

**SENATE MEETING
PUBLIC SESSION
MINUTES**

November 28, 2012

3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

Present:

E. Annis, C. Carriere, D. Casperson, L. Copeland (Acting University Librarian), J. Crosina, M. Dale, B. Deo, M. Green, S. Green, K. Guest, L. Handfield, T. Hanschen (Secretary of Senate), K. Hutchings, G. Iwama (Chair), E. Korkmaz, C. Lee (Acting Dean, Graduate Programs), D. Macknak, D. McDonald, C. Myers (Recording), K. Mytting, M. Nitz, C. Nolin (Vice Chair), D. Nyce, G. Payne (Acting Vice President, Research), R. Robinson, D. Ryan, J. Safaei Boroojeny, P. Sanborn, C. Silva, A. Stroet, R. Tallman, S. Wagner, T. Whitcombe, W. Younas, S. Zahir

Regrets:

M. Archie, R. Brouwer, R. Currie-Wood, F. Islam, K. Kuo, D. Leighton-Stephens, B. Murray, R. Tait (Acting Dean, CASHS), B. Wang

Absent:

K. Walske

The meeting commenced at 3:30 p.m.

1.0 **S-201211.01**
Approval of the Agenda

Annis

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

A Senator requested that, unless it is discussed elsewhere on the agenda, an agenda item called "Introduction of Free Block(s) in Course Schedule" be added under "Other Business." There were no objections to this request.

The motion to approve the agenda, as amended, was CARRIED.

2.0 **S-201211.02**
Approval of Senate Minutes

Whitcombe

That the minutes of the October 24, 2012 Public Session of Senate be approved as presented.
CARRIED.

3.0 Business Arising from Previous Minutes of Senate

3.1 Status of the Manager of Continuing Studies Position Dale

Dr. Dale reported that the position of Manager of Continue Studies was no longer advertised. He added that Aaron LeBlanc, Director of Ancillary Services, planned to attend Senate today to discuss Continuing Studies but is unable to do so. He will be asked to attend a future meeting of Senate.

4.0 President's Report Iwama

Dr. Iwama reported on several matters, and his report is attached to these minutes as "Appendix I."

5.0 Report of the Provost Dale

Dr. Dale delivered a presentation on the recent university ranking results published in Maclean's magazine and the Globe and Mail (presentation attached to these minutes as "Appendix II"). Dr. Dale asked Senators to remember that the Globe and Mail report is based on student opinions only, and that the difference between the scores ("A," "B," and "C") may not be statistically significant. With regard to the Maclean's rankings, Dr. Dale indicated that UNBC had done less well in the research category this year, but improved overall. He concluded that the results are positive but there are a few areas for concern.

Dr. Dale also reported that to attract international students, UNBC had been pursuing a partnership with a group called Navitas, who declined to participate. UNBC is also looking into partnering with another group called "Study Group" for the same purpose.

6.0 Report of the Registrar Hanschen

6.1 Distribution of UNBC Courses

Mr. Hanschen provided Senators with data regarding the distribution of UNBC courses for the Fall 2012 and January 2013 semesters. He noted that the number of courses offered on Fridays is substantially lower than for other weekdays. He also asked that any discussion in relation to this information be undertaken when the motions to approve the academic dates are considered.

Mr. Hanschen also reported about a few other matters, which are contained in his report attached to these minutes as "Appendix III".

7.0 Question Period

A Senator noted that the Canadian Museum of Civilization was being renamed the Museum of Canadian History and that their archaeological programs were subsequently being reduced or discontinued. He asked whether the University of the Arctic was considering taking over this work. Dr. Iwama responded that he did not know, but "thematic networks" are a feature of the University of the Arctic, and if the works fits with these thematic networks, they may pursue it. Dr. Iwama added that Douglas Cardinal, the man who designed the Museum of Civilization, ask to meet when Dr. Iwama was in Ottawa recently. Mr. Cardinal would like to come to UNBC again. One of the communities Mr. Cardinal developed in Quebec was named a model community by the United Nations.

A Senator asked about the status of the search for the Dean of Graduate Programs position. Dr. Dale replied that the committee will be meeting on December 3 to discuss how to proceed.

A question was raised about whether further information had been obtained regarding the use of electronic textbooks. Dr. Dale responded that he had discussed this matter with Rob Fleming from the British Columbia Council on Admissions and Transfer, and perhaps modules can be adopted rather than complete textbooks. Acting Dean Owen added that flexibility should be an option. The Senator expressed concern that, if UNBC does not choose to adopt the use of electronic textbooks, the University may loses students who will decide to attend another institution that does use electronic

textbooks, as a result of the cost savings. Dr. Dale concluded that this initiative is an opportunity for UNBC and the province to move toward uniformity, but it could also be a threat to institutional autonomy.

8.0 S-201211.03
Approval of Motions on the Consent Agenda

Ryan

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

CARRIED.

9.0 Committee Reports

9.1 Senate Committee on Academic Policy and Planning

Dale

“For Approval” Items:

S-201211.04

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

Zahir

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

Effective date: September 2013

Mr. Hanschen provided information regarding the academic dates, noting that the maintenance shutdown has shortened the examination period in the September 2013 semester, as has Easter in the January 2014 semester. Mr. Hanschen noted that, every year, UNBC's Convocation date conflicts with the Congress of the Humanities and Social Sciences. He had been asked to consider moving Convocation to a different date so that more faculty members can attend Convocation, as they are away at Congress every year. He therefore asked whether changing the traditional Convocation dates should be investigated. The possibility of moving the Convocation one week ahead and one week later was discussed. Dr. Iwama indicated that any change should be made next year, as this year's Convocation date has already been advertised. Mr. Hanschen responded that moving Convocation up by a week would really be pushing it with regard to all the processes that need to be completed by the Office of the Registrar after the examination period has ended, as they have asked for a 28-day period to complete these tasks. It was suggested that students and faculty members be polled to determine who can attend Convocation if it was moved one week either side of the current date. The implications of postponing this motion to the December meeting of Senate to gather further information were questioned. Mr. Hanschen replied that he would like the dates to be approved as soon as possible. He was asked to provide information about the implications for workload on staff members if Convocation was held a week earlier than is now the case. Dr. Iwama indicated there may be complications for awarding parchments on stage, for instance.

Motion to postpone:

Whitcombe / Wagner

That Senate motion S-201211.04 be postponed to the December meeting of Senate to allow the Registrar to gather further information pertinent to the discussion of moving the Convocation date.

CARRIED.

S-201211.05

Approval of Guidelines for the Approval of Transfer Agreements and Memorandums of Understanding (MOUs)/Memorandums of Agreement (MOAs)

Deo

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the Guidelines for the Approval of Transfer Agreements and Memorandums of Understanding (MOUs)/Memorandums of Agreement (MOAs) be approved as proposed.

Effective date: January 2013

CARRIED.

S-201211.06

Changes to Calendar Description — BSc Honours – Forest Ecology and Management

Ryan

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the calendar description of the BSc Honours-Forest Ecology and Management be approved as proposed.

Effective date: January 2013

CARRIED (consent agenda).

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

BSc Honours-Forest Ecology and Management

The Honours in Forest Ecology and Management ~~offers students a higher level of education and research experience for proceeding to post-graduate studies.~~ recognizes undergraduate students who both excel at their studies and complete the Undergraduate Thesis (normally NRES 430-6).

Honours students are required to complete the degree requirements for the BSc Natural Resources Management (Forest Ecology and Management Major). In addition, required hours of electives credits must be at the 300 or 400 level and each student must complete a 6 credit-hour research thesis under the supervision of a faculty member.

~~Admission-Entry into the Hhonours Pprogram will takes place after the completion of 60 credit hours and will requires a minimum Cumulative GPA of 3.33. Attaining the minimum requirement will does not guarantee admission entry into the Hhonours Pprogram, which will be is at the discretion of the Ecosystem Science and Management Program. Maintenance of a Cumulative GPA of 3.33 is required to remain in the Hhonours Pprogram.~~

Elective credit hours are determined to be the number of credit hours needed to ensure completion of a minimum of 123 credit hours; not including thesis.

Note: Students are responsible for finding their own undergraduate thesis research supervisor. Faculty members are under no obligation to supervise Honours students.

S-201211.07

Changes to Degree Requirements — Major in Environmental Studies (Okanagan Diploma in Environmental Studies Degree Completion)

Ryan

That, on the recommendation of the Senate Committee on Academic Policy and Planning, the changes to the degree requirements for the Major in Environmental Studies (Okanagan Diploma in Environmental Studies Degree Completion), on page 128 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: January 2013

CARRIED (consent agenda).

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

Major in Environmental Studies (Okanagan Diploma in Environmental Studies Degree Completion)

This 60 credit-hour program of study is available only to students from Okanagan College with a diploma in Environmental Studies (Environmental Management Option or Interdisciplinary Environmental Arts Option).

Degree requirements: Diploma in Environmental Studies from Okanagan College, minimum cumulative GPA of 2.5, plus 33 credit hours

Area of focus: 24 to 29 credit hours

Elective credit hours in any subject as necessary to ensure completion of a minimum of 60 credit hours at UNBC.

Lower-Division Requirement

[BIOL 110-3](#) * Introductory Ecology
or [POLS 100-3](#) Contemporary Political Issues
[ENPL 104-3](#) Introduction to Planning
[ENVS 101-3](#) Introduction to Environmental
 Citizenship

* Students who completed the Interdisciplinary Arts diploma option should take BIOL 110-3, and students who completed the Environmental Management diploma option should take POLS 100-3.

Upper-Division Requirement

300 Level

[GEOG 300-3](#) Geographic Information Systems
[ENVS 325-3](#) Global Environmental Change: Science and Policy
[ENVS 326-3](#) Natural Resources, Environmental Issues and Public Engagement

INTS 307-3	Global Resources
or GEOG 401-3	Tenure, Conflict and Resource Geography
or HIST 360-3	An Introduction to Environmental History
NREM 303-3	First Nations' Approaches to Resource Management
or FNST 304-3	First Nations Environmental Philosophy and Knowledge
or ENPL 208-3	First Nations Community and Environmental Planning

400 Level

ENPL 401-3	Environmental Law
ENPL 440-3	Internship
ENVS 440-3	<u>Internship</u>
GEOG 424-3	Social Geography of Northern Communities

Total: 33 credit hours

Areas of Focus

Students must choose an area of focus, as described above, in one of the following five areas: Global Environmental Studies; Communities and Environmental Citizenship; Natural Resource Management; Science, Technology and Society; and First Nations. Courses used to fulfill major requirements above may not be used to fulfill an area of focus requirement.

"For Information" Items:

SCAPP201211.06

Changes to Course Title and Calendar Description — EDUC 346-2

Ryan

That the changes to the course title and calendar description for EDUC 346-2 Introduction to Aboriginal Education, on page 101 and 215 of the undergraduate calendar, be approved as proposed.

Effective date: January 2013

CARRIED (consent agenda).

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

EDUC 346-2 Introduction to Aboriginal/Indigenous Education This course introduces the diverse meanings of the term "Aboriginal/Indigenous education." The concepts of power, control and culture ~~will~~ help ~~the~~ students to analyze contemporary issues surrounding Aboriginal/Indigenous education and Western education. Topics include: historical analysis, current models, defining Aboriginal/Indigenous education and contemporary issues. Students ~~will~~ build their knowledge and understanding of Aboriginal/Indigenous approaches to education.

SCAPP201211.07

Changes to Course Title and Calendar Description — EDUC 446-2

Ryan

That the changes to the course title and calendar description for EDUC 446-2 Aboriginal Education: Epistemology, on pages 102 and 218 of the 2012/2013 undergraduate calendar, be approved as proposed.

Effective date: January 2013

CARRIED (consent agenda).

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

EDUC 446-2 Aboriginal/Indigenous Education: Epistemology The course is an introduction to Aboriginal/Indigenous epistemology. Central to this study are the thinking and listening processes of orality. Oral history stories provide a unique way to know and to understand the world. Topics include: Aboriginal/Indigenous epistemology, Aboriginal/Indigenous education meta-theory, orality, Aboriginal/Indigenous spirituality and education, and Aboriginal/Indigenous curricula and phenomenology.

- 9.1.1** Proposed block transfer credit for Algonquin College Outdoor Adventure Diploma or Outdoor Adventure Naturalist Diploma to UNBC's BA NBTM

This document was provided to Senators for information.

- 9.1.2** Proposed block transfer credit for BC Native Education College Aboriginal Tourism Management Certificate (ATO Certificate) and the Aboriginal Tourism Management Diploma (ATM Diploma) to UNBC's BA NBTM

This document was provided to Senators for information.

- 9.2 Senate Committee on Research and Graduate Studies**

Payne / Lee

"For Approval" Items:

S-201211.08

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

Deo

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

Mr. Hanschen noted that these academic dates are slightly different from those presented under the SCAPP report.

Motion to postpone:

Hutchings / Whitcombe

That Senate motion S-201211.08 be postponed to the December meeting of Senate to allow the Registrar to gather further information pertinent to the discussion of moving the Convocation date. CARRIED.

A Senator asked that, for the December meeting of Senate when these motions will be presented again, Senators be provided with information about how much money is being saved by moving the date of the University closure for maintenance.

S-201211.09

Approval of Guidelines for the Approval of Transfer Agreements and Memorandums of Understanding (MOUs)/Memorandums of Agreement (MOAs)

Ryan

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the Guidelines for the Approval of Transfer Agreements and Memorandums of Understanding (MOUs)/Memorandums of Agreement (MOAs) be approved as proposed.

Effective date: January 2013

CARRIED.

S-201211.10

Changes to Requirements — Leading for Learning Certificate

Ryan

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the requirements for the Leading for Learning Certificate be changed from five required courses to two required courses and a choice of three of five electives.

Effective date: January 1, 2013 but fee structure retroactive for students already admitted under the BCEL certificate portability process

CARRIED.

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

[Admission requirements are the same as for the MEd degree]

The Leading for Learning Graduate Certificate requires 15 credit hours of course work — that is, five courses, two of which are required courses in the MEd Multidisciplinary Leadership (MDL) specialization, and the other three of which are part of a series of acceptable courses for the Educational Leadership Focus Area of the MDL. The certificate courses are normally offered over a four-semester cycle. While it is expected that most certificate completers will continue with completion of a Masters of Education Multidisciplinary Leadership degree, students may choose to complete only the certificate. The schedule of courses offered on most UNBC campuses allows completion of the certificate first and in the sequence of courses as follows, but this is not a requirement. Variation from this schedule of courses requires the permission of the MEd MDL Coordinator and School Chair. It is also possible to complete the MEd MDL without meeting all the requirements of the certificate. ~~The five required courses in their intended sequence are:~~

Required Courses:

- ~~1. EDUC 626-3 Inclusive Education: Learning for All~~

EDUC 606-3 Leading for Change

- ~~2.~~—EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture and Ways of Knowing

Plus three of:

- ~~1.~~ EDUC 615-3 The School Principalship
- ~~2.~~ EDUC 616-3 Policy and Politics in Public Education
- ~~3.~~—EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation
- ~~4.~~—EDUC 626-3 Inclusive Education: Learning for All
- ~~5.~~—EDUC 656-3 Instructional Leadership

A Leadership Development Portfolio and an Inquiry Project must also be completed concurrently in order to meet requirements of the certificate.

Students applying to UNBC's Master of Education Multidisciplinary Leadership specialization with a fully or partially completed graduate diploma or certificate, developed under the BC Educational Leadership Council process in conjunction with the Association of BC Deans of Education, may be eligible to receive up to 15 credit hours of transfer credit, at the discretion of the Chair of the School of Education. For each course so credited the student

will be rebated the equivalent of one 3 credit-hour, non-degree graduate course fee against the student's total Masters of Education tuition.

Regular **S-201211.11**
Revisions to “Application for Admissions Deadline Dates” Table for Education (MEd — Multidisciplinary Leadership Specialization)

Ryan

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the “Application for Admissions Deadline Dates” table on page 35 of the 2012/2013 of the Graduate Calendar be altered to change the “no intake” for the “Education (MEd — Multidisciplinary Leadership Specialization)” to “February 15***” with the *** footnote to indicate a May or September entry with a delay to January on a case by case basis for selected individuals based on approval due to extenuating circumstances by the School of Education.

Effective date: January 2013

CARRIED.

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

Education (MEd -- Multidisciplinary Leadership Specialization)	February 15**	no intake <u>February 15***</u>	February 15**
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* Applications for admission should be submitted as early as possible to the Office of the Registrar. Incomplete applications and applications received after the deadlines will be considered late and may not be processed in time to permit admission.

** Applications for admission are accepted for one semester only. Applicants must indicate whether they are applying to the May or September Semester.

*** Indicates a May or September entry with a delay to January on a case by case basis for selected individuals based on approval due to extenuating circumstances by the School of Education.

S-201211.12
Creation of a Health Research Institute

Ryan

That, on the recommendation of the Senate Committee on Research and Graduate Studies, the creation of a Health Research Institute be approved as proposed.

Effective date: Immediately upon approval by Senate

Dr. Martha MacLeod, Chair of the School of Nursing, joined the Senate meeting by telephone to provide information regarding this proposal. A Senator expressed a number of concerns about the proposal, particularly that it had not been reviewed by the Senate Committee on First Nations and Aboriginal Peoples (SCFNAP). Dr. MacLeod responded that the proposal adheres to the UNBC policy for the establishment of research institutes, but agreed that, if required, it should be forwarded to SCFNAP. The Senator elaborated that, as a member of that Senate Committee, he would like to ask SCAPP and SCRGS not to review motions with aboriginal content before they are sent to SCFNAP.

Motion to refer:

Casperson / Hutchings

That motion S-201211.12 be referred to the Senate Committee on First Nations and Aboriginal Peoples, to report back to Senate as soon as possible.

CARRIED.

“For Information” Items:

SCRG201211.07

Changes to Course Title and Description — EDUC 609-3

Ryan

That the changes to the course title and description for EDUC 609-3 Aboriginal Learners: History, Culture, and Ways of Knowing, on pages 69 and 112 of the 2012/2013 graduate calendar, be approved as proposed.

Effective date: January 2013

CARRIED (consent agenda).

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

EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing This course explores the difficult history Aboriginal/Indigenous people have had with ~~w~~Western education. It also explores indigenous ways of knowing, contemporary education theory, and instructional practices in relation to the needs and resources of Aboriginal/Indigenous students in rural and urban northern communities. Students ~~will be~~ are encouraged to examine achievement data and to explore cultural assumptions around definitions of Aboriginal/Indigenous student success. Students ~~will~~ consider the cultural relevance of teaching ing resources, assessment tools, and school improvement interventions., issues of Aboriginal/Indigenous access, retention, and participation in education systems ~~will be~~ are emphasized, along with the need for rebuilding trust among education institutions and Aboriginal/Indigenous communities.

SCRG201211.08

Changes to Course Title and Description — EDUC 619-3

Ryan

That the changes to the course title and calendar description for EDUC 619-3 First Nations Counselling, on pages 69 and 112 of the 2012/2013 graduate calendar, be approved as follows

Effective date: January 2013

CARRIED (consent agenda).

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

EDUC 619-3 Counselling for Aboriginal/Indigenous Peoples This course ~~is an examination of~~ the place of counselling in the holistic context of Aboriginal/Indigenous approaches to health and healing. In particular, ~~the course will~~ it examines the counselling processes that are inherent in traditional healing practices such as the sweat lodge, concentric circle, talking circle and vision quest.

9.3 **Senate Committee on Scholarships and Bursaries**

Owen

“For Information” Items:

SCSB20120718.01

New Terms and Conditions — Gorton Family Lakeland Mills Relief Award

Ryan

That the new Terms and Conditions for the Gorton Family Lakeland Mills Relief Award be approved.

Effective date: January 2013

“For Approval” Items:**S-201211.13****Merger of SCAPP and SCRGs**

Dale

That, on the recommendation of the Steering Committee of Senate, Senate Committee on Academic Policy and Planning, and Senate Committee on Research and Graduate Studies, the Senate Handbook be revised to reflect the merger of two current Senate committees (*Senate Committee on Academic Policy and Planning* and *Senate Committee on Research and Graduate Studies*) into a new committee called the Senate Committee on Academic Affairs.

Effective date: April 1, 2013

The Registrar asked if Senators would be amenable to changing the effective date of this motion from January 1, 2013 to April 1, 2013. Doing so would allow more time for the logistical issues to be dealt with and also coincides with the start dates of new terms of office for Senate committee members. As there were no objections to this request, the effective date of this motion was changed to April 1, 2013.

CARRIED, with change of effective date from January 1, 2013 to April 1, 2013.

10.0 Other Business**10.1 Presentation — *Campus Master Plan*****Bray / Rennick**

Ms. Bray and Ms. Rennick delivered a presentation about the Campus Master Plan (attached to these minutes as “Appendix IV”) and responded to questions from Senators afterward.

During the presentation, the following motion was put:

Motion:

Casperson / Whitcombe

That the Senate meeting be extended past 5:30pm.

CARRIED.

10.2 Introduction of Free Block in Course Schedule

A Senator proposed that, in order to allow time for faculty meetings and other obligations, a free block be introduced into the schedule.

After a brief discussion, the following motion was put:

S-201211.13A:

Whitcombe / Ryan

That a free block be introduced in the course schedule.

The Provost suggested that the Registrar be provided with time to pull together some information in relation to this proposal.

Motion to postpone:

Dale / Ryan

That motion S-201211.13A be postponed based on implications for scheduling.

CARRIED.

It was suggested that this motion be brought back to the December Senate meeting and be incorporated into the discussion regarding the academic dates, if possible. The Registrar replied that there is a Scheduling Committee that should be involved in this discussion. Another Senator asked how many blocks would be required to make this initiative effective. It was noted that Senators can request that their courses not be scheduled during the Senate meeting, for instance, and the Senator providing that information added that not all faculty members may be aware of, or take advantage of, this convenience.

11.0 Information

The following documentation was provided to Senators for information.

11.1 External Review — Biochemistry and Molecular Biology

11.2 External Review — Psychology

12.0 S-201211.14

Move to In Camera Session

Casperson

That the meeting move In Camera.

CARRIED.

13.0 S-201211.18

Adjournment

Casperson

That the Senate meeting be adjourned.

CARRIED.

The meeting ended at 5:55 p.m.

APPENDIX I

**President's Report
Senate meeting of November 28, 2012
Prepared by Charlene Myers**

Dr. Iwama reported that he and Vice President van Adrichem were in Prince Rupert last week giving an update regarding UNBC, as the last in a series of presentations throughout the Regional District. It has been a useful exercise to update the community and also to hear what people in the region have to say. This is a dynamic time in the north, with billions of dollars in natural resource industry-related activity taking place in our region and approximately 1800 work camps being established. It behooves UNBC to be aware of this situation and take advantage of opportunities to engage in priorities in those areas. Activity like this affects the lives of people who live in these communities, such as employees, potential college instructors who decide to work rather than teach, and students who decide to work instead of going to school, and has many consequences. Dr. Iwama also visited the Alberta oil sands to get a sense of what futures UNBC might want to improve upon with regard to this escalating economic activity in the north.

In reporting about the Wood Innovation and Design Centre and potential engineering programs, Dr. Iwama indicated that the government had expressed previously that the Requests for Proposal might be decided upon in December; however, Dr. Iwama understands there might be some slight delays in moving the capital project along.

Dr. Iwama has been discussing, with industry, how UNBC can continue to be of service with regard to our engagement with bioenergy, our discussions about the importance of fresh food in the north, and other work the University does in society. The focus is on imagining our University more as an integrated model for our communities. These are the types of issues that have been discussed with our regional districts, in addition to providing people with updates on our sports activities and other happenings at the University.

Dr. Iwama encouraged people to attend an upcoming event at which the outcome of the Foundation Year pilot program would be reported upon. He added that the Department of Geography is launching a block teaching pilot and encouraged Senators to support this activity.

Dr. Iwama was in Ottawa during the last Senate meeting and reported that it was a successful trip. The meeting coincided with the annual fall meeting of the Association of Universities and Colleges of Canada (AUCC). AUCC had organized an event called "Day on the Hill" and Dr. Iwama and other university Presidents met with Members of Parliament. In addition, a delegation of Presidents of small universities met with Dr. Suzanne Fortier, President of the Natural Sciences and Engineering Research Council of Canada (NSERC). At this meeting, frank discussions were held regarding the changes in funding models that have resulted in lower funding success rates at smaller universities. During the trip to Ottawa, UNBC delegates also met with Members of Parliament. In addition, they combined meetings with other groups of government representatives. For example, when meeting with Aboriginal Affairs and Northern Development, they not only met with senior members of the bureaucracy, but also met with the Minister and Deputy Minister. Dr. Iwama reported that when the group talked about UNBC and what the university is doing and aspires to do, these people were very excited about the role the University is playing. They view it as more focused role and a role very appropriate to the economy, not only of British Columbia but of the country.

Dr. Iwama also met recently in Winnipeg with rectors (university Presidents) of the University of the Arctic. It was a good session and Canada is taking over the Chair of the Arctic Council next year. The new polar research station in the far north is in its design phase. It is a funded project that is going ahead and is a fabulous looking facility; two research ice-breakers are being renovated and that is only with regard to Canada's contribution. Other countries were talking about their advances and their agendas, not only to

research, but to navigate and explore for natural resources in this geographical area that is becoming more accessible to countries. The work will span everything from intergovernmental multinational negotiations and governance to resource extraction. In discussions with the representative from Greenland, Dr. Iwama learned that there are related resource development and employment issues which are happening not only here but in other northern communities. These factors justify our continued participation in the University of the Arctic, which, as the University gains experience, may find will be a fertile place for recruiting graduate and undergraduate students and hopefully where researchers may meet and work together more often. Dr. Iwama indicated that both this experience and the meetings with people in Ottawa validated to him what UNBC is doing right and deepened his commitment to coming back and enabling the success of the activities we are trying to accomplish, despite difficult financial and economic times.

Dr. Iwama returned to the comments he made at the beginning of his report, reiterating that UNBC and Prince George is in a very dynamic geographic area with regard to industrial activity. As a result, he hopes to increase revenues to the University as well as being frugal and wise about how University resources are spent. Dr. Iwama conveyed that there are great opportunities for UNBC, whether they be through continuing education or internationalization. He added that he was not only referring to international activities undertaken in traditional ways, but reminded Senators about the course in Gender and Women's Studies that is currently being taught in a videoconference classroom in conjunction with students at Gakushuin Women's College in Japan. That college wishes to offer two courses in Japanese and Culture to UNBC students next year. They also want to discuss with the Japan Tourist Bureau how we might expand our partnership with five or six other countries and universities. With these types of initiatives, Dr. Iwama suggested UNBC can internationalize in clever and innovative ways and therefore increase revenues to the University in non-traditional ways rather than remaining challenged by the simple model of just getting more students through the doors from BC and Canada. He added however, that attempting to recruit domestic students is necessary and something UNBC will continue to do, as will promotion of the University continue so that people can learn about UNBC and the activities in which the University is involved.

Dr. Iwama ended his report by stating that the early days of UNBC's involvement in Canadian Interuniversity Sport are exciting and positive. He told Senators about upcoming games and asked that they come out and support UNBC's Timberwolves.

Globe & Mail Canada's University Report - October 2012

- These results are based on mean scores from a survey of students. B⁺ = 7.0 to 7.4 / 9.0
- Different letters may not be significantly different due to small sample sizes.

Globe & Mail Student Survey

	2012	2011	2010	2009	2008
Student Satisfaction	A⁻	B ⁺	B ⁺	A ⁻	A ⁻
Research Opportunities	B⁺				
Quality of Teaching	A⁻	B ⁺	B ⁺	B ⁺	B ⁺
Faculty Interaction	A⁻	A ⁻	A ⁻	A ⁻	A ⁻
Teaching Style	B⁺				
Class Size	A	A	A ⁺	A ⁺	A ⁺
Registration Ease	A⁻	B	A ⁻	A	A

Globe & Mail Student Survey

	2012	2011	2010	2009	2008
Recreation & Athletics	A⁻	B ⁺	A ⁻	A	B
Buildings & Facilities	A⁺	B ⁺	B ⁺	A ⁻	B ⁺
Student Residences	B⁻	C ⁺	C	C ⁻	C ⁻
Satisfaction with Town/City	B⁻	C ⁺	C ⁺		
Libraries	A⁻	B ⁺	B ⁺	A ⁻	B ⁺
Information Technology	B⁺	B ⁺	B	B	B ⁺
Campus Atmosphere	A⁻	A ⁻	A ⁻	A	A ⁻
Career Preparation	B	B ⁻	B ⁻	B ⁻	C ⁺

Globe & Mail Student Survey

	2012	2011	2010	2009	2008
Academic Counselling	B				
Work-Play Balance	B				
Co-op Internships	C⁺				
Reputation with Employers	B⁺				

Maclean's – University Rankings

November 2012

	Category	Rank out of 22 (last year)
Students & Classes	Student Awards	3 (3)
	Student/Faculty Ratio	2 (2)
Faculty	Awards Per Full-Time Faculty	4 (3)
	Social Sciences & Humanities Grants	8 (3)
	Medical/Science Grants	7 (4)
Resources	Total Research Dollars	1 (6)
	Operating Budget	4 (6)

Maclean's – University Rankings

November 2012

	Category	Rank out of 22 (last year)
Student Services	Scholarships & Bursaries (% of Budget)	12 (14)
	Student Services (% of Budget)	6 (8)
Library	Expenses	6 (3)
	Acquisitions	2 (6)
	Holdings Per Student	17 (17)
Reputation	Reputational Survey (Best Overall)	7 (9)

Registrar's Report to Senate November 28, 2012

My report today focuses on three items.

At the August 2012 Quasi Committee of the Whole, I was asked to bring forward a breakdown of the distribution of our courses over an instructional week. I have provided an example within the Senate package of our September 2012 and January 2013 course distribution. As we've discussed before, our courses are relatively evenly distributed on Mondays through Thursdays, and Fridays are a little lighter. My recommendation is that we look at this information as part of our Academic Dates discussion later in the meeting.

With the departure of the Director of Student Success & International Operations and the Manager of Student Recruitment and Advising, the reporting structure of some units has been changed. The Student Recruitment, Student Advising, and Financial Aid & Awards units will now report through to the Registrar. Bill Owen and I will be holding forums in the upcoming months to elaborate further on other changes in reporting structure that will be occurring within the Student Success and Registrar's Office portfolios.

I would like to remind everyone that we are nearing two crucial dates for our Course Schedule Request forms for the 2013-2014 Academic Year and that we're nearing our final exam period. Course Schedule Request forms are due in the Office of the Registrar next week. In regard to final grades, please remember that it is the Registrar's expectation that grades will be reported within 72 hours of the completion of your final exam. I recognize that there are always expectations to this rule and ask that you please communicate with Heidi Lawson, Assistant Registrar, to let her know when we can expect your grades. Please note that the deadline to have your grades to us to ensure that they get out to students before the Holiday Break is December 19th at 9:00pm. If we don't receive them by then, some students may have an NGR reported, which can affect Academic Standing rules and prerequisites for courses in the January 2013 semester. Thank you to everyone for your diligence in getting grades to us in past terms, as we are receiving 99% of our grades on time. This is exceptional for a university!

Master Plan Update



Presentation to Senate
November 28, 2012

UNBC Master Planning Principles

Main Planning Principles:

1. Sustainability
2. Interconnectedness
3. Nature
4. Sense of Place



UNBC Design Principles

Main Design Principles:

1. Connector Systems
2. Building size, shape and character
3. Materials and color
4. Interaction spaces



UNBC Master Plan Update

- Master Plan had a major update in 2008, approved by the UNBC Board of Governors in March of that year
- Plan update began in 2011 due to:
 - Significant changes with Bio-Energy program
 - Need for landscape and exterior consideration
- Update received BOG approval in September 2012
- Next update will occur in 2015

UNBC Master Plan Update

- Each update requires consideration of related materials such as:
 - Five Year Capital Plan
 - Academic Plans
 - University Plan
 - Provincial Priorities

UNBC Master Plan Update

- There were minor changes to language and updates to campus maps
- Added Section 7: Landscaping
 - Objectives that align to Master Plan principle of Sustainability
 - Create pedestrian flow to reduce emphasis on “Ring Road” – “Campus Promenade”
 - Create an entrance to the University at University Way

UNBC Master Plan Update

- Implement planting practices that reduce watering and maintenance but remain aesthetically pleasing
- Strengthen our working relationship with DDBGS through collaboration and support of activities
- Trail systems identified in plan and need for development of standards
- Green space security and maintained natural spaces in future campus development



Future Recommendations

Suggested planning initiatives in the 5-10 year horizon:

- Wildfire Management Plan

- Construct Campus Promenade

- Review campus lighting

- Apply guidelines to Regional Campuses