

**SENATE MEETING
PUBLIC SESSION
MINUTES**

December 12, 2012

3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

Present:

E. Annis, R. Brouwer, D. Casperson, R. Currie-Wood, M. Dale, B. Deo, M. Green, S. Green, L. Handfield, T. Hanschen (Secretary of Senate), K. Hutchings, F. Islam, G. Iwama (Chair), E. Korkmaz, D. Leighton-Stephens, D. McDonald, B. Murray, C. Myers (Recording), K. Mytting, M. Nitz, C. Nolin (Vice Chair), D. Nyce, G. Payne (Acting Vice President, Research), D. Ryan, J. Safaei Borojeny, P. Sanborn, C. Silva, A. Stroet, R. Tait (Acting Dean, CASHS), S. Wagner, B. Wang, T. Whitcombe, W. Younas, S. Zahir

Regrets:

M. Archie, C. Carriere, L. Copeland (Acting University Librarian), J. Crosina, K. Guest, K. Kuo, C. Lee (Acting Dean, Graduate Programs), R. Robinson

Absent:

D. Macknak, R. Tallman, K. Walske

The meeting commenced at 3:30 p.m.

1.0 S-201212.01

Approval of the Agenda

Whitcombe

That the agenda for the December 12, 2012 Public Session of Senate be approved as presented.
CARRIED.

2.0 S-201212.02

Approval of Senate Minutes

That the minutes of the November 28, 2012 Public Session of Senate be approved as presented.

It was reported that the minutes of the meeting of November 28, 2012 were not yet available. A motion to postpone this motion until the next meeting of Senate was recommended.

Motion to postpone:

Whitcombe / Casperson

That motion S-201212.02 be postponed.
CARRIED.

3.0 Business Arising from Previous Minutes of Senate

3.1 Continuing Studies Dale

Dr. Dale introduced Mr. Aaron LeBlanc, Director – Ancillary Services, who is responsible for Continuing Studies. Mr. LeBlanc provided Senators with information about Continuing Studies. In particular, he indicated that Continuing Studies was in the process of improving its business processes and would be adding resources to increase its non-credit course offerings. With regard to the position of Manager of Continuing Studies, Mr. LeBlanc reported that the position was currently vacant and would not be filled at this time. He added that the intention was to reassess the need for the position in about 12 months.

3.2 Free Block in the Schedule Hanschen

Mr. Hanschen reported that he had gathered information with regard to the request to introduce a free block into the schedule. He concluded that, while this could be done, he did not recommend doing so without looking at the implications for the schedule as a whole. He suggested passing the request on to the Scheduling Committee to review, as introducing a free block at this point in time could affect other matters being addressed.

Motion:

Whitcombe

That the motion posed at the November meeting of Senate (“That a free block be introduced in the course schedule”), which was subsequently postponed based on implications for scheduling, be referred to the Scheduling Committee for a recommendation by the end of this academic year.

CARRIED.

S-201212.03

Approval of Undergraduate Academic Dates for the 2013-2014 Undergraduate Academic Calendar

Whitcombe

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the Undergraduate Academic Dates for the 2013-2014 Undergraduate Academic Calendar be approved as proposed.

Effective date: September 2013

Mr. Hanschen read a written response from Ms. Shelley Rennick regarding a question about the savings resulting from the change to the maintenance shutdown date. Ms. Rennick indicated in her response that the savings had not been calculated, as the change was based upon not being able to obtain contractors during the holidays and a desire to discontinue scheduling University employees to work during the holidays year after year.

The implications of shifting the Convocation date in future years were discussed and it was decided to leave the date as it currently exists but to continue to explore alternatives.

CARRIED.

S-201212.04

Approval of Graduate Academic Dates for the 2013-2014 Graduate Academic Calendar

Whitcombe

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the Graduate Academic Dates for the 2013-2014 Graduate Academic Calendar be approved as proposed.

Effective date: September 2013

CARRIED.

4.0 President’s Report Iwama

Dr. Iwama reported on the Circumpolar North and University of the Arctic as noted under agenda item 10.1 (“Presentations”). His report is attached to these minutes as “Appendix I.”

5.0 Report of the Provost Dale

Dr. Dale reported on the University's investigation of an initiative called "Study Group," noting that a person from the group had come to visit UNBC. The purpose of investigating "Study Group" is to diversify geographic sources of international students. The College Deans met with the representative and, although there are some issues with the model, the University will be pursuing further conversations with the group. When asked how many students the University expected to attract with this initiative, Dr. Dale replied that the intention was to limit the cohort to approximately 30 students, and that the students could be requested from particular geographic areas if desired.

6.0 Report of the Registrar

Hanschen

Mr. Hanschen reminded Senators that, with the end of the semester coming up, grade processing is also underway. He asked that grades be submitted by midnight on December 19, 2012. The use of the Northern Sport Centre for examinations was discussed, and it was noted that a clock is needed for students to refer to when writing exams. He also acknowledged a concern expressed regarding the fact that sports continue to be played during exams, but stated that the University is unable to control that factor as it does not own the Northern Sport Centre.

7.0 Question Period

A Senator asked about the status of recruiting candidates to fill some academic staff positions. With regard to the Dean of Graduate Programs, Dr. Dale responded that the selection committee would be meeting the following day. In relation to the position of University Librarian, a meeting of the committee would be scheduled shortly, and the committee to select the Dean of CASHS would begin meeting in January. Finally, Dr. Dale indicated that the job description for the position of the Dean of Student Success and Enrolment Management was in the process of being revised and would need to be forwarded to the Board of Governors and Senate for approval. The Senator asked Dr. Dale if he anticipated this revised job description being available for the January Senate meeting and Dr. Dale replied that he did.

A Senator asked Dr. Iwama if he could provide a budget update. Dr. Iwama responded that the process was moving along and that he had met with the Senate Committee on the University Budget. He added that those involved with the Ministry of Advanced Education's initiative to find savings were still awaiting the report from Deloitte, which he hoped would be available soon. Dr. Iwama added that he would provide Senators with the outcome of this exercise as soon as it was available. A Senator indicated that a few years ago the special purpose teaching universities had implemented an initiative to share research instrumentation and asked whether this possibility was being discussed by the research-intensive universities. Dr. Iwama replied that there are some initiatives in place with regard to specific pieces of equipment but that it would be worthwhile to have more discussion of this matter to avoid duplication.

8.0 S-201212.05

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

Zahir

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-201212.06, S-201212.07, S-201212.09 and S-201212.10, as well as SCSB20120822.22 be removed from the consent agenda and included on the regular agenda.

CARRIED.

9.0 Committee Reports

“For Approval” Items:

Motions S-201212.06 and S-201212.10 were moved as an omnibus motion.

S-201212.06**New Course Approval — POLS 427-3**

Tait

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the new course POLS 427-3 Ethics and Public Affairs be approved as proposed.

Proposed semester of first offering: September 2013

A Senator asked whether, given the existence of the course POLS 327, the content for this proposed new course could be merged with that course. Dr. DeWiel, Department Chair, responded that the context for the two courses is very different.

CARRIED.

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]):

This course is an exploration of the ethical foundations of domestic and foreign policy making in contemporary democratic states. Special emphasis is placed on the tension that frequently arises between moral idealism and political realism in the conduct of public affairs.

Prerequisites: Upper-division standing or permission of the instructor

“For Information” Items:**SCAPP201212.05****Changes to Course Title and Calendar Course Description — POLS 413-3**

Zahir

That the changes to the course title and calendar course description for POLS 413-3 Democracy, Citizenship and Human Rights, on page 272 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: September 2013

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]):

~~POLS 413-3 Democracy, Citizenship and Human Rights and Diversity~~ This course ~~examines key socio-political forces that are shaping democratic governance and challenging the traditional connection between rights and citizenship. Specific topics may include democracy and the secular-religious divide; human rights and the limits of toleration; the politics of ethno-nationalism and multiculturalism; human rights and human security; and the role of truth, amnesty and retribution in the reconciliation of historic injustices.~~ is an exploration of the politics of ethnic, racial and religious diversity and its impact on the theory and practice of democracy in the 21st Century. Theoretical concepts and models are examined in relation to case studies drawn from Canada and around the globe.

SCAPP201212.06**Changes to Calendar Course Description and Prerequisites — BIOL 201-3**

Zahir

That the changes to the calendar course description and prerequisites for BIOL 201 Ecology, on page 195 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: January 2013

CARRIED (consent agenda).

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]):

BIOL 201-3 Ecology This course provides students with an understanding of the relationship of the environment to organisms, principles of animal and plant ecology, populations, communities, ecosystems and human ecology.

Prerequisites: BIOL 101-4 and BIOL 102-4

Prerequisite: BIOL 102-4

Prerequisite or co-requisite: BIOL 101-4

SCAPP201212.07

Changes to Calendar Course Description and Prerequisites — BIOL 210-3

Zahir

That the changes to the calendar course description and prerequisites for BIOL 210 Genetics, on page 196 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: January 2013

CARRIED (consent agenda).

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]):

BIOL 210-3 Genetics This course emphasizes principles of both modern and classical genetics.

Prerequisites: BIOL 101-4 and BIOL 102-4

Prerequisite: BIOL 101-4

Prerequisite or co-requisite: BIOL 102-4

SCAPP201212.08

Changes to Course Prerequisites — FSTY 405-3

Zahir

That the changes to the course prerequisite for FSTY 405-3 Forest Growth and Yield, on page 239 in the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (consent agenda).

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]):

FSTY 405-3 Forest Growth and Yield This course explores factors influencing forest yields, traditional prediction methods, and growth and yield simulation. The course also explores stand dynamics, quantitative implications of management treatments and environmental limitations to tree and stand growth.

Prerequisites: NREM 203-3 and MATH 152-3, ~~MATH 342-3~~ STAT 240-3 and FSTY 305-4

9.2 Senate Committee on Research and Graduate Studies

Payne / Lee

"For Approval" Items:

An Executive Summary of the proposed changes to the Health Sciences curriculum was included for information.

S-201212.07

New Course Approval — HHSC 820-3

Hutchings

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course HHSC 820-3 Directed Readings be approved as proposed.

Proposed semester of first offering: January 2013

Mr. Hanschen asked that the number of this course be changed from 820 to 880 and that the number of HHSC 880 be changed to 820, for purposes of adhering to course numbering standards. The following motion resulted:

Motion to amend course numbers:

Casperson

That the course number associated with motion S-201212.07 be changed from HHSC 820-3 to HHSC 880-3, and that the course number associated with motion S-201212.09 be changed from HHSC 880-3 to HHSC 820-3.

CARRIED.

Amended motion:

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course HHSC 880-3 Directed Readings be approved as proposed.

Proposed semester of first offering: January 2013

The motion, as amended, was CARRIED.

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

This course provides a concentration on a particular topic or topics agreed upon by the student and instructor. This course may be repeated for up to 6 credit hours total (with the permission of the instructor and program chair).

S-201212.08

New Course Approval — HHSC 840-3

Zahir

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course HHSC 840-3 Special Topics in Health Sciences be approved as proposed.

Proposed semester of first offering: January 2013

CARRIED (consent agenda).

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

The topics for this course vary depending on student interest and faculty availability. This course may be repeated for up to 6 credit hours total (with the permission of the instructor and program chair).

Prerequisites: Permission of the instructor and program chair

S-201212.09

New Course Approval — HHSC 880-0

Hutchings

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course HHSC 880-0 Qualifying Examination and Dissertation Proposal Defense be approved as proposed.

Proposed semester of first offering: January 2013

When dealing with motion S-201212.07, Mr. Hanschen asked that the number of this course be changed from HHSC 880 to 820, for purposes of adhering to course numbering standards. The following motion resulted:

Motion to amend course numbers:

Casperson

That the course number associated with motion S-201212.07 be changed from HHSC 820-3 to HHSC 880-3, and that the course number associated with motion S-201212.09 be changed from HHSC 880-0 to HHSC 820-0.

CARRIED.

Amended motion:

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course HHSC 820-0 Qualifying Examination and Dissertation Proposal Defense be approved as proposed.

Proposed semester of first offering: January 2013

The motion, as amended, was CARRIED.

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]):

This course is a two-part process, beginning with the Qualifying Examination. Students must submit a paper addressing a research question or topic chosen in collaboration with his/her Supervisory committee. The Qualifying Paper must include a critical review of literature relevant to the research question, discussion of the theoretical frameworks used to understand or frame the research question, or an in-depth analysis of a specific content area. Subsequent to the Qualifying Examination, students prepare and defend a research Dissertation Proposal that integrates theory, current research and methods in fields related to the selected research problem.

S-201212.10

New Course Approval — POLS 627-3

Tait

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course POLS 627-3 Ethics and Public Affairs be approved as proposed.

Proposed semester of first offering: September 2013

CARRIED.

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]):

This course is an exploration of the ethical foundations of domestic and foreign policy making in contemporary democratic states. Special emphasis is placed on the tension that frequently arises between moral idealism and political realism in the conduct of public affairs.

S-201212.11

New Course Approval — COMM 651-3

Zahir

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course COMM 651-3 Quantitative Decision Analysis be approved as proposed.

Proposed semester of first offering: September 2013

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]):

There is a large variety of quantitative tools and techniques available in literature and the topics such as applications of decision analysis models, forecasting models, linear programming models, network models, inventory, quality, scheduling, waiting lines and simulation related models are included in this course to enhance the decision analysis skills of students.

S-201212.12

New Course Approval — COMM 751-3

Zahir

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the new course COMM 751-3 Project Management be approved as proposed.

Proposed semester of first offering: September 2013

CARRIED (consent agenda).

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]):

The course content includes project life cycle, project planning, scheduling, budgeting, resource loading, resource leveling and planning, cost estimation and crashing. It also includes project evaluation, auditing, communication, and termination; and includes the use of basic statistical tools and project management related software for project management related exercises and for practical case studies.
Prerequisites: COMM 650

“For Information” Items:

SCRGS201212.08

Changes to Course Title and Calendar Course Description — POLS 613-3

Zahir

That the changes to the course title and calendar course description for POLS 613-3 Democracy, Citizenship and Human Rights, on page 134 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: September 2013

CARRIED (consent agenda).

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]):

~~POLS 613-3 Democracy, Citizenship and Human Rights and Diversity~~ This course ~~examines key socio-political forces that are shaping democratic governance and challenging the traditional connection between rights and citizenship. Specific topics may include democracy and the secular-religious divide; human rights and the limits of toleration; the politics of ethno-nationalism and multiculturalism; human rights and human security; and the role of truth, amnesty and retribution in the reconciliation of historic injustices.~~ is an exploration of the politics of ethnic, racial and religious diversity and its impact on the theory and practice of democracy in the 21st Century. Theoretical concepts and models are examined in relation to case studies drawn from Canada and around the globe.

9.3 Senate Committee on Scholarships and Bursaries

Owen

“For Approval” Items:

SCSB20120822.22

Revised Policy and Procedures for Graduate Awards

Ryan

That the revised policy and procedures for graduate awards be approved.

Effective date: August 22, 2012

A Senator asked the Chair of the Senate Committee on Scholarships and Bursaries whether the committee was clear on its mandate with regard to matters that are for the approval, as opposed to the information, of Senate. Dr. Owen replied that he did not have the Terms of Reference in front of him. The Senator indicated that this motion was not under the purview of the Senate Committee to approve, and that it would have gone through to Senate for information had the Steering Committee of Senate not identified it as requiring approval. Dr. Owen agreed to take Senate's comments back to the Committee.

CARRIED.

“For Information” Items:

SCSB20120822.03-11

New Terms and Conditions — Omnibus Motion

Zahir

That the New Terms and Conditions of items 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.1.9 be approved omnibus.

Effective date: August 2012

CARRIED (consent agenda).

SCSB20120822.12-15

Revised Terms and Conditions — Omnibus Motion

Zahir

That the Revised Terms and Conditions of items 4.2.1, 4.2.2, 4.2.3, 4.2.4 be approved omnibus.

Effective date: August 2012

CARRIED (consent agenda).

SCSB20120822.17

Annual Disbursement of Select Endowed Funds/Awards

Zahir

That the annual disbursement of select endowed funds/awards as set out in the Endowed Awards – Reductions to Awards Guide, attached as Schedule “A”, be approved as presented.

Effective date: 2012 – 2013 Academic Year

CARRIED (consent agenda).

SCSB20120822.18

UNBC Leadership Award Criteria Expansion

Zahir

That the UNBC Leadership award criteria be expanded to include all newly admitted undergraduate students.

Effective date: September 2012

CARRIED (consent agenda).

SCSB20121024.3-10+12

New Terms and Conditions, Revised Terms and Conditions, Awards Recipients, and Deferral — Omnibus Motion

Zahir

That the New Terms and Conditions of items 4.1.1, 4.1.2, 4.1.3; Revised Terms and Conditions of items 4.2.1, 4.2.2, 4.2.3, 4.2.4; Award Recipients 5.1; Deferral 5.3 be approved omnibus.

Effective date: October 2012

The “Awards Recipients” document noted in this motion was dealt with in the In Camera session, and the “Deferral” motion was not included as it is not required to be reported to Senate.

CARRIED (consent agenda).

10.0 Other Business

10.1 Presentations:

10.1.1 The Legacy of the Cariboo Chilcotin Weekend University

Schorcht

Dr. Iwama introduced Dr. Schorcht and thanked her for attending the Senate meeting in person from the Quesnel Campus. He added that he is impressed that the former “Weekend University” has continued in some capacity despite having lost resources. Dr. Schorcht delivered her presentation, notes from which are attached to these minutes as “Appendix II.” She then responded to questions from Senators. Dr. Iwama thanked Dr. Schorcht for her presentation and for her work with the Program. He added that he met with former students of Program in 2011 and that they were very appreciative of the University’s efforts. In closing, he stated that asking First Nations students to come to universities outside their communities is a declining model as it does not work well. Delivering access to university courses in the manner provided by the Weekend University is a better model.

10.1.2 Circumpolar North / University of the Arctic

Iwama

Dr. Iwama's presentation is appended to these minutes as "Appendix I."

11.0 Information

There were no items for information.

12.0 S-201212.13

Move to In Camera Session

Zahir

That the meeting move In Camera.

CARRIED.

13.0 S-201212.18

Adjournment

Whitcombe

That the Senate meeting be adjourned.

CARRIED.

The meeting ended at 5:15 p.m.

APPENDIX I

President's Report
Senate meeting of December 12, 2012
Prepared by Charlene Myers

Dr. Iwama delivered a presentation on the Circumpolar North and the University of the Arctic (UArctic). He indicated that he had recently travelled to Levi, Finland as a member of the Board with the UArctic. The UArctic is a decade old institution. It comprises a consortium of about 145 universities and research institutes around the circumpolar north, which includes not only the "Arctic eight," but members from other locations who have a strong interest in the Arctic. The University of the Arctic has three bodies that meet:

- 1) Council: This body is like a Senate, as it is the main body of academics directly involved in research and teaching around topics related to the Arctic, including courses in the Bachelor of Circumpolar Studies and researchers who work together over twelve thematic networks. These research networks cover a wide range of topics, many of which are in the social sciences. The Council is currently chaired by UNBC faculty member Dr. Jim McDonald.
- 2) Board: The Board members are elected and are led by the President. There are the President and two full-time staff members in the Secretariat. Dr. Iwama is a Board member.
- 3) Rectors: Rectors function in something like an advisory capacity to the President. It is to the Rectors' meetings that many invitations to government officials are extended. They discuss matters of policy and government initiatives in the Arctic. The last Rectors' forum was held in Winnipeg and was very fruitful.

Despite the focus on the circumpolar north, members of the UArctic discuss topics that are very global in nature, such as preserving language and culture of indigenous peoples, sustainable energy, and fresh food. They also discuss matters related to retaining families, talent, and industries in the north. These discussions convince Dr. Iwama that UNBC is doing the right thing by staying active in the UArctic, and he added that UNBC will continue to do so in the future.

UNBC hosts the Bachelor of Circumpolar Studies for North America. The degree contains a group of seven courses which form the core requirements that students are required to take to receive the credential. Dr. Patrick Maher, of our ORTM program has just become one of the two Associate Deans for the BCS. Dr. Iwama added that, at ten years old, the institution is still seeking clarity about what it is. It is largely a virtual university, as it does not have a building and a campus, but at the same time it has many "bricks and mortar" buildings on the other hand.

The majority of the funding for the UArctic comes from the countries of Finland, Norway, and Denmark. Canada is outstanding in its removal of funding this past year. It used to receive approximately \$500,000 in funding from Canada but that was removed this year. UNBC will receive €40,000 (EUR) this year to help support the cost of any incremental activity associated with supporting the Bachelor of Circumpolar Studies. Many active UNBC faculty members are involved in the UArctic and research related to the circumpolar north. Furthermore, there are a number of former UNBC students working in the Arctic.

Blanca Schorcht

Senate Presentation

December 12, 2012

Notes: DRAFT

The Legacy of Cariboo Chilcotin Weekend University

BACKGROUND

CCWU was formed in 1997 as the NSTC (Northern Shuswap Tribal Council) approached Thompson Rivers University (then Cariboo University College) and UNBC, asking them to act as partners providing certificates, diplomas, and degree programs in the community of Williams Lake. The First Nations communities in the area turned to these two institutions partly because they were/are located there and partly because both of their mission statements include improving the quality of life in the region, innovation in terms of course development and delivery, an interdisciplinary approach to post-secondary education, and a creative role in the development of the region's economy through the training and development of human resources.

Sister Mary Alice Danaher (1928-2005) was instrumental in the development of CCWU. She worked closely with the First Nations communities in developing the program and was a key person in developing the partnership between the bands and the two member institutions. She was also an honorary Canim Lake band member.

A Coordinating Council, consisting of representatives from the various First Nations and those from the member institutions, was formed, as well as a Management Committee and an

Academic Planning Committee. Fifteen bands in the area were represented through CCWU and covered by the protocol agreement.

Initially, TRU offered first and second year courses while UNBC offered upper level courses. However, TRU did not have a major in FNST in the early years and UNBC delivered all of the FNST courses, as well as some courses in other areas in which TRU did not have programming. Planning and collaboration became a little more complicated as TRU became a degree granting institution and, later, when TRU developed more FNST programming.

SCHEDULING AND FORMAT

Fall, Winter and Spring sessions were held at the TRU Williams Lake campus, and summer sessions were held alternately at the two larger university campuses, in Kamloops (TRU) and Prince George (UNBC). The structure of the program was such that courses laddered from certificates to diplomas and then to bachelor's degrees, primarily in FNST, but also in areas like Commerce and Business. When TRU became degree granting, students could choose which institution would grant their degrees.

To give an idea of the breadth of nations/bands who participated in CCWU, in 2008 the program had students from Williams Lake, Canim Lake, Metis, Canoe Creek, Stone, Alexis Creek, Soda Creek, Toosey and Ulkatcho. Some of the students traveled great distances to attend classes, coming from as far away as Bella Coola.

Because most of the students who participated in CCWU were mature students with families and complex lives, courses were offered on alternate Fridays and Saturdays, in a condensed format. Classes would run from Noon until 7 PM on Fridays, and 9 – 5 on Saturdays. Most students

would take two courses per semester, and it was possible for them to complete a degree in 7 years this way.

GRADUATES

There were 43 graduates from the program between 1997 to 2011. There are still students from CCWU in the WL area who are working on completing their degree requirements. Some of them continue to take UNBC courses and some are registered at TRU.

FUNDING

Funding was one of the biggest challenges for CCWU. Funding for course programming came primarily from ISSP (Indian Studies Support Program). However, ISSP funding, administered by FNEC (First Nations Education Steering Committee), is not designed as core funding for post-secondary institutions. Therefore, programming initiatives have to change relatively frequently in order for proposals to be successful. Continuity can be challenging in these circumstances, as there the funding format prevents or limits offering a course, or even a particular program, on a regular or semi-regular basis. Moreover, ISSP funding is administered on an annual basis, requiring an annual proposal, making it difficult to do long term planning. Even the offering of a short-term certificate program can be complicated by this if the students don't take a full 30 credits in a calendar year, or if they fail any of the courses.

ISSP funding for CCWU included money for course purchase from UNBC, tutoring, guest speakers, travel for instructors, and an administration fee held by NSTC. The provincial government funded a coordinator for the program who was based at NSTC; the funds for this coordinator flowed through TRU's budget.

First Nations seats were a priority for CCWU, but there were also seats made available for other students. The ideal seat ratio was set at 75% FN and 25% public seats. In reality, there were not many public seats utilized. Tuition was paid to the university for the public seats, while the CCWU seats were direct Course Purchase from each respective institution.

END OF THE PROGRAM

CCWU was dissolved effective September 1, 2011 after the 2011/2012 ISSP funding proposal was unsuccessful. The last courses were, therefore, delivered in August 2011.

Since then UNBC's office in Quesnel has been working with the Tsilhqot'in National Government (TNG) to offer courses and programming where CCWU left off. TNG was successful in securing ISSP funding this past year, and the first courses were delivered in the spring of 2012. Currently, there are 32 students registered in two streams of programming offered by TNG: Tsilhqot'in Language and Culture (diploma) programming and an Economic Development stream. The latter has been much less popular with students, and it remains to be seen what the upcoming year will look like in terms of programming. TNG is offering these courses free of charge to all of the same students who would have been able to attend CCWU.

Currently, TNG is working exclusively with UNBC, which makes the planning process much simpler. But the funding and consequent planning and organizational challenges remain. Staff at TNG are doing a lot of the work off the sides of their desk at the moment, in an effort to make this potential new program successful.

In terms of funding, one of the possibilities that TNG has been looking at is the model of (WWN) WilpWilxo'oswhl Nisga'a, Federated agreement between the Nisga'a and UNBC. While the federated model allows the institution to grant degrees, diplomas and certificates, WWN has chosen to have these granted by UNBC as the institution is better recognized by outside agencies. The important thing, in terms of funding, is that this Federated Agreement, unlike the protocol agreement that governed CCWU, allows the Nisga'a to access more funding from outside sources as a non-profit society.

CANDO CERTIFICATION and CCWU

There has been ongoing discussion around UNBC working towards CANDO (Canadian Association of Native Development Officers) certification as part of TNG's programming, but there are limited resources to do the work. Titi Kunkel began the process of matching UNBC courses with the competencies required by CANDO to work towards institutional accreditation in December 2010. This has moved only marginally forward due to lack of resources.

OBJECTIVES OF THE CCWU PROGRAM

From the Protocol Agreement:

- To allow the bands to have educated; articulate, creative and responsible leaders among their people;
- To give to the adults who cannot leave their communities the opportunity to study at a post-secondary level;
- To respond to the need for capacity building in various areas of expertise among the members of the bands;

- To create a skilled work force capable of responding to the employment needs of the area;
- To enhance the opportunities for social and economic growth and development in communities;
- To supply the people with the expertise they need in their chosen fields;
- To promote educational and financial growth capacity for the individual students;
- To create a positive environment for learning, cooperation and good relations among the students and between the professors and students;
- To provide an opportunity for the students to study with First Nations instructors.