

**SENATE MEETING
PUBLIC SESSION
MINUTES**

April 27, 2011
3:30 – 5:30 PM
Room 7-172 Bentley Centre

Present:

M. Archie, S. Beeler, D. Casperson, C. Chasteauneuf, L. Chen, M. Dale, A. Dayanandan, B. Deo, J. Edwards, G. Fondahl, M. Green, S. Green, C. Greening, K. Guest, M. Hadland, W. Haque, I. Hartley, K. Hutchings (Vice Chair), G. Iwama (Chair), E. Jensen, G. Johnson, D. Leighton-Stephens, J. Li, S. McKenzie, B. Murray, C. Myers (Recording), A. Nitu, D. Nyce, C. O'Callaghan, C. Pacaide, R. Robinson, C. Russell (Acting Secretary of Senate), P. Sanborn, J. Van Barneveld, S. Wagner, J. Young

Regrets:

E. Annis, R. Brouwer, G. Ashoughian, C. Carriere, A. Kitchenham, R. Lazenby, D. Macknak, D. Ryan, E. Wale

The meeting commenced at 3:35 p.m. The President introduced and welcomed new Senators.

1.0 S-201104.01

Approval of the Agenda

Deo / Young

That the Agenda for the April 27, 2011 Public Session of Senate be approved as presented.
CARRIED.

2.0 Approval of Senate Minutes

S-201104.02

Approval of Senate Minutes of March 23, 2011

McKenzie / Deo

That the minutes of the March 23, 2011 Public Session of Senate be approved as presented.
CARRIED.

S-201104.03

Approval of Senate Minutes of February 23, 2011

Chasteauneuf / Beeler

That the minutes of the February 23, 2011 Public Session of Senate be approved as presented.
CARRIED.

3.0 Business Arising from Previous Minutes of Senate

3.1 Report Regarding Employee Groups

This report was presented for information. Dr. Dale apologized for the delay in getting the information to Senate, noting that it had been difficult to obtain the data and that he was hoping to get data going further back. A Senator asked whether salary data could be used and Dr. Dale replied that this was a possibility.

4.0 President's Report

Iwama

Dr. Iwama reported that the budget had been approved by the Board of Governors and a Town Hall meeting had been held to communicate information about the approved budget. He also provided details about the joint meeting between the Board of Governors and Senate to take place on May 28, 2011. Finally, Dr. Iwama reported that there was a meeting of university Presidents in Victoria a few weeks ago, at which they discussed matters of common interest such as copyright, inter-university athletics, and the federal review of research activities.

5.0 Report of the Provost

Dale

Dr. Dale reported that the University had hired Mr. Troy Hanschen to fill the position of University Registrar. He added that Mr. Hanschen was currently employed at Thompson Rivers University, was previously employed at Vancouver Island University, and prior to that, UNBC. He also thanked Ms. Carolyn Russell for stepping in as Acting Registrar in the interim.

6.0 Question Period

A Senator asked whether the university Presidents had considered lobbying political parties with regard to copyright issues, and Dr. Iwama replied that they had not. He added that the changes to copyright were not a simple matter to deal with. The issues have been particularly difficult for small universities to address as a result of staffing. The University is working with Access Copyright with regard to this issue, and has been required to quantify the level of compliance regarding the use of digital materials.

7.0 S-201104.04

Approval of Motions on the Consent Agenda (*no material*)

Casperson / Chasteauneuf

That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.

It was requested that motions S-201104.09, S-201104.10, and S-201104.12, as well as SCAPP201103.24, be removed from the consent agenda and added to the regular agenda.

CARRIED.

8.0 Committee Reports

8.1 Senate Committee on Academic Policy and Planning

Dale

"For Approval" Items:

S-201104.05

Changes to Academic Regulations 51 (Undergraduate Calendar) and 30 (Graduate Calendar) — Senate Committee on Academic Appeals: Procedures

Chasteauneuf / Hartley

That, on the recommendation of the Senate Committee on Academic Policy and Planning, Academic Regulation 51 (Undergraduate Calendar) and 30 (Graduate Calendar) – Senate Committee on Academic Appeals: Procedures – be amended to specify the conditions of legal representation.

Effective Date: Immediately upon approval by Senate

A Senator expressed concern over the use of the term "respondent" in the calendar text, as it was not clear how this was defined. Ms. Russell suggested that "respondent" be changed to "University," and Senators were in agreement with this change.

CARRIED.

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

[...paragraph 6:]

~~In extraordinary cases, the appellant or other parties may wish to retain legal counsel. Any person(s) retaining legal counsel for purposes of representation are obliged to inform the Senate Committee on Academic Appeals in writing 15 working days prior to the scheduled meeting.~~

Neither the appellant nor the University shall have the right to representation by legal counsel during appeal hearings except by permission of the committee Chair. The Chair, at the Chair's sole discretion, may allow legal representation where he or she judges the circumstances of the case to be exceptional.

S-201104.06

Curtailment of New Admissions to the BFA (Fine Arts and Creative Writing) Program

Chasteauneuf / McKenzie

That, on the recommendation of the Senate Committee on Academic Policy and Planning, for 2011, new admissions to the BFA (Fine Arts and Creative Writing) Program be curtailed.

Effective Date: Immediately upon approval by Senate

Dr. Dale provided background information regarding this motion, noting that the business model was for 25-student cohorts, which has not been realized. He indicated that Emily Carr University has requested a moratorium on new admissions to this program, which the Senate Committee on Academic Policy and Planning and the management committee have supported. He added that current students would be able to complete the program, but the wish was to examine the current model and other potential options.

A Senator indicated that this program was launched improperly and another Senator agreed, stating that if the program was going to be restructured, it should be done properly, with the dedication of at least one faculty member to the Program. Concern was expressed about the message students will receive if admissions are closed to this program.

Another Senator promoted the formation of a committee to manage the process related to the curtailment of admissions, and proposed adding a motion to the agenda in this regard.

Motion:

Casperson / Guest

That Senate suspend any rules in the Senate Handbook to permit addition of a motion to the agenda.
CARRIED.

Motion:

Casperson / Chasteauneuf

That Senate strike a special committee consisting of

- the Provost,
- the Dean of the College of Arts Social and Health Sciences,
- Senator Guest, and
- one person from the Arts Council to be selected by the Provost

to report to Senate by September 2011 on steps to be taken subsequent to the enrolment curtailment in the BFA, and on any related questions that the committee wishes to consider.

Amendment:

Beeler

That the Chair of English be added as a member of the committee.

CARRIED.

Motion as amended:

That Senate strike a special committee consisting of

- the Provost,
- the Dean of the College of Arts Social and Health Sciences,
- Senator Guest,
- the Chair of English, and
- one person from the Arts Council to be selected by the Provost

to report to Senate by September 2011 on steps to be taken subsequent to the enrolment curtailment in the BFA, and on any related questions that the committee wishes to consider.

CARRIED.

It was also suggested that a member of the Office of the Registrar be added to the committee membership, but the proponent of the motion indicated that he would like to keep the committee as small as possible and that there was nothing preventing the committee from consulting with whomever they wished.

S-201104.07

Change in Designation from “Program” to “Department” — Anthropology Program

Casperson / Chasteauneuf

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the change in designation of the Anthropology Program to Department of Anthropology on pages 72-73, 181-185 and 288 of the 2010/11 undergraduate calendar be approved as proposed.

Effective Date: May 2011

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~striketrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

Pgs 72-74

Anthropology (BA Program)

Michel Bouchard, Associate Professor, and ~~Program~~ Chair

Richard Lazenby, Associate Professor

Jim McDonald, Associate Professor

Angèle Smith, Assistant Professor

Farid Rahemtulla, Assistant Professor

Erin Gibson, Adjunct Professor

Fredy Monterroso, Adjunct Professor

Website: www.unbc.ca/anthropology

Major in Anthropology

Students may declare a major after a first year including ANTH 100-3 (Archaeological and Biological Approaches) and ANTH 101-3 (Peoples and Cultures). The major requires students to take 54 credit hours in Anthropology courses (18 courses). At least 24 credit hours must be upper-division Anthropology courses. Students may not take more than 60 credit hours of Anthropology without written permission of the ~~Program~~ Department Chair.

BA Honours - Anthropology

The BA Honours - Anthropology provides a higher level of training and specialization for students planning to proceed to academic and professional postgraduate study. Acceptance into the Anthropology Honours Program is by written application to the ~~Program~~ Department Chair, in which the student identifies the subdiscipline of interest, provides a statement of career objectives, and attaches an unofficial copy of their current transcript. The Honours Program is open to all students majoring in Anthropology who:

Pg 181-185

ANTH 298-(3-6) Topics in Anthropology This course ~~will~~ covers

particular aspects of anthropology selected by the instructor. ~~This course may~~ May be repeated for credit (maximum six credit hours) with ~~the~~ permission of the Program Department Chair (permission to be given only when the subject matter differs substantially).

ANTH 380-(3-6) Topics in Archaeology This is an occasional course offering to enable existing or visiting faculty to teach courses not normally offered in the program. Each course reflects the geographic and topical interests of the instructor, ~~and is only offered depending on availability of an instructor.~~ This course may be repeated for credit (maximum 6 credit hours) with ~~the~~ permission of the Program Department Chair (permission to be given only when the subject matter differs substantially).

Prerequisites: Permission of the Program Department Chair

ANTH 411-(3-6) Topics in Biological Anthropology This course is a problem-oriented and project-based seminar in which one (or more) selected topics in biological anthropology are examined. This course may be repeated for credit (maximum 6 credit hours) with ~~the~~ permission of the Program Department Chair (permission to be given only when the subject matter differs substantially).

Prerequisites: ANTH 200-3 or permission of the instructor

ANTH 440-(3-6) Internship

Prerequisites: Upper-division standing and permission of the Program Department Chair

ANTH 450-(3-6) Undergraduate Thesis in Anthropology

Prerequisites: Upper-division standing and permission of the Program Department Chair

ANTH 498-(3-6) Special Topics in Anthropology

Prerequisites: Upper-division standing and permission of the Program Department Chair

ANTH 499-(3-6) Independent Study

Prerequisites: Upper-division standing and permission of the Program Department Chair

ANTH 501-3 Research Prospectus In consultation with the supervisor, the student ~~will~~ designs an original research project which will form the core of the Honour's thesis. The design will be presented ~~as at~~ at a colloquium open to the university community.

Prerequisites: ANTH 500-3 or permission of the Program Department Chair

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Arne & Lesley Carlson Scholarship

This award was established in honour of Arne and Lesley Carlson in celebration of their lives and of their life work in Archaeology. Arne and Lesley were friends of the Department of Anthropology Program since UNBC opened, and Arne was instructing in the Program Department in the Fall of 1998. Together they brought great expertise to their business "Traces Archaeological Research," gaining the respect of colleagues in academia, government and resource management, as well as that of the First Nations with whom they worked. Their enthusiasm will remain both contagious and inspirational.

Donor Family and Friends

Value \$1,500

Number One

Eligibility Available to a full-time student who has completed a minimum of 60 credit hours towards a degree. The recipient will have a declared major in Anthropology, focusing his/her studies on the archaeology of northern British Columbia.

Criteria Academic proficiency

Application Instructions Attach a letter outlining your study plans to your application form.

Note The Department of Anthropology Program will review applications and nominate a recipient.

Endowed 1998



April 27, 2011 Senate Discussion

Facilitated by:

Kristine Smalcel Pederson, Assistant Provost

ENROLMENT AT UNBC

20 Questions for 2020

Released January 2009

By Dr. Paul Bowles, President

Confederation of University Faculty
Associations of British Columbia

20 Questions Document and Faculty
Responses

www.cufa.bc.ca/universities2020



Outline

- Background – UNBC enrolment trends
 - Overall, but focussing on Undergraduate Domestic
 - Aboriginal
 - Transfer and Mobility
- Why do students choose, stay and succeed or not at UNBC?
- Next Steps?
- Discussion



UNBC

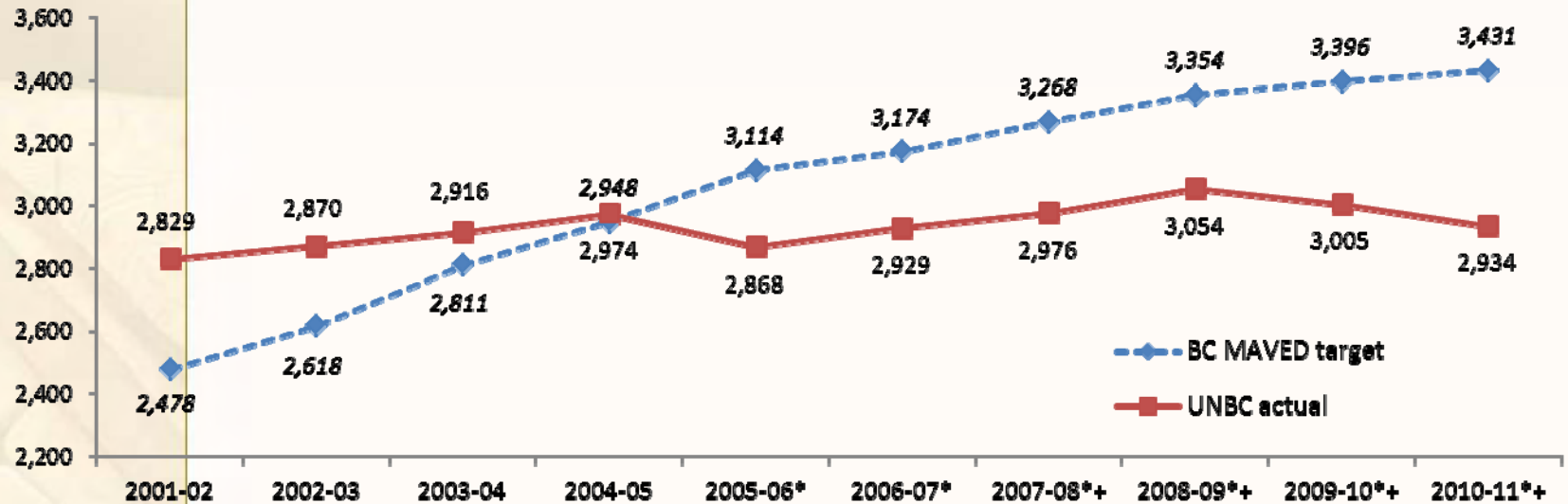
Established in 1990, and opened in 1994, UNBC serves the central and northern regions of British Columbia



Overall UNBC FTE Enrolment

**Figure 1. UNBC Enrolment compared to BC MAVED target
annualized Full-Time Equivalent by fiscal year**

* excludes undergraduate international tuition FTE + Includes Continuing Studies credit FTE
2010-11 not audited

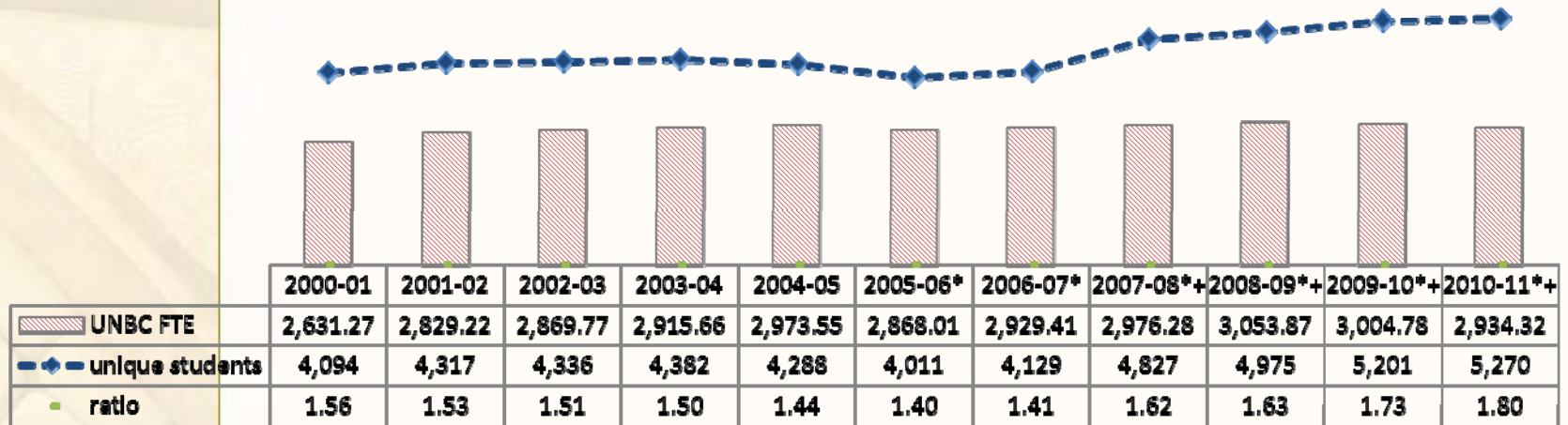


UNBC FTE Enrolment : Headcount Ratio

How many students does it take to generate 1 FTE?

ratio = unique students / UNBC FTE

* excludes International tuition FTE + Includes Continuing Studies credit FTE
2010-11 not audited

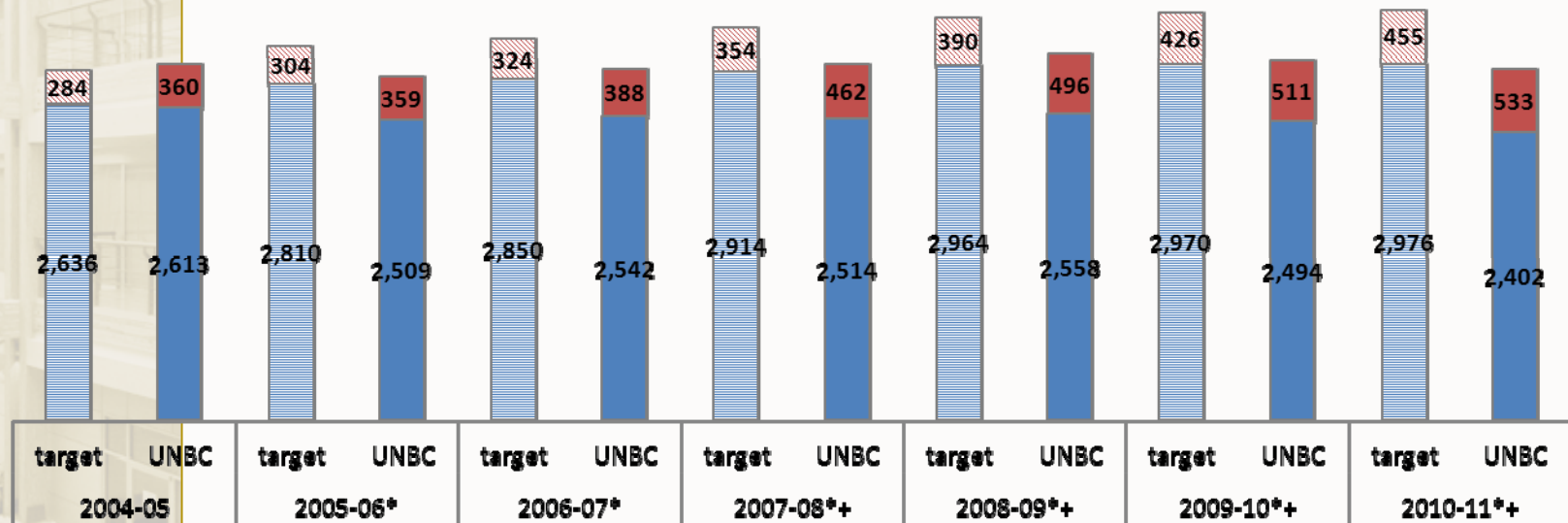


FTE Enrolment by student level

BC MAVED target compared to UNBC Enrolment annualized Full-Time Equivalent by fiscal year

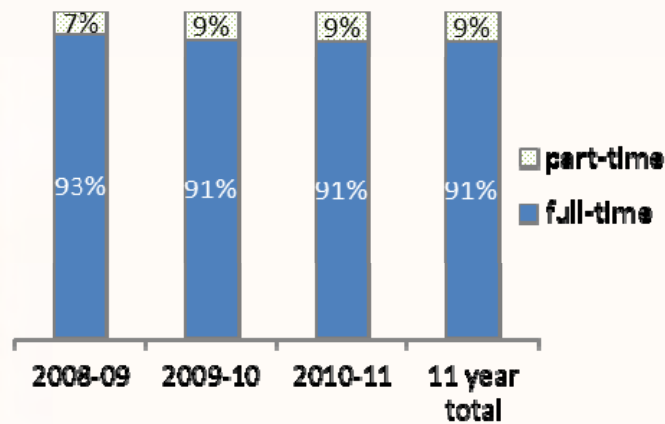
* excludes undergraduate International tuition FTE + Includes Continuing Studies credit FTE
2010-11 not audited

■ undergraduate ■ graduate



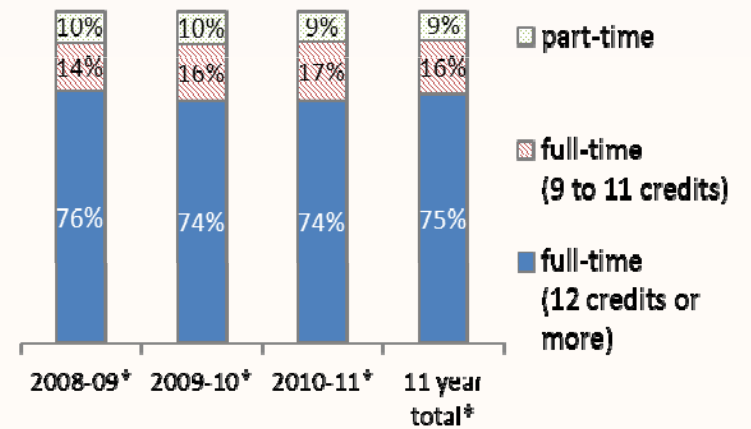
UNBC Part-Time & Full-Time in FTEs

Student Status - graduate
percent FTE by fiscal year



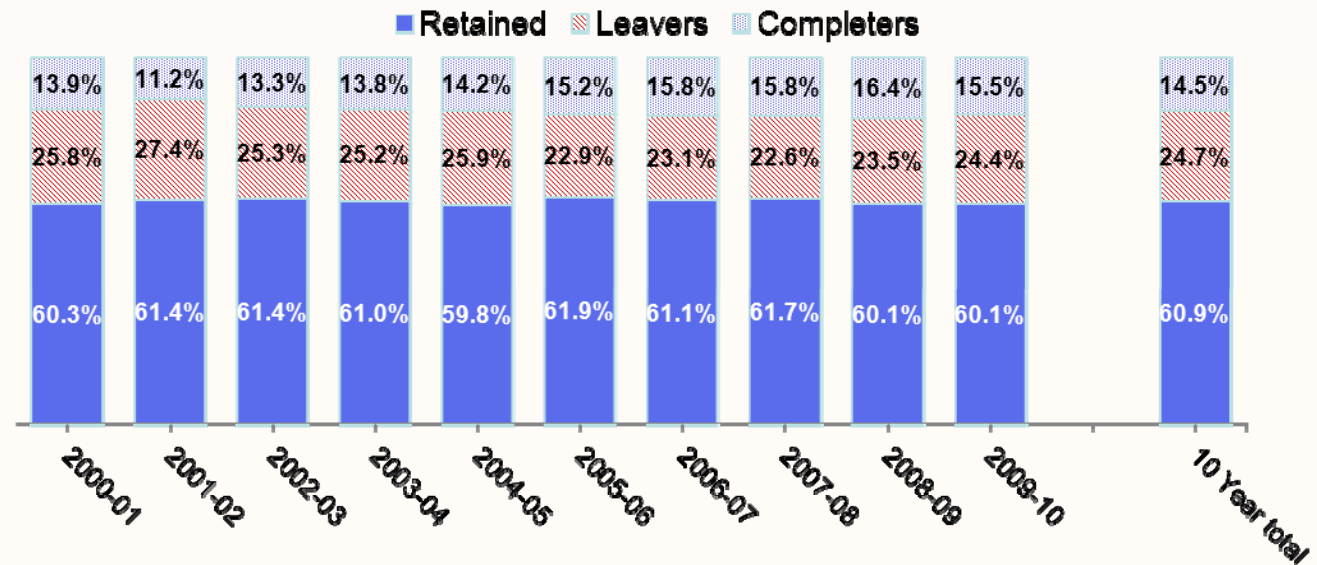
Student Status - undergraduate
percent FTE by fiscal year

* excludes undergraduate international tuition FTE
* excludes Continuing Studies credit FTE



One Year Retention at UNBC

Figure 1.
What happens to UNBC undergraduate students from one year to the next?



Retained – students who returned to UNBC the following year.

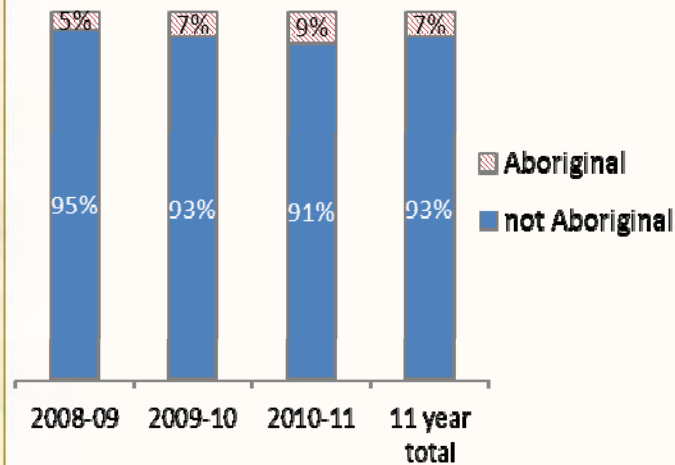
Leavers – students who did not return to UNBC the following year and did not receive a credential.

Completers – students who did not return to UNBC the following year but did receive a credential.

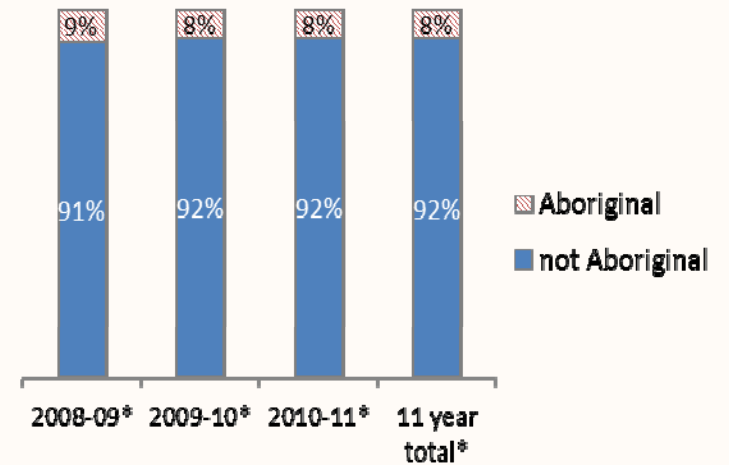
UNBC FTE enrolment

– self-declared ethnicity

Ethnicity - graduate
percent FTE by fiscal year



Ethnicity - undergraduate
percent FTE by fiscal year
* excludes UG international tuition FTE
* excludes Continuing Studies credit FTE



BC Grade 12 Graduation Rates

Table B: B.C. Grade 12 Graduation Performance, Aboriginal vs. Non-Aboriginal Students

Grade 12 Graduation Measure	Aboriginal	Non-Aboriginal	Gap
Six-Year Dogwood Completion Rate	47%	79%	32%
First-time Grade 12 Graduation Rate	52%	80%	28%
Eligible to Graduate Graduation Rate	89%	95%	7%

Aboriginal Learner Success Story

[Ann Marie Sam](#), UNBC Graduate and
Community Leader

Q: how do we enable more successes?

Ann Marie Sam: UNBC Grad and Community Leader



Transfer at UNBC

- Transfer and Collaboration are part of UNBC's purpose
 - As a provincial research university with a strong undergraduate mandate
 - As a regional university and community partner

Transfer Trends

Figure 2: Long-Range Trends and Projections — College Transfer Students Entering Research Universities

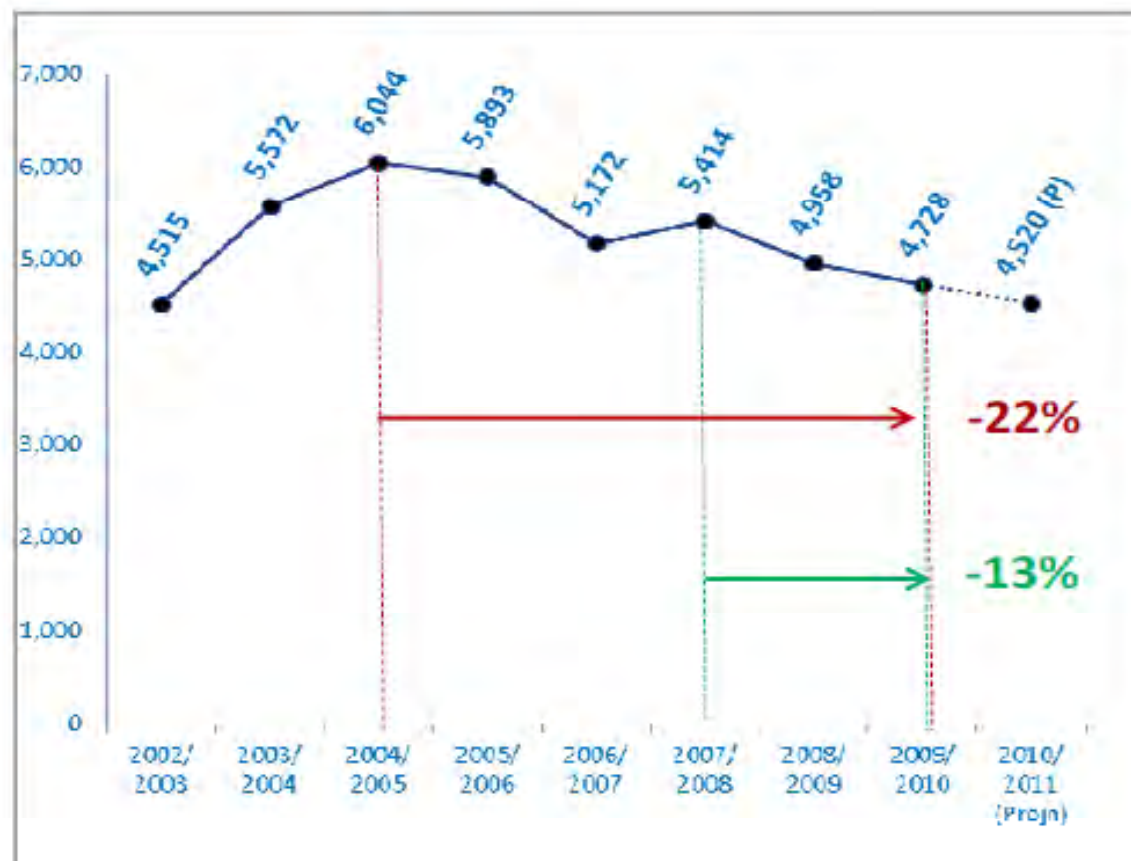
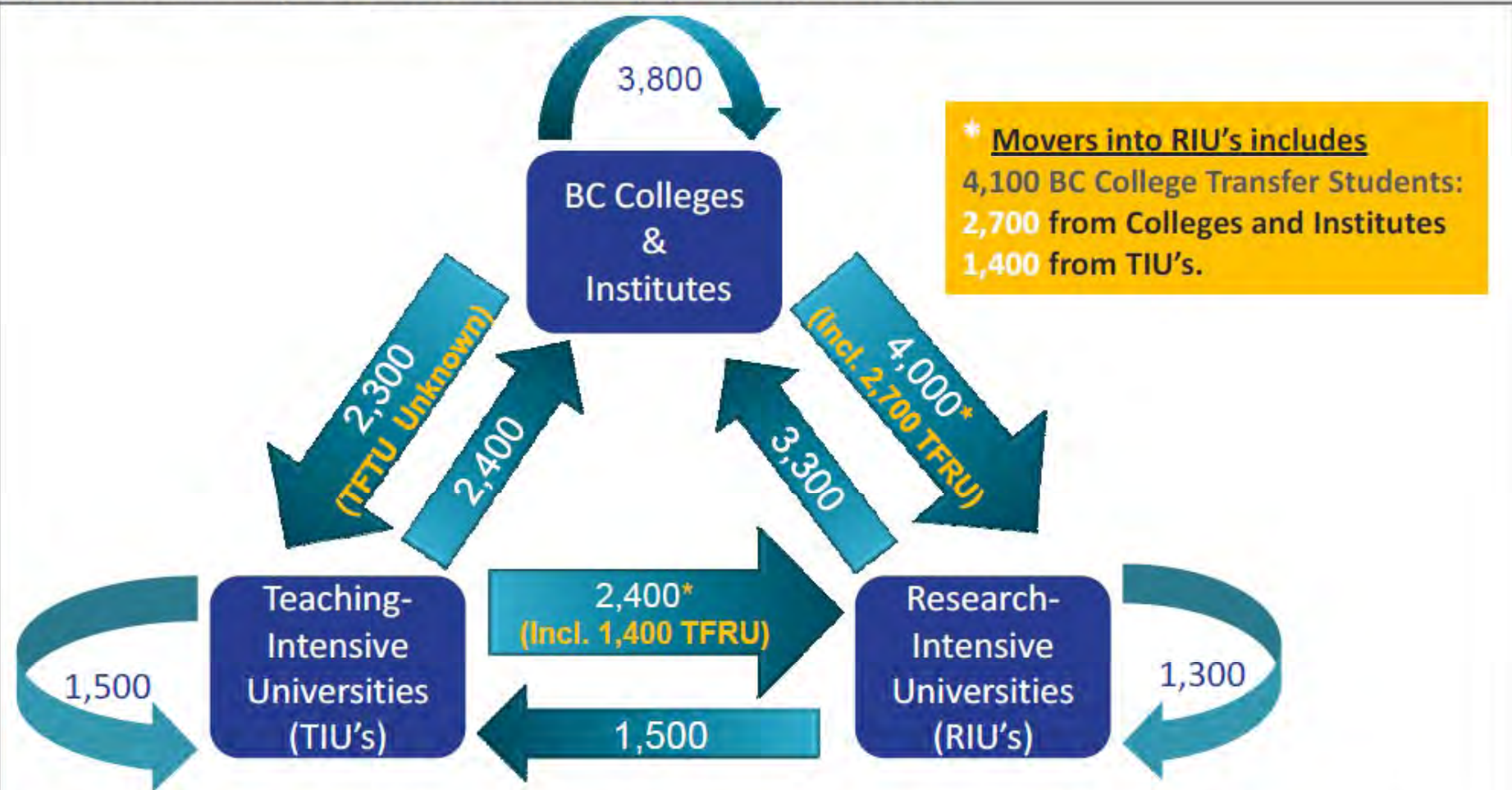


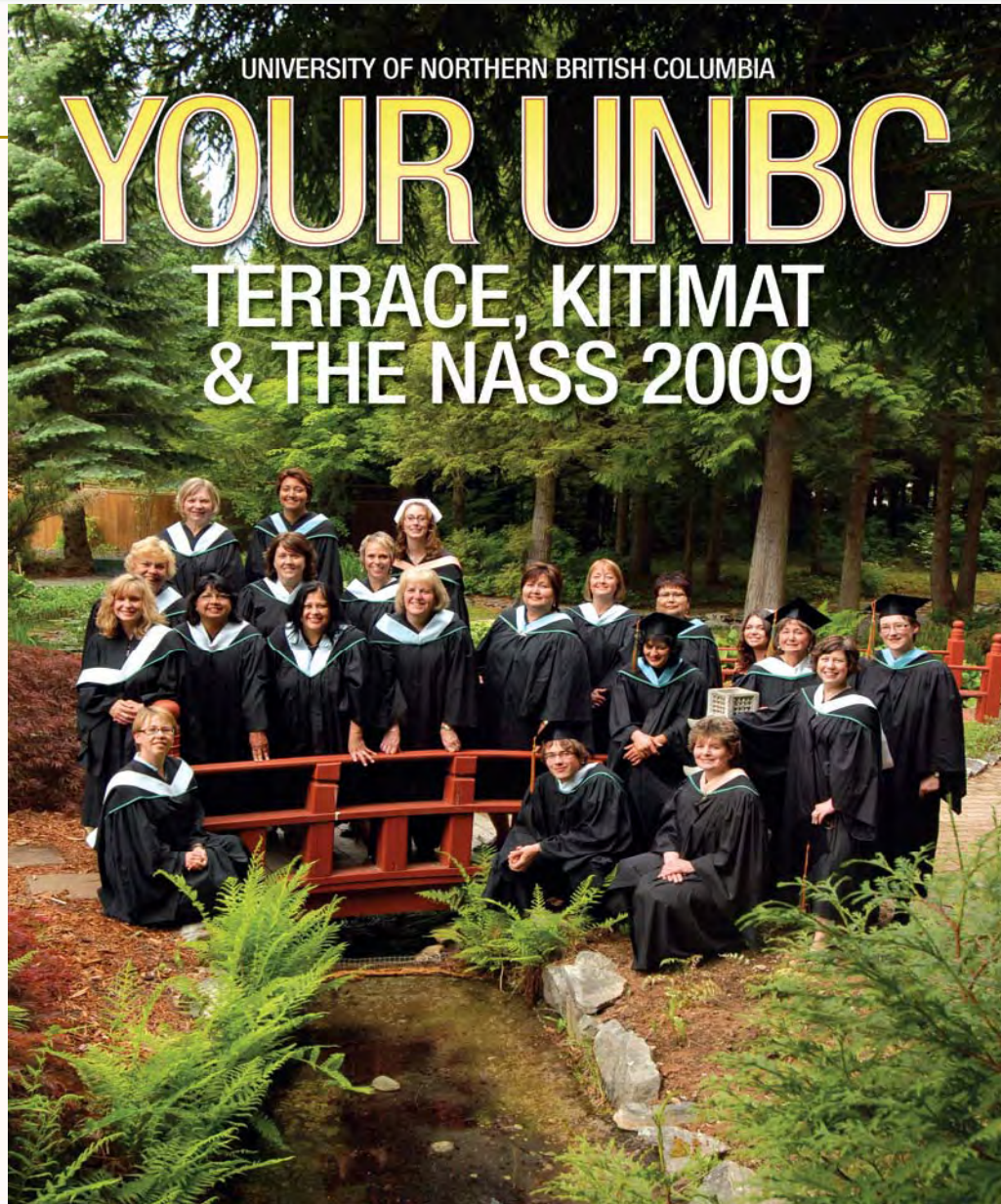
Figure 1: Student Mobility in the B.C. Public Post-Secondary System, 2007/08 to 2008/09



Note: Traditional transfer students may *transfer* to research universities or teaching-intensive universities with a basis of admission of B.C. College or Associate Degree. There are 4,100 students (or 2,700 + 1,400 TFRU's) who *transferred* to research universities from the previous academic year, plus 765 (not shown) who last enrolled in the BC system *prior to 2007/08*. Although the total number of *movers* into teaching-intensive universities is known, the subset of those who *transferred* to a teaching university (TFTU's) is unknown because the college transfer admission category is not collected from teaching-intensive universities.

UNBC Transfer

Q: How do we improve transfer opportunities, partnerships and successes?



Great Student Experience = Enrolment

What is the ideal student experience at UNBC?

- In Prince George
- In the Regions
- For Learners who are:
 - Part-time
 - Full-time (of various types)
 - Increasingly Older and more Diverse
 - Living & Studying across our Regions



Need to Understand

Why Students:

- Choose UNBC
- Stay or Not
- Succeed or Not

Q: What is Student (and, therefore, Enrolment) Success at UNBC?



Melissa – BSW transfer student from CNC



Resources to Review

- [Value of a Degree for Aboriginal Canadians](#)
- [Canadian University Report 2011](#)
- [BC Council on Admissions & Transfer research](#)
- [BC Student Transitions Project](#)
- [Educational Achievements of Aboriginal Students in BC](#)



Think About It

Why UNBC?

Community Connections









Successful Enrolment at UNBC

- Coordinated and consistent Promotion, Awareness and Recruitment
- Outstanding Teaching & Learning
- Fresh and Flexible approaches to all we do
 - that work for Students
- Strategic
 - Engagement, Persistence & Retention
 - Success & Completion
- Excellent Service for students and each other
- Engaged Faculty, Staff and Alumni



Ryan Schroeder: Alumnus & Telus Community Partner



Call to Action at UNBC:

Undergraduate Domestic Enrolment Imperative

- Enrolment Improvements are possible with:
 - Everyone working together
 - Towards the same goals
 - Considering innovative approaches to the problems

Key Considerations:

Q: What is the ideal student experience at UNBC -- across our regions?

Q: How can and will you contribute to improving our institution?

Enrolment Comments & Discussion

Institutional Research Reports:
<http://www.unbc.ca/institutionalresearch/>

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