \$60M of its \$100M fundraising goal; as of this Senate meeting, the campus was now at \$95M toward that target.

Professor Buszard noted for Senate that UBC had a newly appointed Executive Director for its International office: Adel El Zaïm. On the Okanagan campus, Ms Raina Reddecliff has returned to campus and is now our International Resources officer. Further, Associate Dean Thomas Heilke has taken on additional responsibilities as an advisor on international affairs. Professor Buszard suggested that with the above appointments the Okanagan campus was well poised to grow internationally and that this was an opportune time to refine our international strategy.

The Deputy Vice-Chancellor went on to advise she was recently in Toronto for development work, and in Ottawa with Deans Binsted and Sugden to meet with the granting council presidents and federal officials.

It was noted by Professor Buszard that the municipal elections had recently occurred and that the new mayor of Kelowna, Colin Basran, seems very aware of the role universities and technology sectors play in the local community. Further to that involvement, UBC has recently signed an agreement with the City of Kelowna and Interior Health on the Healthy Cities Initiative. This initiative will investigate a number of questions about the relation between built environment, natural environment, and the residents of the city of Kelowna.

Finally, the Deputy Vice-Chancellor noted that on 10 November the Government of Canada, the Province of B.C. and the City of Kelowna announced \$11.6 million in funding for the final phase of the John Hindle Drive extension, allowing another option for students, staff and visitors to access the campus via car or bicycle or walking.

Candidates for Degrees

Miriam Grant
Cynthia Mathieson

} *That the candidates for degrees as recommended by the faculties and College be granted the degrees for which they were recommended, effective November 2014, and that a committee comprised of the Registrar, the relevant deans, and the Chair of the Senate be empowered to make any necessary adjustments.*

(2/3 majority required).

Joint Report of the Admission & Awards and Curriculum Committees

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

REVISIONS TO THE BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

See Appendix C: BSN Program

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| Peter Arthur | } | <i>That Senate approve the revised Bachelor of Science in Nursing (B.S.N.) Program brought forward by the Faculty of Health & Social Development.</i> |
| Gordon Binsted | | |

With consent of Senate, Ms Sheila Epp and Dr Patricia Marck presented. Ms Epp noted that this proposal was informed by a large environment scan and was developed with our partners including Okanagan College. The current program met all of the competencies required by a graduate but it was vital for the program to stay current and look forward to the next decade. In particular, they noted that UBC graduates needed a stronger background in science and a lengthened introductory period into nursing.

Dr Marck noted that there was a deliberate change in approach to our clinical teaching and learning. We just received approval from our regulatory body and they are interested in observing how these changes will play out.

Senator Kadish noted a typo on page 46 – Pleases to PLEASED.

By general consent, the proposal was amended to change the word “pleases” to “pleased” on page 46 of the proposal.

In response to a question from Senator Allen, Dr Marck replied that the NCALEx exams were from the National Council of State Boards of Nursing exams, and CAT stood for computer-adapted testing.

Senator McLean asked how current students were consulted.

Dr Epp replied that current students would follow the current program, but we took their feedback on that program to inform our new program development process. Further, we had student representatives on our committees.

Senator Kadish asked if this would affect nursing graduates from being able to practice in other jurisdictions.

Dr Marck replied that it would not be a change. Within Canada, there is reciprocity and we see no issues with our graduates going to the United States. Internationally our students have not had problems and we do not expect any.

Senator Sneg suggested that - through consulting with nursing students in year 4 – the 130, 230, 330 summer classes were where nursing students felt they learned the most. She expressed a concern about those courses being removed.

Dr Marck replied that in their minds they have strengthened the clinical approach. Students would have more consistent involvement with medical/surgical nursing under the new curriculum and this would help with lags in confidence caused by the previous long breaks.

Ms Epp added that students highly valued the 2nd year experience but a large portion of students were not fully prepared at that stage – students get too focused on doing and not on forming critical understandings. In the new curriculum, the same kinds of activities take place in year 4 when students are better prepared.

Dr Marck said that students early in their program focused on skill acquisition. The 255 hour reduction was not focused on acute care. We are already on the high end, some programs have as few as 1000 hours, and we will still be at 1200. We will remove the hours where students are not able to have quality experiences.

Senator Mathieson expressed her congratulations to Nursing for the work done.

**Approved as
amended**

Report from the Deputy Vice-Chancellor

NEW BUDGET MODEL

The Provost noted that a similar presentation had been or would be made to all of the faculties. She advised that there were three impetuses for change – transparency, predictability, and an opportunity to review historical allocation decisions made behind closed doors, resulting in complicated rules, and perceptions of unequal treatment. She further noted that in discussions, the administration wanted to ensure certain values were imbedded in the model: quality, interdisciplinarity, accountability, and flexibility. Further, we wanted to do the above while considering the uniqueness of the campus and to still be nimble.

The new model objectives are transparency/accountability, respect for historical allocations, have the right incentive system, readily understandable strategic flexibility, balance local decision-making and cross-campus priorities, and allow for continuous improvements.

Senator Berg noted that the 3rd point mentioned – having the right incentive system- implied that the current system dis-incentivized behaviour.

The Provost clarified that we did not presently have any system so there were no incentives, right or otherwise.

Senator Wetterstrand noted that some programs were capped and not able to grow, and thus he did not see many programs in Education – such as elementary education, which limited to 60 seats - being able to benefit from any incentives to grow.

Professor Buszard agreed that some programs were limited, but that nothing prevented faculties from creating or growing new programming.

Senator Lucet asked if we would provide incentives for offering service courses, suggesting that these levers could encourage faculties to keep programming internal.

Senator S. Lawrence noted that there was an overall cap on domestic students within UBC – he asked if this would reward programs for growing at the expense of others.

Mr Shakespeare replied that funding from the province was fixed based on a formula that is actually shrinking. We could always take more students that we are funded for and on the margin this is fine. International students are not capped, but we have to keep our academic priorities first and foremost. We also have limited growth in domestic tuition.

Senator Wylie noted that some Barber units were larger than some other faculties – would Barber devolve this model down to the departments.

Dr Mathieson replied that the money is allocated on the faculty; the dean and her leadership will need to allocate it beyond that based on the faculty's principles and priorities.

Mr Shakespeare went over the funding framework:

- For the Okanagan campus, he noted that tuition and the government grant were still by far the largest sources of revenue. Notionally domestic tuition is split 60/40, and international is 50/50, and this is largely because of higher centralized costs for international students. Under this model, the tuition percentage goes where the course is taught (anything beyond base goes to their home faculty as does the grant funding).
- For research overheads, this will be shared 50/50, which is the same presently. This will also be extended for indirect costs, which were previously kept centrally.
- For expenses, not much change, although, salary increases will need to be covered by units. (GWI funded by the province will flow through.)

Senator Lucet again asked what the incentive would be for service courses and expressed a concern that this would encourage faculties to teach outside of their areas of expertise or to not have breadth in their programming

Mr Shakespeare replied that other governance processes would have to address the appropriateness of where teaching is located.

The Chair advised that this was a budget allocation model, not a replacement for good academic governance. To ensure proper breadth was a responsibility of the departments, faculties and the Senate.

Senator Evans expressed a concern by the absence of cost-based drivers. He expected high-cost FTEs to push out low-cost FTEs.

Senator Wylie noted that the new model still left units with uncertainty and lack of transparency once money was distributed to each faculty. He suggested that we needed to adapt it to account for the large size of the Faculty of Arts & Sciences.

Senator Yannacopoulos asked how this model would compare to those used elsewhere.

Mr Shakespeare replied that there were 3 basic varieties: revenue based, cost-based, and incremental/historical. We have based our model on the Vancouver model but have tailored it to the realities of our campus. The University of California at Berkeley was primarily the exemplar used by Vancouver.

The Principal added that \$10 000 per student was significantly lower than the average for Vancouver, which went from \$7 500 for a BA student to \$75 000 for an MD student and everything in between. There are large differences in costs between offering programs as well. The government direction to stop teaching BAs is an issue given that lower costs to educate BA students enabled UBC to teach more expensive programs such as Engineering. At the Okanagan campus the programs added such as Engineering or Health Sciences are more expensive than liberal arts degrees. Further, our funding model anticipated 50 grad students; we now have over 800.

Senator Johnson suggested that we had an implicit budget model based on f-slots (Faculty appointments). Would deans still seek positions?

The Provost replied that f-slots were gone, but discussions would still need to happen with the Provost to ensure quality. Deans would have to make those decisions based on their funding.

Senator S. Lawrence asked what would happen if a faculty were to go into deficit, structurally.

Mr Shakespeare replied that this highlighted the imperative for multi-year planning and having advanced warning.

The Deputy Vice-Chancellor added that we could not be static. We may add or close programs, on the margin or not depending on what we want to do academically and with changes in demand.

Report from the Provost

2014 ENROLMENT REPORT

The Provost presented the 2014 Enrolment Report. With consent of Senate, Deputy Registrar Fred Vogt, Associate Registrar Andrew Arida, and Dr Stephanie McEwen joined her to present.

Mr Vogt presented; he noted that the key point in the report is that this is the first year for UBCO where domestic enrolment has declined, by 296 (headcount) or 217 FTEs. Overall, we are now 4.8% below our government funded targets. We are considering general enrolment trends, the effects of BBA being introduced 2 years ago, and discontinuation of automatic entrance scholarships.

Mr Vogt explained that 30% of our students came from the Okanagan region, and this pool of eligible students will not grow, so it is essential for the campus to draw from other regions.

Mr Arida noted that the number of grade 12 students was declining in the Okanagan, and that the decrease in applications was slightly faster than the decrease in secondary school numbers.

Senator Arthur asked what percentage of grade 12 students in the Okanagan would be academically qualified and if that number has changed? He suggested that previously this number was close to 20% for UBC.

Mr Arida replied that we are noticing more students staying rather than leaving the region. The number was now slightly higher than the 20% figure previously cited. Dr McEwen added that 50% of BC HS12 grads were qualified generally for university in BC.

Mr Arida noted the effects of broad-based admission (BBA) on applications to both campuses; application numbers decreased following its implementation.

Senator Lalonde asked if there was any will to reconsider the policy on BBA.

Mr Arida replied that we are reviewing BBA on both campuses to determine how it is meeting its goals, what are its impacts, and how is it changing the 1st year class.

Senator McNeil noted that one reason why we implemented BBA was to try to improve retention, and asked if there was data on its effects there.

Mr Arida replied that there was not a large change in retention, but at Vancouver (which had a longer time using BBA), BBA students were retained at a slightly higher rate than those admitted purely on grade.

Senator Comben asked how common BBA was in Canada.

Mr Arida replied that it was common for commerce programs, but UBC was the largest institution that required it of all applicants. As a result, a student who is thinking of coming to UBC has a more involved application process than for most other schools.

Senator Lawrence asked if BBA had increased yield.

Mr Arida replied that there may be a small effect, but the effect on applications was much stronger.

Mr Arida further noted that our decrease was mostly for Arts applications, which we know is true for all of Canada. For Okanagan, Science is actually growing slightly, and interest in business is slightly less than the rest of Canada.

Senator Wylie noted that UBC Vancouver Arts applications were not down but UBC Okanagan was.

Mr Arida replied that both Okanagan and Vancouver saw decreases in applications this year, but with Vancouver being more competitive, they can simply lower their criteria slightly to fill all seats.

Senator Evans noted that the thresholds noted were not in the enrolment report and suggested that they be included for next year.

Mr Vogt noted that we are funded for 6971 FTEs. The funding year was May to April, so previous summer numbers were counted. As of Nov 1st we are at 6719. There will be a small decrease over the rest of the year.

Senator Johnson suggested that we could have reduced our admission standards to meet our targets for enrolment to the BA program.

Senator Sneg asked how retention was measured when students changed programs.

Mr Vogt replied that we measured retention on a program, campus, and system level. The numbers presented were for the campus.

Senator Allen asked if we admitted every applicant who met the program requirements or those who met the percentage set above the base number.

Mr Arida replied that it varied program by program. In the case of Arts, because admission was based on grades and BBA, there were some students who met the grade requirement but had BBA scores so low they were not admitted, but this was a very small number of persons.

Senator Lalonde asked how many students have been rejected due to the BBA profile.

Andrew replied for Arts it was very small. The vast majority of applicants were well above the university minimum. He suggested that the number was a few dozen at most.

Senator S Lawrence asked if we could break out the enrolment and retention figures for the Arts between the social sciences and humanities.

Mr Vogt replied that it would be difficult to make that differentiation.

The Chair suggested that, given the remaining time allotted for this meeting, further questions be sent to the Secretary via email to be addressed as business arising at the next meeting of Senate.

Other Business

IN CAMERA – REPORT OF THE LEARNING & RESEARCH COMMITTEE ON HONORARY DEGREES

Adjournment

There being no further business, the meeting was adjourned at 5:30 pm.

Appendix A: Awards Report

New Award:

ROV Consulting Inc. Bursary in Engineering

A \$1,200 bursary is offered by ROV Consulting Inc. to a third- or fourth year student in the Civil Engineering Program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to the student with the greatest financial need. (First award available for the 2014 Winter Session)

Appendix B: Curriculum Report

FROM THE FACULTY OF APPLIED SCIENCE

Revised Courses:

ENGR 315 (3) Systems and Control

ENGR 477 (3) Mechanical Engineering Laboratory

FROM THE FACULTY OF HEALTH & SOCIAL DEVELOPMENT

New Courses:

HMKN 402 (3) Advanced Community Placement Experience

HMKN 415 (3) Muscle Fatigue

HMKN 419 (3) Lifestyle and Metabolic Disease

Revised Program:

Bachelor of Human Kinetics > program requirements (HMKN 402)

Appendix C: BSN Program

FACULTY OF HEALTH & SOCIAL DEVELOPMENT

Program changes:

- Admission Requirements > Basic B.S.N. program
- Admission Requirements > L.P.N. Access
- Admission Requirements > R.N. Access
- Introduction to School of Nursing
- B.S.N. Programs Overview
- B.S.N. program (General program requirements)
- Degree Requirements> Basic B.S.N. program (specific course listings)
- Degree Requirements> L.P.N. Access
- Degree Requirements> R.N. Access
- Academic Regulations

New Courses:

- NRSG 101 Nursing Lab Practice I (2)
- HINT 110 Applied Research in Health (3)
- NRSG 120 Introduction to Nursing Research (3)
- NRSG 123 Relational Practice II (1.5)
- NRSG 126 Health & Healing I (3)
- NRSG 136 Nursing Practice I (72 hrs)
- NRSG 201 Nursing Lab Practice II (2)
- NRSG 202 Nursing Lab Practice III (2)
- NRSG 210 Pharmacology for Nursing I (1.5)
- NRSG 220 Pharmacology for Nursing II (1.5)
- NRSG 223 Relational Practice IV (1.5)
- NRSG 226 Health & Healing II (1.5)
- NRSG 227 Health & Healing III (1.5)
- NRSG 228 Community Health (1.5)
- NRSG 229 Mental Health (1.5)
- NRSG 236 Nursing Practice I (72 hrs) (3)
- NRSG 237 Nursing Practice II (72 hrs) (3)
- NRSG 238 Nursing Practice in Community (72 hrs) (3)
- NRSG 239 Nursing Practice in Mental Health (72 hrs) (3)
- NRSG 301 Nursing Lab Practice IV (1)
- NRSG 302 Nursing Lab Practice V(1)
- NRSG 310 Palliative Approach to Chronic Illness (3)
- NRSG 311 Human Infectious Disease (3)
- NRSG 320 Global Health (3)
- NRSG 326 Health & Healing IV (1.5)
- NRSG 327 Health & Healing V (1.5)
- NRSG 328 Newborn Family Health (1.5)
- NRSG 329 Child Health (1.5)
- NRSG 336 Nursing Practice in Medical Settings (96 hrs) (4)
- NRSG 337 Nursing Practice in Surgical Settings (96 hrs) (4)

NRSG 338 Nursing Practice in Newborn Family Health (48 hours) (2)
NRSG 339 Nursing Practice in Child Health (48 hours) (2)
NRSG 426 Advanced Gerontology (3)
NRSG 428 Advanced Community Health Nursing (3)
NRSG 429 Advanced Global Health (3)
NRSG 432 Capstone Project (24 sem/72 practice hrs) (4)
NRSG 431 Capstone Acute Care Preceptorship (240 hours) (8)
NRSG 434 Practice Electives (4/8 credits)
NRSG 440 Research Preceptorship (4/8)
NRSG 436 Gerontology Preceptorship (4/8)
NRSG 438 Community Health Nursing Preceptorship (4/8)
NRSG 439 Global Health Practicum (4/8)

Revised Courses:

NRSG 111 Health and Health System (3)
NRSG 112 Introduction to the Profession of Nursing I (1.5)
NRSG 113 Relational Practice I (1.5)
NRSG 122 Introduction to the Profession of Nursing II (1.5)
NRSG 213 Relational Practice III (1.5)
NRSG 313 Relational Practice V (3)
NRSG 421 Capstone Review (3)
NRSG 422 Leadership (3)

Discontinued Courses:

NRSG 114
NRSG 130
NRSG 211
NRSG 214
NRSG 221
NRSG 224
NRSG 230
NRSG 314
NRSG 317
NRSG 321
NRSG 324
NRSG 325
NRSG 330
NRSG 335
NRSG 420