

# THE UNIVERSITY OF BRITISH COLUMBIA



## OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

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## THE OKANAGAN SENATE

### MINUTES

Wednesday December 16, 2010

3:30 pm to 5:30 pm

ART 386 | UBC OKANAGAN CAMPUS

#### Attendance

**Present:** Dr. D. Owram (Vice-Chair), Mr. J. Ridge (Secretary), Dr. P. Arthur, Dean L. Bosetti, Ms. M. Burton, Dr. J. Castricano, Dr. J. Cheng, Dr. J. Cioe, Dean M. Courtney, Dr. F. de Scally, Dr. M. Duran-Cogan, Dr. C. Hodge, Dr. J. Holzman, Dr. J. Johnson, Dr. D. Keyes, Dean M. Krank, Ms. E. Landry, Ms. S. Larose, Dr. S. McCoubrey, Dr. B. Mack, Dean C. Mathieson, Dr. B. Nilson, Dr. G. Pandher, Ms. L. Patterson, Acting Dean K. Phillips, Dr. M. Rheault, Ms. L. Super, Ms. A. Weiss, Ms. M. Woodward Dr. S. Yannacopoulos, Ms. G. Zilm

**Guests:** Ms. L. Collins, Mr. C. Eaton, Ms. N. Hager, Mr. F. Vogt

**By Video-conference:** Ms. S. Morgan-Silvester (Chancellor), Prof. S. J. Toope (President and Vice-Chancellor)

**Regrets:** Dr. A. Abd-El-Aziz (Provost and Vice-Principal), Dean T. Aboulnasr, Dr. P. Balcaen, Mr. N. Cadger, Ms. L. Driscoll, Dr. G. Jones, Mr. S. Joseph, Dr. B. Lalonde, Ms. M. Laviolette, Dean D. Muzyka, Dr. H. Najjaran, Mr. C. Norman, Dr. B. O'Connor, Mr. B. Paton, Dr. B. Schulz-Cruz, Mr. D. Vineberg, Mr. C. Wain

**Recording Secretary:** Ms. K. Ross

## **Call to Order**

Vice-Chair Dr. Owram called to order the fourth regular meeting of the Senate for the 2010/2011 academic year. The assembly agreed by general consent to suspend the *Rules and Procedures of Senate* to allow the use of cameras by representatives of the student newspaper, The Phoenix.

## **Approval of the Agenda**

The agenda was approved by unanimous consent.

## **Senate Membership**

### *Declaration of Vacancy*

The Secretary declared a vacancy for one (1) convocation representative to replace Ms. Lesley Driscoll. The assembly recognized Mr. Eaton who advised that a call for nominations for two (2) convocation Senators for the full term of 2011 to 2014 would occur by the second week of March 2011 and that this would be independent of Ms Driscoll's replacement.

## **Minutes of the Previous Meeting, November 24, 2010**

*Moved: Dr. Cioe*  
*Seconded: Dr. McCoubrey*

*That the minutes of the Okanagan Senate meeting of November 24, 2010 be approved as presented.*

*The motion was put and carried.*

## **Business Arising from the Minutes**

### ***VGRS 599: Visiting Graduate Research Students***

The Registrar responded to an inquiry from Dr. Cioe related to fees associated with the zero (0) credit graduate course VGRS 599: Visiting Graduate Research Students by stating that the Vancouver Senate Academic Policy Committee had been working on a draft policy related to this item. He proposed connecting the chairs of each campus's Academic Policy Committees for further discussion.

## **President's Remarks**

### ***Place and Promise***

The President recalled his November 25, 2010 letter to the UBC community addressing the UBC Executive Group's priorities from *Place and Promise: The UBC*

*Plan* (see <http://strategicplan.ubc.ca>). He reported that many initiatives were currently underway and enumerated several “transformative opportunities” that would require support and attention over the coming years:

### *Student Learning and Engagement*

In the area of student learning, *Place and Promise* set a bold goal of ensuring that every one of our 44,500 undergraduate students would have access to at least two enriched learning experiences. This year the Executive commits to:

- Creating, facilitating and funding enriched student experiences (research opportunities, Go Global, community service learning, co-ops, etc.)
- Improving the learning environment of all students, with a focus on first-year, direct-entry students
- Expanding housing opportunities
- Better supporting international students, and
- Increasing informal learning spaces

### *International*

We will launch our *Place and Promise International Strategy* in the early new year. In it we commit to:

- Clearly establishing UBC as the University for Asia, and especially for China and India
- Leading Canadian universities in key international initiatives, including community service learning, alumni networks and research collaboration

### *UBC as a Living Laboratory*

Our final area of focus is the Living Laboratory initiative. This initiative, launched last year, integrates research, teaching and operational management of the campus to develop ideas, technologies and partnerships for sustainability. In particular this year, the Executive commits to:

- Sharing all that UBC learns in researching, testing and implementing initiatives in social, economic and environmental sustainability

- Further improving the effectiveness of our sustainability efforts by promoting interdisciplinary collaboration and sharing resources

The Executive had also identified the following three “foundational initiatives” to be solidly launched (and some completed) within the current academic year:

### *UBC in its Region and Province*

- Completing the land use planning consultations, and achieving ministerial approval for an amended plan
- Determining UBC's relationship to the provincial Government Reporting Entity (GRE)
- Diversifying Revenue and Campaign Launch
- Increasing research funding (government, foundations and international)
- Launching the UBC alumni engagement and fundraising campaign, the most ambitious in Canadian history

### *Communications*

- Telling our story to our constituencies, internally and externally; profiling the human faces of UBC
- Enhancing advocacy and inviting external validators to support the mission of the university

### Discussion

In response to an inquiry from Dr. Cioe, the President noted that action plans for the first-year experience would vary for each UBC campus; he deferred the discussion for the Okanagan campus to the Deputy Vice-Chancellor who noted that this item would be discussed further at an upcoming Senate meeting.

### *Visits to India, Asia*

The President reported that in November 2010, the Association of Universities and Colleges of Canada (AUCC) had organized a seven-day visit to New Delhi by a delegation of 15 university presidents. The purpose of the visit was to enhance the academic and research relationship between Canada and India and to establish linkages with key partners. The President stated that this large

delegation had generated significant interest and media coverage, and he shared his excitement over the announcement that scholarships from eight (8) Indian universities would soon be available to UBC students at both campuses through several partnerships developed around student learning.

The President also reported that his recent visit to Tokyo, Beijing, Shanghai, and Hong Kong had been very successful. He noted a remarkable level of enthusiasm and “inter-generational camaraderie” at alumni events held throughout the region. The President noted that he had also met with key academic partners to identify future areas of collaboration, and was delighted to announce more than \$17 million in gifts to UBC.

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

### ***Capital Campaign***

Dr. Owram reported with enthusiasm that the capital campaign had exceeded expectations and that half of the \$100 million goal had already been raised for the Okanagan campus.

### ***Relationship with India***

Adding to the President’s earlier comments, Dr. Owram stated that the Okanagan campus would need to further strengthen its ties with India. He noted that despite a large Indian community in the Okanagan Valley only a small number of Indian students chose UBC’s Okanagan campus.

### ***Budget***

Dr. Owram commented on the success of the new approach to budget management and described the process as transparent and efficient, and this, coupled with growing student enrolment in both domestic and international markets, had allowed for the campus’ top priorities to be funded. The Registrar confirmed that early enrolment figures indicated growth in most faculties and noted that Senate would receive the 2010-2011 UBC Annual Report on Enrolment for the Okanagan campus in January 2011.

In response to a comment from Dr. Cioe, Dr. Owram agreed that balancing the allocation of physical space with rising enrolment would be a crucial task over the next few years. To mitigate the high demand of this key university resource, academic space would be assigned according to student numbers with a likely increase in use of evening scheduling to accommodate lectures and laboratories.

### *Deans, and Provost and Vice-Principal Selection Committees*

Dr. Owram reported that the representation for the various search committees was nearly complete. The assembly recognized Mr. Eaton who noted that two calls for student representatives on the Dean of Creative and Critical Studies Search Committee had been circulated without any response; a third call would be circulated in the spring.

### *From the Board of Governors*

The Senate received for information confirmation that the following items approved by the Okanagan Senate had been subsequently approved by the Board of Governors as required under the *University Act*.

#### **Senate Meeting of 22 September 2010**

Curriculum proposal from the Faculty of Arts and Sciences.

New Award.

Establishment of the Institute for Species at Risk and Habitat Studies (SARAHS).

### **Joint Report of the Admissions and Awards Committee and the Curriculum Committee**

Admissions and Awards Committee Chair Dr. Sharon McCoubrey presented the joint report.

### *Affiliation between the University and Okanagan College for a Block Transfer and Admissions Agreement for the Bachelor of Science in Nursing*

*Moved:* Dr. McCoubrey

*Seconded:* Dr. Cioe

*That Senate endorse and recommend the modification to the affiliation between the University and Okanagan College (as set out in the document entitled "Block Transfer and Admission Agreement" attached) to the Council of Senates for approval;*

*and*

*That, contingent upon the Council of Senates and Board of Governors approving the modification to the affiliation referenced above, the Senate approve the changes to Calendar entries for the School of Nursing, and the Bachelor of Science in Nursing program, as brought forward by the Faculty of Health and Social Development as set out in the attached proposal.*

The following is an excerpt from the joint report:

The Curriculum Committee and the Admission and Awards Committee have reviewed the attached proposal for block transfer and admission for Okanagan College (OC) Nursing students to the University. This proposal meets the definition for an affiliation between UBC and OC under Council of Senate's Policy C-2: *Affiliations with Other Institutions of Learning*.

As proposed, beginning in September 2011, Okanagan College will offer, in partnership with the University of British Columbia's Okanagan campus, years one and two of the Okanagan campus' Bachelor of Science in Nursing program based on the curriculum of the Collaboration of Academic Education in Nursing (CAEN). Graduates will receive a Bachelor of Science in Nursing from the University.

The affiliation agreement as proposed has been reviewed by the Office of the University Council.

Because this proposal is atypical to the general affiliation agreements specified in the policy that may be addressed by each campus, it must be approved by the Council of Senates.

### Discussion

In response to a question from Dr. Holzman, Dean Courtney noted that the Memorandum of Understanding included in its conditions that Okanagan College followed the Collaboration for Academic Education in Nursing (CAEN) curriculum and the requirements of the College of Registered Nurses of British Columbia (CRNBC) for years one and two of the Bachelor of Science in Nursing (B.S.N.) program and all enrolled students would be required to be members of the CRNBC. She confirmed that the identical CAEN curriculum would be offered in years one and two at both Okanagan College and at UBC's Okanagan campus.

In response to a question from Dr. Pandher, Dean Courtney stated that a maximum of 24 Okanagan College students would be admitted to the UBC's Okanagan campus in 2011 and another 24 in 2012. She added that should a student elect not to continue in the program and transfer to UBC's Okanagan campus in their third year, common admission requirements and fees permitted certain flexibility for students transferring between institutions offering the CAEN curriculum.

Dean Courtney noted that a working group would be established to ensure that the required biology courses would match up exactly between UBC's Okanagan campus and other partnering institutions.

Dr. Cioe asked several questions around faculty recruitment to support the increase in student enrolment. Dean Courtney indicated that the Ministry of Health Services would fund additional clinical instructors and these new faculty

positions could conceivably match and then replace anticipated retirements over the coming years.

Dr. de Scally inquired why the Block Transfer and Admission Agreement stipulated that Okanagan College establish tuition fees at an amount equal to or greater than those at UBC's Okanagan campus. Dean Courtney explained that equal tuition rates guaranteed a level playing field.

In response to an inquiry from Dr. Johnson, Dean Courtney explained that Okanagan College currently offered a Licensed Practical Nurse (L.P.N.) program and, in accordance with the proposed agreement, would also offer years one and two of the B.S.N. program with students transferring to the University in their third year. Dr. Owram added that Okanagan College had agreed to offer the first two years of the B.S.N. program rather than propose a full degree program. Dr. Johnson questioned whether 'block transfer' was the most accurate term for such an agreement.

Dr. Mack referenced the Agreement and suggested that under 'Requirements for Student Eligibility' an additional minimum academic requirement be added to address student evaluation after the second year. Dean Courtney noted that students would be evaluated throughout their courses and would be removed from the program if they failed to meet the stated requirements.

*The motion was put and carried.*

### **Curriculum Committee**

Committee Chair Dean Marvin Krank presented the report.

*See also, 'Appendix A: Curriculum Summary.'*

### **VISA 371, EDUC 531**

*Moved: Dean Krank*

*Seconded: Acting Dean Phillips*

*That Senate approve the new courses brought forward by the Faculties of Creative and Critical Studies, and Education as set out in the attached proposals.*

*The motion was put and carried.*

### **HIST 497**

*Moved: Dean Krank*

*Seconded: Dr. de Scally*

*That Senate approve the new course brought forward by the Faculty of Arts and Sciences as set out in the attached proposal.*

## Discussion on HIST 497

Dean Krank noted that the Curriculum Committee had discussed at length the incongruence between the course's credit value of 3 and vectors of [3-3-0] and cited the academic Calendar's policy that "1 credit represents one hour of instruction or two to three hours of laboratory work per week.... A credit is approximately one semester hour." He noted that the course had been approved by the Committee by a marginal vote. Curriculum Committee member Dr. Cheng noted that he had voted against the course for two reasons: first, that the workload was not comparable to other three-credit courses; and second, that many other courses complied with policy while this one did not. Drs. Yannacopoulos and Najjaran concurred with Dr. Cheng's rationales.

The assembly recognized Mr. Eaton who noted that the former University Senate had approved the policy on credit values in the mid 1960s, that this was adjusted in 1991 to reflect a shift from units to credits, and that the policy carried over to both campuses in 2005.

Dr. Cioe argued against assigning a course's credit value based solely on contact hours and reminded Senate of the associated increase in tuition fees. He noted that the standard 120-credit degree would increase in cost and while it would generate additional income for the University, it would place an unnecessary and unfair burden on students. Dean Courtney extrapolated, and argued that if Senate approved courses with five contact hours per week with students enrolling in five courses per term, the contact hours would total 30 hours of class time per week. Dr. Cioe agreed with Dr. Johnson's comments that each course within each discipline should be considered on its merits rather than be inflexibly bound to policy.

The assembly discussed varying approaches to this issue, including matching exactly contact hours with credits; considering carefully such factors as discipline and academic rigour of contact hour instruction in setting credit value; and seeking overall balance within a degree by decreasing credits in one course to allow an increase in another.

Dean Krank noted that there were many examples of courses across various faculties on the Okanagan campus with vectors of [3-3-0], and stressed that the philosophy, and not any one particular course, was at issue. He suggested that the vector policy discussion be referred to the Curriculum Committee for further discussion.

*The matter of vector correlation with credit values was referred to the Senate Curriculum Committee for review by general consent.*

The assembly discussed the academic nature of the course noting that the proposed title, *Digital Media and History*, lacked clarity. Dr. Nilson noted that the

course was historiographical and would include film study and elements of making historical documentaries; history would be portrayed by video, and there would also be a display of video history. Dr. Keyes added that the course was in the field of digital humanities but would include practical skills training in the use of digital equipment and software resulting in the creation of a documentary film. Dr. Castricano echoed the concerns of other Senators and suggested a title change for the course noting the lack of clarity between applicability and methodology.

Dean Bosetti summarized the issues that had been discussed and noted that the key issue of clarity remained for students who will be unaware of the purpose of the course and the workload expected.

*The motion to approve HIST 497 was approved with six opposed.*

### **IGS 630**

By general consent, Dean Krank read aloud an amended version of the Calendar description for this proposed course, as follows:

**IGS 630 (0) Teaching in Higher Education**  
**Prepares doctoral students for teaching undergraduate courses within a discipline. Enrolment is only by application to Graduate Studies. See the IGS website for the selection process and criteria for enrolment. Pass/Fail**

*Moved: Dean Krank*

*Seconded: Dr. Cioe*

*That Senate approve the new course brought forward by the College of Graduate Studies.*

### Discussion on IGS 630

Dean Krank deferred to Drs. Arthur and Keyes for a description of the course proposal.

Dr. Arthur spoke to the course's format and curriculum. Offered as a two-term course, term 1 would consist of instructional design preparing students for term 2 in which students, under the mentorship of a faculty member, would enter into an authentic teaching situation.

Dr. Duran-Cogan raised certain objections to the principles of the course. She noted that during the course of her own Ph.D. she was offered several opportunities to teach within her faculty, and expressed her view that it was the obligation of faculty and the University to provide such opportunities, including ongoing support and training, for Ph.D. students.

Dr. McCoubrey spoke in favour of the course, noting that it provided a unique learning situation through the mentorship and support a faculty member. Ms. Patterson supported the proposal as an invaluable experience at a higher standard. Dr. Cioe also supported the proposal noting that it stood as a model for other faculties. He described the course's uniqueness in that it enabled students to learn about teaching in a more formal way than trial and error, and added some words of caution around mentors who did not enjoy teaching, and the risks around the financial exploitation of Ph.D. students. Dr. Rheault supported many aspects of the proposal but likened the course to a teaching assistantship; he noted that undergraduate students expected professional teaching instruction from professors, not Ph.D. students.

The assembly deliberated the drawbacks of having the course housed by the IGS program and therefore directed to IGS students. Dr. Johnson supported the full and ongoing training and mentoring for all Ph.D. students but sought clarification around the process for selecting both students and their attendant mentors. Dr. Keyes explained the application process noting that Interdisciplinary Graduate Studies (IGS) student applicants and other graduate student applicants would be evaluated by a committee of the IGS Council which would include the Director of the Centre for Teaching and Learning. Dr. Keyes noted that IGS students in particular would benefit from the experience due to the wide, interdisciplinary nature of their studies.

Dr. Cioe supported future expansion pending the availability of resources, but noted that at any time faculty could provide mentoring opportunities. Dr. Arthur indicated that this proposal had been approved by the Curriculum Committee as a two-year pilot, which was an expansion from what was already offered through the Centre for Teaching and Learning. Dean Krank noted that it was not financially feasible to offer this opportunity to all Ph.D. students.

Dr. Keyes elaborated on the course's application criteria at Ms. Patterson's request. He noted that the course was available to all doctoral candidates but preference would be given to students who 1) had demonstrated an interest and desire in the scholarship of teaching; 2) had limited opportunities to teach at the undergraduate level; 3) had normally achieved post-candidacy; and 4) were enrolled in the IGS program (all other things being equal, preference would be given to IGS students).

*The amended motion was put and carried.*

## **Nominating Committee**

Committee Chair Dr. Duran-Cogan presented the report.

***President's Advisory Committee for the Selection of a New Associate Vice-President Academic & Research (Provost, Okanagan)***

*Moved: Dr. Duran-Cogan*

*Seconded: Dr. Cioe*

*That Peter Arthur, Jan Cioe, Daniel Keyes, and Gurupdesch Pandher be elected as Senators on to the President's Advisory Committee for the Selection of a New Associate Vice-President Academic & Research (Provost, Okanagan).*

Dr. Duran-Cogan noted the key criteria that guided the Committee's deliberations and recommendations:

- 1) Disciplinary Balance – elected Senators from different faculties were selected to ensure that breadth of academic endeavours were represented;
- 2) A Focus on Faculty Members – noting that two seats on the President's Advisory Committee were reserved for undergraduate and graduate students, and the President appointed three persons (whom the Committee expected to be administrators), the Committee focused its recommendations on faculty members to ensure that the faculty voice was heard; and
- 3) Experience – preference was given to long-standing Senators and those with past search committee experience.

Discussion

The President clarified that in the past he had not frequently appointed deans to similar search committees but had in fact appointed students, alumni, and faculty.

*The motion was approved with three abstentions.*

**Adjournment**

There being no further business the meeting was adjourned. The following regular meeting of the Senate was scheduled for Wednesday January 26, 2011 at 3:30 pm to 5:30 pm in ART 386.

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## **Appendix A: Curriculum Summary**

### **From the Faculty of Arts and Sciences**

1. The following new course:
  - a. HIST 497 (3) Digital Media and History

### **From the Faculty of Creative and Critical Studies**

2. The following new course:
  - a. VISA 371 (3) Digital Documentary Production

### **From the Faculty of Education**

3. The following new course:
  - a. EDUC 531 (3) Educational Governance

### **From the Faculty of Health and Social Development**

4. The following new course:
  - a. IGS 630 (0) Teaching in Higher Education