



Office of the VP Academic & University
Affairs

Ternary Report: May 2015-July 2015
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Prepared by
Jenna Omassi
AMS VP Academic & University Affairs

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1 Introduction

The first three months in office have been very hectic, with three conferences attended, starting every project that is currently included in my goals, and hiring five staff members. Through this time the staff in the VP Academic & University Affairs Office and myself have set our clear priorities for the year, and the following documents outlines what those are, how we hope to achieve them, and other pieces to consider.

2 Vision

The vision for the VP Academic & University Affairs office this year is Student Engagement. This is overarching in that if we cannot effectively engage students in university decisions, we cannot properly advocate on their behalf. The goals that follow all tie into the idea of engagement, in that without proper engagement of students, the work of this office cannot be done.

- o June 2015-April 2016
- o The AMS and the UBC Administration have struggled to engage the right groups in consultation in the past, especially last year. The VP Academic & University Affairs office will work throughout the summer to engage students in how they would like to be involved and engaged, to ensure a more equitable practice of student involvement in large university conversations.
- o Sub-goals
 - Involve students more generally, without surveying or using traditional methods of communications with our constituents
 - Develop 'best practices' for engagement with students for use by the AMS, student groups based in advocacy, the UBC Administration and other groups on campus

3 Goals for the Year

3.1 Tuition Consultation

International Undergraduate Tuition Increases 2015/2016

- o June 2015- January 2016
- o Pursuant to the Board of Governors resolution passed on June 9, 2015, UBC will be seeing programs review their tuition for international students, looking to raise tuition to solve budget constraints currently being experienced
- o Sub-goals
 - Create a process to navigate the program by program reviews
 - Support undergraduate societies, the ISA, Dean's Offices and the UBC Administration to navigate this process

- Ensure that consultation/involvement measures determined in the summer are used in September to properly engage students

3.2 Undergraduate Research Opportunities

- Provost office initiatives
 - June 2015
 - The Provost office was tasked by Senate to engage in programming and consolidation of many efforts in terms of undergraduate research, with their work being able to inform our own project
 - Sub-goals
 - Contact the Provost's office for information on where the initiative is at
 - Develop partnership with initiatives happening in the provosts office
- Consolidation of campus initiatives
 - July 2015
 - Undergraduate research involvement opportunities exist on campus, especially amongst student groups, but have not been consolidated yet by any main body.
 - Sub-goals
 - Develop list of all student initiated research opportunities
 - Develop list of other campus undergraduate research opportunities on campus
- Platform for student access
 - August 2015
 - Beyond just a consolidated list, there lacks a centralized place for students to look into possible undergraduate research that they can engage in, or creative ways to do so. Developing a platform, through already existing communications channels, could provide ease of access to students looking for research experience.
 - Sub-goals
 - Work with communications to develop a platform
 - Ensure that this platform is updated when new information is found

3.3 Accessibility & Affordability

- Open Educational Resources (OERs)
 - Open Access and Open Education are gaining recognition and momentum in the international scholastic community, and the VP Academic & University Affairs office is partnering with UBC units and BC Campus in order to bring a focus on OERs and Open Textbooks on the UBC campus.

- o May-August 2015 Sub-goals
 - Produce report on landscape at UBC and beyond, with a look to actions for this year
 - Attend the Open Textbook Summit and prepare presentation for the Open Education Conference
 - Bring together UBC campus stakeholders to develop steps forward for advocacy, as well as with BC Campus and external supports for open access
 - Bring issue of OERs to SUDS, working to ensure that OERs become an important part of accessibility and affordability around the country
- o August-April 2015 Sub-goals
 - Implement and execute advocacy campaigns for Open Textbooks/OERs
 - Work with the Senate Library Committee to push for discussions surrounding open source material
 - Continue working with CTLT to implement professional development surrounding open access to faculty
 - Work with BC Campus and faculty/staff from other universities
- Accessibility & Affordability Policies
 - o June 2015
 - o Previously the University & External Relations Committee has tried to develop a tuition policy to respond to the referendum question surrounding tuition passed in 2014. However, this policy did not consider the large context of affordability and accessibility, including housing costs, educational resources and barriers in service in the university. This set of policies, one for the VP Academic & University Affairs Office and one for the VP External's office, place tuition in the larger context of accessibility and affordability.
 - o Sub-goals
 - Creation of policies
 - Implementation of policy in the VP Academic & University Affairs office focusing on all efforts relating to affordability & accessibility, not just tuition
- Exam Prep Database (EPD)
 - o May 2015-April 2016
 - o The EPD was funded by a TLEF grant a number of years ago and went through Senate, gaining approval for next steps. Now that it has finally been finished and had a few initial users, the VP Academic & University Affairs office will begin to push for adoption of the resource and uploading of content by faculty. This resource contributes to the overall goal of affordability and accessibility in leveling the playing field for all students, whereas current resources for exam preparation favor those who can afford online databases.
 - o Sub-goals

- Present to Senate about the EPD
- Find faculty champions in a number of departments across faculties to use the database, through faculty group meetings and strategic follow-up
- Create awareness amongst students about this resource

3.4 Academic Experience Survey

- Timely Data Release and Report
 - June 2015
 - Last year, due to many factors, the release of the report and information about the 2014 Academic Experience Survey took very long to be released. Having worked with Insights West on the survey this year, data should be released mid-June with a report finished at the end of June.
 - Sub-goals
 - Have data released for specific question requests in mid-June
 - Timely report to be finished by the end of June, with tailored reports to be prepared by mid-July
 - Ensure that recommendations from past years are looked over and that new recommendations hold clear steps forward
- Revamp of questions and constituency supplement
 - October 2015-January 2016
 - The AES has remained largely the same in questions for the last few years, without intentionality to questions asked and tracking trends over time. In using the services of Insights West, the VP academic & University Affairs office now has the ability to track questions over time and be more intentional about the length and use of the survey.
 - Sub-goals
 - Reduce the number of questions for the 2016 survey to under 100 questions, working with Insights West to be intentional about question selection
 - Work with constituencies to support the development of their questions, ensuring intentional questions and outcomes
 - Review outcomes of survey to ensure selection of questions fits with the values of the survey

3.5 Flexible Learning

- Mid-Course Feedback
 - August 2015-April 2016

- o Mid-course feedback is an ongoing project that allows faculty to seek feedback from their students 5-7 weeks into their terms, with a dialogue surrounding changes to be made in the course as a result of the feedback. Recent surveying has shown that this feedback could lead to better satisfaction of students in the course, as well as a larger percentage of participation in Student Evaluations of Teaching at the end of the semester.
- o Sub-goals
 - Work on database of faculty member names to reach out to in order to gain broader support and adoption for mid-course feedback
 - Determine if there are any ways to integrate mid-course feedback messaging into other programs, such as Student Directed Seminars and service provision.
- Enhanced Learning Record
 - o September 2015-April 2016
 - o The Enhanced Learning Record is a project that the Senate Ad Hoc Committee on Flexible Learning is working on. This would provide a record and possible credit for programming outside of the academic sphere. Though this project has not launched yet, there are many other universities across North America who have similar records.
 - o Sub-goals
 - Provide support to the Senate Ad Hoc Committee on Flexible Learning in the creation of an Enhanced Learning Record

3.6 Sexual Assault Policy

- Sexual Assault Policy at UBC
 - o May 2015-April 2016
 - o Following the series of sexual assaults on the UBC campus in 2013, as well as calls from many groups for a more robust policy surrounding campus safety and sexual assault, UBC is looking to either develop a stand-alone sexual assault policy or incorporate it properly into current non-academic misconduct.
 - o Sub-goals
 - Work with UBC to represent the student voice in discussions surrounding a sexual assault policy
 - Work with the SASC to develop internal AMS policy, to be in line with work being done at UBC
 - Stay actively engaged in discussions about Campus Safety, including the Campus Safety Working Group and the Policy Committee on Safety & Security Cameras
 - Continue to work with the SASC and AMS Student Services on a Safe Party Plan and a COR
- Consent Campaigns

- o June-August 2015
- o Though the SASC currently has a consent campaign called, “Got Consent?” it has not been effective in mobilizing students to learn about consent without boundaries or judgment. The VP Academic & University Affairs office has developed a need to work with the SASC in order to ensure that their consent campaigning is approachable and can be engaging for those students not already involved in the conversation surrounding consent, especially in the first six weeks of their time at UBC.
- o Sub-goals
 - Work with the SASC to re-vamp their consent campaign
 - Advocate for consent to be a feature of orientation activities, especially the Imagine Day Pep Rally
 - Work to facilitate support for the campaign and integration into club and constituency programming

3.7 Musqueam Relations

- Creating lasting connections with Musqueam
 - o July-September 2015
 - o Since the creation of the Aboriginal Students’ Commissioner position, the AMS’ relationship with the Musqueam has solidified, though there were a few incidents that clouded this. With the Musqueam weaving project, the AMS will have an amazing opportunity to work with the Musqueam and create a lasting relationship.
 - o Sub-goals
 - Meet with Musqueam to initiate weaving project and follow throughout to ensure that the project is complete and respectable placed in the Nest
 - Ensure that a permanent staff member of the AMS (Executive Director) is involved in meetings with the Musqueam to ensure that there is a lasting connection
- Supporting the initiatives of the FNHL & Aboriginal Student Groups
 - o September-December 2015
 - o The VP Academic & University Affairs office has been working to create a stronger bond with Aboriginal students, however that is difficult to do when there is not cohesion amongst these students. The Aboriginal Students’ Commissioner will be working to create stronger connections between Aboriginal students and will be supporting the initiatives of FNHL & Aboriginal Student groups.
 - o Sub-goals
 - Plan a welcome/welcome-back event for Aboriginal students
 - Support the FNHL in their initiatives to support Aboriginal students

- Ensure that student groups have the support of the Aboriginal Affairs Commissioner, especially those helping to plan the pow-wow

3.8 Equity Overhaul

- Evaluating systematic internal issues, including the meaning of equity within the AMS
 - January-April 2016
 - Equity has been approached in a negative way within the AMS, with the Inclusion Office that was proposed being a move towards outsourcing equity and a review of the AMS. However, the approach that the Academic & University Affairs Office would like to take this year is a positive look at equity, integrating equity into the society in creative ways.
 - Sub-goals
 - Having the Equity Commissioner help to program the open space in the office, using methods used in other office settings
 - Ensuring that equity is a large part of the governance review
 - Working with HR to ensure that student staff are promoting an equitable workplace, with students feeling represented properly
- Connection with ombudsperson and services (speakeasy, advocacy, SASC...)
 - July 2015
 - The many services advocating on behalf of students at the AMS currently do not have a strong connection. The Academic & University Affairs Office will work to ensure that all those advocating on behalf of equity coordinate to ensure that there is cohesion within the AMS.
 - Sub-goals
 - Create an initial meeting of the equity commissioner, the SASC, the AMS Ombudsperson, Speakeasy Coordinator and Advocacy Coordinator
 - Ensure that groups are working together throughout the year and touching base

3.9 Mental Health & Wellbeing Investment

- \$2.5 million investment in Mental Health & Wellbeing, review of system
 - June-December 2015
 - With the housing increases last year, the university has committed an extra \$2.5 million into mental health services. With this commitment, a portion has been put towards short-term fixes, with the rest being spent after an external consultant.
 - Sub-goals

- Work with Keeling & Associates to ensure the best long-term solutions are reached for mental health and wellbeing spending
 - The Mental Health & Wellbeing Commissioner will work to ensure that priorities set are done properly
- Withdrawal with Extenuating Circumstances (WE)
 - August 2015-March 2016
 - Right now there only exists a W standing, not a standing for those who must withdraw from classes for extenuating circumstances.
 - Sub-goals
 - The VP Academic & University Affairs to work with the Mental Health & Wellbeing Commissioner to develop a strategy to engage with the university on this topic
 - Researching the implications of WE standing at other institutions
- Fall Reading Week
 - June 2015-January 2016
 - Many other universities have a fall reading week for their students to reduce with stress, anxiety and increase wellbeing.
 - Sub-goals
 - The VP Academic & University Affairs to work with the Mental Health & Wellbeing Commissioner to develop a strategy to engage with the university on this topic
- Syllabi development
 - June 2015-April 2016
 - Currently there lacks a structure to syllabi across the university. Student Senate Caucus, with the help from the Academic & University Affairs office would like to work to have a systematized template for syllabi, mentioning important pieces surrounding mental health & wellbeing, wellness, equity and access & diversity.
 - Sub-goals
 - Develop timeline for Senate implementation
 - Mental Health & Wellbeing Commissioner to research into other universities and their work around syllabi

3.10 Campus Development

- Housing Contract
 - June 2015-April 2016

- Residences at UBC are on land owned by UBC Properties trust and not subject to provincial legislation, or the Resident Tenancy Act. With that, the residence contract currently holds no real rights for residents, having to do with many things including eviction, prices, and privacy. The AMS needs to work to ensure that residence contracts have UBC have student rights involved.
- Sub-goals
 - Work with Student Housing & Hospitality Services to review the residence contract to ensure that it abides by the Code of Student Rights and Responsibilities
- The Campus Development Commissioner will work to research different residence agreements, highlighting those that are most important to ensure the rights of students living in housing
- Land Use Plan Amendments
 - August 2015-March 2016
 - With the University Boulevard project and other changes to campus, the Board of Governors will be going through Land Use Plan Amendments, and the AMS will work to ensure that they are in the best interest of the campus community and students.
 - Sub-goals
 - The Campus Development Commissioner will work with the GSS policy analyst to ensure that the amendments to the Land Use Plan are in the best interest of the campus community
 - The VP academic & University Affairs should work with the Board of Governor student representatives to ensure that they have support in the process of the amendment.

4 Hiring

I still have to hire an Academic Affairs Commissioner and an International Students' Commissioner, who will both be hired by August 15th, 2015. Here follows the other commissioners that have been hired and rehired since May 1st.

4.1 Mental Health and Wellbeing Commissioner

Lina Castro is returning as the Mental Health & Wellbeing Commissioner. So far she has been working on a Mental Health & Wellbeing insert into First Week Packages, finishing research on a Fall Reading Break and Withdrawal with Extenuating Circumstances.

4.2 Equity Commissioner

Emmet Lee is the new Equity Commissioner. Emmet is currently working on programming the space in the communal office area in the AMS Offices, working with HR to ensure equitable practices within the AMS, and reaching out to university resources to allow for equity training for AMS staff, clubs, and all students.

4.3 Campus Development Commissioner

Emily Rennalls is the new Campus Development Commissioner, a position that reports to Executive Committee, specifically to both the VP Academic & University Affairs and VP External. Emily is working on tangible actions towards better rights for student residents through changes to the Residence Contract, working on operationalizing Campus & Community Planning's Principles of Engagement, and an interactive map to ensure engagement in Campus Development on campus.

4.4 Aboriginal Students' Commissioner

Salia Joseph is continuing on as the Aboriginal Students' Commissioner. Her main projects are the planning, commissioning and hanging of a Musqueam weaving in the AMS Student Nest, Aboriginal student collaboration, and the support of the second annual pow-wow.

4.5 AVP Academic and University Affairs

Daniel Munro is continuing on as the AVP Academic & University Affairs. He works closely with myself on all initiatives, including Mid-Course Feedback, the Exam Prep Database, the Academic Experience Survey, Open Educational Resources, Undergraduate Research, and more.

5 Committees

5.1 AMS Committees

5.1.1 Education Committee

5.1.2 University and External Relations Committee

5.1.3 Impact Grant Adjudication Committee

5.2 University Committees (Standing and Ad Hoc)

5.2.1 Student Evaluation of Teaching (SEoT) Implementation Committee

This committee is a UBC committee made up of university administrators and representatives from the major faculties to discuss the implementation of the SEoT. In the past discussions have been in regards to improvements that will soon be coming to the CourseEval system, whether evaluations in grad courses are always happening and/or being reported to the Provost's office, and how to better communicate to students how course evaluations are used to ensure quality of teaching.

5.2.2 University Health and Safety Committee

The University Health and Safety Committee meets to discuss high level health and safety issues at UBC. The last meeting was attended by the AVP Academic & University Affairs.

5.2.3 Bookstore Advisory Committee

The Bookstore Advisory Committee is a body made up of staff, faculty, and students that provides feedback and advice to the UBC Bookstore on its product and service offerings to the UBC community. The committee has not met recently.

5.2.4 Vantage College Advisory Committee

This committee is the advisory body for Vantage College and the development of the first year international student program within the college. The committee has not met recently, though I have been prompting it to meet as a result of the new class of Vantage college students entering in September.

5.2.5 Investment into Student Mental Health and Wellbeing Steering Committee

This committee is comprised of staff and administration from UBC VP Students' Office and Student Development & Services, as well as myself and the Mental Health Network Chair. The committee was formed to discuss the increase of \$2.5 Million in spending into Student Mental Health & Wellbeing, both having decided to put part of the money to hiring new staff and counsellors, and working with Keeling & Associates to decide what other spending will look like for more sustained change in Student Development & Services.

5.2.6 Orientations Steering Committee

This committee is made up of staff from Student Development & Services, the Centre for Student Involvement & Careers (specifically Orientations staff), International Student Development, Student Communications Services, Undergraduate Societies, and the AMS. The committee makes large decisions about university orientation programs like Imagine Day and Jumpstart, and leads a direction for student-led orientations.

5.2.7 Campus Safety Working Group

The Campus Safety working group brings together the UBC administration, Campus Security, Student Development & Services, Access & Diversity, and students to discuss the Campus Safety report and recommendations, as well as outline future steps to ensure Campus Safety remains a priority amongst all units. Recently they held a larger Campus Safety Forum for the campus community, and will hold another one when the fall semester starts.

5.2.8 Informal Learning Spaces Committee

This is a committee that meets once a year to adjudicate a fund that provides money for the creation of informal learning spaces on campus. The committee met in February.

5.2.9 Naming Committee

This committee meets to name campus development projects.

5.2.10 Wellbeing Steering Committee

The Wellbeing Steering Committee meets to support the Wellbeing Initiative, following its creation as a cross-campus initiative to bring together stakeholders in Wellbeing and initiatives/programming that is occurring in silos. This initiative and committee focuses on wellbeing as a holistic term covering mental health and resilience, food and nutrition, physical activity, built and natural environment, and inclusion and connectivity.

5.2.11 Learning Technology Ecosystem Steering Committee

This committee make decisions about which learning technologies the university will adopt and proceed with, as well as updates on pilots, and the general learning technology ecosystem. The focus is primarily on Connect and Connect-mobile apps.

5.2.12 Student Academic Systems Initiative (SASI) Governance Committee

This committee works on a new student system to support the redesigned business processes and improvements that UBC is using to transform the way faculty, staff, and students interact to support student success. It is made up of those working with student communications and success in faculties, and chaired by the Registrar.

5.2.13 Counsellor Selection Committee

This committee is working to select two new counsellors in Counselling Services, and will help to select more counsellors in the near future.

5.2.14 VP External Relations & Communications Search Committee

I sit on the VP External Relations & Communications Search Committee struck by the UBC President. All matters discussed at these meetings is confidential.

5.2.15 Learning Spaces Advisory Committee

This committee advises the Vice Provost and Associate VP, Enrolment and Academic Facilities on Learning Spaces. Recently the focus has been determining principles and guidelines for classroom scheduling practices.

6 Conferences

6.1 The Canadian Association of Colleges & Universities Student Services (CACUSS)

This conference, held at the end of May, brought together Student Services professionals from around North America, to Vancouver. Amongst the sessions, I learnt about Co-Curricular Transcript adoption and programming, assessment practices for student societies and groups, religious discourse in secular institutions, peer mentorship programs, the effects of policies on mental health and wellbeing, sexual assault policy and response, how to show appreciation and provide feedback, and how to engage in conversations around sexual violence in a university setting. I also created connections with a number of student services professionals, and student union executives. Large takeaways were in regards to sexual assault response and prevention, which we are working on with UBC, the Enhanced Learning Record, and Peer Programs.

6.2 Open Textbook Summit

The Open Textbook Summit was also held at the end of May in Vancouver, held by BC Campus. This conference discussed adoption, advocacy and reasons for Open Textbooks, though most discussions and workshops discussed Open Education more generally. We made good connections with other student union executives, as well as BC Campus and faculty/staff from UBC. This stemmed our efforts in terms of Open Educational Resources and connecting with resources already available at UBC, as well as prompted the invitation to BC Campus to come to SUDS to present.

6.3 International Conference on Health Promoting Universities & Colleges

This conference was held at the end of June and brought 370 delegates from 38 countries to UBC Okanagan to discuss health promotion in the post-secondary context. The sessions themselves were quite academically focused, and I did not get as much as I had hoped to out of them. However, I made great connections with other student union executives, with whom we will be working on initiatives going forward, including with the Student Senators from UBCO.

If you have any questions, please reach out.

Jenna Omassi

Vice President, Academic and University Affairs

Email: vpacademic@ams.ubc.ca

Phone: 604-822-3092