

**SENATE MEETING
PUBLIC SESSION
AGENDA**

May 24, 2017

3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

1.0 S-201705.01

Approval of the Agenda †

Page 1

That the agenda for the May 24, 2017 Public Session of Senate be approved as presented.

† **NOTE:** *The Senate Agenda for the public session consists of two parts, a consent agenda and a regular agenda. The consent agenda contains items that are deemed to be routine or noncontroversial and are approved by the Steering Committee of Senate for placement on that agenda. Any Senator wishing to discuss any item on the consent agenda may ask the Chair of Senate that the item be removed from the consent agenda and placed on the regular agenda. Items removed from the consent agenda will be placed on the regular agenda and dealt with in the order in which they appear on the full agenda. Senators wishing to ask a question regarding an item on the consent agenda, without necessarily removing that item from the consent agenda, are strongly encouraged to direct questions to the Secretary of Senate in advance of the meeting.*

2.0 S-201705.02

Move to In Camera Session (10 minutes)

That the meeting move In Camera.

3.0 S-201705.09

Approval of Senate Minutes

Page 5

That the minutes of the April 26, 2017 Public Session of Senate be approved as presented.

4.0 Academic Planning Groups – Presentation (45 minutes)

Ms. Patenaude

Page 37

The Academic Action Plan – Draft Recommendations is included in the meeting package for information.

5.0 Business Arising from Previous Minutes of Senate (no material)

6.0 President's Report (3 minutes)

Dr. Weeks

7.0 Report of the Provost (3 minutes)

Dr. Ryan

8.0 Report of the Registrar (3 minutes)

Mr. Annear

9.0 Question Period (10 minutes)

10.0 Removal of Motions from the Consent Agenda

Dr. Weeks

11.0 Committee Reports

11.1 Senate Committee on Academic Affairs (10 minutes)

Dr. Ryan

“For Approval” Items:

Regular **S-201705.10**

Approval of the Northern Transitions Program

Page 101 That, on the recommendation of the Senate Committee on Academic Affairs, the Northern Transitions Program be approved as proposed.
Effective Date: September 2017

Regular **S-201705.11**

Approval of the New Northern Transitions Program (NTP) – Calendar Entry

Page 103 That, on the recommendation of the Senate Committee on Academic Affairs, the new Northern Transitions Program (NTP) be approved as proposed.
Proposed Start Date: September 2017

Regular **S-201705.12**

Approval of the Renewal of the Exchange Agreement between UNBC and University of Burgundy, France (uB)

Page 109 That, on the recommendation of the Senate Committee on Academic Affairs, the renewal of the exchange agreement between UNBC and University of Burgundy, France (uB) be approved as proposed.
Effective Date: Upon approval of Senate

11.2 Senate Committee on Admissions and Degrees (8 minutes)

Dr. Ryan

“For Approval” Item:

Regular **S-201705.13**

Change(s) to the Calendar Regarding Undergraduate English Language Requirements

Page 115 That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the calendar regarding Undergraduate English Requirements be approved as proposed.
Effective date: May 2017

Regular **S-201705.14**

Changes to the Application for Admission Deadline - Master of Engineering in Integrated Wood Design

Page 119 That, on the recommendation of the Senate Committee on Admissions and Degrees, the application for Admission deadline to the Master of Engineering in Integrated Wood Design be approved as proposed.
Effective date: As soon as approved by Senate

11.3 Senate Committee on First Nations and Aboriginal Peoples (no material)

Dr. Ryan

11.4 Senate Committee on Scholarships and Bursaries (no material)

Mr. Annear

“For Approval” Item:

Regular

S-201705.15

Recommendation of Senate Committee Members to Senate

That, on the recommendation of the Senate Committee on Nominations, the following candidates, who have met all eligibility requirements to serve on Senate committees as indicated, be appointed as proposed.

Effective date: Immediately upon approval by Senate

SENATE COMMITTEE POSITION TO BE FILLED
(except as otherwise noted, all terms begin immediately)

CANDIDATE

Senate Committee on Academic Affairs

Faculty Senator (03/31/2020)

Dr. Dana Wessell Lightfoot

Graduate Student — CASHS (03/31/2018)

Mr. Wendel Schwab

SCAAF Art Acquisition Subcommittee

Faculty member with a broad interest in the arts (03/31/2020)

Dr. Sylvia Barton

Senate Committee on First Nations and Aboriginal Peoples

Faculty Senator (03/31/2020)

Dr. Roger Wheate

Senate Committee on Scholarships and Bursaries

Faculty Senator — CASHS (03/31/2020)

Dr. Stan Beeler

Senate Committee on Student Discipline Appeals

Graduate Student (03/31/2018)

Mr. Seamus Hogan

“For Information” Item:

Senate Committee on the University Budget

Faculty Association Representative, appointed by the Faculty Association Professional (03/31/2020)

Dr. Balbinder Deo

11.6 **Steering Committee of Senate** (10 minutes)

Dr. Payne

11.6.1 **Report on Action Items from the April 26, 2017 Senate Meeting**

11.6.2 **Strategic Research Plan**

Regular

S-201705.16

Strategic Research Plan 2017-2021

[Page 124](#)

That Senate endorses the major objectives and strategic research areas outlined in UNBC’s Strategic Research Plan 2017-2021 and recognizes that the Strategic Research Plan is a living document that will evolve and change over time.

Effective date: May 24, 2017

[Page 125](#)

The Strategic Research Plan is included in the meeting package for information.

12.0 Information

12.1 Security and Ransomware (10 minutes)

Mr. Condon

Page 147

The PowerPoint presentation slides are included in the meeting package for information.

13.0 Approval of Motions on the Consent Agenda

Dr. Weeks

14.0 Other Business (no material)

**15.0 S-201705.18
Adjournment**

That the Senate meeting be adjourned.

ACADEMIC ACTION PLAN – DRAFT RECOMMENDATIONS

Version: May 4, 2017 1.6.5



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Acknowledgements

This plan resulted from the collaborative work of five teams supported by the Office of Integrated Planning. We first acknowledge the absolute dedication to this project, by Bernadette Patenaude, Director of Integrated Planning. Her diligence, hard work, and patience were critical to the process of creating the draft plan and ensuring adequate and appropriate consultation with the UNBC community.

Secondly, we acknowledge the cooperation and commitment of the individual teams as they worked to develop their own sections, then again to combine them into a cohesive document. The University of Northern British Columbia is a dynamic and complex institution with a unique origin and past that, combined with demographic and political realities, have shaped what it is today. The collaborative teams embraced the notion of looking to the future while honouring the past, dove headfirst into the mountains of past reports, consultation sessions and other information, listened respectfully to each other, and never failed to put the success of the institution and its students as their top priority.

Finally, we acknowledge the work of the Phase 1 Academic Planning Group, the critical involvement at many scales of staff, faculty and students at UNBC, and the desire of senior administration to engage in, support, and implement UNBC's Academic Action Plan.

Introduction

In the relatively short number of years since its founding, the University of Northern British Columbia has grown to become one of Canada's premier small, research-intensive universities, uniquely situated on the traditional territories of several First Nations. Born "against all odds" through the foresight, vision, and will of the residents of northern British Columbia, the University has established a reputation for excellence in teaching, research, and service that is truly remarkable. Its connections within northern British Columbia are as deep as its linkages to researchers and universities around the world are wide. In consultation after consultation, faculty, staff, and students alike reflect a sincere connection to, and love for, the institution and its mission. Starting from scratch, people have put their hearts and minds into the long process of creating a very special place – one whose founding vision was at the leading edge of post-secondary and university creativity in its day.

Against the backdrop of this legacy of success, the current Academic Action Planning process provides a critical moment in time for UNBC's many communities to come together to refresh and to renew that vision as a foundation for our next quarter-century. It provides an opportunity to address the unfinished tasks of the first 25 years of university building to ensure that all of our constituent units and members feel part of an efficient and whole university. It provides an opportunity to refresh our structures and our approaches to address the opportunities and challenges that have arisen within the world of research and post-secondary education more generally over the past few decades. It also provides an opportunity for UNBC to reaffirm its claim as a regionally, nationally, and globally significant university and house of learning. To accomplish these tasks, we will need to be as visionary and leading edge as were the University's founders and early planners.

At the beginning of Phase 2 of the Academic Action Planning process, a series of discrete collaborative teams were established (see Appendix A) to explore topic areas identified within the initial planning conversations. These collaborative teams focused on the following subject matter areas:

- Academic Structure;
- Academic Administrative Organizational Structure;
- Student Experience and Pedagogy;
- Enrollment Initiatives; and
- Faculty Renewal and Development.

The **Academic Structure Collaborative Team** (ASCT) was tasked with looking at the current structure of academic units within the University and considering strategies for next steps if changes to that structure are warranted. Through its work, the ASCT identified that there was much more to the scope of "academic structure" than simply the alignment of academic units within colleges. As a result, it undertook consultations with many units across UNBC and added these into recommendations directed towards a stronger and more integrated pan-university academic structure.

The **Academic Administrative Organizational Structure Collaborative Team** (AAOSCT) was guided in its work by the need to ensure that an integrated approach to the renewal of UNBC's academic administrative structures be set in place. To inform that work, the AAOSCT held many discussions with individuals from academic administrative units, focusing especially on front-line employees, other academic planning groups, team leaders, and others. Building on feedback, the collaborative team recognized that organizational realignment must include attention to respect, open communication and

awareness, transparency, flexibility, and recognition of the critical value of the University's front-line resources.

The ***Student Experience and Pedagogy Collaborative Team*** (SEPCT) built their contributions around a recognition that we need to fulfill our fundamental obligation to the success and well-being of our students, and that as a collective we must ensure that operational, process, and pedagogical barriers to their success are removed. This means, among other things, ensuring that campus life and student engagement are integral to our understanding of the life of students, and that all must feel safe, secure, and included. Moving UNBC's student experience and pedagogy forward also means greater attention to Indigenization, interculturalization, experiential learning, and to our regions.

The ***Enrolment Initiatives Collaborative Team*** (EICT) organized their work around three topics. The first included the identification of enrolment priorities and barriers. The second coalesced around the process of strategic enrolment management and adopting a more holistic understanding of the student experience at UNBC; one focused on retention, completion, and recruitment, as well as strong relationships with alumni and many young, but aspiring UNBC students. The third topic addressed the need to augment the aspirational statement of UNBC as a destination university through a roadmap that highlights UNBC's academic excellence, and ensures the world is aware of the immense value of a UNBC education.

The ***Faculty Renewal and Development Collaborative Team*** (FRDCT) spent considerable time canvassing the University community. These consultations identified a remarkable dedication and commitment to the UNBC and to its research, teaching, and service roles. The language used by faculty was powerful and inspirational. People spoke at length, and with passion, about how they "love this institution," are "dedicated to the institution," how they valued the "friendliness of colleagues," and how a small class model lets them really "get to know their students." They spoke about colleagues who are "friends rather than acquaintances," and how this helps build "collegial relationships that are stronger and longer lasting than at other institutions." They also spoke about how they are carried by "the sense of optimism and potential" of UNBC, and how they were honoured to "truly and sincerely deliver courses in Aboriginal culture." These voices were also instructive, for no matter whether newly hired or long experienced, faculty readily identified opportunities for addressing key challenges in faculty renewal and development that could be addressed via recommendations in this Academic Action Planning process.

Through their work each of the collaborative teams found that their new conversations, consultations, and collaborations (see Appendix B) were taking them on a pathway of discovery about what UNBC is and what it could become. The extent of discovery within each team resulted in a collective rejection of the plan for submitting five discrete sets of recommendations and instead led to this – a single report that has woven together a comprehensive set of recommendations designed to help UNBC address its challenges and be ready with the direction, flexibility, and responsiveness that post-secondary organizations will need to be successful in the decades to come. This report is organized under three headings: Respect, Restructure, and Innovate.

Respect is about being true to our university motto, "En cha huná" and respecting all of those who work for the betterment of life, learning, and research at UNBC. It is about recognizing and respecting the many communities of place and interest who support us and our work. Such respect is demonstrated through action towards achieving our collective potential.

Restructure is about realizing those organizational opportunities that have been created over time in order to reposition and realign each unit, and the university as a whole, in more effective ways as a platform for the next generation of success.

Innovate is about taking the lead in post-secondary creativity and responsiveness. It is about letting go of the past rigidities, walls, and silos, and about being open and welcoming to the new questions, issues, and insights emerging in the world around us.

Taken as a whole, the five collaborative teams that came together in this second phase of the Academic Action Planning process submit this joint report for discussion, debate, critique, and improvement. The opportunity that this moment in time presents is one that demands attention to implementation. As an Academic Action Plan created by and with our constituent communities, leadership and responsibility for the implementation of this document is a “whole-of-university” responsibility that must involve faculty, staff, students, senior administration, and alumni; we are all part of the constitution of UNBC and together we must be institutionally enabled to achieve our collective vision for the future of the University.

DRAFT

Executive Summary of Priorities

Definitions

For the purposes of clarity and consistency, the following definitions were developed to guide readers through this document and to help inform further discussion on this Academic Action Plan.

Goal – this describes the anticipated result or desired end point. These statements can be more aspirational in nature.

Rationale – these are descriptions that support the necessity and practicality of the recommendations. These are the facts that describe the problem that needs to be solved to achieve the goals articulated in the plan. These facts may also be related to the efficiency, and effectiveness, or mandate achievement related to vision, mission and values. Facts can include opportunities, strengths, and barriers to achieving the overarching goals.

Recommendations – these are the means statements that would be applied to achieve the outcomes. These statements focus on critical actions that would be most important in achieving the outcomes. They infer strategic intent.

Opening recommendation

Each of the member collaborative teams engaged with Phase 2 of the Academic Action Planning process agree strongly that the time and effort invested by the University community in the recommendations contained in this report need careful and purposeful stewardship towards implementation. Each of the member collaborative teams also recognize that implementation of these recommendations is complex. At times, implementation of some recommendations may fall to individual units or programs with little impact beyond those units/programs. At other times, implementation may involve the need for cross-university dialogue and transformation.

The member collaborative teams also wish to have the Director, and Office, of Integrated Planning supported in providing oversight and monitoring of the implementation of the recommendations in this report. This includes attention to the recommendations themselves, and also to our suggested prioritization of these recommendations, as implementation unfolds.

Recommendation

- *Following approval by Senate, it is the recommendation of the member collaborative teams engaged in Phase 2 of the Academic Action Planning process that an Academic Action Plan Implementation Advisory Committee be created with the following mandate and characteristics:*
 - a. *Provide oversight and monitoring of the implementation of recommendations contained in the three sections of this report and organized under the priorities identified herein;*
 - b. *Support the Director, and Office, of Integrated Planning in the work of stewarding the implementation of the recommendations contained in this report;*
 - c. *Where needed, provide additional strategic direction for prioritizing implementation around the recommendations contained in this report;*

- d. *Where needed, advise, guide, organize, or support collaborative processes to assist individual units or cross-university activities in their work towards implementation of the recommendations contained in this report;*
- e. *That membership be limited to approximately eight individuals comprised equally with representation from faculty, staff, and students;*
- f. *That faculty representatives be suggested by Senate, that one staff representative be suggested by CUPE local 3799 with the other staff representative to be suggested by the President, and that student representatives to be suggested by their respective undergraduate and graduate student societies;*
- g. *That the committee Chair be determined by its membership;*
- h. *That committee quorum be a simple majority; and*
- i. *That the Academic Action Plan Implementation Advisory Committee be advised in its work through creation of a support circle comprised of volunteer members from the collaborative teams contributing to this report.*

Prioritizing for Implementation

The suite of goals and recommendations comprising the Academic Action Plan work together to advance and accomplish our collective mission and vision for UNBC. Prioritizing these goals and recommendations into broad sets is meant to maintain their integration while enabling their fulsome implementation over time. The priority is not given so as to rank their relative importance for selecting one or another for action, nor is it meant to be a strict linear sequencing. Action can happen on multiple fronts and in many cases concurrently. In other cases, and for efficiency, certain steps are needed before others. Therefore, this priority provides guidance for a coordinated and full implementation that reflects the internal logic of the Academic Action Plan.

Priority sets I, II, and VI (Decolonization and Indigenization, Strategic Enrolment, and Experiential Education, Teaching and Learning) can start immediately, run concurrently, and integrate with progress being made on priority sets III, IV, and V (Academic Structure; Curriculum Reviews; Faculty Complement), progress on which can also begin now.

While all sets are related, there are particularly strong reciprocal links between priorities III and IV (Academic Structure and Curriculum Reviews) and between V & VI (Faculty Complement and Experiential Education, Teaching and Learning).

I. Decolonization and Indigenization

This priority set is distributed throughout the Academic Action Plan. Decolonization and Indigenization at UNBC is a priority and ongoing process that informs action within all priority sets. Some Indigenous-related elements can begin independently, others are integrated into broader goals and recommendations, and still others are yet to be determined and will arise out of ongoing conversations.

II. Strategic Enrolment

This issue is urgent. The implementation and integration of a strategic, holistic, effective, and sustainable approach to enrolment at UNBC is imperative. Achieving this priority set is critical to the immediate and long-term success and survival of the University. Short-term decisions and tactics should fit within, and not jeopardize, long-term strategy for (a) building capacity across the enrolment continuum, from pre-recruitment through to alumni relations, and (b) achieving an ideal student body

for UNBC as a destination university for experiential education. We need to also invest in frontline service staff and systems; presently, we cannot properly serve our applicants or our enrolled students. Until fixed, this will continue to constrain the success of student recruitment, the delivery of academic programs, and the satisfaction of our students and alumni. Action towards some goals and on some recommendations can begin independently, while others need to be integrated with changes suggested in other priority sets.

III. Academic Structure

Achieving the goal of a new college structure is likely the most visible and anticipated change suggested in the Academic Action Plan. Importantly, doing so will bring stability to programs and clarify leadership responsibilities (see Responsibility and Authority, Primary Units, and Unit Changes), which are needed for efficient progress to be made on other contingent goals and recommendations. However, the visibility of reorganizing units should not overshadow the more fundamental goals and recommendations related to enacting the guiding philosophy that clarifies and coordinates roles, responsibilities, and the appropriate sharing of power for success. Putting the Guiding Philosophy (see 2.1) into practice sets the critical foundation needed to both achieve and thrive within a new academic structure.

IV. Curriculum Reviews

Accomplishing the various goals and recommendations related to curriculum reviews for degrees, programs, and other units will help achieve the specific content and look of a reorganized academic structure.

V. Faculty Complement

This issue is urgent. Faculty complement has far-reaching implications for success across the University, and our ability to deliver our core functions is currently debilitated. Achieving these goals and recommendations is crucial for student experience, teaching and learning, service, and research. It makes strategic sense that the faculty complement responds to and supports both the new academic structure and the results of curriculum reviews within and across similar programs. Faculty complement must also correspond with goals and recommendations regarding experiential education, teaching and learning, and curriculum flexibility.

VI. Experiential Education, Teaching and Learning

Solidifying the faculty complement will help advance our goals and recommendations for teaching and learning, as well as curriculum flexibility, but these must be done in such a way as to support becoming a destination university for experiential education within and beyond our signature areas.

Vision, Mission, and Values

Our Motto

En Cha Huna - Translated from the Lheidli dialect of the Dakelh language is: "En (that person) Cha (also) Huná (lives)"

Expressed in the Dakelh language, with permission, our motto provides insight into the spirit of UNBC. Rooted in our community, En Cha Huná captures the soul of our institution – respect for our community, ourselves, and the world around us. This spirit guides us in our partnerships and relationships with Aboriginal peoples, and our pursuit of knowledge and discovery.

Our Mission

To prepare leaders for tomorrow by influencing the world today.

UNBC strives to provide a safe and challenging learning environment where students gain leadership skills and stretch their boundaries, not only through academic discussion and debate, but also through opportunities to work closely with faculty and staff on research projects and a wide range of initiatives that improve student life or contribute to a need in the community, the region or far beyond.

Our Vision

A destination university, personal in character, that transforms lives and communities in the North and around the world.

Our founders established a university "in the North - for the North." They envisioned and built an institution where all are welcomed, learn, live, work closely with our faculty and staff, and transform the quality of life in northern British Columbia, the province, and beyond.

Our Values

In our workplaces, relationships and communications, we are committed to positive and productive work and learning environments.

Our values inform our lives, our decisions, and our choices. At UNBC our values include:

- **Experiential learning, exploration, and discovery** - Our community celebrates and strives to provide an unparalleled learning experience that ensures that our students are prepared to meet the challenges of a fast-paced modern world, while stepping up and making a difference. UNBC is a champion of intellectual freedom, academic inquiry, learning for its own sake, access to information, learning through applied and best practices in experiential initiatives and the development and mobilization of new knowledge.
- **Inclusiveness and diversity** - Social and cultural diversity is core to enriching the learning environment of a modern university. The confluence of diversity and respectful discussion stimulates creative thoughts, new ways of thinking, and new pathways of inquiry. This ensures that our research questions address society as a whole, and enables us to train leaders who understand our local and global communities.
- **Community** - UNBC is a place where community thrives and where we strive to understand and care for other members of our University. It is a place all are welcome and where we commit to being respectful, innovative, resourceful, and responsive in our interactions with others.

- **Integrity** - To succeed we must be true to who we are, and focus on where we are now and what we want to be in the future. We are honest, supportive, and forthright in all our interactions, confronting problems and issues openly and constructively.

Our Signature Areas

We are a university that strives to be relevant to the North and beyond. The following areas of strength were first identified by our founding members:

- Environmental and Natural Resources
- First Nations and Indigenous Priorities
- Health and Quality of Life
- Northern Community Sustainability and Development
- Innovative and Quality Distributed Delivery of Programs

Our Aspirations for Students and Community

A relationship with UNBC starts with students' K-12 schooling, focuses on completion of undergraduate and/or graduate school, and extends into life-long learning. In their first year, students are welcomed into the school's unique culture and community; they foster the knowledge, skills, relationships, and resources needed to succeed in their program, and are endeared to the places, communities, and issues of northern British Columbia.

The long road of decolonization is of paramount importance for our community. Becoming familiar with Indigenous histories, ways of knowing, research, and pedagogies is an important process that continues throughout students' education and beyond their time at UNBC.

UNBC undergraduate programs prepare students to make contributions to their communities broadly, as well as in their chosen fields and careers specifically. The degrees draw on the unique location and perspective of UNBC to inform and work within national and international contexts.

Programs, departments, and schools clearly identify, understand, and monitor learning outcomes for their curricula. These groups take advantage of, and benefit from, expertise available in well-supported academic departments across the University, including graduate studies, and regional programs. Instructional technologies enable innovative teaching, and aid in accessibility, integration, and outreach. Undergraduate research experiences are supported and valued. Students with undergraduate degrees from UNBC are known for their critical and creative thought, practical expertise and experience, and sound ethical contributions to their sociocultural and ecological communities.

UNBC graduate programs are well integrated into the structure and ethos of the university, and are well supported. These programs attract and retain students nationally and internationally based on faculty reputation, research opportunities, financial support, and innovative curriculum design and delivery. The graduate degrees draw on the unique location and perspective of UNBC to inform and work within international and global issues and contexts. At the Master's level they provide the philosophical and practical training in the foundations of high-quality research and professional qualifications. Doctoral

degree programs at UNBC focus on training researchers and future scholars to generate new knowledge, and equip them with the skills to succeed in academia and other career paths that require the highest level of scientific and scholarly training. Graduate students contribute to and learn from mutually beneficial engagement with undergraduate programs at UNBC via teaching and research opportunities. Regional campuses and instructional technologies aid in facilitating high-quality research and accessible graduate-level education.

Life for the UNBC community is fulfilling beyond work and study. Campus life is exciting, engaged with the pressing issues of our time and world, and reflecting the University's northern places and peoples, as well as its diverse international population. Campus life relies on and contributes to building and promoting the well-being of communities (human and non-human) in northern British Columbia. The support and expression of community members' well-being is essential and clearly evident through accessible and high-quality health, food, leisure, recreation, sport, cultural, and social services and opportunities. Upon completion, students from UNBC have the skills and passion needed for lifelong learning. UNBC continues to support such learning throughout northern British Columbia, through strong alumni programs, robust academic support units, and ancillary services, as well as through regional campuses, research centres, and facilities.

DRAFT

Part 1: Respect

1.1. University Direction – Strengths, Enrolment, Research

Goal 1.1.1

UNBC should aspire to have a strong and innovative community and culture of teaching, learning, research, and service in which all people feel secure, welcomed, and challenged in the pursuit of knowledge, and in which student voices and responsibilities are central. Faculty are free, able, and supported in generating and sharing knowledge and experimenting with approaches to teaching, research, and service. Students and faculty benefit from and rely on staff, who are essential to (and recognized for) maintaining the functioning of this community and culture.

Rationale 1.1.1a

In meetings with Chairs and leaders of units across the University, and in reviewing all past university planning reports and input to Phase 1 of the current Academic Action Plan, we identified a concern with the degree to which there was clear direction for the future development of the University and associated university programming. These comments were raised in a context where individual initiatives had been and were being identified, but where it was not always readily apparent how they fit into our existing areas of strength or how they might be part of a larger strategy to build a new area of strength. While recognizing the temptation to seize upon new initiatives to help attract potential student numbers, income, or investment, we feel strongly that UNBC has very clearly identified over its many years and academic planning activities a series of strengths that permeate the teaching, research, and wider UNBC “brand.”

We identified the importance of using the existing identified strengths as a metric for evaluating new opportunities as they arise. Such a metric could help identify opportunities relative to:

- Overall versus incremental costs;
- Fit with existing areas of strength;
- Fit with existing faculty, degree, and course availability;
- Fit with the general need to be responsive to changing topics and demands for knowledge;
- Fit with a clear potential to connect with student demands and enrolment opportunities; and
- Fit with a potential to strengthen the UNBC brand in the region, across the province, nationally, and internationally.

Recommendation 1.1.1a

- *The identified hallmark strengths of UNBC should be affirmed in their role to guide the development of new opportunities, with recognition that where opportunities outside of those strengths are identified they must be accompanied by a comprehensive plan for developing that opportunity as a new area of strength that can continue to support the UNBC brand.*

Rationale 1.1.1b

UNBC's vision statement identifies it as "a destination university, personal in character that transforms lives and communities in the North and around the world." We reviewed the destination university concept by examining its use, definition, and operationalization within a sample of Canadian universities. This review examined academic and strategic plans from British Columbia's research universities and other comparator universities, some of which use the destination university concept (for example, Thompson Rivers University, University of Lethbridge, and University of Victoria). Where the concept is used it tends to be weakly defined and operationalized. Through a more detailed review of the concept's use, we identified five dimensions that are often implicitly associated with a destination university, including:

1. Recognized excellence in teaching and research
2. A vibrant campus
3. Unique and flexible programs
4. Deep engagement with community and region
5. An authentic place brand

Recommendations 1.1.1b

- *Adopt academic excellence as a fifth core-value, as excellence in teaching and research is a central dimension of a destination university.*
- *Rather than "a destination university", take advantage of UNBC's recent Maclean's rankings to position UNBC as "Canada's leading destination university."*
- *Demonstrate UNBC's leadership as a destination university by developing and including in the Academic Action Plan a clear definition of the concept.*
- *Using dimensions outlined below (or developed otherwise), clearly outline what core dimensions constitute UNBC as "Canada's leading destination university," in order to provide clear guidance on how goals, outcomes, and policies identified in the Academic Action Plan and other unit plans can operationalize the concept.*
- *Demonstrate leadership as "Canada's leading destination university," by including a clear definition of the concept and its core dimensions in communications and marketing internal and external to the University.*

Goals 1.1.2

Build an ongoing culture of enrolment planning by adopting Strategic Enrolment Management (SEM) in principle and approach. The University will transform lives and communities by transforming itself, and asking how the University can fit the student rather than how the student fits the University.

Reflect and focus on student success throughout the SEM continuum by developing and implementing comprehensive pre-recruitment, recruitment, retention, completion and alumni relation strategies that showcase our values and promote UNBC in a manner consistent with the notion of “Destination YOUncb.”

Promote inclusiveness and diversity in UNBC enrolment by embedding the principles of universal design in the development of pedagogy, physical spaces and buildings, enrolment processes, and governance.

Rationale 1.1.2a

Strategic Enrolment Management (SEM) is a comprehensive and coordinated process that enables a university to identify enrolment goals that are aligned with its mission, its strategic plan, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and relevant data analysis¹. It is an institution-wide process that embraces virtually every aspect of an institution’s function and culture to achieve and maintain the optimum recruitment, retention, and graduation rates of students, where “optimum” is defined within the academic context of the institution².

Enrolment success requires a blending of the four faces of SEM:

1. **Enrolment Management as a structural/managerial focus**
The structural/managerial face of SEM focuses on the structure and management of those departments and functions formally charged with achieving the institution’s enrolment goals. SEM decisions focus on optimal resource allocation to achieve enrolment goals, marketing and recruitment priorities, course offerings and scheduling, service efficiency, processing of academic policy, and student intervention initiatives.
2. **Enrolment Management as a planning process focus**
The planning face of SEM focuses on the outward- and forward-looking activities that guide the institution’s pursuit of its preferred future in a constantly changing and competitive environment. SEM decisions focus on long-range planning and institution-wide strategy development, new curricula and academic programs, facilities development and renovation, marketing and image campaigns, investments in technology, pricing decisions and retention planning programs (early alert interventions, first-year seminar, learning communities, support services, academic advising, etc.).
3. **Enrolment Management as a leadership effort focus**
The leadership face of SEM focuses on leadership as a shared responsibility, occurring at all levels and deeply embedded in the way the institution works as an organization on a day-to-day basis. SEM decisions focus on eliminating silos, enabling leadership at multiple levels, enabling staff leadership, engendering trust, communicating purpose,

¹ (Kerlin, C., 2008, pp. 10-14)

² (Dolence, M.G., 1993)

and motivating people.

4. Enrolment Management as relationship development focus

The human and community face of SEM is about building relationships. Understanding how to create, nurture, and appreciate relationships will help to structure, plan, and lead SEM³.

Recommendations 1.1.2b

- *Create a five-year enrolment plan that adopts a Strategic Enrolment Management approach to identify optimal pre-recruitment, recruitment, retention, completion and alumni relation actions, beyond those identified as outcomes in this Academic Action Plan.*
- *Develop actions within a five-year enrolment plan that recognize the diversity of potential UNBC students, current UNBC students, and UNBC alumni, including but not limited to the needs, expectations, and experiences of domestic students, Indigenous students, international students, mature students, and first-generation university students.*
- *Develop a five-year enrolment implementation plan that identifies the time horizon within which each action will be completed, and the individual or group that is responsible for implementing that action.*

Goal 1.1.3

UNBC provides outstanding undergraduate and graduate learning opportunities that explore cultures, health, economies, and the environment. As one of British Columbia's research-intensive universities, we bring the excitement of new knowledge to all of our students, and the outcomes of our teaching and research to the world. In addition to fostering and celebrating academic excellence, UNBC is a welcoming place, with a learning environment that is friendly, inclusive, and supportive.

Rationale 1.1.3a

The research mission is to grow capacity and opportunities for research and creative activities at UNBC by engaging our people and partners, leading to the discovery of new knowledge that has transformative academic, economic or social benefit for the region, province, nation, and beyond. The mission is accomplished by the vision of building a flourishing research culture facilitated by state-of-the-art infrastructure and efficient support services, enabling UNBC scholars to undertake leading-edge local, national, and international research with respect for humanity and nature.

The University has developed a Strategic Research Action Plan and it is in the final stages of receiving input from Senate (see Appendix C).

³ (Henderson, S. E., 2017)

1.2. University Life

Goal 1.2.1

We aspire to a life for the entire UNBC community that is fulfilling within and beyond work and study. Life on all of our campuses should be exciting, be engaged with the pressing issues of our time and world, and reflect the University's northern places and peoples, as well as its diverse international population.

Rationale 1.2.1a

The mental, physical, emotional, and spiritual well-being of students is of paramount importance at their "home-away-from-home"; we aspire to create a campus community that supports their journey toward success from day one until graduation. University culture must also prioritize the health and wellness of faculty and staff, recognizing that adequate time, support, and safe spaces will allow them to contribute to a high functioning, innovative, and welcoming university community that contributes to building and promoting the well-being of communities and ecosystems in northern British Columbia and beyond.

The support and expression of community members' well-being must be clearly evident through accessible and high-quality academic and non-academic services. A vibrant community life supports a vibrant campus life.

Recommendations 1.2.1a

- *Commit to a healthy and vibrant university community that:*
 - a. *Cares for the physical, emotional, psychological, and spiritual well-being of the UNBC community, which may often involve family responsibilities; and*
 - b. *Fosters and supports work/life balance for students, staff, and faculty.*
- *Affirm and support the important function of our University as a venue for free and informed expression and debate.*
- *Increase access to healthy, affordable, and sustainable food options and food vendors on all UNBC campuses.*
- *Increase programmed opportunities inside and outside the class that encourage students, faculty, and staff to connect to nature, social, and civic responsibilities, and volunteering on UNBC campuses.*
- *Create an Office of Diversity, Human Rights and Prevention of Discrimination that reports directly to the President. This office would be responsible for the following:*
 - *Human Rights and Workplace Respect related activities;*
 - *Truth and Reconciliation activities;*
 - *Would serve students, staff, and faculty, and therefore cannot report to Human Resources; and*
 - *Sexual violence and misconduct⁴ protocols, trauma-informed training and education, and disclosures.*

⁴ <http://www.unbc.ca/sexual-violence/consultation>

Rationale 1.2.1b

Student life and student experience, broadly-conceived, are central and integral to the success of the university as a whole. In support of this we agree with the Canadian Association of College and University Student Services (CACUSS) which states;

“The primary purpose of Student Services is to develop programs and provide services which support and promote student-centered education. Student Services professionals have expertise in assessing and identifying the factors, which can enhance the development of students. Student Services personnel act as informed partners in the shared tasks of shaping and maintaining a campus community where students can learn inside and outside the classroom.”⁵

While individual student services units are working as well as possible with resources at hand, the delivery of student services appears at times piecemeal and subject to significant upheaval with changes in personnel, leadership, location, and resources. This is particularly true for students in the regions, who have limited access to services and support. The potential for instability would be lessened with more holistic support for students and the student experience, through ensuring that the oversight, structure, and delivery of services related to student life (e.g. orientation, residence life, wellness, athletics, and recreation) be cohesive and positioned administratively and physically within the institution to best serve the needs of students.

Recommendations 1.2.1b

- *The delivery of student affairs as well as teaching and learning services be recognized as comprising established professional and theoretically-informed domains as well as specific cultural competencies, in which UNBC must achieve best practices that are tailored to our unique communities.*
- *Regional delivery of activities, services, and space needed to support student life and a “UNBC experience” be made a priority, facilitated through cross-communication among units responsible for student services and regional delivery of academic programs.*
- *Front-line staff have necessary training and support to enable them to provide services that are responsive to the ebb and flow of student life, and that these staff have a role in the identification of training and support requirements (this may require clarification and negotiation with employees’ unions).*
- *A portfolio encompassing the above goals and recommendations be created and placed under the purview of an administrative leader (e.g. Dean) of the Student Affairs, Teaching and Learning Division to ensure coordination and sustainability. The mandate for this position should include a strong statement that decisions must be informed by students and front-line staff, and that actions taken within the portfolio be guided foremost by a strong ethic of service to students.*

⁵ <https://www.uregina.ca/strategic-plan/assets/docs/pdf/sp-2015-20-together-we-are-stronger.pdf>

Rationale 1.2.1c

The orientation program at UNBC has evolved over time and is now a well-organized event that has as its goal the welcoming and integration of students into the place, culture, and life at UNBC. A robust orientation program is critical to set students on a path of academic success, and it should recognize and honour UNBC's connections with Indigenous groups.

Recommendations 1.2.1c

- *Orientation be expanded with the intent of fostering students' connections to, and identification with, the social, cultural, and ecological communities in which UNBC is situated, the university itself, and a student's chosen program of study;*
- *Orientation provide programming that provides an understanding of:*
 - a. *The significance, protocols, and relationships that should be honoured and respected when welcoming students onto the traditional territory of First Nations and Indigenous groups;*
 - b. *Opportunities to begin and continue the processes of decolonization, particularly, as well as prepare students, faculty, and staff for intercultural encounters, including combating racism, sexism, and other forms of discrimination in order to foster respect for the full humanity of all members of the UNBC community;*
 - c. *Respectful and appropriate celebration and engagement with the traditions, ceremonies, and practices of the communities in which our campuses are located; and*
 - d. *Opportunities for students to integrate and experience the diversity of UNBC through our regional structure.*
- *Develop plans to best serve students who do not begin their programs at the usual September date, and students who transfer from other institutions or who are returning mature students.*

Goals 1.2.2

Through rich student engagement, develop transition and retention strategies that promote community, student success, and academic excellence as core values of UNBC, and completion strategies to mitigate attrition within at-risk student groups.

Make student experience personalized and central to UNBC's values and its commitment to being "Canada's leading destination university."

Ensure conditions for student success are in place by increasing awareness of the benefits of existing student support services among students, faculty, and staff.

Rationale 1.2.2a

Optimal retention and completion can only be achieved when all students have a quality student experience and are connected to faculty, staff, alumni, and the community both within and outside the classroom. To achieve this vision, enrolment should be directed out of a single

office, but should be built into every aspect of university life.

Recommendations 1.2.2a

- *Improve students' advising experience by investing in, or enabling through technology improvements or efficiencies, more advising capacity, and ensure that students can readily access advisors, especially around peak times.*
- *Keep in contact with students who leave UNBC prior to completion, update them with what is happening at UNBC, and develop a re-entrance strategy for students who may become motivated or better prepared to return to studies at UNBC.*
- *Create an "invite us" calendar that lets councilors plan for their students to visit or for recruiters/advisors to meet at the school.*
- *Ensure advisors are experts in their areas, but with cross-training in case of absence.*
- *Support advisor – program links to ensure that advisors are aware of program changes and for advisors to provide programs with advice regarding proposed changes.*
- *Maintain a hybrid model of advisors centrally located together, but with program-specific portfolios.*
- *Maintain the co-location of Advising, Recruitment, and Admissions – these units need to be in close physical and organizational proximity to best serve students.*
- *Investigate the opportunity to bring together Health/Counseling, Access Resource Centre (ARC), and the proposed Office of Diversity, Human Rights and Prevention of Discrimination in neighboring locations, while retaining their function as independent units (due to confidentiality).*
- *Consider development of a neighbourhood of learning centres where appropriate, to improve student access and reduce redundancy (e.g. The Centre for Teaching, Learning and Technology (CTLT)/Academic Success Centre (ASC)/Mathematical Academic Centre for Excellence (MACE)).*
- *Enable and support opportunities for cultural expression on UNBC campuses and in our host communities, and broaden and invest in outdoor recreation, outdoor leisure, and outdoor sport activities and opportunities that reflect and embrace the northern setting and seasonality of our campuses. The approach to doing so should:*
 - a. *Ensure adequate resources and funding to provide spaces for diverse cultural practices and engagement at all of our campuses; ensuring there are safe (i.e. trauma-informed) spaces is important;*
 - b. *Review the status of, and provide where needed, permanent facilities that reflect, celebrate, and enable local Indigenous ceremonial, spiritual, and cultural practices to live; this should be part of the Aboriginal Strategic Action Plan recommended in 1.5.1c;*
 - c. *Prioritize leisure and recreation opportunities that emphasize northern places, peoples, issues, and experiences;*
 - d. *Through the Student Affairs, Teaching and Learning Division (recommendation 1.2.1b) develop a plan to foster collaborations between academic and non-academic units so as to provide opportunities both for leisure and learning within the UNBC community;*

- e. *Encourage the development of partnerships with local communities, groups, clubs, associations, organizations, and businesses that bring opportunities for students and other University members to connect with each other and internal and external communities. Ensure the resulting opportunities for the UNBC community are not-for-profit and accessible;*
 - f. *Cultural and recreational activities at UNBC should benefit local communities whenever possible;*
 - g. *As part of the Strategic Enrolment Plan (1.1.2b), assess mobility barriers that students face in accessing community and natural amenities, and develop and implement a plan to reduce or eliminate these barriers (e.g. by operating a UNBC shuttle); and*
 - h. *Task a representative from Student Affairs to work with the Northern Undergraduate Student Society (NUGSS) and the Northern British Columbia Graduate Student Society (NBCGSS) to find ways to better establish and support student clubs and chapters on all UNBC campuses to provide accessible events and activities that contribute to campus life.*
- *Monitor retention and completion efforts among UNBC's diverse student groups, including but not limited to domestic students, Indigenous students, international students, mature students, and first-generation university students, by tracking attrition rates, recognizing that any one student may belong to several groups.*
 - *Conduct a student housing study to identify existing UNBC student housing patterns, current student housing needs and demand, and gaps between these.*
 - *Collaborate with local governments to identify opportunities to provide off-campus student housing in amenity rich areas (e.g. downtown Prince George).*
 - *Collaborate with the City of Prince George and British Columbia Transit to explore opportunities to connect the UNBC Prince George Campus and Downtown Prince George via an express bus route.*

1.3. Empowerment and Collaboration

Goals 1.3.1

University operations will become more efficient and effective when front-line employees are empowered to make decisions without having to wait for permission from their “one-up” or higher to approve and then for the approval to work its way back down the ladder. Better decisions and more efficient use of resources will result from enhanced communication and collaboration among academic and administrative units, and involvement of employees in decision-making processes will support employee commitment and productivity.

Rationale 1.3.1a

Engagement feedback strongly indicated that employees were feeling a lack of empowerment and an increase in workload (more work with fewer people) so that burnout was a very significant theme throughout. Faculty and staff feel that their role in decision-making and the overall mission of the University is not understood and respected, and they seek a greater input into university decision-making.

Many employees at UNBC are never, or are infrequently, evaluated. This is a lost opportunity for two-way communication that can lead to increases in performance and productivity.

Recommendations 1.3.1a

- *The implementation phase of the Academic Action Plan look for opportunities by which UNBC employees can be empowered to make responsible decisions whenever possible. Decision-making authority should be distributed, with particular focus on front-line employees, so that meaningful information can be provided quickly and accurately at the point of first contact.*
- *Develop a collaborative process, which engages unit members, to review organizational units with an eye to redistribute resources toward front-line services, with less emphasis on management.*
- *Integrate student leadership into all aspects of decision-making with respect to academic administrative units.*
- *Ensure that institutional priorities, as articulated in this and other University plans, are clear.*
- *Encourage individual units to create internal strategic plans flowing from the University Integrated Plan to help guide unit direction and provide buy-in and clarity for unit personnel.*
- *Ensure that all policies and procedures are up-to-date, to reflect laws, regulations and mandates; ensure that these are posted so that the external community as well as UNBC employees can access them (transparency), and that old policies and procedures are cleared from the system.*
- *As a component of Chair training and mentoring (Recommendation 2.2.1a), and supervisor and employee training and mentoring, ensure that relevant policies and procedures are included as part of the training, and subsequently interpreted consistently and implemented.*
- *Unit heads should review training needs for members of the unit, and ensure appropriate training is provided. Unit heads should be trained in mentorship, and able to provide mentorship to all positions, with clear, articulated expectations for performance.*
- *Provide for upward evaluation as well as downward evaluation.*
- *Provide for evaluation of all positions.*
- *Reduce redundancies in databases and enable information sharing. Deans should be tasked with a review of allocation of administrative support (administrative assistants) by workload (e.g. numbers of students, numbers of faculty, activities of unit) to ensure equity among both administrative assistant workload and support available to faculty.*
- *Improve communication between structural layers of UNBC by providing opportunities for faculty, staff, and students to talk directly with senior administration informally, and for regular senior administration visits to program, staff and student meetings.*

Rationale 1.3.1b

As noted elsewhere in this report, the Senate committee structure needs to be re-evaluated for a number of reasons, the most relevant in this section is to enhance and support the role of

students, faculty, and staff on Senate and Senate committees, and to ensure decision-making is efficient and well-informed by those on the front-line.

Recommendation 1.3.1b

- *That Senate be tasked with reviewing Senate committee structure and membership in consideration of: the number of committees, member ratios (student and faculty representation should be prioritized), and workload associated with motion forms, and non-substantive changes (e.g. faculty listings in the calendar).*

Rationale 1.3.1c

As with several recommendations in this report, we are concerned with the use of Senate committees and sub-committees to address topics critical to the future development of the University. While these serve a vital and important function, that function too often seems limited to reviewing already developed curriculum plans as part of a linear approval process. We have identified the need for several new “platforms for dialogue” on critical issues where such platforms are not siloed within singular university governance structures. The topics include Aboriginal and Indigenous priorities, strategic undergraduate curriculum directions, international relations opportunities, and others. How such committees might look, and where they might fit into the University structure, is a task for the next phase of dialogue.

Recommendation 1.3.1c

- *Create a new series of university-wide committees (starting with those identified in various sections of this report) tasked with taking up more creative, flexible, and strategic dialogue on topics central to UNBC’s mission and mandate over the next decades.*

Goal 1.3.2

Students, faculty, and staff develop relationships with various functions, groups, and individuals during their time at UNBC, that are an important component of productivity and job satisfaction. Our goal is to ensure that these relationships are maintained when individuals leave, by having a robust and effective renewal and retention plan.

Rationale 1.3.2a

Rapid employee turnover, inefficiencies in process, poor employee morale, errors in process, and other problems can arise when employee renewal and retention are not adequately prioritized and addressed. These can have profound negative impacts on enrolment, scholarly activity, and reputation. It is critical to the mission of UNBC, that succession plans be developed to facilitate smooth transitions resulting from retirements, and retention plans be implemented to ensure faculty and staff are satisfied with their work and productive.

Recommendation 1.3.2a

- *That senior administration ensure that comprehensive employee renewal and retention plans are developed for all employee groups.*

1.4. Faculty Renewal and Development

Rationale 1.4.1a

The Academic Action Plan must require clarity, stability, equity, and predictability in the process and criteria used to make decisions about faculty positions, hiring, and program complements, and that the process and criteria directly reflect and support enacting the plan.

Student learning experience and instructor/faculty teaching are being affected by inadequate, incomplete, and unpredictable complements of faculty in units or programs. The loss of a faculty member jeopardizes delivery of the curricula, reduces ability for a program to personally connect with students, and augments the service load for the remaining faculty, further degrading the quality of teaching. Putting a hold on hiring is not neutral - the longer positions remain unfilled, the worse the situation becomes. Sessional or short-term positions do not adequately or predictably contribute to service, are highly likely to simply re-present courses as they had been delivered, and do not have the security or predictability that would encourage people towards professional development or dedication to our degree programs. Furthermore, the reputation and perception of programs, and therefore their marketability to potential students and faculty, is diminished. Finally, there is little sense of control, security, or stability as to whether or when positions will “be allowed” to be filled, adding to an inability to properly plan teaching assignments, make curriculum changes, and innovate programs.

The success of a university in teaching, research, and service is heavily contingent on staff. Unfilled and unsupported staff positions at UNBC make the ability to do good work and attract and support students extremely difficult. When staff positions remain unfilled, teaching, research and service at the institution is negatively impacted.

Recommendations 1.4.1a

- *Vacant positions should be filled.*
- *Faculty Renewal and Retention Action Plan should be developed within the limits of the Faculty Agreement.*

*(**Note: Please note that this section will be updated and informed by the Faculty Renewal and Development Survey that is in progress.)*

1.5. Decolonization and Indigenization

Decolonization and Indigenization, as an extension of UNBC’s signature area of First Nations and Indigenous priorities and the university motto, is woven throughout the Academic Action Plan. Recommendations by the collaborative teams regarding decolonization and Indigenization

emerged from dialogue and research. These recommendations, the direction, and decisions to be taken need to be properly and respectfully informed by the Aboriginal and Indigenous peoples and knowledge holders of our campuses and the larger UNBC region. It is important such recommendations move forward in a way that is guided by Indigenous intellectual principles and knowledge so they are respectfully enduring and meaningful.

Goal 1.5.1

Decolonization and Indigenization are inextricably linked, and in keeping with its strategic priorities and its founding intentions for Indigenous students and communities, UNBC commits to decolonization and Indigenization of the institution.

Rationale 1.5.1a

From its founding, Aboriginal and Indigenous students, communities, priorities, and concerns have been a defining characteristic of UNBC. This is celebrated and included in many ways and means in the University, its academic and service programming, and general conduct of business. UNBC aspires to honor this distinction and uphold the voice and contribution of the Indigenous community to UNBC's reputation and character.

First Nations of northern British Columbia are key communities that have strong expectations of UNBC and should be served by the University. UNBC needs to better meet these expectations; to do so involves establishing long-term, positive relationships with the communities. While often done at an individual level, these relationships need to also be fostered and celebrated at a larger institutional level.

It is not the sole responsibility of our Aboriginal and Indigenous students, staff, faculty and alumni to decolonize the institution. The expectations on Aboriginal and Indigenous community members at UNBC are often too high and inappropriate. The responsibility for decolonizing UNBC needs to be an institutional priority for action, taken-up by informed, educated, compassionate settler allies in consultation and consort with Aboriginal advisors, leaders, Elders, scholars, and community members.

Decolonization and Indigenization involves long-term commitment taken up by students, faculty, staff, and alumni at UNBC. All members of our community should be encouraged and given opportunities to begin and continue this journey, weaving it into the fabric of university life.

Indigenization is place-based, unique, and should be shaped and informed by the local communities, realities, and traditional territories at each of our campuses and the UNBC region at large. It is inextricably linked to respect for and connection with the land. Environmental awareness and sustainability must be authentically grounded in holistic, place-based principles of ecological integrity that honour our connections to the land, water, and non-human species with which we share space and place. UNBC's branding as "Canada's Green University" should be revisited within this context.

The institutional and pedagogical practices recommended to move toward decolonization and Indigenization are best practices intended to enhance the university experience for everyone.

Moving toward these practices will likely push up against – and require honesty and clarity about – the limits and possible avenues to decolonization within an institution founded in Western epistemological, ontological, and governance structures. As such, we also recognize that the following recommendations under this section are not divisible.

Based on the First Peoples Principles of Learning, and the Calls to Action of the Truth and Reconciliation Commission, including the call to “integrate Indigenous knowledge and teaching methods into classrooms” and “build student capacity for intercultural understanding, empathy, and mutual respect,” that UNBC identify decolonization and Indigenization as a main and on-going area of emphasis for the institution. The First Peoples Principles of Learning state that:

“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves recognizing the consequences of one’s actions. Learning involves generational roles and responsibilities. Learning recognizes the role of Indigenous knowledge. Learning is embedded in memory, history, and story. Learning involves patience and time. Learning requires exploration of one’s identity. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.”

Recommendations 1.5.1a

- *A clear statement should be developed from Senate and the Board of Governors reaffirming UNBC’s commitment to Aboriginal and Indigenous priorities, students, and communities.*
- *Working with Aboriginal communities, UNBC should seek to understand and resolve ways in which the institution participates or has participated in a harmful, colonial system. Further, racial biases on our campuses must be immediately addressed.*
- *UNBC must open opportunities and explore avenues to actively decolonize our governance structures, including Senate and the Board of Governors. This includes both physical spaces and process, and will be a challenging exercise of decolonization within an institution founded in Western epistemological, ontological, and governance structures.*

Rationale 1.5.2a

Building on Rationale 1.3.1c regarding the creation of a set of strategic committees as “platforms for dialogue” to address topics of critical future development at UNBC, we suggest creating an Aboriginal Priorities Council that would be informed by and receive support and advice from an Aboriginal Support Circle, and would serve as a focal point for deliberation on important Aboriginal and Indigenous matters at UNBC.

Recommendations 1.5.2a

- *Commit to the development of an Aboriginal Strategic Action Plan.*
- *Build on the work of the Aboriginal Advisor to the President, the Provost's Committee on Pedagogical Practice Action Group on Indigenization, the Calls to Action of the Truth and Reconciliation Commission, and the First Peoples Principles of Learning to explicitly shape the work and understanding of Indigenization through collaborative and engaging effort between the institution and communities in the UNBC region. Some universities, for example, the University of Regina Aboriginal Advisory Circle to the President (AAC) understand Indigenization as:*

"The transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students, and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges, and practices so thoroughly as to constitute an essential element of the University. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability."

This is a key opportunity to have UNBC embark on its own path of foundation and definition in regards to Decolonization and Indigenization in all spheres of the intuitional community.

- *Create an Aboriginal Priorities Council, comprised of University members, community members, and Elders that can provide broad input and advice, and can serve as a focal point for deliberation on important Aboriginal and Indigenous matters at UNBC. The work of the Council would be informed by and receive support from, an Aboriginal Support Circle.*
- *Create an Aboriginal Support Circle comprised of individuals who can help inform, when needed, the deliberations of the Aboriginal Priorities Council.*
- *Engage with Elders and Aboriginal advisors to ensure administrative structures and processes are consistent with the concept of Aboriginal and Indigenous ways of knowing.*
- *Encourage more face-to-face communication (versus email or even phone calls), which promotes dialogue.*

Rationale 1.5.2b

Indigenization of the curriculum, the learning environment, and the ongoing practices and operations of the University are also central to UNBC's academic structure – a vital part of who we are. Strong arguments were made about the value of maintaining a First Nations Studies academic program, about maintaining an independent First Nations Centre to support students and provide a unique space on campus. Also noted was the value and imperative of the University's regional presence, both generally but especially for Aboriginal communities, to supporting our academic programming and maintaining important inter-institutional partnerships/relationships with colleges and Aboriginal post-secondary institutes/institutions. As well, strong arguments were made for continuing to encourage Aboriginal content and approaches in UNBC's curriculum, while at the same time not requiring a "First Nations 100" type course for all undergraduate students. As such, we identified the need to provide greater

support to faculty and others delivering courses and programming.

Recommendation 1.5.2b

- *Identify resources and processes to help new faculty and staff hires become readily oriented to UNBC's rich history, relationships, mission, and mandate with respect to Indigenous, Aboriginal, and First Nations priorities, students, curriculum, services, and communities to assist new hires in more readily taking their place in the University's continuing journey.*

Recommendation 1.5.2c

- *Identify specific financial and structural resources to support:*
 - a. The creation of an Aboriginal Support Circle;*
 - b. An orientation package/process for new hires;*
 - c. An Indigenization Facilitator to consider pathways to meet the Calls to Action put forward by the Truth and Reconciliation Commission;*
 - d. A full-time position dedicated to actively building and developing relationships with First Nation and other Aboriginal communities in UNBC's service region; and*
 - e. Clarification of the current position of Aboriginal Advisor to the President.*

Recommendations 1.5.2d

- *Commit support and resources toward an enrolment process that promotes decolonization and reconciliation (e.g. Respect, Relevance, Reciprocity, Responsibility). The enrolment process is a partnership, and the enrolment strategy must be about a dialogue that leads to the development of relationships.*
- *Create a separate admissions path that connects Aboriginal communities to a team of recruiters and advisors.*
- *Increase the number of partnerships with Aboriginal and regional communities, and other educational institutes and agencies to examine shared goals and research priorities, and to facilitate student movement to UNBC.*
- *Increase funding, support, and expansion of the Elder-in-Residence program to allow for deeper integration of Elders into everyday campus life, classroom life, and throughout ceremonies and events, not just for the opening prayer. Ensure Elders are treated with respect and care, and are consulted as to the proper protocol required for their visits and participation, from the start to the end of their time at UNBC.*
- *As part of the Aboriginal Strategic Action Plan consider ways to value and facilitate the role of family in Aboriginal and Indigenous cultures. For example, through funding travel bursaries for families to attend convocation.*
- *Recognize through actions and decisions that symbolism, if not backed by authentic commitment and deep engagement, becomes tokenism and sensationalism. We recommend increasing the visibility of Aboriginal cultures at UNBC through the use of culturally appropriate symbols, signage, language, art, music, etc., in order to build community and acknowledge these places, cultures, and histories, as well as*

making visible our collective commitment to decolonization and Indigenous ways of knowing. This includes the active and authentic acknowledgement of traditional territories, and integration of other culturally appropriate protocol into everyday life and experience on our campuses and in our activities.

DRAFT

Part 2: Restructure

2.1. Academic Units - Guiding Philosophy

Rationale 2.1.1a

In balancing roles within administrative levels, we were attracted to a general structural philosophy that is quite typical within other universities where:

- The President is tasked with looking “externally” so as to guide the future development of the University, watch for threats and opportunities, and undertake to develop strategic partnerships and linkages;
- The Vice-President Academic and Provost is tasked with looking “internally” at the day-to-day management of the academic programming and functioning;
- The Deans are tasked with looking “externally” to guide the future development of their college, school, or faculty in much the same way as the President does for the institution; and
- The Chairs are tasked to look “internally” at the day-to-day management of their program or department.

Recommendation 2.1.1a

- *Confirm and support this guiding philosophy to leadership roles as it sets the critical foundation for the rest of the academic structure.*

2.2. Academic Units – Responsibility and Authority

Rationale 2.2.1a

In concert with the guiding philosophy, and possible changes to the existing colleges, we heard considerable input about the need for a re-organization of responsibilities and authority between different levels in the leadership structure. In particular, our concern focused upon the distribution of such responsibilities between Deans and Chairs.

The current allocation of responsibilities and authority between Deans and Chairs is largely governed by the Faculty Agreement. We recognized that the current allocation is a continuation of what was created to support and fit UNBC's first organizational framework. Given how that framework no longer exists, a comprehensive review of responsibilities and authority between these two leadership levels is long overdue. In order to make any new university academic structure functional, the distribution of responsibilities and authority between Deans and Chairs needs to be reviewed and rebalanced appropriately.

Recommendations 2.2.1a

- *Develop a plan for reallocating responsibilities and authority between Deans and Chairs and that this be undertaken and set forth as a suite of changes to be adopted by both parties in the next Faculty Agreement collective bargaining.*
- *Develop and implement a comprehensive set of supports, training, and mentorship for academic Chairs.*

2.3. Academic Units – College Structure

Goal 2.3.1

The goal is to have organizational structures that enhance opportunities for academic programs to be supported, to grow, to function efficiently, and to enable effective leadership by Chairs and Deans.

Rationale 2.3.1a

From the original thoughts of the Interior University Society (IUP), which pushed back on ideas that UNBC would be “a small mirror image of most Canadian universities” or “a glorified degree-granting technological institute,” through to President Weller’s notion of a university that offered a “reasonable range of programs” and had a positive influence on the “economic, social and cultural development of the region,” UNBC has offered students a breadth of programs that include arts, sciences, and professional programs. As a small university with a diversity of programs, the number of faculty supporting each academic program is small. In some cases, academic units have been able to work within the constraints of a small faculty complement through innovative collaborations, for example the integration of Chemistry and Biology faculty to create the very successful Biochemistry and Molecular Biology degree, or the Wildlife and Fisheries major that has relied on cooperation between Forestry and Biology faculty. We also have organizational units that offer both a BSc and a BA (e.g. Geography).

Collectively this results in a high probability that we are unlikely to come up with a college structure that is a perfect fit for every program or is fully satisfactory to every faculty member. However, our goal is to have structures that enhance opportunities for programs to be supported, to grow, to function efficiently, and to enable effective leadership by Chairs and Deans. As previously identified, the current two-college structure has been determined to lack these opportunities, and that the potential is to replace the two existing colleges with smaller, more cohesive, and thematically aligned units.

Among the many challenges associated with college re-organization, two issues are worth noting here. The first is the risk in going too far the other way, of creating too many small, disaggregated units that lack critical mass and synergy. The second is that no matter how cohesive and thematically aligned new college units might be, the creation of any structure also creates the potential for enhancing “separation” across the University. As noted elsewhere in this Academic Action Plan, our pathway forward is via an openness to integrative, collaborative, cross- and multi-disciplinary initiatives that support and infuse creativity and responsiveness across the University and amongst the faculty and staff.

To move the conversation about college structure along, we reviewed past structures, investigated structural models at other institutions, and sought ideas on potential models during both Phase 1 and Phase 2 of the Academic Action Planning process. We have tried to develop units that foster linkages within, but given the unique structures mentioned above, it will also be necessary for enhanced inter-college communication and cooperation. The result of those efforts is a proposed college structure, into which academic/degree programs/faculty would align themselves.

Recommendations 2.3.1b

- *This recommendation has been put forward to begin the dialogue about the college structure and therefore, we recommend that five colleges be created, in addition to the College of Graduate and Post-Doctoral Studies (described in section 2.7):*
 - *Business and Education (Education could also fit into the Health and Human Sciences)*
 - *Environment and Natural Resources*
 - *Health and Human Sciences*
 - *Humanities, Social and Indigenous Studies*
 - *Physical and Applied Sciences*
- *This college structure should align graduate degrees with organizational structures such that curriculum changes, teaching assignments, and other responsibilities can be more effectively managed, especially for the interdisciplinary graduate programs. It will be the responsibility of the College Dean to ensure that teaching, evaluation, and other needs in both undergraduate and graduate programs are met.*

2.4. Academic Units – Primary units

Rationale 2.4.1a

In reorganizing into smaller colleges, opportunities must be provided for smaller academic units to cooperatively come together into larger units; we recognized that not all primary academic units on campus might be in need of reorganization, but it was identified that some smaller units face sustainability concerns. As a result, we recognized the need to create an opportunity for smaller primary academic units to work collaboratively to create larger units. Principles for such opportunities include: a coherence of disciplinary alliances that would facilitate the potential for co-teaching; reductions of first-year offerings via the co-listing of courses; and enhanced opportunities for cross-disciplinary teaching and collaboration. Furthermore, the spaces occupied by programs should respond to and support the nature of the degrees, as well as their students and faculty.

One of the key impediments to forming larger primary academic units is the need to preserve the visibility of traditional disciplines and knowledge areas even when new degrees and teaching options may emerge. Therefore, we recognize the importance of preserving discipline-based degrees and course prefixes in order to support disciplinary identity and visibility both internal and external to UNBC.

Our assessment of the challenges facing the University in the decades to come means that the academic units must maintain a level of readiness, responsiveness, and adaptability. The creation of some larger primary academic units in areas with intellectual coherence and the potential for synergies provides an opportunity for those units to enhance their creativity and flexibility in the face of emerging opportunities.

Recommendations 2.4.1a

- *Provide opportunities and incentives for smaller academic units to reorganize themselves into larger academic units.*
- *In any reorganization of smaller academic units, the disciplinary degrees and course prefixes be preserved to maintain disciplinary identity.*
- *Ensure Deans play a leadership role in assisting newly combined primary academic units to achieve efficiencies in their undergraduate course delivery and to revise their disciplinary-based degrees as well as any emergent degrees to make greater use of the synergies available in the combined units.*
- *Encourage the development of program identities.*

Rationale 2.4.2a

Planning documents made it clear that UNBC was to be a “full service university” with a range of academic programs. Feedback collected during the development of the Academic Action Plan has reaffirmed the desire to maintain a range of disciplinary, interdisciplinary, and professional programs. With limited resources, it then becomes imperative that units strongly consider and seek out ways to share teaching resources and instructional opportunities to mutually support and improve content and teaching quality, break down disciplinary and professional boundaries, create relationships, and improve efficiency.

Recommendation 2.4.2a

- *That Deans provide a framework and support for smaller administrative units to work together in the pursuit of efficiencies by conducting the following:*
 - a. Comparing curricula and learning outcomes;*
 - b. Reducing redundant courses;*
 - c. Synchronizing scheduling between allied units/programs/degrees; and/or*
 - d. Considering shared modules within and between courses. (See also Section 3.3 “Curriculum Flexibility).”*

2.5. Academic Units – Primary unit changes: process and support

Rationale 2.5.1a

We propose a series of stages necessary in any effort to combine smaller primary academic units into larger ones. The process is not divisible. Two aspects are considered critical for success in any proposed re-combining of primary academic units. The first is that any such proposals must be bottom-up from the primary academic units themselves. The second is that the University’s senior administration must commit to the support identified in the process described below.

Recommendation 2.5.1a

- *That any bottom-up proposals for the re-combination of smaller primary academic units into larger ones' work through the following process elements:*
 - *The original primary academic units must identify the core skill and knowledge sets required for the delivery of any existing discipline-based degree(s). This identification must be bounded by current offerings.*
 - *In the process of re-combining academic units, there must also be proposals for the re-organization of existing discipline-based degrees so as to take advantage of new synergies and new linkages within the larger academic unit.*
 - *In the proposed reorganization of existing discipline-based degrees, the academic unit must clarify and identify how disciplinary credibility is being maintained.*
 - *The re-combined primary academic unit must also develop at least one new course, major, stream, credential, focus, etc., proposal that takes advantage of the new academic unit structure, creates new opportunities for student recruitment, fits with the University's strategic directions, and capitalizes on emergent issues in society.*
 - *Once a proposed re-combined primary academic unit has completed the first four elements of this process, the University's senior administration should confirm its support for the initiative and commit to supporting unit sustainability by securing the faculty positions identified in element 1) as meeting the core skill and knowledge sets.*

2.6. Academic Support Units

Goal 2.6.1

Institutional priorities in the area of student support and innovative teaching are well supported, efficiently operated, and engage in meaningful collaborations among related units and academic programs.

Rationale 2.6.1a

The current administrative structures require revision to ensure adequate allocation of resources in areas that are an institutional priority and in response to exponential growth in demand, and also to ensure meaningful collaborations among related units.

UNBC has particular responsibility to certain academic service units, many of which are experiencing considerable increases in demand for services while resources remain stagnant. These include the Academic Resource Centre (ARC), Counseling, the Centre for Teaching, Learning and Technology (CTLT), and the First Nations Centre.

UNBC also has a strong focus on experiential learning and while resources are currently available for development of experiential learning opportunities, there is little administrative

support, guidance or instruction for this highly effective teaching approach, especially in the case of field schools.

Recommendations 2.6.1a

- *New investments should be made in support units with priority given to ARC, Counseling, Centre for Teaching and Learning, and the First Nations Centre.*
- *Maintain the library as an independent unit with direct report to Vice-President Academic and Provost.*
- *Aggregate related academic administrative units into two divisions, while maintaining their existing unit structures that are academically organized and internally coherent, with each grouping to have an independent lead.*
- *Create a **Teaching and Learning Division** to be a collective of the following units.*
 - *Centre for Teaching, Learning, and Technology (CTLT - distance/hybridized learning)/Academic Success Centre/Mathematics Centre of Excellence*
 - *First Nations Centre*
 - *Experiential Learning Office (newly proposed), that provides support for the following units and activities:*
 - *Career Centre*
 - *Co-operative Education*
 - *Field School*
 - *Internships*
 - *Practica*
- *Create a **Student Affairs Division** that is a collective of the following units.*
 - *Financial Aid*
 - *Registrar*
 - *Advising (see separate recommendations for Advising in section 1.2.2)*
 - *Recruitment (see separate recommendations for recruitment in section 3.2.1)*
 - *Student Life and Residences*
 - *Office of Diversity, Human Rights, and Prevention of Discrimination (see 1.2.1)*
 - *Wellness Centre (Counselling and Wellness)*
 - *Academic Resource Centre (ARC)*
- *As much as possible, health and well-being services should be co-located (Counseling, Health, ARC, along with the new Office of Diversity, Human Rights, and Prevention of Discrimination) with effective procedures in place to ensure communication among the independent units.*
- *Undertake a review of laboratory support services with regard to reporting structure, roles and responsibilities, and opportunities for two-way discussions on productivity. This review would include the Radiation Safety Officer, Biosafety Officer, Chemical Safety Officer, Enhanced Forestry Lab, and Northern Analytical Services.*
- *Recognize that international students require a hybrid model of support, and that includes support specialized to international student needs as well as integration with other UNBC services available to all students (recruitment, student services, and educational programs).*

- *Complete a field safety manual and develop an on-line system that allows faculty to identify and navigate easily through necessary steps for experiential learning (required forms/processes for field trips, field schools, graduate fieldwork, etc.)*

Goal 2.6.2

UNBC should have a clear set of realistic enrolment targets and a competitive admissions process. Admission processes are streamlined and efficient, and UNBC is competitive with other institutions regarding response time for admissions.

Rationale 2.6.2a

In discussions with the university community, particularly those directly or indirectly involved with enrolments and the admission processes, it became clear that there are concerns about what is perceived as a lack of realistic enrolment targets for Aboriginal, domestic, and international graduate and undergraduate students. There are also concerns about the length of time it takes to admit students, particularly at the graduate level. It is important that the University provides clear direction on enrolment targets and adopts best practices for recruitment through to registration, and finally completion.

Recommendations 2.6.2a

- *Evaluate all undergraduate and graduate admission and registration procedures for competitiveness and timeliness, and streamline procedures to support enrolment. Engage students in this process to include their unique perspective.*
- *Evaluate the scheduling process to facilitate effective course planning and timeliness for graduation.*
- *Streamline the completion process to minimize the unnecessary paperwork required for graduate students.*
- *Complete a full review of all forms to reduce confusion and redundancy.*
- *Implement fully online fillable/submittable forms and processes.*
- *Ensure all forms are available in one place and improve navigation tools to find them.*
- *Remove old forms and ensure version control is implemented.*
- *Reduce the need for multiple signatures as much as possible.*

Goals 2.6.3

Create a personalized student experience in concert with UNBC's strategic priorities, through prioritized investment in staff and faculty positions that enable an increase in meaningful contact between students and UNBC personnel. Prioritize investment in staff positions that enable seamless service delivery and timely, effective communication.

Encourage optimal recruitment, retention and completion by highlighting academic excellence, and better linking our alumni success stories and the type of education we provide to recruitment.

Rationale 2.6.3a

We aim to attract high-quality students, and increase awareness of the many pathways to admission. Highlighting student and alumni success stories, and meaningful personal contact will draw in students who want to become part of the community for the long-term, recognizing that their UNBC education will prepare them in a way that other universities do not.

Recommendations 2.6.3a

- *Seek a balance between academic excellence and flexible admissions and enrolment, and recognize that enrolment is not the responsibility of a single office but a function that must be built into every aspect of university life.*
- *Deliver early comprehensive admission offers to qualified students.*
- *Enhance our celebration of student and alumni success in all of our promotion and marketing materials.*

2.7. College of Graduate and Post-Doctoral Studies

Rationale 2.7.1a

Over time, issues related to graduate education have received differential levels of attention within UNBC's various planning exercises. More recently, changes in the structure and administration of graduate programming provide an opportunity for this round of Academic Action Planning.

The University should direct significant attention towards the development of the College of Graduate and Post-Doctoral Studies. Amongst the issues that remain unresolved across the University are the intellectual as well as administrative “homes” for the various graduate programs, the assignment of ongoing teaching and academic administrative support for the graduate degrees, the administration of supervisory rights and responsibilities, and others. Given that graduate studies are a vital part of the university enrolment, as well as its research capacity, this must be an integrated element of any re-organization of our academic structure.

Recommendation 2.7.1a

- *Develop a College of Graduate and Post-Doctoral Studies at UNBC, headed by a Dean.*
- *Clarify the roles and responsibilities of the Dean of the College of Graduate and Post-Doctoral Studies, and the Deans of the large academic units, regarding teaching assignments and performance evaluations of faculty, and faculty responsibilities and rights regarding graduate supervision.*

Goal 2.7.2

Graduate students and supervisors are aware of normal completion timelines and expectations by discipline, and work together for timely completion of graduate programs.

Rationale 2.7.2a

Different timelines for completion of graduate programs can cause confusion and stress among students because of unclear, or perhaps unrealistic expectations. There is a need to examine trends in average timelines, and reasons for extending degree completion that could be instructive for student experience and retention, as well as faculty professional development. We should guard against expectation inflation or creep while understanding and accepting that completion times can vary by fields/disciplines. Extended timelines can happen for a number of reasons and these can inform efforts to improve student experience and satisfaction. In addition, unclear or unrealistic expectations may have planning and financial implications for graduate students, or undergraduates considering enrolling in graduate school. Reaffirm that Master's degrees are either professional qualifications or for learning research, and clearly distinguish the difference, while the PhD is to generate new knowledge.

In concert with the recommendation for a College of Graduate and Post-Doctoral Studies above, the relationship between the Registrar's Office and this College needs to be reviewed and roles/authority clarified and communicated to students and faculty. Feedback from students is clear that they don't understand the processes or leadership.

Recommendation 2.7.2a

- *The Dean of the Graduate and Post-Doctoral Studies College should conduct a review of rates, patterns, and duration of graduate degree completion, as well as supervisors' and students' expectations for an "on-time" completion, with the purpose of being clear and transparent about the expectations and the reasons for them, which are different for, and suitable to, different disciplines.*

Recommendation 2.7.2b

- *Complete a full review of all graduate progress reports and other forms to reduce confusion and redundancy. Ensure all forms are available in one place and improve navigation tools to find them, and clear out old forms.*
- *Implement fully online/submittable forms and processes.*
- *Reduce the need for multiple signatures as much as possible.*
- *Determine an appropriate administrative structure for graduate and post-doctoral studies with consideration of current and future needs, to ensure stability of structure and processes for students.*

Goal 2.7.3

Enhance the number of graduate scholarships and the amount awarded.

Rationale 2.7.3a

A major impediment to attracting and retaining graduate studies is a lack of competitive entrance scholarships, and/or predictable teaching and research assistantships. Opportunities for graduate students to contribute to undergraduate delivery and experiential education can add value to their degree, and perhaps align with professional aspirations.

Recommendations 2.7.3a

- *Ensure clear communications about the structure of the tuition fees and its benefits;*
- *Use the PhD tuition waiver to provide funding to PhD students through entrance scholarships;*
- *Increase availability and value of entrance and other scholarships that are competitive with other institutions;*
- *Increase the availability, value, and timeframe of acceptance of teaching assistantships; and*
- *Increase the availability, value, and timeframe of acceptance of research assistantships.*

Goal 2.7.4

Develop unique, integrated graduate programs that respond to big ideas and challenges within UNBC's signature areas. Enhance communications about the program offerings that should be tied to those signature areas.

Rationale 2.7.4a

There are many different ways to provide graduate education, and UNBC should be flexible and adaptive to the changing demographic and needs for professional development and enhanced education through graduate study.

Recommendations 2.7.4a

- *Consider alternative graduate programs, such as a one-year course and service-based model.*
- *Provide opportunities to ladder one-year graduate certificate/diploma programs into longer research-based degrees.*
- *Provide opportunities for students in research-based degrees to switch from a thesis to a project or certificate program.*

2.8. Council of Deans

Rationale 2.8.1a

We were very concerned with how academic programming at UNBC could become more flexible and responsive to changes and opportunities moving forward. Rather than being mired in nearly continuous academic planning exercises, we felt that academic structures to support responsiveness which draw upon UNBC's hallmark attributes would be essential. We expected that within any college structure, there would continue to be Chairs' Councils organized by the individual Deans. In addition, we recognized the need to create a platform for dialogue which would support cross-university discussion. Such dialogue would be important for sharing opportunities, finding synergies, and mobilizing a responsive campus strategy. Therefore, it was recognized that a Council of Deans be established and be distinct from the current

Deans' Council reporting to the Vice-President Academic and Provost.

Recommendation 2.8.1a

- *A Council of Deans should be organized to support cross-university dialogue and Academic Action Planning and responsiveness.*

2.9. Northern Medical Program

Rationale 2.9.1a

While not part of the original academic make-up of UNBC, the Northern Medical Program (NMP) is an important part of UNBC's identity and is significant to its relationships with northern British Columbia communities and regions. However, the NMP differs from other academic units in that it is a University of British Columbia (UBC) program delivered in close partnership with UNBC. Final decision-making authority for the NMP, for example, rests with the UBC Dean of Medicine, and there are aspects of its programming and delivery that do not coincide with other models/nomenclatures found at UNBC. While the NMP is housed at UNBC, it is not integrated into its academic structure. As an academic unit, it rests much like the building itself, thinly tied to the rest of the campus.

Important for our discussions of academic structure are long-expressed concerns about the need to better "place" the NMP into the academic structure of UNBC. We recognize that there are some challenges that structure cannot assist with, such as faculty mentoring or the creation of program-specific expectations around teaching, service, and scholarship, but better situating the NMP into UNBC's academic structure can assist in a number of ways. It can provide a clear statement about how the NMP is valued by UNBC. It can provide a more welcoming home for NMP faculty and students, support a wider set of collegial relations to support those faculty and students, and create easier pathways for both faculty and students to broaden their research and other scholarly connections. Even on a mundane, day-to-day, basis it can bring clarity to various approval processes and paperwork signoffs for those in the NMP and the various administrative units across UNBC.

The following recommendations are in keeping with the earlier recommendation for the creation of five smaller colleges, each with a more coherent academic focus and led by a Dean. These activities cannot be undertaken independently or separately.

Recommendations 2.9.1a

- *One of the new smaller colleges should focus upon those academic units whose primary mission is with health and care services, and that the NMP be integrated into that college to better harmonize with existing UNBC structures.*
- *While the new college will have a Dean, the current Associate Vice-President NMP should be appointed to that college as an Associate Dean with responsibility for NMP staff/budget/curriculum management to better harmonize with existing UNBC structures.*

- *Consideration should be given to transforming all NMP affiliate appointments to UNBC into adjunct appointments with rank to better harmonize with existing UNBC structures.*
- *That the University and the UNBC Faculty Association commit to updating the Faculty Agreement with language that is informed by and appropriate for the NMP faculty as has been done for librarians, senior lab instructors, and others.*

2.10. Regional Programs

Rationale 2.10.1a

Regional programs, regional campuses, and the delivery of academic programming away from the main campus in Prince George, have been fundamental to the fabric of UNBC since its original planning discussions and reports. They also remain fundamental to the University's ongoing connections with communities across its service region. Like other aspects of the University academic structure, challenges to the internal and external environments have impacted the original vision and working arrangements of regional programs. Despite different approaches over the years, there remain challenges with integration, coordination, and responsiveness.

We recognize the challenges identified in various University planning documents and exercises, as well as the steps that have been taken towards ameliorating these challenges. There have also been notable and ongoing successes in regional education programming. Included among these successes are cohort-organized delivery and programs tailored to specific regional campuses. To begin addressing issues of integration, coordination, and responsiveness in the regional delivery of educational programming, we recognize that the University must make a series of strong directional statements before new and detailed planning work can be undertaken.

Recommendation 2.10.1a

The following statements respecting regional programs should be endorsed by the university:

- *UNBC is committed to maintaining its regional programs across British Columbia.*
- *UNBC is committed to having a physical presence in the regions that includes, at a minimum, its existing regional campuses in Terrace, Quesnel, Fort St. John, and Vancouver.*
- *UNBC is committed to the delivery of educational programming in the regions when student demand warrants.*
- *UNBC's regional presence and activities are a key element of the University's Indigenization initiatives. These include unique educational programs and learning opportunities offered in partnership throughout the region (such as through UNBC's longstanding relationship with the Wilp Wilxo-oskwhl Nisga'a Institute (WWN) in the Nass Valley).*
- *UNBC provide the resources needed to support current regional programs before investment in additional projects and offerings.*

Rationale 2.10.1b

Only after the University has clearly re-affirmed its position and direction with respect to regional programs can attention then be turned to detailed programming and delivery discussions. In such cases, we felt that UNBC's 20+ years of experience in regional programming should inform its strategic options moving forward.

Recommendation 2.10.1b

- *Detailed planning for more sustainable regional programs should be a focal point of the university. Such planning needs to consider the following:*
 - *Opportunities for programming and delivery are built upon a clear recognition of regional uniqueness and that a one-size-fits-all model is not tenable.*
 - *Existing regional programs management structures, which include the Dean of Regional Programs and the Regional Chairs, are effective and must be central to the planning process.*

Rationale 2.10.1c

In mobilizing regional education opportunities and programming forward, UNBC has tremendous experience. We recognized the value of several existing formats, and also recognized the opportunity to extend emergent formats (e.g. courses offered in conjunction with Continuing Studies and a proportion of revenues flowing back to the regions).

Recommendation 2.10.1c

- *Consider, and put in place, mechanisms to further develop the following regional delivery processes:*
 - *Cohort-based models, focused especially upon specific professional degrees, that have been very successful and proven to be both flexible and responsive to shifting student demand over time.*
 - *Develop a basic arts and a basic sciences degree that can be delivered in the regions. Delivery of these basic undergraduate degrees should be done through a combination of intensive block delivery and web-based courses. Web-based courses would need to be delivered through a "web and coach" model with on-campus supports hired to coach and mentor the students through the courses/programming.*
 - *Recognize that each region is unique, and working in concert with Regional Advisory Committees, develop and set in place mechanisms that will allow for the creation and pursuit of specific educational programming or degree offerings that may be unique to one or two of the regions. As with the basic arts and science degrees noted above, these would be delivered through a variety of intensive local and distance learning opportunities.*
 - *Develop and facilitate opportunities to increase the use of regional campuses, research centres, research forests, and non-academic units as*

venues for experiential education in partnership with relevant and allied academic programs.

- *Regions should take a leading role in attracting new students through short summer course offerings unique to place.*
- *Consider the logistics of either taking a course in the regions (students) or teaching a course in the regions (faculty) (e.g. housing, transportation).*

Rationale 2.10.1d

Educational programming such as that listed above needs an investment in local mentors and coaches, as well as technical support in order to ensure high-quality delivery and student success. Building on opportunities for bringing regional students into UNBC's enrolment must recognize that many of these students are unable to travel to the Prince George campus because they may be working full time or have other responsibilities locally.

Recommendation 2.10.1d

- *Develop a flexible structure of regional educational support to fund region-based mentors, curriculum coaches, technical assistance such as lab instructors, where student numbers and programming warrants.*

Goal 2.10.2

Identify best practices in the provision of academic supports and services, and provide resources to translate these practices between UNBC campuses in a contextualized manner.

Strengthen a sense of community on regional campuses so that all students feel a sense of belonging with UNBC.

Rationale 2.10.2

UNBC has a strong mandate to all the people of northern British Columbia; it also has opportunities to provide education across the globe. Distance and hybrid learning require attention, and are relevant both for providing education within northern British Columbia and beyond. Some of the assumptions on which regional operations and regional programs were founded at UNBC's establishment are no longer relevant.

The current structure of regional programming is heavily dependent on departmental/program chair decisions at the Prince George campus.

Library services available to the regions have been identified as needing improvement. The current model lacks specific content expertise and results in limited uptake of library services and assistance.

Recommendations 2.10.2

- *Review and redesign administrative structures to facilitate the revitalization of regional programs to better support what is currently offered and to support innovative new programming. Engage Regional Advisory Committees (2.10.1.b), local students, faculty and staff in this process and ensure continuing attention to Indigenization and personalization.*
- *Streamline Reporting Structures and Responsibilities*
 - *Review and resolve the issue of reporting structure and the Regional Chair's role in this (e.g. the degree of the Chair's input into/authority over the courses offered; the role of the Regional Chair in evaluations).*
 - *Review responsibility and process obligations for offering courses and programs regionally.*
- *Empowerment*
 - *Expand regional course offerings will most likely depend on growth in contract teaching. Consider how best to structure who is involved in hiring. If the review of such identifies mismatches with what is required by the current Faculty Association Agreement, engage in discussion about desired modifications for next round of negotiations.*
 - *Explore how regional campuses can be more empowered to deliver what regions demand. This includes decision-making processes and configuration of relationships where the UNBC campus is co-located with another institution.*
 - *The Regional Advisory Committees (RAC) should be better employed to create an effective multi-way platform for dialogue and communication needs of the regions to UNBC, university opportunities, development and curriculum planning, and plans and priorities for the regions.*
 - *Maintain relations by regular face-to-face visits and prioritize these; avoid over-dependence on email and phone communication.*
 - *Create more meaningful engagement opportunities without "pomp and circumstance" and inclusive of students and on-the-ground community members.*
 - *Student Services (e.g. Counseling, Health, Learning Centre)*
 - *Support the process to enumerate student service and availability gaps between the Prince George and regional campuses, and identify options for delivery of the different services.*
 - *Consider how services (such as Peer Support) could be better offered to regional students, recognizing that face-to-face communication should be prioritized where possible.*
 - *Consider specific needs for support of Aboriginal students in the regions and how to meet these more effectively.*
- *Library*
 - *Review the scope of library services for students supported by a regional campus with more face-to-face interaction for teaching students, for example, how to do on-line research.*

- *Consider travel to the regional campuses to provide orientation for library support and services.*
- *Consider how to deal with needs for librarian services for students not supported by a regional campus, i.e. Langara College.*

DRAFT

Part 3: Innovate

3.1. Teaching and Learning

Goal 3.1.1

The University focuses its efforts towards high-impact teaching and learning and on developing capacity and appropriate use of experiential education, and affirms that faculty need space and time to be able to engage in high-impact teaching.

Rationale 3.1.1a

Faculty must have the space and time to plan activities, rework courses, take risks, experiment and learn new methods of teaching. Too-high demands for service make the necessary planning for high-quality experiential and community-engaged teaching as well as professional development impossible; it is currently not occurring at all, or it is happening over and above reasonable workloads driven by sheer passion that is unsustainable in the current structure. We need to reduce logistical burdens, and optimize teaching and service loads where they are most important and effective. This also relates to having a proper and predictable complement of faculty who contribute to service and accommodation for distance teaching in workloads.

Recommendations 3.1.1a

- *UNBC actively encourage teachers and departments to consider conceptual frameworks to help with decolonization, and approach Indigenization. Some examples include “two-eyed seeing⁶” and “healing the split head,⁷” as well as others.*
- *Along with this must come the space and time for faculty and staff to engage in decolonization and Indigenization. This must be valued by the institution with real endeavors such as, lighter teaching loads, professional development opportunities for all faculty and staff, co-teaching and mentorship opportunities, understanding and connection to place (land, language, and culture) on all UNBC campuses, and regular communication with experts and community members to offset isolation and increase the level of comfort.*
- *Faculty develop and review curriculum to support Indigenization in their teaching and learning - to better understand the needs and experiences of Aboriginal learners and to enhance the experience of Aboriginal and non-Aboriginal students and teachers - and be provided the necessary support and education to achieve this. This should be ongoing, as well as part of the identification of learning outcomes.*
- *Reaffirm and/or develop policies that recognize, value, and accept—with appropriate cultural and academic rigour and mentorship/supervision—assignments, theses, dissertations, etc. done in formats such as song, art, spoken word, etc., when and where these formats are appropriate.*

⁶ Hatcher, Bartlett, Marshall & Marshall (2009)

⁷ Cajete (2001)

Recommendation 3.1.1b

- *Programs should build from work already done to map out, clearly present, and communicate learning outcomes for their courses and degrees that:*
 - a. Includes necessary first-year skills for academic success;*
 - b. Progress from realistic expectations for newly-graduated high school students;*
 - c. Contains core university-wide learning outcomes already identified (which should be periodically revisited);*
 - d. Builds in appropriate experiential educational components situated within, and contributing to, learning progressions;*
 - e. Reflect applicable requirements for academic breadth;*
 - f. Covers and maintain core and contemporary disciplinary content and skills;*
 - g. Enables effective contributions to contemporary social and environmental issues;*
 - h. Provides skills and abilities to gain employment and succeed professionally;*
 - i. Encourages life-long learning; and*
 - j. Are trackable and understood by faculty, advising staff, and students.*

Recommendation 3.1.1c

- *Develop a Strategic Action Plan for online education that is adopted and aligned with the academic structure to fully enable its success.*

Rationale 3.1.2a

Considerable work on the first-year experience has already been done, and was intended to serve students who are new to university. This work includes high school-level courses, common first-year curriculum, “University 101”, Integrated Analytical Skills and Knowledge (IASK), and others. It is important to ensure that the first-year experience of all students, including those who transfer in from other institutions, is included in plans to better serve new (to UNBC) student needs. Plans going forward must ensure that students are fully integrated into university life, and that their interests are engaged by courses that immerse students in their area of interest.

Recommendations 3.1.2a

- *Continue to discuss, consolidate, and improve approaches to first-year experiences for all students who are newly attending UNBC. Ensure that this experience transitions students fully into university, and includes experiences in their areas of interest;*
- *Engage with feeder high schools and ensure smooth curriculum transitions;*
- *Ensure that curriculum and activities enable new students to quickly feel part of, and identify with, particular programs, majors, or degrees while gaining exposure to others;*
- *Review delivery models such as IASK, mentorship, and XMAT as examples of different methods for teaching basic skills, adaptable to the degree being sought, and consider these in new plans for the first-year experience;*

- *Consider making some of these courses/modules competency-based, so as to enable students to “challenge” the requirements; and*
- *Identify and communicate more widely and clearly, the means by which Continuing Studies can assist students to transition to university programs.*

3.2. Enrolment Management

Rationale 3.2.1a

Optimal retention and completion can only be achieved if resources are applied to support individuals and programs involved in Strategic Enrolment Management (SEM) processes. Sufficient resources must enable efficiency in processes, prevent loss of productivity, ensure continuity and communication between departments, faculties, units, and individuals, and provide satisfaction with the processes associated with all stages of enrolment. Supporting individuals involved in the enrolment continuum, including potential and existing students, staff, and faculty must be a priority to reduce attrition in all areas.

Recommendations 3.2.1a

- *Following the principles of SEM, invest sufficient resources into the development and maintenance of student-support systems that ensure processes and procedures contribute to a culture of student success and effective delivery of services to students and their family members.*
- *Ensure the Enrolment Taskforce remains a formal part of enrolment governance on an ongoing basis.*
- *Establish working groups identified by and reporting to the Enrolment Taskforce that are responsible for different areas of the enrolment continuum, beginning with recruitment, retention and completion, and expanding into alumni and pre-recruitment as priorities evolve.*
- *Utilize the Enrolment Taskforce to strengthen collaboration and integration between all administrative units that have a responsibility for pre-recruitment, recruitment, retention, completion or alumni relations.*
- *Form an ongoing international enrolment committee with appropriate stakeholder representation.*

3.3. Curriculum Flexibility

Goal 3.3.1

To have an academic structure that is flexible and adaptable, allowing UNBC to modify programs to meet emergent topics and subject areas.

Rationale 3.3.1a

We were concerned about the responsiveness of the UNBC curriculum to emergent topics and subject areas. These opportunities may be contained within single

programs/schools/departments, or they may bridge across such units or across colleges. We identified at least two general approaches to support responsiveness. The first is to draw upon courses regularly delivered within existing teaching loads that can be creatively reorganized or combined so that the new bundle of collective knowledge content meets the needs of the new topic. The second model is to create a supportive and facilitative mechanism by which numbers of faculty with an interest in the new topic may transition existing coursework or content to meet the needs of that new topic. In this case, we envision a body of support funding that would allow faculty to create new course materials and course directions over a period of approximately one year. The launch of the new degree program would coincide with the availability of this reorganized course material. Critical questions in this model include:

- a. The level of support which the university would make available;
- b. The implications for faculty teaching loads and existing assigned teaching; and
- c. Transitioning current teaching or courses with respect to whether it continues to meet former requirements in established degree streams or whether it transitions away from previous degree streams entirely to the new topic.

Recommendation 3.3.1a

- *Investigate models that support greater curriculum flexibility.*

Rationale 3.3.1b

We also looked at options for creating a roundtable for the discussion of curriculum opportunities. We settled upon the need for, and value of, a university-wide “curriculum review committee.” In reviewing a number of universities across North America, it became apparent that such a curriculum review committee structure was common practice in many places. While some committees were charged simply with reviewing new courses or changes to curriculum, others had a broader mandate to facilitate wider curriculum reviews, explore redundancies and efficiencies, support collaboration, and assist in the tailoring of offerings to emergent student or issue needs.

Recommendation 3.3.1b

- *Establish the mechanisms for a UNBC Curriculum Review Committee, which would propose/review university-wide curriculum policies, explore redundancies, and efficiencies in the curriculum, and study proposed or emergent opportunities and recommend potential options for addressing challenges.*

Rationale 3.3.1c

Challenges with routinely offering both required and optional “pick-list” courses is a significant problem affecting many students and programs at UNBC. To cope, students seek needed courses at other universities, and some programs have been reduced to offering exemptions in order to graduate students. There are a number of possible reasons for this including a combination of a lack of teaching capacity, out-of-date or over-full curricula, and/or a lack of planning. Providing predictable courses that allow for on-time completion of degrees is a basic function that must be fulfilled. Some programs have periodically, or recently, conducted

curriculum reviews, and we have Chairs at UNBC who could provide examples and guidance on how to proceed.

Recommendations 3.3.1c

- *Make better use of 2+2, cohort models, and early (pre-entry) identification with degrees/programs to encourage “buy-in” and sense of a home at UNBC.*
- *For each degree, program curriculum committees who have not recently done so should work with their Chairs to seriously review their curricula in order to remove redundant or unnecessary courses, identify a minimum path to graduation, and produce a semester-by-semester map to guide students (and their academic advisors) through on-time completion; this map and exercise also should be used by Chairs to plan regular course offerings, course rotations, teaching assignments, and teaching needs.*
- *Create efficiencies in course offerings by reducing the number of courses offered that are not integrated across programs.*
- *Identify the resources, processes, and support structures to encourage and assist faculty who want to enhance the Aboriginal content or overall Indigenization of their curriculum and teaching via an Indigenization Facilitator.*

3.4. Experiential Education

Goal 3.4.1

Create, foster, and support undergraduate and graduate student access to high-quality, ethical, and culturally appropriate experiential education embedded across disciplines, across campuses, throughout our communities, and internationally.

Rationale 3.4.1a

Experiential education has been defined in a variety of ways that we summarize as “carefully-facilitated learning by intentional doing with integrated reflection.” Experiential education is a broad approach that can incorporate and inform other pedagogical approaches such as service learning, co-operative education, and the like. Experiential education can be employed within particular sessions, course assignments or topics, a whole course, at key points in a degree, across a curriculum, or an entire school. Experiential education can be used in a variety of settings and across disciplines, and vary in depth of engagement. At its best, experiential education engages students in real contexts and issues, relies on close relationships among students and instructors in shared learning, and encourages students to develop skills in reflexive and critical thought, as well as connecting theory and practice. Experiential education is student-centred: it meets students where they are and engages their interests, focuses on their learning rather than instructor’s delivery, and shares power and responsibility for learning. Depending on how it is practiced, experiential education is consistent with efforts towards decolonization and Indigenization of the academy.

Recommendations 3.4.1a

- *Build on the work of the Provost’s Committee on Pedagogical Practice Action Group on Experiential learning and support and fund work on:*
 - a. *Explicitly defining experiential education as envisioned by and for UNBC;*
 - b. *Engaging in a baseline assessment of current offerings that accounts for current practices being used in degrees and classes (not solely based on course titles or descriptions);*
 - c. *Developing a theoretically and pragmatically-informed typology of experiential education in use at UNBC (to be used in metrics, as well as communication with students);*
 - d. *A set of metrics and accompanying monitoring scheme that can easily track the extent, quality, and strategic deployment of experiential education in degrees and across the University (importantly, appropriate forms and uses of experiential education vary with fields, student training/year level, and/or having particular pre-requisite skills and knowledge, for example, and should be linked to learning outcomes); and*
 - e. *With an end purpose of providing data that will be used to inform targets for delivery of experiential learning by 2020 and then 2025, and so on. This target must also be appropriately assessed and monitored.*
- *Review capacity to ensure UNBC has the expertise needed and available resources to support faculty and degrees in professional development related to the practice of experiential education, and to coordinate with experiential learning positions across the institution.*
- *Facilitate the implementation of experiential education into the teaching and learning of programs across the University. Programs can follow either, or a combination, of the following options:*
 - a. *Acknowledging the need for hands-on and direct support (as opposed to the creation of new administrative positions and units), UNBC create staff and/or faculty positions to manage experiential learning within the academic programs/units so as to integrate experiential education in ways that are responsive to the particular needs of their disciplines and professions, thus adding depth of ability, not breadth of units (e.g. positions) would be designed to:*
 - *Directly support faculty in their courses and serve degrees in the creation and delivery of high-impact, ethical and culturally appropriate experiential education opportunities;*
 - *Manage equipment, logistics, and risk management for experiential education activities and field courses;*
 - *Teach practical courses and field training within the degree program(s) they serve, (not necessarily “outdoors” field but, rather, specific to the disciplines – so it could be in archives, or writing, public engagement, ethnographic or archeological technique, or on-site with industry);*
 - *Serve as a co-instructor/lab assistant for experiential education components and field courses;*

- *Contribute to an online system that allows faculty to identify and navigate easily through field schools, graduate fieldwork, etc.*
 - *Serve as a point person and bridge between degrees/faculty and the Teaching and Learning Division as well as risk management, student services, student life, continuing studies, community groups, and professional/industry associations and representatives;*
 - *Develop orientation programming, foster student life, and oversee student clubs for their respective degree programs; and*
 - *Foster relationships and recruit from high schools, and liaise with program alumni. This connects to recommendations concerning recruitment, Orientation, and First-Year experience.*
- b. Work with the newly-proposed Experiential Learning Office (see 2.6.1) that would provide support to the following units and activities:*
- *Career centre*
 - *Co-operative education*
 - *Field schools*
 - *Internships*
 - *Practica*
- *Recognizing the role and impact of scheduling, space, time, and incentives for the design and delivery of experiential learning opportunities, the Registrar, Facilities, Regional Programs, faculty, students, and appropriate administrators should work together to identify ways and means by which to overcome already-identified disincentives for experiential learning, and report out to Senate on strategies being undertaken to remove those disincentives:*
 - a. Solve scheduling issues – we need predictability and stability year to year, and flexibility for both “traditional” scheduling for some types of courses/degrees, but also complimentary block teaching options, along with suggestions for, perhaps, longer-class or even full-day options for experiential programming. Professional programs face issues around scheduling and student placements;*
 - b. Solve space issues – classrooms need to be usable for group work, and have open space. There is the sense that some very usable spaces are not available because they are “owned” by particular degree programs, while other programs have no predictable or flexibly-usable space. Consider building outdoor classroom and outdoor labs;*
 - c. Explore and compare options for providing transportation needed for experiential education and field schools in terms of cost, availability, flexibility of use. Consider purchasing fleet vehicles for course use; and Encourage reiterative engagement with course instructors to continually improve spaces and scheduling for high-quality education inside and outside of the classroom.*
 - *Provide incentives for faculty to engage in professional development for high-quality teaching and particularly for experiential education, and also to integrate experiential education into their courses and teaching. Incentives might include:*
 - a. Providing/supporting mentorship experiences and opportunities;*
 - b. Requirements in teaching evaluations;*

- c. *Requirements in and norms established through assessments of performance and for promotion;*
- d. *Altered teaching schedule (block courses, 'off peak' courses).*
- e. *Altered teaching load, money, or buy-out to develop courses or take training;*
- f. *Additional funding available to augment classes; and*
- g. *Continue to recognize and celebrate innovative teaching based on quality and innovation.*

Rationale 3.4.1b

Funding should remain earmarked and allocated for experiential education but be delivered in a way that is predictable and readily available to the degree programs. Doing so will support identified learning outcomes and important programmatic goals facilitated through such experiences (i.e. not centrally housed and requiring repeated application and competition, which adds work and diminishes proper integration into curricula because of unpredictability, but also not subsumed into general operations of units). Strategic investments and fundraising for experiential education should be directed to establishing physical infrastructure and human resources/capacity needed to consistently and properly provide high-quality experiential education across UNBC.

Recommendations 3.4.1b

- *Review and revise current mechanisms for funding experiential education.*
- *Develop and facilitate opportunities to increase the use of regional campuses, research centres, research forests, and non-academic units as venues for experiential education in partnership with relevant and allied academic programs. This can include greater use of summer or teaching semester offerings of specific courses or educational programming. This specific educational programming can be effectively delivered in the regions using block-teaching formats, and may hold promise for not only serving local students at regional campuses but also attracting students from outside of the area to our regional campuses.*
- *Building on the work to date by Communication, Marketing and Advancement related to the promotion and funding of experiential education, create a team that includes Recruitment/Enrolment, Advancement, students, faculty and the appropriate administrator to build a robust marketing and advancement strategy with experiential learning at its core, and which is adaptable for particular programs/degrees.*

Goal 3.4.2

Update and integrate risk management practices into experiential education.

Rationale 3.4.2a

Policies and procedures should enable, rather than deter, high-quality experiences within students' education and campus life. Faculty, staff, and students need to know they are practicing proper risk management, know that they are supported, how they are supported

(insurance, emergency response, legal representation, etc.), and under what conditions they are supported. The positions described in options for implementing experiential education (see 3.4.1a) would be a crucial link to both streamline procedures, educate in both directions, as well as engage in professional development and education around risk management.

Recommendation 3.4.2a

- *The Office of Risk Management should review, clarify, and work with programs to put in place practices, procedures, and policies (including insurance) that support, facilitate, and simplify doing experiential education as well as active recreation and leisure opportunities on and off our campuses, including our outdoor and international spaces.*

Recommendations 3.4.2b

- *Acknowledge the potential value of co-curricular and extra-curricular activities to student learning by recognizing them on student transcriptions.*
- *Maintain or further develop internships with the community to allow students to gain work experience responsive to academic programs.*

3.5. Internationalization and Interculturalization

Goal 3.5.1

Create, foster, and promote interculturalization as a central tenant of our institution, along with the authentic promotion and facilitation of global learning at UNBC and around the world (internationalization). An interculturalized institution has processes, learnings, and organization that is adapted to the diverse and multicultural nature of the University community. This connects with the Calls to Action by the Truth and Reconciliation Commission (see Indigenization). However, it is important to note that while Indigenization and interculturalization do intersect, they are not the same thing and their differences must be honoured.

As stated in our Values, UNBC has a strong commitment to diversity, inclusion, and accessibility, and UNBC faculty, staff, and students are encouraged to understand and articulate their own positionality (cultural self-awareness), and to identify how their work and lived experience is shaped by viewing the world through an intercultural lens.

The idea of internationalization does not simply refer to student exchange programs and the international student experience at UNBC. Those are two important components, but it also refers to elements such as global learning in the classroom, educating students to be informed citizens of the world, and fostering relationships between and amongst various cultures through travel, online communication, for our faculty, staff, students, and the northern British Columbia community.

Rationale 3.5.1a

International education has been integral to the University since its founding. Of UNBC's original focal points, the inclusion of the Circumpolar North and the Pacific Rim marked a clear internationalization intention on the part of the young university. However, the integration of International education into the academic structure of the university has been less clear over the years. Further complicating matters, its management, reporting structure, and "home" within the university have shifted over time.

From the start, UNBC has also been active in international exchange agreements. These have covered the many facets of student and research exchange relationships. There have also been many good interactions with specific faculty or specific programs/schools/departments for activities such as field schools. However, these are often built on individual initiative and good will rather than ongoing structural foundations.

Among identified challenges is that International education mixes a number of functions including international student services, English as Second Language education, and recruitment/promotion/marketing amongst many others. There is also an imbalance in exchange programs where we take in more than we send out. Finally, although International education is central to UNBC's mission and academic structure, the importance of this is limited by challenges around its academic identity and connections.

Opportunities for International education include:

- Growing student numbers through:
 - Attention to increasing conversion rates of applications into registered students;
 - Bringing a sharper focus to both international connections, and International Education, that build on UNBC's strengths and create a 'international identity' to support recruitment; and
 - Using a more focused 'international identity' to drive targeted marketing.
- Welcoming students via improved:
 - Welcome/acclimation programs;
 - Social programming; and
 - Focus on academic programming.
- Better connecting international students:
 - With other UNBC student support and service units;
 - With academic programs; and
 - With potential graduate studies supervisors at UNBC.

Recommendations 3.5.1a

- *Make a strong statement on the value of international education, and internationalization more generally, to UNBC's core mission.*
- *Support a collaborative dialogue focused upon clarifying and refining the mandate and scope of activities of the Office of International Education.*
- *Simplify its reporting structure to the Vice-President Academic and Provost.*

- *Support a collaborative process with the administration to identify the financial and staff resources needed to allow International Education to meet that refined mandate and scope of activities.*

Rationale 3.5.1b

The focus of academic programming, and the next steps in a student’s academic career, are critical components in recruitment strategies for attracting international students to UNBC.

Recommendations 3.5.1b

- *Support a specific dialogue towards identifying and setting a distinct “international identity” for International Education that can support externally focused recruitment and internally focused connections with academic units.*
- *Support a review of administrative and operational structures that can more effectively grow student numbers by taking advantage of UNBC’s distinct ‘international identity’ in international education.*
- *Support a collaborative dialogue and planning process by which International Education can develop a preparatory, pathway, or foundational-year-type curriculum to support student success, which could be delivered within a one- or two-year diploma structure, and which would also support international students laddering into UNBC academic programs.*
- *Support work on enhancing the academic structure linkages between International Education and academic programs across campus.*
- *Create working teams between programs/curriculum committees, the recruitment office, student advising and international advising to build out strategies and maintain those relationships.*

Rationale 3.5.1c

We recognize that within the university academic structure, students should have equity of access to services, amenities, and programs. We also recognized that there are different mechanisms by which students are enrolled and that some of those processes affect access to services, amenities, and programs. Such may limit access by groups of students. A simple example would be the exclusion of some groups of students from the university bus pass/swimming pool arrangement.

Recommendations 3.5.1c

- *Support work on enhancing international student orientation programming, the international student experience at UNBC, and international student success and retention (see also 1.2.1c).*
- *Support a broad dialogue towards resolving equity issues around student access to services, amenities, and programs with specific attention to various groups of international students.*

- *Develop and facilitate opportunities to allow international students the opportunity to spend time at our regional campuses and to become integrated into the cultural life of those communities.*
- *Institutional goals for internationalization should be carried out with full awareness of the fundamental and underpinning importance of decolonization and Indigenization.*

Rationale 3.5.1d

We recognize that the University's internationalization agenda has been, is, and will continue to be an important part of the University and its academic structure. Establishing a standing platform for creative dialogue around internationalization ideas and initiatives is, therefore, also very important.

Recommendations 3.5.1d

- *Create a cross-university internationalization committee to provide broad input and advice, serve as a focal point for creative deliberation.*
- *Review initiatives to streamline Senate processes related to internationalization.*

Goal 3.5.2

Interculturalization and internationalization are approached as a positive opportunity for learning and scholarship while providing the support needed for positive educational, cultural, and instructional experiences when students arrive and enroll at any of our campuses, or travel abroad and return.

Recommendations 3.5.2a

- *Explore, recognize, and preemptively (not reactively) put in place plans and actions that will mitigate the potentially negative consequences of soliciting and attracting international students, which include (but are not limited to):*
 - Actual or perceived disregard for ethical and historic responsibilities for and investment in services for Indigenous and northern peoples and communities;*
 - Degradation or diminution of scholarly and instructional standards available in our classes;*
 - Actual or perceived disregard for programs or units that either do not align or do not seek to participate in this particular effort; and*
 - Impacts on course, teaching, and performance evaluations.*
- *Ensure adequate resources and funding to provide safe, inclusive spaces that promote and encourage respectful, culturally appropriate dialogue and learning at all of our campuses.*

Goal 3.5.3

UNBC faculty actively work toward building intercultural teaching competence (ITC). ITC is defined as:

“the ability of instructors to interact with students in a way that supports the learning of students who are linguistically, culturally, socially or in other ways different from the instructor or from each other, across a very wide definition of perceived difference and group identity”⁸. Intercultural teaching competence enables instructors to bridge cultural, linguistic or other differences in the classroom, communicate successfully across disciplinary cultures⁹, and establish meaningful relationships with and among students in order to facilitate learning and promote student engagement. In addition, intercultural teaching competence also includes the ability to model intercultural competence for students in the classroom and to facilitate dialogue about global issues using respectful, inclusive, and culturally relevant teaching strategies. Interculturally competent instructors are open to diverse ways of knowing¹⁰¹¹, are reflective in their approaches to assessment and curriculum design¹²¹³ and promote multiple perspectives when they select content, readings, and learning activities^{14 15}.

Recommendations 3.5.3a

- *Review capacity to ensure UNBC has the expertise needed to support faculty in the on-going development of intercultural teaching competence.*
- *Make resources and funding made available to the CTLT to support international Teaching Assistants, sessional instructors, and faculty (or those from another culture or way of knowing) who are new to teaching in a Western university environment.*
- *Provide incentives for faculty to engage in professional development towards Intercultural Teaching Competence (ITC).*

3.6. Continuing Studies

Rationale 3.6.1a

Continuing Studies has grown into a significant component of UNBC’s teaching and academic structure. It offers some for-credit courses, delivers on UNBC policy with respect to “interest-only” enrolment, and offers a range of non-credit courses – many of which are linked to industry certifications/credentials or to government-approved training courses. It has also developed extensive experience working with First Nations communities across northern British Columbia

⁸ (Dimitrov et. al., 2014, p. 89)

⁹ (Dimitrov, 2012)

¹⁰ (Archibald, 2008)

¹¹ (Haig-Brown, 2008)

¹² (Paige, 1996)

¹³ (Hermida, 2010)

¹⁴ (Deardorff, 2011)

¹⁵ (Dimitrov and Haque, 2017)

to deliver specific course and programming packages. Through its programs and delivery, Continuing Studies has proved itself flexible and responsive to emergent opportunities.

Continuing Studies operations, however, are not without challenges. In terms of mandates, Continuing Studies has received different directives from administrations over the years with respect to the emphasis that is to be placed on credit versus non-credit offerings. The interest-only enrolment policy has great potential to grow long-term UNBC enrolment, but is currently operating in partnership with only one academic unit. As with regional programs, the lack of structural connection to academic programs, departments, and schools limits awareness about opportunities such as these. For non-credit courses, there are challenges with respect to the integration of processes for enrolment management and student record keeping between Continuing Studies and the Registrar's Office.

Recommendations 3.6.1a

- *Given the importance of Continuing Studies, and its growing potential role in student recruitment, it is recommended that the University make a strong statement on the value of Continuing Studies to UNBC's core mission and operations structure.*
- *Support a collaborative dialogue involving Continuing Studies, the University's academic leadership (including Chairs), and the administration focused upon clarifying and refining the mandate and scope of Continuing Studies.*
- *Support a dialogue process that will identify a place for Continuing Studies representatives on college councils so as to build structural links and support enhanced two-way communication and awareness.*

Rationale 3.6.1b

Opportunities exist to expand the role of Continuing Studies in student recruitment. A number of ideas have been identified including:

- The expansion of professional educational programming in concert with the requirements for continuing educational activities found within many professions;
- The creation of "pathway" educational programs (taking advantage perhaps of "interest-only" enrolment policies) to help bridge potential students (including those from high school as well as mature student admissions) into a full-time degree students at UNBC;
- This option may also link well with initiatives to increase enrolments amongst rural or Aboriginal students; and
- The creation of post-graduate educational programming to help recent graduates bridge into employment or add a critical experience or technical training to their resume so they become job competitive.

Recommendation 3.6.1b

- *Support a process linking with faculty/chairs in developing new educational streams within Continuing Studies to support student enrollment. In concert with the general recommendation for a new cross-university Curriculum Review Committee, support and task this new committee on an on-going basis with identifying courses across the regular curriculum timetable that would be suitable for general community interest enrolments (see also 3.1.2a)*

3.7. Marketing

Goal 3.7.1

To have an effective marketing strategy that portrays a clear and authentic identity and is strategically targeted.

Rationale 3.7.1a

Optimal recruitment cannot be served by a one-size fits all approach to marketing. A well-resourced UNBC marketing function must convey the University's unique ability as a small, research-intensive institution to offer a university experience that fits the needs of each student. Marketing must demonstrate how the University can fit the student rather than how the student fits the University. Marketing for programs should be tailored, targeted, strategic and flexible.

Recommendation 3.7.1a

- *Focus on the dimensions of a leading destination university, take a strategic approach in marketing UNBC in all phases of the enrolment continuum, with particular emphasis on external marketing to drive recruitment, and internal communication that enhances access to student services and academic opportunities that enable retention and completion.*
 - *Continue to build on recent efforts to enhance the function of the UNBC website as a critical tool used in external recruitment and marketing, and internal communication of services and academic opportunities.*
 - *Increase the use of social media and other emerging digital technologies as part of an ongoing marketing and communication strategy.*
 - *Enhance the capacity for external marketing by creating a marketing manager position reporting to the Director of Communications and Marketing.*
 - *Ensure external marketing efforts remain responsive to enrolment challenges and opportunities throughout the UNBC community by establishing and integrating marketing as a core strategic mandate for the UNBC Enrolment Taskforce.*

- *Support marketing of UNBC as Canada's leading destination university by reviewing the existing brand and visual identity and developing an authentic place brand.*
- *Approach marketing in an evidence-based manner by conducting market research on an ongoing basis to identify the strategic advantages that UNBC and UNBC programs have in its existing markets and develop marketing campaigns that capitalize on these advantages.*
- *Conduct market research on an ongoing basis to identify new markets across Canada and internationally where UNBC or UNBC programs have a strategic advantage.*
- *Building on intelligence gained through ongoing market research, develop a three-year undergraduate marketing strategy that identifies actions and resources required to effectively market UNBC in existing and potential markets, and work to develop tailored strategies with programs/degrees.*
- *Ensure any marketing plan and the actions it contains recognize the unique needs, expectations, and experiences of different student groups, including but not limited to domestic students, Indigenous students, international students, mature students, and first generation university students.*
- *Strengthen external marketing of graduate research opportunities and external communication of graduate research success stories to drive stronger graduate recruitment.*
- *Strengthen external communication of student and alumni success stories that demonstrate how UNBC students and alumni transform lives and communities in the North and around the world.*
- *Invest in building a stronger UNBC alumni network and positive alumni relationships, recognizing that alumni are among the most important ambassadors of UNBC.*
- *Improve information management by extending the customer relations management system that is currently used for recruitment data so that it can support other functions related to retention and completion.*
 - *Increase the involvement of alumni in recruiting efforts where possible.*
 - *Ensure that information technology responds to enrolment needs rather than guiding decisions about enrolment.*

Appendix A: Phase 2 Academic Action Planning Collaborative Team Members

Academic Administrative Organization Collaborative Team

- Ankush Barad, Graduate Student Representative
- Barb Daigle, Vice-President Finance and Operations Appointee
- Gail Fondahl, Faculty Representative
- Ian Hartley, Faculty Representative
- Michelyn Rutledge, Undergraduate Student Representative
- Shannon Wagner, Provost Appointee

Academic Structure Collaborative Team

- Michel Bouchard, Senator
- Greg Halseth, Faculty Representative
- Kathy Lewis, Faculty Representative
- Duncan Malkinson, Undergraduate Student Representative
- Farahnaz Soufinia, Graduate Student Representative

Enrolment Initiatives Collaborative Team

- Mark Groulx, Provost Appointee
- Ngoc Huynh, Faculty Representative
- Saphida Migabo, Faculty Representative
- Tracy Summerville, Senator
- Arctica Cunningham, Undergraduate Student Representative
- Richard Foo, Graduate Student Representative

Faculty Renewal and Development Collaborative Team

- Gant Bachand, Graduate Student Representative
- Chris Johnson, Faculty Representative
- Kevin Keen, Faculty Association Representative
- Alicia Rich, Undergraduate Student Representative
- Glen Schmidt, Faculty Representative

Student Experience and Pedagogy Collaborative Team

- Amy Blanding, Senator
- Phil Mullins, Faculty Representative
- Karlee Nadorozny, Undergraduate Representative
- Caroline Sanders, Faculty Representative
- Wendel Schwab, Graduate Student Representative
- Heather Smith, Provost Appointee

Appendix B: Community Engagement

Please note that this section will be amended once the UNBC community engagement process concludes.

DRAFT

Appendix C: Strategic Research Action Plan

The draft Strategic Research Action Plan is available for review on the Integrated University Planning SharePoint Site:

<https://our.unbc.ca/sites/IntegratedPlanning/iup/UNBCReports/2017%20Strategic%20Research%20Action%20Plan%20DRAFTv2.pdf?Web=1>

DRAFT

Motion Number (assigned by
Steering Committee of Senate): S-201705.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the Northern Transitions Program be approved as proposed.

Effective Date: September 2017

Rationale: The Northern Transitions Program is a revised version of the Northern Advancement Program, designed to ease the transition of students into university education

Motion proposed by: Mark Dale, Dean of Regional Programs

Academic Program: not applicable

Implications for Other Programs / Faculties? Yes access for more students

College: Regional Programs

College Council / Committee Motion Number: not applicable

College Council / Committee Approval Date: not applicable

Attachment Pages (if applicable): 1 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201705.0301

Moved by: B. Schorcht **Seconded by:** L. Haslett

Committee Decision: CARRIED pending the approval of a calendar entry motion for the Northern Transitions Program.

The calendar entry motion is to be prepared and sent to SCAAF electronically for approval.

Approved by SCAAF: May 3, 2017
Date


Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Northern Transitions Program

Transition program for Aboriginal, mature, and rural students

One of UNBC's Strategic Priorities is to "attract, retain and develop outstanding students, faculty and staff." Desired outcomes from this priority include increasing the first year retention rate to 80% and increasing the proportion of Aboriginal students to 20%. A "transitions" program focused on Aboriginal students is one mechanism by which to help achieve these targets.

Contributing to UNBC's Strategic Priorities, this program will:

- Increase 1st year retention rate by providing a helpful transition to PSE
- Increase Aboriginal undergraduate student numbers

Program features:

- Partnership among Regional Programs, Continuing Studies, First Nations Centre, Office of Development, CASHS, CSAM. Administered through the Office of Regional Programs.
- Cohort based: one cohort at each regional centre and one in Prince George.
- Academic Coach: one assigned to each cohort.
- Courses
 - Fall: UNIV 101; ENGL170; and CPSC 150.
 - Winter: XMAT 161, 162 & 163 (3 × 1 credit); ARTS 102; and ENGL 120.All courses receive university credit upon completion.
- Talking Circles: part of the curriculum so that students can share, learn about services and support, and enhance cultural connections; and so that the Academic Coach can recognize needs and respond proactively.
- Community Elders involvement in Talking Circles
- Graduation/Completion
 - 60% minimum cumulative average (no course lower than 55%).
 - Full attendance/participation, including talking circles.
 - Completion guarantees acceptance to non-competitive UNBC programs.

This program will be similar to the former Northern Advancement Program in admissions policy: non-Aboriginal students are welcome; applications are screened by a committee with a personal interview; there is no requirement for high school completion, but need Math 10, with English 12 preferred, and the GPA requirement once in the program.

There is a need, recognized by First Nation communities, to assist students with admission to post-secondary programs. Because upgrading is no longer free, preparation programs that also provide transfer credit are preferred. This program will fill that need by enhancing academic skills for success in post-secondary education based on courses with university credit.

Motion Number (assigned by
Steering Committee of Senate): S-201705.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the new Northern Transitions Program (NTP) be approved as proposed.

A. General Information The goal of the NTP is to provide skills and knowledge in this first year of studies that will allow students subsequently to complete degree programs. Throughout their critical first year, students will receive credit for courses in which they develop library skills, text reading skills, communication, exam-taking strategies and quantitative skills. This program has 3 main principles:

To enhance learning, writing, communication, computer and other skills, which will improve success in a post-secondary institution;

To enable students to explore various career options available through their educational achievements;

To provide a supportive network and learning environment which will enhance personal development and academic success.

Program Title: Northern Transitions Program (NTP)

Program Objectives: The goal of the NTP is to provide skills and knowledge in this first year of studies that will allow students subsequently to complete degree programs.

Credential upon Completion of the Program: none

Program Offering the Degree: Office of Regional Programs

Proposed Start Date: Sept 2017

Suggested Institutional Priority: This is a high institutional priority to assist more students (particularly First Nations students) in accessing university education and succeeding academically. It also fulfils our mandate of serving the communities of Northern BC as well as increasing our enrolment of Aboriginal students.

Relationship of Proposed Program to the Mandate of the Institution: This program contributes directly to fulfilling UNBC's mandate of providing university education to the people of northern BC by providing access to students who otherwise would not have the opportunity

Implications for the Cooperative Education Option: none

Specialties within Program: none

Related Programs at Other Institutions: The support structure allows better retention for

students who may not normally transition from their high school program directly to university due to being first generation university learners or having other access difficulties due to regionalization or social/demographic situations. This is not intended to replace pathways that already exist in Community Colleges

Relation to Existing Programs: This program is intended to replace the defunct NAP program and allow students to develop skills necessary to transition effectively in to regular degree programs at UNBC.

Articulation Arrangement: none

Consultations with Other Institutions: N/A

B. Program Description

General Calendar Description:

UNBC's Northern Transitions Program (NTP) is a holistic and supportive program that helps students prepare for and successfully navigate the transition to university studies. By offering courses that bridge gaps in student knowledge and experience, the NTP is a program for anyone who would benefit from a supportive transition into the role of a post-secondary student.

The NTP provides skills and knowledge in the first year of studies that subsequently allow students to complete degree programs. Throughout their critical first year, students will receive credit for courses in which they develop library skills, text reading skills, communication, exam-taking strategies and quantitative skills. This program has three main principles:

- *To enhance learning, writing, communication, computer and other skills, which will improve success in a post-secondary institution;*
- *To enable students to explore various career options available through their educational achievements;*
- *To provide a supportive network and learning environment which will enhance personal development and academic success.*

Courses and Semester Layout

The Northern Transitions Program was developed with existing UNBC courses to support students continuing into degrees of their choice. This program is cohort-based so only others in the NTP will be in the courses in order to build relationships and supports with fellow students. The courses will be enhanced by a bi-weekly talking circle with their Academic Learning Coach (ALC) to ensure that all aspects of student life are nurtured. The foci of these talking circles is on a wide range of topics from academics and support services to cultural support and wellness. This is not a standalone program so students are expected to apply to a UNBC program of choice in their first year of studies with the Northern Transitions Program. The program is designed to facilitate 20 students per year in each cohort.

Northern Transitions program students are required to complete 18 credit hours in their first and second semesters as follows:

Semester One

UNIV 101-3 Introduction to Higher Education
ENGL 170-3 Writing and Communication Skills
CPSC 150-3 Computer Applications

Semester Two

ARTS 102-3 Research Writing
ENGL 120-3 Introduction to Canadian Native Literatures
XMAT 161-1, 162-1, 163-1 Intermediate Algebra

Academic Learning Coach

The NTP provides support networks for personal growth that help students deal with issues that can impede their academic success. The Academic Learning Coach (ALC) is the students' key support. The ALC facilitates student engagement as students transition to university to ensure that their higher learning experience is a success. By providing personalized support, the coach guides students through course work in an advisory and supportive capacity. They assist students in their transition to a self-motivated and independent approach university level learning by being responsive to the particular needs that students may require for their future success in UNBC programs.

Admission Requirements

Students will be required to complete a regular UNBC Admission Application form and indicate the Northern Transitions Program as their academic intention.

Students are required to have completed Math 10 and preference will be given to students who have completed English 12 or English First Peoples 12.

Students who do not successfully meet the Cumulative GPA of 2.0 (C average) for this program are required to meet with their academic advisor and Academic Learning Coach to help assess goals and steps needed to move forward. Such students may be asked to take a short break from the University; however, this is not considered a penalty, as we want to provide students with options to ensure they are successful in their future educational endeavours.

Application Process

Students are encouraged to begin admission inquiries as soon as possible in the new calendar year. The deadline for submission of applications, complete with all required documentation, for September registration is May 31. Complete application files are given first preference for acceptance into the program. Not all students who are eligible are admitted as space in the program is limited.

To be considered for the Northern Transitions program, students must also submit the following with their application form:

- one official transcript from high school and all post-secondary institutions attended (photocopies or facsimiles are not accepted as official);
- a letter of intent outlining their career goals and the importance of the Northern Transitions program in achieving those goals;
- a letter of support from a high school teacher and/or band administrator, education coordinator or sponsoring organization.

Students who have submitted the the above mentioned documents and have met all entrance requirements are then scheduled for a personal interview to ensure suitability and preparedness for the Northern Transitions Program.

Curriculum:

Northern Transitions program students are required to complete 18 credit hours in their first and second semesters as follows:

Semester One

UNIV 101-3 Introduction to Higher Education
 ENGL 170-3 Writing and Communication Skills
 CPSC 150-3 Computer Applications

Semester Two

ARTS 102-3 Research Writing
 ENGL 120-3 Introduction to Canadian Native Literatures
 XMAT 161-1, 162-1, 163-1 Intermediate Algebra

C. Need for Program

Enrolment Projections: First cohort of up to 20 students in 2017; Second year of offering, 2 cohorts of up to 20 each. Third year and thereafter, 3 cohorts of up to 20 each.

Cultural, Social and Economic Needs: This program will assist potential students who might otherwise not be admissible to any university program. The supported cohort model has shown increased academic success for these groups of students. There are many such students in Northern BC.

Labour Market Demands: This program provides a transition to university education; it does not provide training for specific jobs or careers.

Other Benefits: The program provides a positive link for UNBC to First Nations Communities and will develop ongoing relationships.

D. Faculty

Faculty list: These are yet to be determined. These courses already exist and are often taught by sessionals; no new faculty positions are required.

Expected Teaching Loads: As indicated by the program description: 3 courses in each of two terms for

each cohort.

Research Funding: N/A

E. Program Delivery

Distance Learning Components: None currently anticipated; this is designed as an "in person" program.

Class Size and Structure: 20 students per cohort

Experiential Learning: Talking circles **will** provide experiential learning in a social setting.

F. Program Resources

Administrative Requirements: Administered through the Office of Regional programs

Operating Requirements: Courses and assistance as indicated. These are supported by an existing endowment, with the opportunity for further fund development.

Capital Requirements: none

Start-up Costs: provided by endowment

Special Resource Requirements: none

G. Library Resource Requirements (See attached form)

These are existing courses with relatively few students

H. Evaluation

Academic Quality of Program: Existing approved courses

Methods of Internal Institutional Review: Review by regular review process after 5 years

Relevant External Program Experts: N/A

I. Miscellaneous N/A

Special Features:

Attachment Pages (in addition to required Library Form): 0 pages

J. Authorization

College: "not applicable"

College Council Motion Number: "not applicable"

College Council Approval Date: "not applicable"

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF20170516.01

Moved by: M. Dale

Seconded by:

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: May 16, 2017
Date



Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-201705.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the renewal of the exchange agreement between UNBC and University of Burgundy, France (uB) be approved as proposed.

Effective Date: Upon approval of Senate

Rationale: UNBC has been partners with uB – Auxerre Campus since 2008 available to Business students only. Due to a reciprocity issue (14:1), UNBC has not been in a position to accept exchange students but, offered seats under the Exchange Study Abroad Program where incoming students pay tuition at domestic rates.

In good faith, uB has agreed to accept 1 UNBC student majoring in History who applied to attend uB for the 2017-2018 Academic Year and uB will be sending 2 students to UNBC under the Exchange Study Abroad Program (paying tuition at domestic rates). The current proposal is to facilitate and open the agreement up to all other faculties to mobilize students other than Business Majors, especially students who are fluent in French and wish to enhance their language skills.

Annick Pereira, UNBC International Student Advisor, recently conducted a site visit to the city of Dijon (uB main campus). She reports that uB's International Department expressed a strong commitment to enhancing the relationship with UNBC. uB is also interested in potentially increasing the scope of the agreement to research and program collaborations.

International Education recommends the signing of this agreement as a way to diversify our exchange partnerships located in France. The opportunity for French-speaking students to go on exchange to a French speaking destination was significantly scaled back when UNBC discontinued its membership with the National Student Exchange.

Motion proposed by: Bjorn Petersen, Interim Manager, International Education

Academic Program: Exchange Program

Implications for Other Programs / Faculties? Yes – Agreement mobilizes students for in and outbound exchange.

College: n/a

College Council / Committee Motion Number: n/a

College Council / Committee Approval Date: n/a

Attachment Pages (if applicable): 4 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201705.04

Moved by: B. Peterson

Seconded by: E. Jensen

Committee Decision: CARRIED



Approved by SCAAF: May 3, 2017
Date

Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

An Agreement of Cooperation Between
University of Burgundy, France
and
the University of Northern British Columbia, Canada

I. Preamble

University of Burgundy (uB) and the University of Northern British Columbia (UNBC) enter into this agreement in order to promote collegial relations and academic cooperation between the two institutions. Each university will make every effort to foster cooperation in the following areas, based upon the principles of equality and reciprocity:

- a) the exchange of undergraduate and graduate students;
- b) the exchange of faculty for the purpose of teaching, research and other scholarly activity;
- c) the conduct of cooperative and comparative research programs, with both sides having equal access to the results of such work;
- d) the exchange of information, including scientific and scholarly publications, bibliographic and reference materials, teaching aids, and curricula;
- d) joint participation in scientific conferences, symposia and congresses;
- e) and other mutually agreeable undertakings.

The 'home institution' is the institution in which the student is originally enrolled. The 'host institution' is the institution to which the exchange student is attached for the duration of the exchange.

II. Scientific and Faculty Exchanges

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint research interests and enhance student education, each university agrees to welcome visiting faculty members and research fellows from the other institution. While neither institution is obliged to provide financial support for such visitors, each agrees to make every effort to furnish visiting faculty with access to university facilities (office space, reasonable secretarial support and library privileges) provided that such facilities are available. If such facilities are not available, the host institution must inform the partner institution prior to agreeing to receive any visiting faculty.

In the event that visiting faculty/scholars/researchers are invited to teach a regularly scheduled course, this will be subject to a separate agreement being entered into.

III. Student Exchange Program

A. Nomination and Selection of Student Participants

Each university may nominate up to **three (3) students** annually at the undergraduate or graduate level to spend an academic year or part of an academic year at the other university. Exchanges will be guided by the general principle of reciprocity - one student for one student. One (1) student studying for one academic year will be considered equivalent to two (2) students, each studying for one semester. While it is not requisite that an equal number of students be exchanged in a given year, an overall balance will be sought through the duration of the agreement.

In the event that there are insufficient exchange places available at UNBC, uB may send student(s) under the Study Abroad programme. This programme is administered by:

- The Director of International Education at UNBC, or designate

The selection of student participants is the responsibility of the home institution. The method of selection will be determined by each party to the agreement applying the following criteria in a general way: (a) academic excellence; and (b) an evaluation of the students' reasons for wishing to pursue the course of study made available through the exchange program.

Admission requirements and nomination procedures shall be determined by the host institutions.

The host institution has sole discretion to reject any candidates not considered suitable. In such a case, the home institution may submit additional applications for consideration.

Some programs are unavailable for exchange and study abroad students and both institutions will inform each other of current restricted programs.

B. Academic Program and Student Life

Each of the uB or UNBC students who participate in the exchange shall pursue an academic program which is developed in consultation with and approved by his/her respective institution, and which is not in conflict with the regulations of the host university. Credit will not be granted unless the student has received prior written approval to enrol in a particular course of study. The approved program of study may not be varied without written permission of the student's home university. (This approval can be obtained from the student's academic advisor and a copy must be forwarded to the Registrar's Office or equivalent).

Each student will take courses regularly offered at the host university and will have all the rights and privileges enjoyed by other students on that campus. Students participating in an exchange program will be subject to the rules, regulations and discipline of the host institution in which they are enrolled. It is further agreed that the two universities will provide each other with adequate information on the performance of participants. Participating students will continue as candidates for degrees of their home institution and will not be candidates for degrees of the host institution.

Each party to this agreement agrees to provide appropriate advisory and other academic services to exchange students. Each institution also agrees to work toward the integration of exchange students into student life. Each university will appoint an administrator or coordinator for this program who will serve as a contact person for the students while they are at the host institution.

C. Fees and Expenses

Students participating in this exchange shall be liable for such tuition, fees and charges as required by their home institution or country. No additional fees will be required of exchange students at the host university except incidental payments associated with some services, student union/society fees, medical insurance, books, materials, recreation, and the like. Travel arrangements, expenses and the acquisition of all necessary student visas, residence permits, health insurance and the like are the responsibility of each exchange student. All participating students are required to have adequate health insurance coverage and provide proof of this to the host institution.

Exchange students who elect to stay in on-campus housing will pay the cost of accommodation in student residence for the duration of their exchange to the host institution. For students who are granted a place in the university residence (and remain in good standing), housing will be available for the full period of the exchange from the suggested date of arrival for incoming participants at the host university through the

end of the last examination period, including breaks between academic sessions but excluding summer vacations unless a student has enrolled in courses over the summer period. In all cases, the period for which accommodation is to be provided should be based upon the academic calendar in effect at the host university during the exchange period.

The quality of accommodation provided shall match or exceed that normally available to regular students at the host university.

IV. Duration and Administration of the Agreement

The terms and conditions of this agreement will remain in effect for five (5) years, beginning with the academic year 2017/18 and subject to annual review and modification by agreement of both universities. Each university will appoint an administrator or coordinator for this exchange program. It will be the responsibility of these two individuals to develop an annual protocol to this agreement, spelling out what academic exchanges will take place between the institutions for the ensuing year. A contact person will also be designated to facilitate cooperative research by providing information on common research interests, funding sources and so on.

Either university may terminate the agreement by providing the other university with written notice at least six (6) months prior to the suggested date of termination. If either party terminates this agreement, each party agrees to carry out any obligations and responsibilities assumed prior to the termination date.

Dr. Daniel Weeks
President & Vice Chancellor

Date: _____

For the University of Northern British Columbia

Dr. Alain Bonnin
President

Date: _____

For University of Burgundy

Brief History of the University of Burgundy, Dijon, France

The University of Burgundy (uB) sinks its roots deep into the history of France. The origins of uB go back to the times of the French monarchy, with the founding of the Dijon faculty of law in 1722, at the instigation of King Louis XV of France.

After the French Revolution, between 1805 and 1809, Emperor Napoleon I of France founded the faculties of Science, Arts and Medicine, at the heart of Dijon. 150 years later, in the 1950's, the entire University, along with its new faculties, settled on the beautiful current campus, at the doors of the city centre.

Over the past 20 years, five other campuses have been created all across Burgundy. Each one of them contributes to making uB the leading higher education and research institution in the region.

uB hosts 24,000 students and offers courses in English in numerous Master Programs and in 2 Undergraduate Programs:

- International Trade and Export Management (Auxerre Campus)
- Bachelor in Computer Vision and Robotics (Le Creusot Campus)

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the calendar regarding Undergraduate English Requirements be approved as proposed.

1. **Effective date:** May 2017
2. **Rationale for the proposed revisions:** 1) The edits include more tests that are acceptable to align with other BC post-secondary institutions and to provide greater flexibility for international students; 2) the list of countries with exemptions was aligned with Canadian Post-Secondary standards and expanded to reflect up-to-date changes in international education delivery. 3) Completion of two years of language immersion while studying for post-secondary aged students is more likely to result in an academic level of proficiency.
3. **Implications of the changes for other programs, etc., if applicable:** Improved certainty that students admitted will have the minimum English Language proficiency for success in academic programs.
4. **Reproduction of current Calendar entry for the item to be revised**

English Language Requirements

English is the primary language of instruction and communication at UNBC. Consequently, it is expected that an applicant be able to demonstrate an acceptable level of proficiency in the use of English in order to receive and participate in classroom instruction and discussion as well as to complete written assignments.

Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. French-speaking Canadians and Canadian First Nations language speakers are exempted from this requirement. Students who completed five consecutive years of instruction and examination entirely in the English language immediately before admission are exempted from this requirement.

Acceptable evidence of English language proficiency may be any one of the following:

- TOEFL (Test of English as a Foreign Language) score of 88 or higher in the internet-based test, with not less than 20 in each of the Reading, Listening, Writing or Speaking components. Score of at least 230 in the computer-based test or at least 570 in the paper-based test. UNBC's institutional TOEFL code is 0320.
- IELTS (International English Language Testing System) score of at least 6.5 overall, with not less than 6.0 in any of the four modules.
- LPI (Language Proficiency Index) score of at least 5.
- A final grade of 2.00 (C) or better in the UNBC English Language Studies 50 Component 1 and 2.
- A final grade of 70% or better in English 12 from the British Columbia secondary system.
- A final grade of 75% (B) or better in a University Transferable English course.

- A final grade of 4 or better in Advanced Placement (AP) English Language and Composition or AP English Literature and Composition.
- A final grade of 5 or better in International Baccalaureate (IB) English A1 or A2 (higher or subsidiary level).
- CELPIP Academic Test score of 4H or higher in each of the Reading, Listening, Writing, and Speaking components.
- CAEL (Canadian Academic English Language) Assessment score of at least 70.
- University of Cambridge ESOL grade B on the Certificate of Advanced English (CAE).
- Comparable results in any other internationally-recognized English Language Assessment test considered as equivalent to TOEFL or IELTS.

For the Northern Collaborative Baccalaureate Nursing Program (NCBNP), the following are required for admission:

- fulfillment of the BC Secondary School English 12 requirement (67%), or equivalent, and
- either an IELTS (International English Language Testing System), or a CELBAN (Canadian English Language Assessment for Nurses) with current, valid results and scores as set by CRNBC for the year of admission.

In order to be considered valid, these scores must be sent directly from the testing agency/institution to the Office of the Registrar.

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”: **English Language Requirements**

English is the primary language of instruction and communication at UNBC. Consequently, it is expected that an applicant be able to demonstrate an acceptable level of proficiency in the use of English in order to receive and participate in classroom instruction and discussion as well as to complete written assignments.

Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. French-speaking Canadians and Canadian First Nations language speakers are exempted from this requirement. Students who completed five consecutive years of instruction and examination entirely in the English language immediately before admission **(i.e., within two years of application)** are exempted from this requirement. **Students who have completed secondary education taught entirely in the English Language at a recognized institution may be exempted from this requirement by providing proof. An up to date list of countries where students are exempt from the English Language Proficiency requirements can be found on the Admissions pages of the UNBC website.**

Acceptable evidence of English language proficiency may be any one of the following:

- TOEFL (Test of English as a Foreign Language) score of ~~88~~ **90** or higher in the internet-based test, with not less than 20 in each of the Reading, Listening, Writing or Speaking components. Score of at least 230 in the computer-based test or at least 570 in the paper-based test. UNBC's institutional TOEFL code is 0320.
- IELTS (International English Language Testing System) **Academic** score of at least 6.5 overall, with not less than 6.0 in any of the four modules.
- ~~LPI (Language Proficiency Index) score of at least 5.~~
- A final grade of 2.00 (C) or better in both UNBC English Language Studies' 50 and 170.
- A final grade of 2.00 (C) or better in an articulated BCCAT EAP 4 program.
- A final grade of 70% or better in English 12 from the British Columbia secondary system.

- A final grade of 75% (B) or better in a University Transferable English course.
- Completion of two full years of full time degree level studies or equivalent at a recognized institution where English is the language of instruction.
- ~~Completion of one full year of degree studies (minimum four full transferable courses with a minimum grade of 'C') entirely in the English language at a recognized institution from a country approved by UNBC where English is an official language.~~
- A final grade of ~~4~~ **2** or better in Advanced Placement (AP) English Language and Composition or AP English Literature and Composition.
- A final grade of ~~5~~ **3** or better in International Baccalaureate (IB) English A1 or A2 (higher or subsidiary level).
- MELAB score of 80, with a minimum 3 on the Speaking Rating Scale
- CELPIP Academic Test score of 4H or higher in each of the Reading, Listening, Writing, and Speaking components.
- CAEL (Canadian Academic English Language) or the CAEL CE Assessment score of at least 70, with no subtest below 60.
- University of Cambridge ESOL grade B on the Certificate of Advanced English (CAE).
- A grade of B or better on Cambridge English: Advanced (CAE)
- PTE (Pearson Test of English - Academic): 65 overall score, with 60 reading, 60 writing, 60 listening, and 60 speaking
- ~~Comparable results in any other internationally recognized English Language Assessment test considered as equivalent to TOEFL or IELTS.~~

For the Northern Collaborative Baccalaureate Nursing Program (NCBNP), the following are required for admission:

- fulfillment of the BC Secondary School English 12 requirement (~~67~~ **70** %), ~~or equivalent~~, and
- either an IELTS (International English Language Testing System) Academic, or a CELBAN (Canadian English Language Assessment for Nurses) with current, valid results and scores as set by CRNBC for the year of admission.

In order to be considered valid, ~~these scores~~ results must be sent directly from the testing agency/institution to the Office of the Registrar. Scores are valid for a period of two years.

6. Authorization:

Program / Academic / Administrative Unit: not applicable

College: not applicable

College Council Motion Number: not applicable

College Council Approval Date: not applicable

Senate Committee on First Nations and Aboriginal Peoples Motion Number: not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: not applicable

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD201704.10

Moved by: A. Aravind

Seconded by: R. Chowdhury

Committee Decision: CARRIED as amended.

Approved by SCAD: May 9, 2017
Date



Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201705.14

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the Application for Admission Deadline to the Master of Engineering in Integrated Wood Design be approved as proposed.

1. **Effective date:** As soon as approved by Senate.
2. **Rationale for the proposed revisions:** The Master of Engineering (MEng) in Integrated Wood Design is a relatively new graduate program at UNBC and the application deadline in May, which is 7.5 months before the program start date, has proven to be too early, and many students have had to apply through the late application process. A rolling admission is proposed to give more time for review, and for foreign students to obtain the necessary documents, as well as more flexibility to offer admission to exceptional students as their applications come in. This program is a cohort model and the students will begin taking classes in the January semester.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Application for Admission Deadline* Dates

Please refer to Apply to Graduate Programs web site for update or changes and information on late applications.

Certificate (Alphabetical by Subject)	Application Deadline According to Preferred Semester of Entry		
	September	January	May
Aboriginal Child Youth and Mental Health	December 15	May 1	December 15
Degree (Alphabetical by Subject)	Application Deadline According to Preferred Semester of Entry		
	September	January	May

Applied Science in Engineering (MAsc in Engineering) (Pending approval from BC Degree Quality Assurance Board)	December 15	May 1	December 15
Business Administration (MBA)	December 15	no intake	no intake
Business Administration (MSc)	December 15	no intake	no intake
Development Economics (MA)	December 15	May 1	no intake
Disability Management (MA)	December 15	no intake	no intake
Education (MEd -- Counselling Specialization)	December 15	no intake	no intake
Education (MEd -- Multidisciplinary Leadership Specialization)	December 15**	no intake	December 15**
Education (MEd -- Special Education Specialization)	December 15	no intake	no intake
English (MA)	December 15	no intake	no intake
First Nations Studies (MA)	December 15	no intake	no intake
Gender Studies (MA)	December 15	May 1	no intake
Health Sciences (MSc)	December 15	no intake	no intake
Health Sciences (PhD)	December 15	no intake	no intake
History (MA)	December 15	September 15	no intake
Integrated Wood Design (MEng)	no intake	May 1	no intake
Interdisciplinary Studies (MA and MSc)	December 15**	May 1	December 15**
International Studies (MA)	December 15	May 1	no intake
Mathematical, Computer, Physical, and Molecular Sciences (MSc)	December 15	May 1	no intake
Natural Resources and Environmental Studies (MA)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (MNRES)	December 15**	May 1	December 15**

Natural Resources and Environmental Studies (MSc)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (PhD)	December 15**	May 1	December 15**
Nursing (MScN)	December 15	May 1	no intake
(MScN: FNP)	December 15	no intake	no intake
Political Science (MA)	December 15	May 1	no intake
Psychology (MSc)	December 15	no intake	no intake
Psychology (PhD)	December 15	no intake	no intake
Social Work (MSW)	December 15	no intake	no intake

5. Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:

Certificate (Alphabetical by Subject)	Application Deadline According to Preferred Semester of Entry		
	September	January	May
Aboriginal Child Youth and Mental Health	December 15	May 1	December 15
Degree (Alphabetical by Subject)	Application Deadline According to Preferred Semester of Entry		
	September	January	May
Applied Science in Engineering (MAsc in Engineering) (Pending approval from BC Degree Quality Assurance Board)	December 15	May 1	December 15
Business Administration (MBA)	December 15	no intake	no intake
Business Administration (MSc)	December 15	no intake	no intake

Development Economics (MA)	December 15	May 1	no intake
Disability Management (MA)	December 15	no intake	no intake
Education (MEd -- Counselling Specialization)	December 15	no intake	no intake
Education (MEd -- Multidisciplinary Leadership Specialization)	December 15**	no intake	December 15**
Education (MEd -- Special Education Specialization)	December 15	no intake	no intake
English (MA)	December 15	no intake	no intake
First Nations Studies (MA)	December 15	no intake	no intake
Gender Studies (MA)	December 15	May 1	no intake
Health Sciences (MSc)	December 15	no intake	no intake
Health Sciences (PhD)	December 15	no intake	no intake
History (MA)	December 15	September 15	no intake
Integrated Wood Design (MEng)	no intake	May 1 Ongoing	no intake
Interdisciplinary Studies (MA and MSc)	December 15**	May 1	December 15**
International Studies (MA)	December 15	May 1	no intake
Mathematical, Computer, Physical, and Molecular Sciences (MSc)	December 15	May 1	no intake
Natural Resources and Environmental Studies (MA)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (MNRES)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (MSc)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (PhD)	December 15**	May 1	December 15**
Nursing (MScN)	December 15	May 1	no intake
(MScN: FNP)	December 15	no intake	no intake

Political Science (MA)	December 15	May 1	no intake
Psychology (MSc)	December 15	no intake	no intake
Psychology (PhD)	December 15	no intake	no intake
Social Work (MSW)	December 15	no intake	no intake

6. Authorization:

Program / Academic / Administrative Unit: MEng in Integrated Wood Design

College: Science and Management

College Council Motion Number: CSAMCC 201704:13:03

College Council Approval Date: April 13, 2017

Senate Committee on First Nations and Aboriginal Peoples Motion Number: not applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: not applicable

7. Other Information

Attachment Pages: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD201705.03

Moved by: G. Nixon

Seconded by: R. Chowdhury

Committee Decision: CARRIED

Approved by SCAD: May 9, 2017
Date


Acting Chair's Signature

For recommendation to ✓ , **or information of** **Senate.**

Motion Number (assigned by
Steering Committee of Senate): S-201705.16

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That Senate endorses the major objectives and strategic research areas outlined in UNBC's Strategic Research Plan 2017-2021 and recognizes that the Strategic Research Plan is a living document that will evolve and change over time.

Effective Date: May 24, 2017

Rationale: At the April 26, 2017 Senate meeting, Senate asked the SCS to discuss whether the Strategic Research Plan should be approved by Senate. Upon consultation and review of other research intensive institutions in BC (SFU, UVic, and UBC), the SCS recommended that the Strategic Research Plan move forward to Senate for endorsement.

Motion proposed by: Heather Sanford, University Secretary and Geoff Payne, Vice President, Research and Graduate Programs

Academic Program: Not applicable

Implications for Other Programs / Faculties? None

College: Not applicable

College Council / Committee Motion Number: N/A

College Council / Committee Approval Date: N/A

Attachment Pages (if applicable): 22 pages (Strategic Research Plan)

INFORMATION TO BE COMPLETED AFTER STEERING COMMITTEE OF SENATE MEETING

Brief Summary of Committee Debate:

Motion No.:

Moved by: n/a

Seconded by: n/a

Committee Decision: The SCS recommended that the Strategic Research Plan move forward to Senate for endorsement.

Recommended by SCS: May 17, 2017
Date



Acting Chair's Signature

For recommendation to **, or information of** _____ **Senate.**

Strategic Research Plan

2017-2021



About UNBC

Located in the spectacular landscape of Northern British Columbia, UNBC is Canada's best small university according to Maclean's magazine. We have a passion for teaching, discovery, people, the environment, and the North.

UNBC provides exceptional undergraduate and graduate learning and research opportunities. In addition to fostering and celebrating academic excellence, UNBC is a welcoming place, with a learning environment that is friendly, inclusive and supportive.

UNBC is a University both in and for the North. This mission has instilled a strong sense of ownership, purpose and adventure among our students, alumni, faculty, staff and the communities we serve.

We are also Canada's Green University leading the way to a more sustainable future for all through teaching, research and University operations.

Vice President's Message

It is my pleasure to provide a brief overview of UNBC Research. We are proud to be located in Northern B.C. and are committed to working with our regions, community and industrial partners to continue to build a strong and prosperous Northern B.C. UNBC is a young and emerging university, well aligned with the mandate of our province that is to provide skills to our learners so that they become drivers of the economy in the regions and in the nation. UNBC has world-class research clusters in natural resources and the environment; rural, remote, and northern health; and sustainable communities. UNBC researchers and scholars are committed to preserving, sustaining, and enhancing the future of the Canadian North. I welcome you to connect with us. Through partnership and collective investment we can generate prosperity, knowledge, and wisdom benefiting our society and our future generations.

Dr. Geoffrey W. Payne
**Interim Vice President Research and
Graduate Programs**

Mission

To grow capacity and opportunities for research and creative activities at UNBC by engaging our people and partners, leading to the discovery of new knowledge that has transformative academic, economic or social benefit for the region, province, nation, and beyond.

Vision

To build a flourishing research culture facilitated by state-of-the-art infrastructure and efficient support services, enabling UNBC scholars to undertake leading-edge local, national, and international research with respect for humanity and nature.

UNBC Strategic Research Plan 2017-2021

Context And Purpose

Massive transformations will characterize the Earth's northern regions in the next few generations. Climate change, differentially experienced in northern regions, and the growing demands of an ever-rising global population for the North's rich resources will contribute to environmental alterations and changing resource availability. Challenges of energy and food security, Indigenous and broader human rights, and environmental degradation all have distinctly northern expressions. Created at the demand of our region's population to provide access to university education and research in the North of British Columbia, UNBC acknowledges a special responsibility to contribute to the wellbeing of the North's communities, and to the sustainability of the environments that support them.

UNBC has gained national recognition for excellent research performance, especially in key areas of strategic importance to the wellbeing of northerners. We value and encourage research and scholarly activity that is locally motivated and relevant, yet has global effect and recognition. This renewed strategic research plan reaffirms UNBC's founding principles through commitment to four interdisciplinary and interconnected areas of scholarly inquiry of critical importance to our location, as well as to Canada and to the Circumpolar North. In doing so, it

elaborates on the values, vision and mission put forth in UNBC's (2010) University Plan, including fostering research that is internationally recognized for its quality and impact, and for its orientation to communities' needs. A strength of UNBC is the interdisciplinary research conducted at the institution in which all faculty and students play an integral role to the success of research at UNBC.

A strategic research plan provides a roadmap for decisions about the direction of institutional initiatives and the selective allocation of institutional resources. While identifying specific strategic research areas, we recognize the importance of foundational areas of research that underlie the strategic theme. We also underscore that we deeply value scholarly excellence at UNBC outside of the strategic and associated foundational areas, as vital to the breadth and diversity that UNBC offers its students and communities. UNBC recognizes that central to our success in achieving our research goals and objectives is our community of faculty members, students, post-doctoral fellows, and support personnel. We laud all of our researchers' creativity and continue to develop an environment that inspires imagination, ingenuity and productivity in research and scholarly activity in all areas of inquiry.

Major Objectives Of The Plan

- 1)** To strengthen research at UNBC that is of outstanding quality and pioneering in its innovation, especially in strategic interdisciplinary research areas that are of marked importance to our region and similar areas;
- 2)** To enhance the training of researchers, by increasing the number of graduate students and by providing a providing a highly stimulating and excellent research environment for all of our students (undergraduate and graduate) that establishes UNBC as a leader in the integration of research and teaching;
- 3)** To provide our researchers access to superior research resources and infrastructure, and to manage these to ensure their effective and efficient use;
- 4)** To develop new research relationships with communities, businesses, industries, other academic institutions and other partners, regionally, nationally and internationally;
- 5)** To enhance access to the results of our research, through improved knowledge translation, transfer and application, in order to maximize their benefits to society in Northern British Columbia and beyond; and,
- 6)** To maximize the potential for research to enhance faculty recruitment to UNBC, by promoting research dissemination and by the strategic allocation of Research Chairs.

Strategic Research Areas

UNBC's four interdisciplinary strategic research areas are:

- I. Environment and Natural Resources**
- II. Community Development**
- III. Northern, Rural and Environmental Health**
- IV. First Nations and Indigenous Studies**

These areas are informed by, and take advantage of, our location and the unique advantages it provides for research. They reflect current strengths of UNBC researchers, who have created foci of excellence, often in response to the needs of our region. As well, they suggest emerging strategic themes for development that are priorities for Northern British Columbia and cognate areas. These priority areas offer opportunities for productive partnerships with our communities, their governments, and the industries and not-for-profit organizations that support these communities.

The strategic areas themselves are inter-related. Resources deployed for one thematic area often increase the capacity of others. Indeed, most of our Research Chairs contribute to more than one focus area (Tables 1).

Table 1: Distribution of UNBC Research Chairs by Strategic Research Area (2016)

**Table 1: Distribution of UNBC Research Chairs
by Strategic Research Area (2016)**

Chair Name	Chair Type	UNBC Strategic Research Area	Funder	Tenure/ Expiry
Integrative Physiology of Diabetes	Tier II, Canada Research Chair	(III)	CIHR	Term 1 / 2017
Rural and Small Town Studies	Tier I, Canada Research Chair	(I, II, III, IV)	SSHRC	Term 2 / 2018
Aboriginal Governance and Law	Tier II, Canada Research Chair	(IV)	SSHRC	Term 1 / 2018
Glacial Change	Tier II, Canada Research Chair	(I)	NSERC	Term 1 / 2018
Comparative Indigenous-State Relations	Tier II, Canada Research Chair	(IV)	SSHRC	Term 2 / 2017
Health, Ecosystems, and Society	Tier II, Canada Research Chair	(III)	CIHR	Term 2 / 2019
Mixed-Wood Ecology	Endowed Chair	(I, II)	FRBC-Slocan	No expiry
Growth & Yield	Endowed Chair	(I)	FRBC-West Fraser	No expiry
Muskwa Kechika	Endowed Chair	(I)	Muskwa Kechika	No expiry
Landscape Ecology	Endowed Chair	(I, II, III, IV)	FRBC	No expiry
Landscape Ecology	Endowed Chair	(I, III)	FRBC	No expiry
Aboriginal Environmental Health	BC Leadership Chair	(I, IV)	Dr. Donald B. Rix and BC Innovation Council	No expiry
Tall Wood and Hybrid Structures Engineering	BC Leadership Chair	(I, II)	BCIC	No expiry
UNBC Knowledge Mobilization Research Chair	Knowledge Mobilization Chair	(III)	Northern Health/ UNBC	Term 1/ 2020

A brief description of each of the strategic research areas follows.

Environment and Natural Resources

The University of Northern British Columbia is surrounded by abundant natural resources, and resource extraction and exploitation have traditionally been the foundation of the region's economy. However environmental degradation and the disturbance of ecosystems which provide key ecosystem services to Canadians' are of increasing concern. These worries are especially acute in northern BC communities many of which are reliant on resource-based economies. Responsible stewardship of resources and the natural environment requires an advanced understanding of our rich natural heritage. UNBC is committed to training researchers in the social and ecological aspects of natural and man-made environmental complexities who can inform the mitigation of impacts on the environment when functions and processes are disrupted. Moreover, the transformation of extraction-based economies to innovative, global, knowledge-based economies requires advances in many areas, including:

- A highly developed understanding of the fundamental workings of natural systems: their complexity, resilience, adaptive capacity and sustainability;
- Mapping human pressures and conservation at the planetary scale as a result of natural resource development.
- Well-balanced and integrated assessment of multiple and often competing values associated with natural resources;
- Identification and integration of sound social, economic and ecosystems principles for resource management and environmental protection;
- Design and application of new technologies for management, extraction, processing, remediation, and many other issues related to the resource base.

Advancing research within these topics is of profound importance to Canada and to other areas of the world with similar ecosystems and resource dependencies. UNBC has developed an international reputation for research that examines both the human and natural dimensions of natural resources and environmental sustainability, engaging scholars from across the spectrum of natural, physical, social sciences and humanities, and research that extends from the molecular to the

landscape and global scales. We have emphasized multi-disciplinary and inter-disciplinary approaches to research as well as the training of highly qualified personnel (HQP), as evidenced in our innovative Natural Resource and Environmental Studies graduate degree programs (MA, MNRES, MSc, PhD). Furthermore, our research facilities provide the necessary infrastructure to advance environmental and natural resource-related research.

The Aleza Lake Research Forest (co-managed with UBC), the John Prince Research Forest (co-managed with Tl'azt'en Nation), and the Max Blouw Quesnel River Research Centre provide exceptional opportunities for research on the environment and natural resources, as well as in our other strategic research areas of Community Development, Environmental Health, and First Nations Peoples. As a steward of the environment, and to further expand on this and other research areas, UNBC implemented the Energy Initiative, which is a recent initiative in this research direction. In May 2009, UNBC installed Canada's first university-owned wood pellet heating system, to heat the Enhanced Forestry Laboratory. The Pellet Plant was a demonstration project initiated by the Wood Pellet Producers Association that showcased domestic use of wood pellets, and examined the commercial and environmental benefits of utilizing biomass for energy production at UNBC. Following the success of the Pellet System, Phase 2 of the UNBC Energy Initiative saw the expansion of bioenergy at UNBC with the start-up of the Bioenergy Plant on the Prince George campus in May 2011. The Bioenergy Plant uses gasification to convert sawmill residue into useable heat in the form of hot water. The hot water is distributed through the existing hot water district heating system and has offset roughly 85% of the fossil fuels previously used to heat the core campus buildings. This reduction has helped UNBC work towards its energy policy goals of reducing the fossil fuel consumption for space heating of all UNBC campuses by 80%. Phase 3 of the Energy Initiative is the Sustainable Communities Demonstration Project (SCDP). The SCDP is building on UNBC's award-winning Energy Initiative and further demonstrating to the North the potential for sustainable energy. The project consists of a low-temperature, hot water district energy system to connect the student residences, campus daycare, and I.K. Barber Enhanced Forestry Lab to the Bioenergy Plant and the wood pellet system. The SCDP will expand UNBC's renewable energy production, reduce

greenhouse gas emissions and fuel purchase costs, and expand capacity for research, education, and demonstration. As such, it will serve as a model of energy security for Canada's off-grid communities, many of which are located in British Columbia. It will also provide opportunities for research to explore ways to enhance the communities we serve.

UNBC is committed to providing researchers with the resources needed to develop their research programs, including providing support for the research institutes. The Natural Resources & Environmental Studies Institute (NRESi) builds connections among university researchers and communities or external experts to advance understanding of natural resources and the environment. NRESi facilitates collaborative projects that address complex issues involving ecological processes, social values, and Earth's physical systems. With over 70 members, the Natural Resources and Environmental Studies Institute fosters collaborative opportunities among UNBC researchers and governmental agencies, resource managers, communities, non-governmental organizations, and industry. UNBC also participates in a Northern Bioenergy Partnership, an industry-led coalition.

Under this strategic research area, and capitalizing on its geographical location, UNBC will continue to enhance the capacity of Northern British Columbia, the province, and the Canadian and Circumpolar North in developing an understanding of environmental systems and in the sustainable development of its resource sectors. Expanding on our programming and aligning with the Province's Wood First! Initiative, UNBC opened the Wood Innovation and Design Centre (WIDC), one of the tallest contemporary wood buildings in North America, further positioning BC as a leader in wood innovation and design. The WIDC houses the Master of Engineering Program – a program rooted in the specific needs to the British Columbian and North American wood construction industry. This program adds value to the institution from the sawmill to the building site, and is well aligned with UNBC's educational and research priorities that lead into sustainable construction, with multiple environmental benefits.

Emerging Themes

In the coming years, UNBC envisions research growth in the following sub-areas (and in the disciplinary areas that support these):

- Bioenergy and Other Clean Energy
- Wood Innovation (including engineering, design, product diversification & marketing)
- Climate Change
- Contamination and human impacts on Air, Land, Water and Biota
- Environmental Remediation
- Assessment of Cumulative Impacts of development on natural and social systems
- Ecosystem Function and Services
- Environmental History
- Fisheries
- Integrated Watershed and Airshed Research



Community Development

Communities across Northern British Columbia face a range of social, economic, and environmental pressures. Frequently dependent on single resource-based industries, and subject to the economic vulnerability this engenders in an increasingly globalized market, our communities struggle to remain viable. While expected to engage in 'bottom-up' development, they face a decline in infrastructure (physical, informational, etc.) that would support such development. This same situation confronts rural communities throughout Canada's North and other economically marginalized regions of the globe.

Key areas of research and scholarly activity include:

- A nuanced understanding of the interwoven factors that contribute to some communities remaining resilient in the face of challenges;
- Identification and formulation of place-based sustainable options for economic diversification;
- Analysis of globalization processes that affect the societies, cultures, economies and environments of northern British Columbia and like regions;
- Exploration and development of the culture and cultural economy of small cities and rural communities and their contribution to quality of life;
- Assessing and planning for appropriate services provision (e.g. social work, health care, environmental planning) in northern and rural environments;
- An assessment of how ideas and behaviors are related to the challenges and opportunities for social integration of different racial, ethnic, religious or other groups into northern communities.

Such areas of inquiry relate to overarching issues of the politics of identity, engaged citizenship, social justice and the cultural and social definitions of quality of life, as well as economic development.

UNBC has provided leadership in the area of research on community development in Northern British Columbia that has wide application beyond our region. UNBC's Institute of Social Research and Evaluation carries out quality-of-life research. A Social Science Research Laboratory and a Computer Assisted Survey Research Laboratory facilitate research on community development. Work on comparative community development has focused especially on regions across the Circumpolar North. UNBC has also been a leader in creating a richer arts

and culture environment on and off its campuses through scholarly activities and creative performances. UNBC's Community Development Institute (CDI) has partnered with numerous communities at their request to address cultural, social and economic development challenges.

The CDI was established in 2004 with a broad mandate in community and economic development. The CDI provides programs and services in four broad areas: community transformation and renewal, research, education, and dialogues and policy discussions. Working in partnership with communities, industry, business, non-profit and community organizations, First Nations, and all levels of government, CDI develops and implements strategies for economic diversification and community resilience. CDI focuses on the non-metropolitan communities across British Columbia's northern and central regions – communities where more than 80% of the province's export wealth is generated from natural resources. An invaluable resource for UNBC researchers, CDI facilitates access to practical information, insights, and knowledge to assist communities, government, industry, business, and the non-profit sector.

Under this strategic research area, UNBC will improve its understanding of the evolving needs of northern communities from a range of disciplinary perspectives, in order to inform public policy and practice, and community decision-making. UNBC will foster experiences and relationships in local art and culture in an effort to cultivate a better quality of life, stronger community identity, and a healthier cultural environment. We will contribute to the sustainability of communities through research on the role of commerce in economic diversification, social and health services delivery needs and practices, and environmental planning.

Emerging Themes

- Commerce and Sustainability in Resource Communities
- Community Research Methodologies
- Creative Cultural Expression and Sense of Place
- 'Green' Entrepreneurship
- Place-based Tourism
- Rural and Cross-cultural Education
- Sustainable Aboriginal Economies

Northern, Rural and Environmental Health

Canadians who live in rural and northern regions have a reduced health status and health outcomes that are markedly worse than those of their urban and southern fellow citizens. Factors that contribute to these disparities include long distances to full-range health care services and providers, life-styles, socio-economic status and environmental sustainability. Such disparities are even greater for First Nations populations, who experience much higher than average morbidity and mortality rates. The health determinants that produce these disparities include individual, community, population and environmental factors, necessitating a broadly comprehensive approach to the study of health.

Key research areas include:

- Identification of the determinants of health status in rural and northern communities;
- Understanding of health services and health human resources, and the development of enhanced models of service delivery and health professional education;
- Improvements in the accessibility and effectiveness of health promotion programs across space and across diverse populations;
- Identification and evaluation of cultural issues affecting health and health care delivery, especially in First Nations communities;
- The relationship between health of individuals and populations and the natural, and built environments in which they live.

UNBC has taken advantage of its location to advance multi-disciplinary research on the social, cultural, psychological, and environmental determinants of health in rural communities, including First Nations communities, and on planning and provision of healthcare services and preventative health programs that address the challenges of rural location and cultural suitability. Basic research on the biological-based pathways for the treatment of diseases complement these foci. UNBC's biomedical research is providing critical training opportunities for future health professionals, as well as contributing to attracting and retaining researcher-practitioners. Work on linking social and environmental determinants of health to reduce health disparities has received national recognition. Building on this work and to further strengthen its health research portfolio and respond to the increasing demands placed on the northern health care system, UNBC now also offers an interdisciplinary PhD in Health Sciences.

To synthesize and exchange new knowledge, and also foster research linkages to develop UNBC's health research capacity, the Health Research Institute (HRI) has been established in partnership with Northern Health Authority in order to enhance capacity in this strategic area. The HRI's mission is to facilitate the creation and translation of knowledge that will enhance the health and well-being of individuals, families and communities.

With the opening of the BC Cancer Agency – Centre for the North in 2012, new and exciting opportunities for research collaborations are possible through the engagement of northern patients in national and international research initiatives, and the development of novel technologies targeted at small or mobile treatment facilities.

Emerging Themes

UNBC envisages research growth in the following subareas. While these are of broad importance across Canada and globally, UNBC researchers will often distinguish their research by focusing specifically on the often-neglected rural and northern dimensions of such themes:

- Air Quality and Health
- Health and Related Social Services Provision Policy and Best Practices
- Impact on Diseases of Cellular Mechanisms
- Improving Access to Health Care and Health Information
- Linking social and Environmental Determinants of Health to reduce health disparities
- Mental Health and Addictions
- Northern Food Security and Diet-related Health Issues
- Preventative Health Care and Disabilities Management

First Nations and Indigenous Peoples

UNBC is located on the traditional territory of the Lheidli T'enneh and northern British Columbia is homeland to a rich diversity of First Nations, including 20 major linguistic groupings, the territories of 16 Tribal Councils and 77 bands, and four Métis organizations. Aboriginal students comprise over 10% of our student body, and UNBC is actively working towards growing its Indigenous student community. The university acknowledges a special responsibility to the First Nations of its service area in terms of education and research, as well as in supporting Indigenous communities in their self-governance, and creating meaningful opportunities for knowledge exchange between Indigenous and non-Indigenous peoples. We recognize the potency a comparative perspective brings to many research questions, and thus include research focusing on broader Indigenous studies.

Most First Nations in UNBC's service area are highly dependent on the natural resources of the area, including forests and fisheries. First Nations are challenged by health, education, and economic inequities.

Key areas of research include:

- Design and application of Indigenous-informed resource management strategies;
- Understanding definitions of, and causal factors to, Indigenous health and wellness, and contributing to their enhancement;
- Formulation of culturally-appropriate models for education curricula and delivery ;
- Assessments and recommendations of self-governance models
- Preservation and revitalization of Aboriginal languages and cultures

UNBC houses the National Collaborating Centre for Aboriginal Health, the mandate of which is health knowledge synthesis, translation and exchange, in order to empower Aboriginal communities. Through a formalized partnership with the Northern Health Authority of British Columbia, UNBC is developing joint initiatives to use innovation to improve access, enhance quality and reduce costs in health care. UNBC brings a strong focus to research relevant to people living in rural and northern communities, to Aboriginal peoples, and to the determinants of health. For its part, the NCCAH has drawn funding to the university from multiple sources to support a variety of Aboriginal health initiatives. UNBC and the

NCCAH are committed to moving the agenda forward in support of the health and well-being of First Nations, Inuit, and Métis (FNIM) peoples in Canada.

UNBC is committed to research that involves Indigenous partners at all stages of planning and execution. Our governance system incorporates Aboriginal representation. We are proud of our long-standing cooperative relationship with Wilp Wilxo'oskwhl Nisga'a (Nisga'a House of Learning) and our co-management with Tl'azt'en Nation of the John Prince Research Forest. We have pursued a number of community-based research initiatives with various First Nations, and have worked with communities to develop formal protocol agreements relating to joint research activities. Research on First Nations community development, Aboriginal history, Aboriginal resource management, and Aboriginal tourism has flowed from First Nation community-initiated projects, and has provided concrete products and outcomes valued by both researchers and First Nations. As noted above, UNBC also has provided national and international research leadership on Aboriginal health.

Emerging Themes

- First Nations Epistemologies and Education
- First Nations Health and Healing
- Indigenous Governance and Law
- Indigenous Research Methods
- Orality and Connections with Literary Traditions
- Traditional Land Use Studies
- Reconciliation





Objective 1:

Strengthening UNBCs Research Capacity

Developing the Strategic Research Areas Through Allocation and Support of Research Chairs: Future Research Chair Allocations

UNBC is committed to increase the number of externally-funded Research Chairs in the strategic research themes, to further enhance our capacity for research and graduate training in these areas. We will pursue other opportunities for endowed Research Chairs at the federal and provincial levels, as well as through private sponsorship. UNBC is committed to increasing the number of industrial research chairs at the institution. These chairs would help drive the industry-sponsored research programs here at UNBC and would help ensure we continue to support our partners by addressing industry challenges through research.

Gender representation

UNBC is committed to gender equity in employment and in training the next generation of researchers. Women account for 45% of UNBC faculty (national average=34%), as well as 70% of our graduate students. UNBC ensures that gender considerations are a fundamental component of all faculty searches. Fifty percent of UNBC's Canada Research Chairs and 40% of UNBC's endowed Chairs are female. We acknowledge responsibility to allocate Research Chairs in a way that

ensures gender equity and recognizes the diversity of Canada's population.

Other Strategies for Strengthening Research Capacity

UNBC is committed to developing a strategic approach for assisting faculty who need funding, get funding.

UNBC's Community Development, Natural Resources and Environmental Studies and Health Research Institutes play an important role as catalysts for the development of research in two of our strategic areas. Resources to employ support staff will be sought, to enable these institutes to serve more effectively and help drive the research mission at UNBC.

Strategic planning will be undertaken for UNBC's three research 'stations' (Aleza Lake Research Forest, John Prince Research Forest, and Max Blow Quesnel River Research Centre), that capitalizes on the interdisciplinary and cross-disciplinary opportunities offered by each and the complementarities among them (with respect for partner institutions' roles).

We will recruit more post-doctoral fellows and visiting scholars to UNBC, and we are exploring opportunities for providing competitive financial incentives to do so.

A photograph showing three people in a forest. A man in a dark plaid shirt and a baseball cap is looking up at a tree trunk. A woman in a light green long-sleeved shirt is touching the tree trunk. Another man in a blue cap and glasses is looking on. The forest has large trees with textured bark and green foliage in the background.

Objective 2:

Training Researchers

The wellbeing of Northern British Columbia and indeed Canada, depends on the availability of innovative and skilled citizens, with sophisticated understanding of the complexities of the environments and societies in which we live. The training of undergraduate, graduate students and postdoctoral fellows to contribute to our increasingly knowledge-based society is a fundamental mission for UNBC. Our research contributes to critical theoretical and practical challenges that face our region, country and planet: we aim to prepare graduates who are likewise ready to do the same.

Graduate student training is central to UNBC's continued research intensity. A significant increase in research projects and funding over the past decade has led to an increase in the number of graduate students, comprising 19% of our total student body in 2016/17 our students have in turn contributed to the growth in our research productivity.

UNBC will implement new funding strategies that will continue to enable the institution to increase its number of research-based graduate students, including PhD students, and the number of postdoctoral fellows hosted. It will increase the number of PhD degrees it offers in fields connected to its strategic research areas. Concomitantly, recognizing how research opportunities contribute vitally to undergraduate students acquiring critical competencies, we will expand such opportunities. Students at all levels will be encouraged and mentored to disseminate their research results, to ensure they develop knowledge transfer skills. Faculty will be provided with opportunities for building capacity in research team management, in order to manage efficiently and effectively graduate supervisory loads and large collaborative projects.

Objective 3:

Managing And Enhancing Research Resources

To sustain and promote research activity at UNBC, we must manage our support programs (e.g. administrative, financial), physical facilities, field operations and equipment in innovative ways that provide the best service and access for faculty and students, and the best value to our communities and partners, while also respecting our goal to be Canada's Green University™.

To account for the increasing number of UNBC faculty retiring and/or leaving UNBC over the next decade, UNBC will take a strategic approach to ensuring there are the human resources in place to continue to drive the research programs at UNBC. This will ensure alignment between the UNBC strategic planning process and strategic research plan when it comes to 'faculty renewals' and fulfilling the teaching needs of the institution.

Physical Resources

UNBC has been able to develop significant physical infrastructure for research over the past decade, in part due to generous support from various government funding initiatives. Such resources not only improve the research environment of UNBC, but also contribute to the increased research competitiveness of British Columbia and Canada. As researcher numbers grow we will establish transparent plans and procedures for reallocation of research space, replacement of major equipment, and acquisition of new equipment. The following physical resources are in place to support the research programs of UNBC researchers and also to provide world-class training opportunities for UNBC students in the development of the next generation of research leaders.

The University of Northern British Columbia is home to an extensive suite of analytical science instrumentation that enables a broad spectrum of biological, chemical and physical analyses. The UNBC Northern Analytical Laboratory Service (NALS) has a mission to contribute

to the development and application of sound, well-documented science-based knowledge to support faculty research and client based analytical services. The NALS is committed to providing analytical services, support the advancement of scientific knowledge, and the training of students aimed at creating highly qualified professionals capable of contributing to industry in their future careers. The facility's Analytical Support Specialists regularly participate in research activities to develop and validate new analytical methods. In addition to analytical services, the equipment and resources available through the Northern Analytical Laboratory Service will be used for academic and skills training for UNBC students. Training services are also available for clients who may wish to improve the knowledge and skills of their staff in their own labs.

The High Performance Computing (HPC) lab at UNBC is a collaborative environment where compute intensive projects of all stripes are being developed. This lab features projects such as weather hindcasting, regional climate model dynamic downscaling, simulation of shocks, fluid dynamics, computational chemistry, and distributed transaction processing. The HPC has a 50 TB fileserver and a 176-core Xeon infiniband cluster, as well as other servers and workstations. UNBC researchers requiring more storage or compute power can access ComputeCanada grid resources

The Aleza Lake Research Forest is a 9000 ha university-based outdoor research facility and working forest 60 km east of Prince George, BC. The mandate of the Research Forest is to provide research and education facilities and opportunities to UNBC and other institutes, universities, government agencies, private sector research, schools and other educational groups with regards to ecosystem and resource management studies within the wet sub-boreal spruce biogeoclimatic zone.

The Dr Max Blouw Quesnel River Research Centre is Western Canada's only field station established to support research and education in landscape ecology. Its aim is to foster interdisciplinary research and education

in terrestrial, freshwater and atmospheric environmental science, spanning interactions between and among hydrology, ecology, geology and climatology. Currently active QRRRC researchers are investigating aspects of fluvial sedimentology and geomorphology, limnology, and a variety of topics relating to terrestrial and freshwater ecology and fisheries science.

The John Prince Research Forest (JPRF) encompasses 13 032 hectares of Crown land in North Central BC, 50 km north of Fort St. James. The forest is situated between Tezzeron (Chuzghun) and Pinchi (Tesgha) Lakes in the traditional territory of the Tl'azt'en First Nation. The research forest was established in 1999 as a result of many years of planning by the University of Northern British Columbia and the Tl'azt'en First Nation. The landscape exhibits diverse forest types and land management history and has a wide range of natural resource values and environmental conditions. This research forest is unique in North America in that it is the only research forest that is jointly managed by a University and a First Nation community. The purpose of the forest is to promote interdisciplinary research while providing education and employment opportunities for the local community.

The UNBC library plays a key role in enhancing research intensity at UNBC. Increased research intensity has allowed our library to be better resourced, through allocation of federal indirect costs and research overhead funds to expand researcher access to data and publications. Furthermore, the development of the branch Research Data Centre at UNBC demonstrates the library's commitment to being a research library. The branch Research Data Centre at UNBC (RDC@UNBC) is affiliated with the British Columbia Inter-University Research Data Centre (BCIRDC), which is a member of the Canadian Research Data Centre Network (CRDCN). It provides Northern BC researchers with the opportunity to access and analyze detailed microdata from an increasing array of survey, census and administrative data.

Financial Resources

Although research funds, including those from contracts, have grown dramatically over the last decade, UNBC has not enforced its own policy on overhead. This has diminished our ability to support researchers with critical support services in some departments (e.g., Human Resources, Purchasing). We will increase overhead capture, including through education of grant providers about indirect costs of research, and allocate the resultant revenue to expanding research services, in order to meet these pressing needs. We will improve processes for

funding the repair and replacement of major equipment, and work to secure funds for new equipment.

UNBC has mechanisms in place to offer bridge grants, seed grants, travel grants, and publication grants to our researchers. We will increase the amounts allocated to these funds, to keep pace with growing researcher numbers and intensity, and increasing costs of research. The Office of Research is now core-funding the Undergraduate Research Experience (URE) award further demonstrating our commitment to training the next generation of researchers.

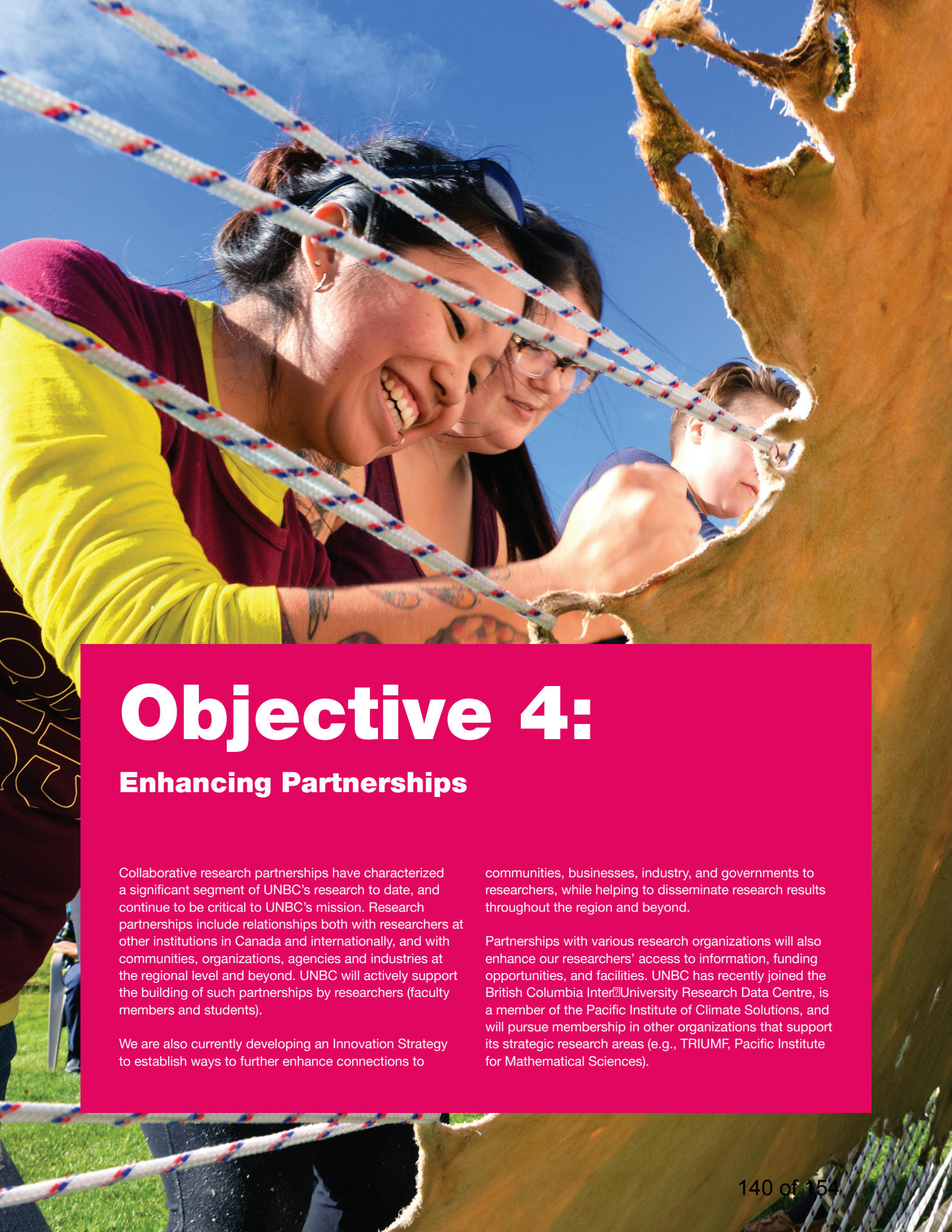
Administrative Resources

As research activity has dramatically increased, UNBC's administrative resources committed to research have expanded, but have not always kept pace. External demands on researchers, such as those regarding ethics approvals and other regulatory compliance, are increasing. Expansion of research into new areas also necessitates new services (e.g. ethics support for clinical trials). Research intensity can best be encouraged when researchers are well-supported with services that minimize the time they need to allot to administrative and reporting tasks.

UNBC will work to improve such services, and support the expansion of such services and development of new services as finances allow. The Research Office will attend to changing external regulations and requirements, inform researchers, and adjust policies and processes to comply with such developments.

UNBC has implemented Romeo, an online, database-driven research administration software to facilitate the management of grants, contracts and awards, as well as certifications (REB, animal care, and biohazardous materials) and reporting at UNBC. Romeo will lead to increased workflow productivity, as well as better communication and connectivity within and between the Office of Research and the research community. The software also features tracking and reporting capabilities guaranteeing accountability and compliance in today's highly regulated environment. This will free staff time to work more closely with researchers in the creative phase of the research process.

To increase the visibility of UNBC research and celebrate our successes, a research communications plan will be implemented that will enable the identification, recognition and dissemination of research and research successes at the University in collaboration with the Vice President Advancement and Communications team.



Objective 4:

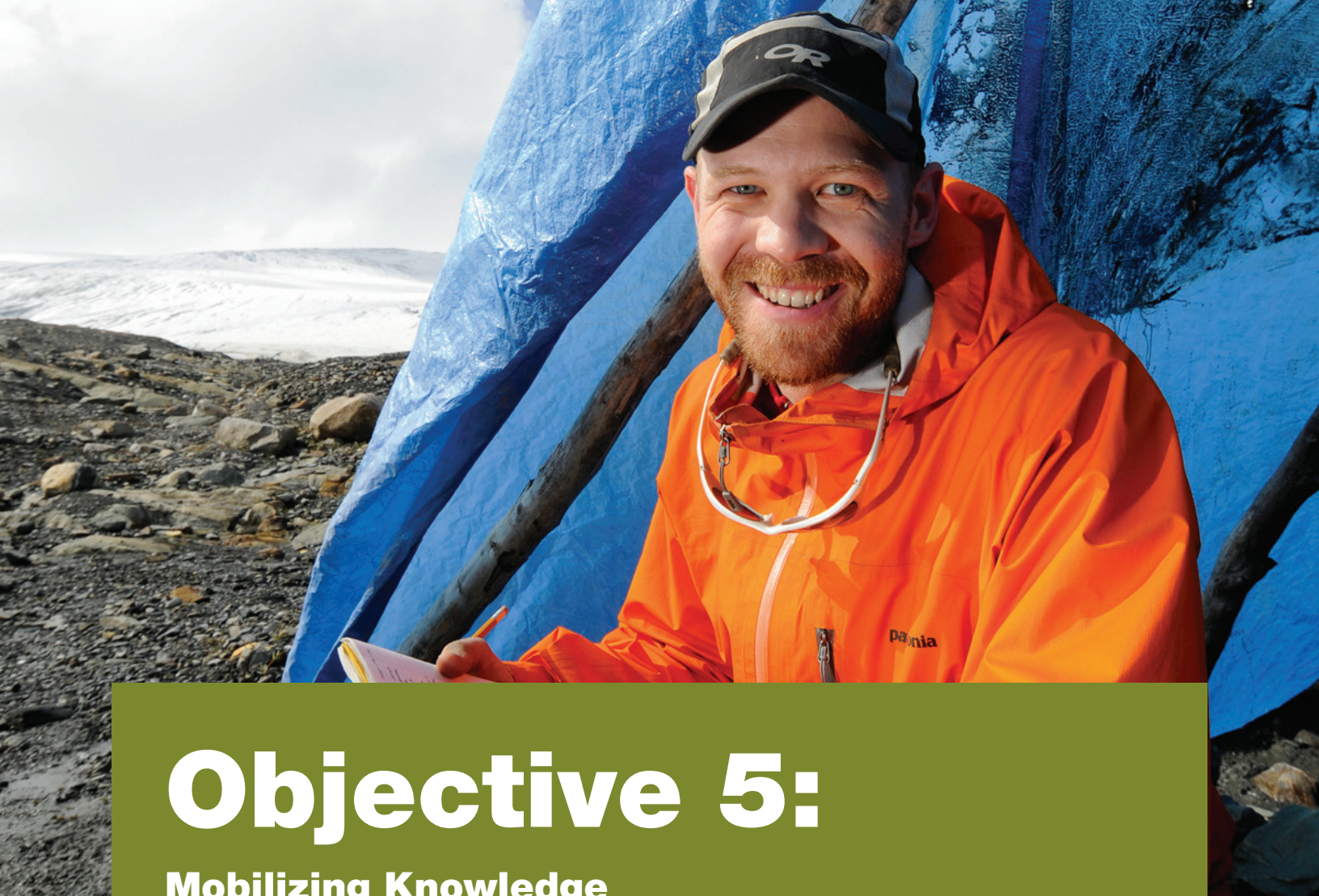
Enhancing Partnerships

Collaborative research partnerships have characterized a significant segment of UNBC's research to date, and continue to be critical to UNBC's mission. Research partnerships include relationships both with researchers at other institutions in Canada and internationally, and with communities, organizations, agencies and industries at the regional level and beyond. UNBC will actively support the building of such partnerships by researchers (faculty members and students).

We are also currently developing an Innovation Strategy to establish ways to further enhance connections to

communities, businesses, industry, and governments to researchers, while helping to disseminate research results throughout the region and beyond.

Partnerships with various research organizations will also enhance our researchers' access to information, funding opportunities, and facilities. UNBC has recently joined the British Columbia Inter-University Research Data Centre, is a member of the Pacific Institute of Climate Solutions, and will pursue membership in other organizations that support its strategic research areas (e.g., TRIUMF, Pacific Institute for Mathematical Sciences).



Objective 5:

Mobilizing Knowledge

The translation and transfer of knowledge is a critical role of researchers, and one that is increasingly emphasized and demanded of them. One of UNBC's key mandates is to promote knowledge mobilization. We aspire to excellence in 'traditional' methods of dissemination, such as publishing books, articles and reports, and training students. We will work with the Library to establish a digital institutional repository to increase the accessibility of our research products.

UNBC has also led the nation in integrated knowledge translation, a direct outcome of its community-driven and community-based research partnerships. Relationships formed with our region's communities (including First Nations), businesses, industrial partners, governmental and non-governmental agencies and others give rise to opportunities and demands for tangible and practical outputs and outcomes in non-academic formats (e.g. training workshops, community forums, industrial innovations). Furthermore, UNBC, in partnership with

Northern Health has developed a Knowledge Mobilization Research Chair. The Northern Health – UNBC Knowledge Mobilization Research Chair will work with researchers and students at UNBC and with clinicians and others at Northern Health to extend ways to develop responsive, relevant research evidence and finding ways to move it into action, further demonstrating UNBC's commitment to playing a crucial role in community outreach and public education of research results.

Northern British Columbia has benefited from the influx of expertise and related services (e.g., business entrepreneurship, environmental planning, nursing, social work) that UNBC has brought to the communities which house its campuses. We will provide resources and mentoring to help faculty and students to translate knowledge products and skills, including into commercializable products and services, for the benefit of society.

Measuring Success: Research Performance Indicators

To measure progress toward meeting the five objectives articulated above we suggest a set of research performance indicators that will be tracked over time. These include both input measures and output/outcome measures. Mechanisms are in place for collecting information on some of these indicators, but will need to be developed for others.

Input Measures

- Total research revenues
- Tri-Council grant revenues
- Percentage of faculty members with Tri-Council Grants
- Number of Research Chairs (CRC and endowed chairs)
 - Percentage of female Research Chairs
- Number of graduate students enrolled in research degrees
- Number of post-doctoral fellows
- Number of students employed as research assistants
- Number of student research volunteers
- Number and proportion of graduate students holding external scholarships/fellowships
- Growth in major equipment inventory

Output/Outcome Measures

- Number of refereed publications by UNBC researchers
- Number of publications with undergraduate students as co-author
- Number of publications with graduate students as co-author
- Number of graduate students completed
- Number of undergraduate and graduate recipients receiving national or international recognition for their scholarly activities
- Number of faculty members receiving recognition awards (national or international awards, honours, citations)
- Number of research conferences and workshops organized by UNBC researchers,
- Number of journals edited by UNBC researchers,
- Number of collaborative research projects with partners (other academic institutions, communities, First Nations, industrial partners, NGOs, etc.)
- Patents pending and registered
- Number of faculty- and student-owned research-based companies initiated
- Number of research-related community outreach events
- Number of Philanthropy-driven research projects
- Establishment of new research institutes representing Strategic Research Areas

Planning And Approval Process

This third iteration of UNBC's Strategic Research Plan flows from UNBC's revised (2010) University Plan and previous Strategic Research Plan, which was developed after extensive community consultation across UNBC's service region. Starting with the input from a Research Taskforce Committee comprised of faculty from both colleges, undergraduate and graduate students, and administrative staff, a draft document was created. Input and critique was then solicited from the research community at large, at all UNBC campuses. Once revisions were made, it was brought back for approval, and to the President for endorsement.

This revised Strategic Research Plan will serve as a map for the Vice-President Research and Graduate Programs and the Office of Research staff in the next 5 years activities. An associated action plan will detail actions and timelines for meeting the Plan's objectives. The Office of Research will annually evaluate its progress toward meeting these objectives, and the Vice President Research and Graduate Programs will annually report to UNBC's Senate and Board of Governors on such progress. We recognize that the strategic planning process must also be flexible to accommodate unanticipated opportunities that may arise.



Objective 6:

Attract And Retain Outstanding Faculty

UNBC recognizes the importance of attracting and retaining high-quality faculty to enable the university to continue to build on the extent and merit of its research portfolio. UNBC will strive to develop an institutional culture and specific resources to support the activities of existing and arriving faculty and graduate students. In accordance with Objective 5, UNBC will support the knowledge dissemination activities of its current faculty as well as disseminate research to continue to raise UNBC's national and international research profiles, enhancing our capacity to attract outstanding faculty. Research chairs represent a unique opportunity to recruit faculty members performing at the highest levels of research, and UNBC will strategically allocate research chairs in light of their recruitment potential and in alignment with UNBC's research strengths.

Measuring Success: Research Performance Indicators

To measure progress toward meeting the five objectives articulated above we suggest a set of research performance indicators that will be tracked over time. These include both input measures and output/outcome measures. Mechanisms are in place for collecting information on some of these indicators, but will need to be developed for others.

Input Measures

- Total research revenues
- Tri-Council grant revenues
- Percentage of faculty members with Tri-Council Grants
- The number of research support staff
- Number of Research Chairs (CRC and endowed chairs)
 - Percentage of female Research Chairs
- Number of graduate students enrolled in research degrees
- Number of post-doctoral fellows
- Number of students employed as research assistants
- Number of student research volunteers
- Number and proportion of graduate students holding external scholarships/fellowships
- Growth in major equipment inventory

Output/Outcome Measures

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- Number of research conferences and workshops organized by UNBC researchers,
- Number of journals edited by UNBC researchers,
- Number of collaborative research projects with partners (other academic institutions, communities, First Nations, industrial partners, NGOs, etc.)
- Patents pending and registered
- Number of faculty- and student-owned research-based companies initiated
- Number of research-related community outreach events
- Number of policy briefs,
- Number of media stories that feature UNBC research expertise
- Number of UNBC researchers that serve advisory committees for communities, service agencies, small business, industry, and various levels of government.
- Number of Philanthropy-driven research projects
- Establishment of new research institutes representing

Strategic Research Areas

Planning And Approval Process

This third iteration of UNBC's Strategic Research Plan flows from UNBC's revised (2010) University Plan and previous Strategic Research Plan, which was developed after extensive community consultation across UNBC's service region. Starting with the input from a Research Taskforce Committee comprised of faculty from both colleges, undergraduate and graduate students, and administrative staff, a draft document was created. Input and critique was then solicited from the research community at large, at all UNBC campuses. Once revisions were made, it was brought back for approval, and to the President for endorsement.

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unbc.ca/research

UNBC Office of Research





One Click Away

UNBC Cyber Security Readiness

Why is UNBC a Target for Cyber Attacks?

- Post-Secondary generally has open access
- Research data is valuable
- UNBC connects to a larger Canada wide research network
- Our vendor applications are inherently vulnerable
- Cyber Security is expensive
- IT professionals are efficient
- It is profitable for criminals

Top Blocked Threats - 30 Days

3-B021-IDS1 : 2017/04/04 09:49:55 - 2017/05/04 09:49:54

Threat/Content Name	ID	Severity	Repeat Count
WordPress Login Brute Force Attempt	40044	critical	343.04 k
ZeroAccess.Gen Command and Control Traffic	13235	critical	230.50 k
ASUS/Netcore Router Default Credential Remote Code Execution Vulnerability	39438	medium	173.90 k
Netis/Netcore Router Default Credential Remote Code Execution Vulnerability	39587	high	131.77 k
Agent2 User-Agent Traffic	10014	medium	131.77 k
Bot: Torpig Phone Home DNS request	12657	medium	20.21 k
Bash Remote Code Execution Vulnerability	36729	critical	17.86 k
Win32.Conficker.Cp2p	12544	critical	15.74 k
HTTP SQL Injection Attempt	30514	medium	12.78 k
HTTP /etc/passwd Access Attempt	30852	high	8.77 k
Generic HTTP Cross Site Scripting Attempt	31477	high	7.78 k
SSH User Authentication Brute Force Attempt	40015	high	7.61 k
HTTP SQL Injection Attempt	33338	medium	4.90 k
Telnet Authentication Brute Force Attempt	40009	high	3.99 k
Generic HTTP Cross Site Scripting Attempt	31475	high	3.81 k
PHP CGI Query String Parameter Handling Information Disclosure and DoS Vulnerability	34804	medium	3.50 k
SMB: User Password Brute Force Attempt	40004	high	3.35 k
HTTP SQL Injection Attempt	35827	medium	3.32 k
Apache Struts Jakarta Multipart Parser Remote Code Execution Vulnerability	34221	critical	2.59 k
HTTP /etc/passwd access attempt	35107	high	2.58 k
Suspicious User-Agent Strings	10004	medium	2.47 k
Microsoft Windows win.ini access attempt	30851	high	1.98 k
OpenSSL TLS Malformed Heartbeat Request Found - Heartbleed	36397	medium	1.94 k
Suspicious DNS Query (generic:dl.qhcdn.com)	4096740	medium	1.89 k
Suspicious DNS Query (generic:lsypetrozavodsk.dcge.biz)	4016571	medium	1.59 k

Active Threats

- Denial of service
- Elevated data access by users
- Device and data theft
- Targeted phishing attempts
- Ransomware

You Can Have an Umbrella But You Can't Stop the Rain

- We have been a victim of Cyber attacks
- We **WILL** be a victim of a serious Cyber attack in the future
- We are one click away from a Ransomware event
- Social Engineering is our weakest link

Things We Are Doing To Mitigate The Threats

- Palo Alto Security devices threat monitoring internal and external
- Network Segmentation
- Identity Management
- Mobile device encryption
- End User Training
- Security Awareness Day education events

Things We Need To Consider

- Cyber Insurance
- Retain the services of third party Ransomware expert (Deloitte, KPMG etc.)
- Two factor Authentication for elevated access
- IT Security onboarding for all employees
- SSL Inspection
- Transition WordPress web environment to Drupal
- Move to the cloud where it makes sense

Questions