UNBC | UNIVERSITY OF NORTHERN BRITISH COLUMBIA

BOARD OF GOVERNORS

<u>PUBLIC SESSION</u> AGENDA

Friday, September 17, 2021
ZOOM Videoconference Only
11:30 AM – 1:30 PM

Members – Vacant (Chancellor), Amanda Alexander, Kostas Bach, Allison Beswick, Darwyn Coxson, Joyce Henley, Michael Lo, Joel McKay, Geoff Payne, Michael Reed, Andrew Robinson – VICE-CHAIR, Paul Sanborn, Gregory Stewart, Catherine Wishart – CHAIR

1. **<u>Acknowledgement of Territory</u>**

2. **<u>Chair's Remarks</u>**
- Declarations of Conflict
- Correspondence Received

3. **<u>Approval of Agenda</u>**

That, the Agenda for the Public Session of the September 17, 2021 meeting of the Board of Governors be approved as presented.

4. **<u>Approval of Minutes</u>**

a. **Public Session Minutes of June 19, 2021** – **page 4**
That, the Public Session Minutes of the June 19, 2021 meeting of the Board of Governors be approved as presented.
b. **Public Session Minutes of July 13, 2021** – **page 9**
That, the Public Session Minutes of the July 13, 2021 electronic meeting of the Board of Governors be approved as presented.
c. **Public Session Minutes of September 3, 2021** – **page 11**
That, the Public Session Minutes of the September 3, 2021 electronic meeting of the Board of Governors be approved as presented.

5. **<u>Business Arising from Previous Public Session Minutes</u>**

None

6. **<u>Presentation – Students and Research</u>** – K. Lewis

7. **<u>Reports of Committees and Related Motions</u>**

(i) **<u>Audit and Risk Committee</u>** – G. Stewart, Chair

a. *Financial Information Act* **Report** – C. Smith / R. Somani – **page 14**
That, on the recommendation of the Audit and Risk Committee, the Board of Governors approves the Financial Information Act Report to March 31, 2021, as presented.

(ii) **Executive Committee** – C. Wishart, Chair

    a. **Standardization for Vice Presidents Professional Development Funds** – G. Payne – **page 33**
That, on the recommendation of the Executive Committee, the Board of Governors approves the proposed Standardization for Vice Presidents Professional Development Funds as submitted.

(iii) **Finance and Investment Committee** – A. Beswick, Chair

    a. **Agreements, Scholarships, Bursaries and Awards** – M. Dale – **page 34**
That, on the recommendation of the Finance and Investment Committee, the Board of Governors approves the agreements, scholarships, bursaries and awards as recommended and approved by the UNBC Senate, for the period of June 2021 to August 2021, as presented.

    b. **Five Year Capital Plan** – R. Somani – **page 41**
That, on the recommendation of the Finance and Investment Committee, the Board of Governors approves the 2022/23 to 2026/27 Five Year Capital Plan for the University of Northern British Columbia, as presented.

- Received revised Human Resources organizing framework
- Received quarterly financial reports

8. Board Motions

    a. **President Search Committee Process** – C. Wishart
That, the Board of Governors requests to the search committee that the final short-listed candidate(s) will make public presentation(s) to the university community with subsequent opportunities for feedback from the university community to the search committee.

    b. **Memorandum of Understanding – UNBC and University of Central Asia** – M. Dale – **page 60**
That, the Board of Governors approves the Memorandum of Understanding between University of Northern British Columbia and University of Central Asia, as recommended and approved by the UNBC Senate.

    c. **Changes to the Master of Education Degree Program – Multidisciplinary Leadership Specialization and Special Education Specialization** – M. Dale – **page 134**
That, the Board of Governors approves the changes to UNBC's Master of Education Multidisciplinary Leadership Specialization and Master of Education Special Education Specialization.

9. Mandatory and Standing Reports - Public Session

    a. **Report of the Interim President – G. Payne**

- Regular Report – **page 224**
- COVID-19 – Update (verbal)
- Senate Update (verbal)

    b. **Public Reports of the Vice-Presidents, written**

- Interim Provost and Vice-President Academic – M. Dale – **page 231**
- Vice-President, Finance and Administration – R. Somani – **page 237**
- Acting Vice-President, Research and Innovation – K. Lewis – **page 252**

10.   **Other Business**
    a.   Chancellor Search – Letter from the President – G. Payne – **page 256**
    b.   Schedule of Upcoming UNBC Events

11.   **Adjournment**

BOARD OF GOVERNORS – PUBLIC SESSION
Approved for Submission:

Catherine Wishart
UNBC Board Chair

UNBC *UNIVERSITY OF NORTHERN BRITISH COLUMBIA*

BOARD OF GOVERNORS

Agenda Item:	7(i)a. *Financial Information Act* Report – C. Smith / R. Somani
Material:	1. *Financial Information Act* Report
Motion:	*That, on the recommendation of the Audit and Risk Committee, the Board of Governors approves the Financial Information Act Report to March 31, 2021 as presented.*

UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Financial Information Act
Financial Information Regulation, Schedule 1
Statement of Financial Information

The following information is prepared for the year ending March 31, 2021, as required under the provincial *Financial Information Act* and related *Financial Information Regulation*

The attached schedules are an excerpt from the complete report so pages are numbered 24 through 40. Pages 1 – 23 are reserved for the audited financial statements approved at the May 27, 2021 meeting of the Board of Governors

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF CAPITAL DEBT OUTSTANDING
AS AT MARCH 31, 2021

Schedule of Debts (FIR Schedule 1 Section 1(1)(c)

The University of Northern British Columbia has no outstanding debt.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS
AS AT MARCH 31, 2021

List of financial guarantee and indemnity agreements in force which required government approval prior to being given under the Financial Administration Act Guarantees and Indemnities Regulations (BC Reg 258/87):

INDEMNITEE	ISSUANCE NUMBER
Northern Lights College	202111547
George Brown College of Applied Arts and Technology	202111550
Her Majesty The Queen In Right Of The Province Of British Columbia, As Represented By The Minister Of Forests, Lands, Natural Resource Operations & Rural Development	202111570
Northern Development Initiative Trust	202111606
First Nations Health Authority	202111685
TeamDynamix Solutions LLC	202111737
Her Majesty the Queen in Right of the Province of British Columbia	202111757
McLeod Lake MacKenzie Community Forest Limited Partnership	202111809
The Government of the Northwest Territories as represented by the Minister of Environment and Natural Resources	202111821
Her Majesty the Queen in Right of Canada, as represented by the Minister of Indigenous Services	202111822
Open Text Inc.	202111859
salesforce.com Canada Corporation, a Nova Scotia Corporation	202111879
TargetX.com LLC	202111902
Her Majesty the Queen in Right of Canada Represented by the Regional Deputy Commissioner, Correctional Services of Canada	202111946
Colleges and Institutes Canada	202111958
Northern Sport Centre Limited	202111998
ACTUA and Her Majesty the Queen in Right of Canada, as represented by the Minister of Industry	202112073
Her Majesty the Queen in Right of Canada, represented by the Minister of Natural Resources	202112081
ACTUA	202112085
Northern Health Authority	202112107
Wildlife Conservation Society	202112138
Spo7ez Cultural Centre and Community Society	202112222
Her Majesty the Queen in Right of Canada, represented by the Minister of Indigenous Services	202112254
Nova Gas Transmission Ltd.	202112260
Translational Life Science	202112268
British Columbia Investment Agriculture Foundation	202112275
Young Men's Christian Association of Northern BC (YMCA)	202112351
Workers' Compensation Board	202112425
Tsilhqot'in National Government	202112500
Her Majesty the Queen in Right of Canada as represented by the Minister of Environment for the purpose of the Parks Canada Agency	202112553
Government of Canada	202112575
University of Waterloo	202112597
Lakehead University	202112599
Ballard Power Systems Inc.	202112663
Mediaplanet Publishing House, Inc.	202112696
Virginia Polytechnic Institute and State University (Virginia Tech)	202112730
Her Majesty The Queen In Right Of The Province Of British Columbia, Represented By The Minister Of Forests, Lands, Natural Resource Operations And Rural Development	202112799
University of British Columbia	202112821

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
BOARD OF GOVERNORS
FOR THE YEAR ENDED MARCH 31, 2021

Name	Type of Appointment	Member at March 31	Expenses
Dr. Geoffrey Payne	Interim President and Vice Chancellor	YES	-
Allison Beswick	Order-in-Council, Alumni	YES	-
Dr. Darwyn Coxson	Elected, Faculty Representative	YES	-
Joyce Henley	Elected, Staff Representative	YES	-
Furqana Khan	Elected, Graduate Student Representative	YES	-
Joel McKay	Order-in-Council	YES	-
Michael Reed	Order-in-Council, Alumni	YES	-
Andrew Robinson	Order-in-Council	YES	-
Dr. Paul Sanborn	Elected, Faculty Representative	YES	-
Garfield Staats	Elected, Undergraduate Student Representative	YES	-
Greg Stewart	Order-in-Council	YES	-
Catherine Wishart	Order-in-Council	YES	-
Mark Barnes	Elected, Staff Representative	NO	-
Aaron Ekman	Order-in-Council	NO	-
Joseph Gosnell	Chancellor	NO	-
Kapaldev Manhas	Order-in-Council	NO	-
C.E. Lee Ongman	Order-in-Council	NO	-
Dr. Kerry Reimer	Elected, Faculty Representative	NO	-
Barbara Ward-Burkitt	Order-in-Council	NO	-

Board members receive no remuneration. Applicable travel expenses are reimbursed
by the University. Employee travel expenses are reflected on the remuneration schedule.

Employee Name	Position	Total Remuneration	Total Expenses
Ali, Khawaja Faran	Assist Prof - GEOG/EENG	95,245.64	743.88
Anderson, R. Scott	Maintenance Asst Locksmith	76,698.28	4,573.52
Andrews, Nathan	Assist Prof - INTS	78,148.57	674.47
Annear, Robert	University Registrar	123,287.13	3,129.32
Aravind, Alex	Professor - CPSC	115,108.54	0.00
Atkinson, Donna	NCCIH/AAN Research Manager	90,709.50	181.52
Baerwald, Erin	Assist Prof - ESM(FSTY)	75,709.62	609.64
Bahr, Melinda	Manager NW Campus Liaison/Ops	82,270.30	982.22
Bai, Ping	Sr Lab Instructor - GIS	89,453.04	0.00
Bankole, Julius	Lecturer - BUSM	113,230.13	24.99
Banner-Lukaris, Davina	Assoc Prof - NURS	114,638.85	5,240.24
Barnes, Mark	Director Research & Innovation	100,337.65	1,784.59
Barton, Sylvia	Chair - Nursing	151,979.30	1,635.91
Bast, David	Facilities Services Supervisor	82,787.86	0.00
Beaumont, Sherry	Professor - PSYC	122,372.87	84.38
Beeler, Karin	Chair - English	127,609.13	366.53
Best, Beverly	Mgr Aboriginal Stdt Engagement	95,860.13	93.69
Beveridge, Erin	Sr Lab Instructor - CSAM	89,369.28	0.00
Bhullar, Amarjit	Assist Prof - ECON	81,374.73	0.00
Bidgood, Bruce	Assoc Prof - SOCW	115,277.87	2,759.27
Binnema, Theodore	Professor - HIST	122,216.77	902.37
Bird, Ranjana	Professor - HLSC	167,984.49	0.00
Blair, Jenia	Sr Lab Instructor - ESM(BIOL)	94,660.80	1,090.88
Booth, Annie	Professor - ENVA	128,293.07	846.93
Borgia, Christopher	Assistant Chief Engineer	95,854.12	0.00
Bouchard, Michel	Professor - ANTH	122,698.38	718.57
Bowen, Jean	Learning Specialist - Sci/Math	113,090.39	106.00
Bowles, Paul	Professor - ECON/INTS	151,955.37	210.00
Bradshaw, Charles	Analytical Lab Specialist NALS	99,778.94	0.00
Brookhart, Anika	Sr Lab Instructor - NURS	82,679.22	720.24
Brown, Darren	Assist Prof - BUSM	129,674.67	227.22
Bryan, Heather	Assist Prof - ESM (BIOL)	78,479.68	2,855.16
Budde, Robert	Professor - ENGL	128,476.82	1.93
Burke, Leslie	Purchasing Agent Level III	94,112.96	0.00
Burke, Susan	Assoc Prof - SOCW	136,676.65	1,089.82
Burton, Philip	Professor - ESM-FSTY (RO)	126,002.45	3,671.66
Caldwell, Megan	Director of Educ. Initiatives	82,684.92	0.00
Callaghan, Russell	Professor - NMP	132,252.11	61.80
Carter, Deborah	Sr Lab Instructor - NURS	85,533.15	0.00
Casperson, David	Assoc Prof - CPSC	98,837.62	0.00
Chen, Jing	Assist Prof - BUSM	148,280.56	0.00
Chen, Liang	Professor - CPSC	149,979.19	1,225.39
Chew, William	Treasury Services Manager	89,562.01	2,264.25
Choi, Sungchul	Chair - School of Business	184,443.23	417.02
Chun, Wootae	Assist Prof - BUSM	142,326.01	316.50
Claus, David	Director Facilities/Capital Pl	125,411.88	3,750.03
Connell, David	Assoc Prof - ESM	108,169.37	1,801.46
Constantin, Alina	Sr Lab Instructor - NMP	89,453.04	29.98
Costello, Bridget	Lecturer - PHYS	80,072.85	0.00
Coxson, Darwyn	Professor - ESM(BIOL)	137,337.61	1,328.02
Cuthbertson, Mike	Lecturer - BUSM	126,781.31	990.66
Dale, Mark	Interim Provost & VP Academic	212,732.05	0.00
Dawson, Jennifer	Senior HR Consultant	78,781.97	3,582.16
Dawson, Russell	Professor - ESM(BIOL)	123,071.89	629.11
de Leeuw, Sarah	Professor - NMP/HLSC	162,364.09	1,660.75
Deo, Balbinder	Assoc Prof - BUSM	157,101.74	20.00

Remuneration includes any form of salaries or wages paid to the employee during the period.
It also includes benefits such as life insurance, medical and tuition waiver.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2021

Employee Name	Position	Total Remuneration	Total Expenses
Dery, Stephen	Professor - ENSC	129,772.07	3,735.26
DeWiel, Boris	Assoc Prof - POLS	115,709.01	0.00
Dewijn, Katherine	Patient Program Supervisor	82,271.00	1,087.90
Dickson, Lisa	Professor - ENGL	103,246.15	0.00
Dobrowolski, Edward	Assist Prof - MATH	83,643.43	0.00
Dodenberg, Heidi	Sr Lab Instructor - NURS	85,511.02	664.08
Doucette, Danika	Energy Manager	76,239.58	894.45
Duchesne, Annie	Assist Prof - PSYC	85,892.37	0.00
Duong, Ann	NALS Quality Assurance Officer	75,612.70	0.00
El Smaily, Mohammad	Assoc Prof - MATH	106,996.65	0.00
Elkin, Che	Assoc Prof - ESM(FSTY)	99,690.51	333.56
Elliott, Sarah	Director, Safety and Security	125,201.36	1,150.65
Empey, Heather	Acquis/Collec & Info Librarian	105,232.95	0.00
Erasmus, Daniel	Sr Lab Instructor - BIOCHEM	97,264.77	433.31
Evens, Evelyn	Contract Specialist	82,588.02	513.23
Fadock, Kaila	Sr Lab Instructor - CHEM	82,869.04	0.00
Fondahl, Gail	Professor - GEOG	140,025.22	175.31
Foo, Richard	Manager - Int Student Recruit.	77,604.56	1,018.06
Fraser, Tina	Chair - Education	114,891.78	0.00
Fredeen, Art	Professor - ESM(FSTY)	116,497.65	140.00
Fredj, Karima	Assoc Prof - ECON	99,397.49	0.00
Freeman, Shannon	Assoc Prof - NURS	108,648.60	1,680.89
Freylejer, Leandro	Assist Prof - ECON	82,562.21	0.00
Fu, Chengbo	Assist Prof - BUSM	135,126.93	2,081.23
Fung, Samuel	Student Advisor	77,659.15	25.00
Furber, Kendra	Assist Prof - NMP	79,060.95	3,555.43
Fuson, Trevor	Chief Information Officer	124,034.32	1,829.39
Fyfe, Trina	Librarian Northern Health Scie	114,526.26	2,911.06
Ge, Xin	Assoc Prof - BUSM	158,837.48	24.99
Gehloff, Maik	Acting Chair - Engineering	104,302.80	20.34
Gingerich, Andrea	Assist Prof - NMP	86,906.81	1,492.86
Goetzinger, Richard	Maintenance & Proj Supervisor	87,189.72	191.64
Gorrell, Andrea	Assoc Prof - BIOCHEM	110,008.41	0.00
Gray, Sarah	Assoc Prof - NMP	179,682.49	503.36
Green, Scott	Assoc Prof - ESM(FSTY)	102,028.69	1,681.12
Greenwood, Margo	Professor - FNST	136,425.82	4,507.05
Groulx, Mark	Assoc Prof - ENPL	89,452.89	912.95
Guest, Kristen	Professor - ENGL	111,448.20	0.00
Hagiwara, Ami	Lecturer - INTS	83,737.91	0.00
Halseth, Greg	Professor - GEOG	149,887.29	960.71
Hamelin, Twylla	Administrative Director NMP	103,857.56	870.94
Hamieh, Alia	Assist Prof - MATH	83,746.82	402.28
Hanlon, Neil	Professor - GEOG	116,064.97	271.96
Hansen, June	Human Resources Advisor	82,233.34	1,375.94
Hanson, Clayton	Manager Client Services	86,285.32	1,389.59
Hanson, Samuel	Assist Prof - CHEM	78,953.94	131.65
Hanson, Sarah	Instructor - NURS	78,473.48	1,313.30
Haque, Waqar	A/Chair - Computer Science	190,503.65	653.61
Harder, Henry	VP Indigenous Initiatives	124,260.41	0.00
Harris, Robinson	Assoc Prof - HLSC	99,107.35	0.00
Hartley, Ian	Interim Dean of CSAM	129,729.58	2,313.75
Hartley, Mary	Research Ethics Officer	76,317.10	1,302.18
Haslett, Lisa	Director Business Svs / CS	112,211.86	262.23
Helle, Steve	Assoc Prof - EENG	122,499.51	457.42
Hellyer, Stephanie	Instructor - GEOG	98,652.20	0.00
Hemingway, Dawn	Assoc Prof - SOCW	120,469.25	1,036.00

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UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2021

Employee Name	Position	Total Remuneration	Total Expenses
Herbert, Patrick	Manager Enterprise Systems	85,907.01	175.98
Hernandez-Read, Erica	Int Head, Arch & Spec Collect	86,005.59	2,478.82
Ho Younghusband, Alice	Assist Prof - EDUC	82,934.34	0.00
Holler, Jacqueline	Chair - International Studies	132,401.26	1,373.56
Horne, Dee	Professor - ENGL	122,164.97	0.00
Howard, Julie	Sr Lab Instructor - PSYC	89,453.04	0.00
Howitt, Kellie	Senior Project Consultant	77,268.28	714.49
Huber, Dezene	Professor - ESM(FSTY)	114,772.15	585.18
Hutchings, Kevin	Professor - ENGL	114,330.01	721.53
Huynh, Ngoc	Sr Lab Instructor - NURS	75,914.53	1,759.71
Hyndman, Jennifer	Chair - Mathematics	96,362.55	0.00
Ingram, Christina	Access Coordinator	81,319.21	2,535.27
Iqbal, MD Asif	Assist Prof - IENG	99,090.52	2,239.83
Jackson, Christine	Sr Lab Instructor - GEOG	89,453.04	134.75
Jackson, Peter	Interim Dean, Faculty of Envir	129,606.60	339.04
Jensen, Erik	Professor - PHYS	177,012.11	0.00
Jiang, Fan	Assist Prof - CPSC	105,910.94	2,121.21
Johnson, Christopher	Professor - ESM(FSTY)	119,198.47	1,168.76
Jones, George	Sr Lab Instructor - PHYS	94,662.63	0.00
Jordan, Todd	Head Coach - Mens Basketball	75,397.63	1,091.87
Kaiser, Amelia	Director Student Affairs	102,688.60	1,084.43
Kaminska, Malgorzata	Assist Prof - NMP	111,333.63	920.41
Kazemian, Hossein	Sr Lab Instructor - NALS	100,692.72	960.87
Kearns, Anne	Counselling Coordinator	75,449.30	553.41
Keeler, Gwen	Sr Lab Instructor - NURS	92,385.01	1,125.17
Keen, Kevin	Professor - MATH	114,772.15	0.00
Kinsley, Sean	Sr Financial Analyst	86,343.09	218.21
Kitchenham, Andrew	Professor - EDUC	156,680.50	665.00
Klassen-Ross, Tammy	Assist Prof - HLSC	107,671.76	0.00
Korkmaz, Elie	Professor - PHYS	138,880.70	766.34
Kranz, Allan	Sr Lab Instructor - CPSC	88,858.03	0.00
Kubert, David	Chief Info Security Officer	82,635.98	0.00
Kumar, Pranesh	Professor - MATH	104,604.20	0.00
Kuo, Kuo-Hsing	Assoc Prof - NMP	106,805.97	0.00
Lacharite, Jason	Assist Prof - INTS	117,249.32	0.00
Langille, Craig	Manager Northern Sport Ctr	75,403.33	120.70
Lee, Chow	Professor - CHEM	121,335.81	962.64
Lewis, Kathy	Acting VP Research & Innovation	178,497.10	1,199.01
Li, Han	Professor - PSYC	120,554.71	0.00
Li, Jianbing	Professor - EENG	140,905.61	1,687.01
Lindsay, Ian	Director of Development	110,362.22	1,565.36
Linklater, Natalie	Sr Lab Instructor - EENG	86,231.66	2,476.22
Lucarelli, Arleta	Acting Director - HR	100,854.60	1,231.35
Lukawitski, Natascha	Lecturer - BUSM	102,559.04	24.99
MacLeod, Martha	Professor - NURS/COMH	183,011.47	1,188.47
MacPhail, Fiona	Professor - ECON	113,084.12	444.21
Mandy, Margot	Professor - CHEM	120,533.61	0.00
Margolin, Indrani	Assoc Prof - SOCW	97,217.24	967.71
Martins, Eduardo	Assist Prof - ESM(FSTY)	81,283.99	0.00
Matheson, Heath	Assist Prof - PSYC	87,906.60	384.36
Mattfeld, Monica	Assist Prof - ENGL/HIST	78,958.54	0.00
Maurice, Sean	Sr Lab Instructor - NMP	136,867.14	1,182.65
Maxam, Phillip	Mechanical Sys & Controls Tech	83,302.56	308.00
McAloney, Richard	Director - CTAAN	93,113.00	0.00
McCabe, Kealin	Librarian Research/Learning Sv	88,830.76	2,346.47
McCannon, Jason	Assistant Director Facilities	92,013.51	416.76

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UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2021

Employee Name	Position	Total Remuneration	Total Expenses
McClaskey, Matthew	Counsellor	76,176.85	707.26
McGill, William	Professor - ESM(FSTY)	199,291.84	1,163.03
McIntyre, Tracey	Sr Financial Analyst	80,846.80	0.00
McKenzie, Shelley	Director Health & Wellbeing	100,329.26	2,077.47
Meletis, Zoe	Assoc Prof - GEOG	99,264.27	54.06
Menounos, Brian	Professor - GEOG	144,380.01	2,462.13
Migabo, Saphida	Sr Lab Instructor - ESM(BIOL)	89,453.04	47.84
Mitchell Nielsen, Jill	Manager Graduate Programs	90,042.38	2,176.56
Monu, Kafui	Assist Prof - BUSM	146,791.94	450.00
Morris, Jason	Lecturer - POLS	119,176.81	330.00
Morris, Marleen	Associate Director - CDI	140,689.64	1,925.73
Mullins, Philip	Assoc Prof - ORTM	90,972.46	0.00
Murdoch, Loralyn	Director Athletics/Recreation	91,053.70	859.29
Murphy, Michael	Chair - Political Science	124,754.18	215.82
Murphy, Sharon Leanne	Manager Financial Svs/Systems	107,000.32	3,229.21
Murray, Brent	Assoc Prof - ESM(BIOL)	109,178.01	297.93
Niebergall, Michelle	Payroll Services Coordinator	93,200.51	2,094.96
Nolin, Catherine	Chair - GEOG	118,449.40	470.84
Olsen, Aaron	Mgr Operations/Compliance/Svs	86,876.49	0.00
O'Neill, Linda	Assoc Prof - PSYC	119,107.20	0.00
Opio, Christopher	Professor - ESM(FSTY)	121,411.63	0.00
Oster, Michelle	Research Manager	82,688.80	1,085.21
Otter, Ken	A/Chair - Ecosystem Sci & Mgt	123,970.50	391.24
Owen, William	Interim Dean of CASHS	120,307.59	36.31
Owens, Philip	Professor - ENSC	136,842.83	792.36
Parkes, Margot	Professor - HLSC/NMP	99,723.54	1,497.94
Parshotam, Umesh	Sr Lab Instructor - CHEM	93,593.04	252.09
Patenaude, Bernadette	Director - Integrated Planning	121,884.30	19.14
Payne, Geoffrey	Interim President & Vice Chancellor	287,120.50	0.00
Pearce, Tristan	Assoc Prof - INTS	110,055.54	1,496.91
Pearson, Tammy	Assist Prof - SOCW	96,251.68	379.00
Pelletier, Chelsea	Assoc Prof - HLSC	86,311.19	475.00
Peters, Heather	Assoc Prof - SOCW (RO)	115,367.21	0.00
Petersen, Bjorn	Mgr International Operations	79,876.89	7,073.62
Petticrew, Ellen	Professor - GEOG	141,492.55	0.00
Pierce, Joanna	Chair - Social Work	110,997.74	670.00
Poirier, Lisa	Assoc Prof - ESM(BIOL)	100,020.04	442.78
Popovic, Peter	Electrician	82,745.60	0.00
Potter, Grant	Sr Lab Instructor - E-Learning	99,940.20	597.00
Rader, Stephen	Professor - CHEM	124,874.89	1,262.53
Rahemtulla, Farid	Assist Prof - ANTH	92,593.76	323.31
Raposo, Jim	Solutions Architect	78,517.09	0.00
Rea, Roy	Sr Lab Instructor - ESM (FSTY)	96,785.94	2,329.23
Read, Kimberly	Associate Registrar Record/Sys	94,312.83	0.00
Reid, Matthew	Acting Chair - Physics	118,281.51	0.00
Reimer, Kerry	Professor - CHEM	99,989.31	0.00
Roberts, Deborah	Dean, Science and Engineering	87,482.22	6,059.72
Roberts, Kerry	Director Human Resources	98,180.35	3,907.60
Roldan-Flores, Leonel	Director International Educ	120,395.16	1,621.78
Romanets, Maryna	Professor - ENGL/WMST	113,867.63	0.00
Rushton, Anne	Sr Exec Administrator-Pres	76,666.07	0.00
Rutherford, P Michael	Professor - ENSC	100,749.73	892.03
Ryan, Daniel	Assoc Prof - MATH	223,886.24	1,447.12
Safaei Boroojeny, Jalil	Chair - Economics	132,888.55	0.00
Sanborn, Paul	Assoc Prof - ESM(FSTY)	98,608.51	1,767.79
Sanders, Caroline	Assoc Prof - NURS	128,193.54	1,846.44

Remuneration includes any form of salaries or wages paid to the employee during the period.
It also includes benefits such as life insurance, medical and tuition waiver.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2021

Employee Name	Position	Total Remuneration	Total Expenses
Schiller, Catharine-Joanne	Assist Prof - NURS	108,217.07	2,236.92
Schlesinger, Brenda	Manager Ancillary Projects	78,772.36	7,894.11
Schorcht, Blanca	Assoc Prof - ENGL	106,115.96	0.00
Schretlen, Kevin	Manager IT Infrastructure	96,080.26	763.44
Schwenger, Eric	Manager SC Campus Liaison/Ops	75,247.38	9,054.61
Scott, Laurence	Lecturer - BUSM	111,604.46	0.00
Shchepotkin, Sergey	Head Coach - Womens Basketball	75,298.46	460.85
Shea, Joseph	Assist Prof - GEOG	84,444.54	1,640.82
Sherry, John	Assist Prof - PSYC	87,465.97	0.00
Shrimpton, Mark	Professor - ESM(BIOL)	122,682.12	0.00
Shubair, Mamdouh	Assoc Prof - HLSC	105,181.87	644.63
Siakaluk, Paul	Chair - Psychology	140,043.23	0.00
Simpson, Andrew	Chief Engineer	88,483.47	51.48
Sims, Daniel	Chair - First Nations	75,505.84	14,313.31
Sivertsen, David	Systems Administrator	76,086.12	506.86
Slater, Mardeana	Manager Retail Services	79,091.54	0.00
Smereka, Darcy	Associate Registrar Enrolment	93,400.54	1,091.15
Smith, Angele	Chair - Anthropology	108,496.17	57.26
Smith, Colleen	AVP - Financial Services	197,301.64	4,524.35
Smith, Heather	Professor - INTS	117,968.96	0.00
Smith, Trevor	Sr Acad Budget/Plng Officer	119,322.43	54.85
Somani, Rahim	VP Finance & Administration	82,714.07	37,245.70
Sommerfeld, Elizabeth	Interim Director CTLT	98,641.77	2,258.33
Stark, Dennis	Director Student Recruitment	96,972.64	1,108.25
Sui, Jueyi	Professor - EENG	118,636.35	1,213.62
Swainger, Jonathan	Professor - HIST	105,649.95	2,199.10
Tang, Youmin	Professor - ENSC	114,331.61	3,757.78
Tannert, Thomas	BC Chair - IENG	162,119.14	2,215.78
Thring, Ronald	Professor - EENG	153,125.03	0.00
Transken, Si	Assoc Prof - SOCW	118,730.40	0.00
Tribe, Timothy	VP University Advancement	210,874.67	0.00
Tripp, Lianne	Assist Prof - ANTH	86,734.40	0.00
Trujillo, Maria	Student Career Ctr Coord	92,426.44	425.68
Turner, Nicoline	Learning Specialist - Writing	78,413.35	274.54
Usman, Lantana	Assoc Prof - EDUC	110,782.50	0.00
Van Pelt, Linda	Assist Prof - NURS	126,142.60	0.00
Veitch, Conan	Systems Administrator I	84,550.87	0.00
Venter, Oscar	Assoc Prof - ESM(FSTY)	108,669.37	5,026.89
Wagner, Shannon	Dean, Human & Health Science	173,147.46	2,155.24
Wallace, Cheryl	MBA Program Director	93,496.56	0.00
Weeks, Daniel	Special Advisor	289,075.52	14,295.47
Wessell Lightfoot, Dana	Chair - History	119,073.57	515.29
Whalen, Catherine	Assoc Prof - EDUC	85,952.53	44.92
Wheate, Roger	Professor - GEOG	117,348.69	0.00
Whitcombe, Todd	Chair - CHEM/ENSC/EENG	126,060.01	344.61
Wiebe, Robert	Shift Engineer	77,296.34	0.00
Wilson, Erin	Assist Prof - NURS	118,563.99	1,453.52
Wilson, Gary	Professor - POLS	102,878.04	462.65
Wimmers, Guido	Assoc Prof - IENG	147,966.77	2,576.57
Wimmers-Klick, Julia	Senior Lab Instructor III NMP	112,578.01	29.98
Winwood, Paul	Associate Vice President NMP	225,416.68	0.00
Wood, Lisa	Assist Prof - ESM(BIOL)	86,807.28	2,860.43
Wood, Matthew	Director Communications & Mktg	105,655.70	791.30
Wrath, Kathleen	Sr Lab Instructor - NURS	79,984.54	1,085.20
Wright, Pamela	Assoc Prof - ORTM	119,599.33	261.73
Zhao, Zhe	Shift Engineer	77,268.77	0.00
Zhou, Jianhui	Assist Prof - IENG	96,408.99	0.00

Remuneration includes any form of salaries or wages paid to the employee during the period.
It also includes benefits such as life insurance, medical and tuition waiver.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2021

Employee Name	Position	Total Remuneration	Total Expenses
Total remuneration > $75,000		31,024,187.00	319,072.01
Total remuneration < $75,000		30,822,641.22	340,842.73
Total remuneration		61,846,828.22	659,914.74

Total remuneration does not equal salaries and benefits in the financial statements as it does not include the employer's payments for non-taxable benefits, CPP, EI or WCB. There are also differences that arise as the University of Northern British Columbia uses accrual accounting. Total remuneration does not include payments made with respect to severance agreements.

Remuneration includes any form of salaries or wages paid to the employee during the period.
It also includes benefits such as life insurance, medical and tuition waiver.

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UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYER CONTRIBUTIONS
FOR THE YEAR ENDED MARCH 31, 2021

Employment Insurance Contributions	828,870.18
Canada Pension Contributions	2,092,030.38
Total Contributions to Receiver General of Canada	2,920,900.56

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
STATEMENT OF SEVERANCE AGREEMENTS
FOR THE YEAR ENDED MARCH 31, 2021

There were 6 severance agreements under which payment commenced between the University of Northern British Columbia and its non-unionized employees during fiscal year 2020/2021.

These agreements represent from 2 to 11 months of compensation.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENTS FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2021

Vendor Name	Total Payment
1223184 B.C. Ltd.	72,292.50
2545755 Ontario Inc o/aThorCan Construction and Refractories	52,624.85
Accelerated Sport & Spine Physiotherapy	32,953.69
Acme Parking Lot Maintenance Ltd	44,715.30
Acquia Inc.	60,000.00
Acro Media Inc.	103,477.50
Agilent Technologies Canada Inc.	34,363.09
Aleza Lake Research Forest Society	53,769.23
All Points Fire Protection Ltd.	99,495.60
All Pro Plumbing and Heating Inc.	77,554.46
All West Glass Ltd.	120,160.39
Alliance Scientific Inc.	35,616.00
Allrite Heating and Ventilation	87,206.52
Amylia Capital Corp.	163,912.50
Andre's Electronic Experts	25,392.82
Applanix Corporation	45,189.87
Apple Canada Inc.	132,774.65
Ascentech Solutions Inc	48,026.88
Atlas Medic Inc.	33,420.80
AVI-SPL Canada Ltd.	67,150.53
AYVA Educational Solutions Limited	65,276.96
Barry Wong Copy Services Ltd	71,671.32
Bartle & Gibson Co. Ltd.	35,410.14
BC Academic Health Science Network	1,885,098.00
BC Cancer Agency	108,617.70
BC Hydro	973,252.04
BCNET	758,791.44
Besserer, Floyd	43,312.50
BGE Indoor Air Quality Solutions Ltd.	30,747.03
Bio-Rad Laboratories (Canada) Ltd.	134,451.94
Blackbaud Canada	72,865.94
Blackboard Inc	59,706.82
BMO MasterCard (Employee Procurement Cards)	1,743,375.21
Boyden Vancouver, Inc.	89,585.16
Brookfield	101,913.14
Burgundy Asset Management	142,137.00
Calstone Inc.	118,404.22
Canada Post Corporation	48,919.05
Canada West Universities Athletic Association	29,927.35
Canadian Institutes of Health Research (CIHR)	40,883.00
Canadian Research Knowledge Network	1,050,033.99
Cardon Rehabilitation & Medical Equipment	45,653.24
Carrier Sekani Family Services	115,000.00
Cascades Recovery+	30,480.25
Cengage Canada	77,190.54
Central Interior Native Health Society	41,274.50
Charter Telecom Inc.	107,158.99

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENTS FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2021

Vendor Name	Total Payment
Chinook Scaffold Systems Ltd	33,912.83
Cision Canada Inc.	32,661.59
City of Prince George	336,685.50
Coast Mountain College	26,641.50
Coast Mountains Board of Education School District 82	26,695.90
College of New Caledonia	179,290.10
Compass Group Canada Ltd.	172,106.32
Compugen Inc.	240,421.49
Controlled Environments Ltd	222,307.07
COPPUL	32,937.76
Corporate Express Canada Inc.	35,748.27
Council of Prairie and Pacific University Libraries	240,000.89
Cowley, Clarence	56,127.51
Crichton Consulting	28,844.54
Dalhousie University	26,000.00
DDB Canada	61,275.63
Dell Canada Inc.	128,424.01
Dr Anthony S. Taylor Inc.	87,402.99
Dr Gerrard Prigmore Inc.	63,000.00
Dr Jessica Zimbler, Inc.	64,260.00
Dr K Closson Inc.	31,500.00
Dr Karin Blouw, Inc.	31,200.00
Dr. Kathleen O'Malley Inc.	47,250.00
Drs Spooner and Odulio Inc	66,675.00
Eaton Industries (Canada) Company	76,518.89
EBSCO Canada Ltd	229,297.22
EDge Interactive Publishing Inc.	31,841.25
EDI Environmental Dynamics Inc	68,858.61
EECOL Electric Ltd.	135,063.32
Ellement Consulting Group	41,895.00
Emergence Developments Inc.	41,202.45
Enviro-Ex Contracting Ltd.	186,013.96
evisions Inc.	29,513.75
Field Lievers Architecture Ltd.	26,503.65
FortisBC-Natural Gas	242,507.47
Genesis Integration Inc.	41,883.82
GOBI Library Solutions From EBSCO	164,680.04
Graphic Office Interiors Ltd.	37,709.23
Gunnar Pacific Agencies, Inc.	166,583.20
Hilltop Toyota	53,971.18
Homewood Health Inc.	56,658.59
Hopkins, Terri	55,125.00
Hoskin Scientific Ltd.	112,661.39
IDL Projects Inc.	2,356,805.59
IDP Connect Inc.	35,000.00
IEEE Customer Operations	34,138.46
IFM Investors	84,666.71

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENTS FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2021

Vendor Name	Total Payment
Image Access, Inc.	32,212.66
Inland Control and Services Inc.	72,354.32
InnovaSea Marine Systems Canada Inc.	28,057.31
Innovative Interfaces Inc	108,793.32
Integra Forest Consulting Ltd.	87,199.41
IX Solutions Ltd.	120,812.70
Jaworsky, Denise	29,273.62
Jonathan Morgan & Company Limited	32,671.55
Kahunaverse Sports Group Inc.	50,798.28
Kenroc Building Materials Co Ltd.	84,185.50
KJM Sales Ltd.	42,185.00
KMBR Architects Planners Inc.	29,048.89
Kode Contracting Ltd	58,894.17
KONE Inc.	56,149.86
KPMG LLP	105,539.86
Laerdal Medical Canada Ltd.	113,356.89
Lakeland Mills Ltd.	131,102.50
Lamar Transit Advertising Canada, Ltd.	52,132.50
Lewis, Harriet	33,600.00
Linde Canada Inc.	39,096.13
Login Brothers Canada	86,731.62
Loligo Systems APS	39,378.42
M Square Business Solutions Inc.	187,714.17
Manitoulin Transport Inc	27,404.85
Marsh Canada Limited	35,280.00
McGraw Hill Ryerson Ltd.	91,138.74
MCIS Language Services	41,628.71
Medelco Inc.	50,056.78
Memorial University of Newfoundland	26,000.00
Microserve/MicroAge	502,913.84
Mills, Susan	58,066.33
Minister of Finance	394,608.73
Ministry of Finance BC Mail Plus	28,311.23
MOBIA Technology Innovations Inc.	171,784.23
Moneris Solutions	352,290.29
Moore Canada Corporation	27,072.64
MPS	42,280.13
MTS Testing Systems (Canada) Ltd.	98,385.15
MVCC Video Communications Corp	73,799.04
Nalco Canada Inc	26,306.34
Nebraska Book Company Inc	31,292.06
Nelson Education Ltd.	70,469.17
Northern Capital Restorations & Construction Ltd.	270,509.56
Northern Health Authority	963,885.23
Northern Lights College Dawson Creek	101,541.63
OCLC Inc	54,820.18
Omniview Tech Corp.	25,873.78

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENTS FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2021

Vendor Name	Total Payment
On Side Restoration Services Ltd.	1,272,267.94
Onyris Inc.	26,268.48
OpenText	29,141.67
Oxford University Press Canada	36,914.98
Pearson Canada Inc.	82,520.22
PG Custom Woodworks Ltd.	32,251.80
PJS Systems Inc.	426,395.77
PML Professional Mechanical Ltd.	43,125.44
PrairieCoast Equipment	90,222.64
Prism Engineering Ltd.	37,170.00
PrismRBS	27,016.82
Process Pathways Inc.	28,000.00
Project Management Centre of Excellence Inc.	89,189.84
ProQuest LLC	59,891.59
R F Klein & Sons Ltd.	27,405.19
Resource Planning Group, Inc.	85,758.10
Ricoh Canada Inc.	45,912.33
Right Choice Flooring Ltd.	83,202.00
Roper Greyell LLP	405,905.30
S2 Mechanical Ltd.	61,927.54
Salesforce.org, LLC	38,289.52
Sargent Solutions Inc.	26,294.80
School District No 57	119,563.64
Shell Energy North America(Canada) Inc.	363,876.14
Shepard, Michael	33,486.36
Siemens Canada Limited	56,376.31
Simon Fraser University	335,063.53
Siteimprove Inc.	33,209.85
Siu Architecture Inc.	61,383.50
Sodexo Canada Ltd.	1,114,184.98
Southern Butler Price	110,641.95
StarRez Inc.	67,125.71
Sun Life Assurance Company of Canada	6,039,924.59
TargetX.com, LLC	200,000.00
TELUS	201,413.64
Thermo Fisher Scientific	126,085.86
Thompson Rivers University	30,500.00
Trane Canada ULC	29,022.56
Trident Lock & Security Ltd.	108,737.36
Tula Foundation	80,500.00
Universite' de Moncton	53,127.00
Universities Canada	38,193.00
University of Alberta	56,646.44
University of British Columbia	2,000,185.56
University of Calgary	41,650.00
UTC Fire & Security Canada	78,098.03
Vancouver Island University	131,452.00

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENTS FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2021

Vendor Name	Total Payment
Venter, Oscar	92,932.32
Vermont Systems, Inc.	27,635.79
VWR International Co.	188,842.72
Westcana Electric Inc.	48,442.45
White Oak Global Advisors	34,220.01
White Saddle Air Services Ltd	27,107.64
Williams Machinery Ltd.	38,553.25
WMC Management Services Alberta Ltd.	47,973.86
WorkSafeBC	88,534.82
X10 Networks Inc.	121,221.98
Xeos Technologies Inc.	26,837.00
Xerox Canada Ltd.	72,523.68
Young Anderson Barristers & Solicitors	40,156.64
Total payments to vendors > $25,000	36,599,211.79
Total payments to vendors < $25,000	4,741,929.67
Total payments to vendors	41,341,141.46

The University of Northern British Columbia uses accrual accounting, capitalizes the purchase of all assets greater than $1,000, maintains inventories of salable goods in the bookstore, central laboratories, copy services and central stores, and receives a rebate on the Goods and Services Tax. As a result, total payments made to vendors in a year is not equal to total operating expenditures in the financial statements.

Total payments to BMO MasterCard does not include travel expenses reported on the Employee Remuneration Schedule.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
GRANTS AND CONTRIBUTIONS
FOR THE YEAR ENDED MARCH 31, 2021

Name	Total Payment
Coast Mountain College	95,000.00
College of New Caledonia	95,000.00
Northern Lights College	95,000.00
UNBC Childcare Society	45,000.00
Wilp Wilxo'oskwhl Nisga'a Institute	354,077.42
Total Grants and Contributions > $25,000	684,077.42

UNBC BOARD OF GOVERNOR'S

AGENDA ITEM #:7.ii.a

Meeting Date:	September 17, 2021			
Subject:	**Standardization for Vice President Professional Development Funds**			
Purpose:	☐ Information	☒ Discussion	☐ Seeking Direction	☒ Approval
Submitted By:	Geoffrey Payne			

Overview

All faculty and staff at the University of Northern British Columbia receive a yearly professional development funding allotment. The amount and eligible use of that funding is outlined in their respective collective agreements or contracts for exempt staff. The specific funding is governed through the University Policy on use of Professional Development funds. All Professional Development funds are not part of compensation and therefore are not eligible to be paid out to an individual as cash. They also expire upon leaving the University except under rare and special negotiated arrangements. The executive management (Vice President's and President) also receive Professional Development funds which are governed by the same overarching University Policy.

Assessment

In a recent review of the executive management (Vice Presidents and President) professional development amounts, it was determined there was an inequity between those individuals who are academic administrators and those who are not. For example, the Vice President's Research and Academic each receive 15K and the Vice President Finance receives 5K.

Proposal:

In light of this inequity, the recommendation is that effectively immediately, all Vice President's receive an annual professional development amount of 15K to support their professional development activities. Further, this would not alter any requirements outlined in the current UNBC policy on Professional Development or conditions within the respective contracts of the Vice Presidents other that the amount of Professional Development received annually.

Summary,

Overall, this approach ensures an equitable and fair approach to Professional Development activities of the Vice Presidents and aligns with how the other individuals (faculty and staff) are supported in their individual Professional Development at UNBC in an equitable manner.

UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

BOARD OF GOVERNORS

Agenda Item:	7(iii)a. Agreements, Scholarships, Bursaries and Awards – M. Dale
Material:	1. Agreements, Scholarships, Bursaries and Awards as recommended and approved by the UNBC Senate for the period of June 2021 to August 2021.
Motion:	*That, on the recommendation of the Finance and Investment Committee, the Board of Governors approves the agreements, scholarships, bursaries and awards as recommended and approved by the UNBC Senate, for the period of June 2021 to August 2021, as presented.*

UNBC

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

<u>PROPOSED MOTION</u>

Motion:	That the new Terms and Conditions for the Drs. Murray and Nowlan Physiotherapy Bursary be approved.
Effective Date:	2021-2022 Academic Year
Rationale:	To activate the Drs. Murray and Nowlan Physiotherapy Bursary commencing the 2021-2022 Academic Year.
Proposed By:	Emmy Blouin, Development Officer – Donor Relations
Advancement Contact:	Emmy Blouin, Development Officer – Donor Relations
Faculty/Academic Department:	N/A
Date:	May 20, 2021

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20210602.03

Moved by: Gehloff   **Seconded by:** Zogas

Committee Decision: CARRIED   **Attachments:** 1 Page

Approved by SCSB: <u>June 02, 2021</u>   _____
                                        Date   **Chair's Signature**

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Graduate

Award Name: Drs. Murray and Nowlan Physiotherapy Bursary

Awards Guide Description/Intent: The purpose of the Bursary is to provide an ongoing legacy in the name of Dr. Paul Murray and Dr. Ruth Nowlan in honour of their contributions to the community of Prince George over the last 30 years. To support UNBC students who are pursuing education in the Physiotherapy program primarily from Northern and Rural BC.

Donor: Prince George Community Foundation

Value: $1,000

Number: One

Award Type: Bursary

Eligibility: Available to a graduate student enrolled in the Master of Physical Therapy – Northern (MPT-N) Program. First preference will be given to a resident of northern or rural British Columbia.

Criteria: Demonstrated financial need

Note: This bursary may not be received more than once unless there are no new eligible applicants for the Bursary. In which case, it may awarded to a student who has previously received it.

Effective Date: Established 2021

Recipient Selection: Senate Committee on Scholarships and Bursaries with nomination by the UNBC MPT-N Program.

UNBC

Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

<u>PROPOSED MOTION</u>

Motion: That the new Terms and Conditions for the Michael P. F. Reed Bursary be approved.

Effective Date: 2021-2022 Academic Year

Rationale: To activate the Michael P. F. Reed Bursary commencing the 2021-2022 Academic Year.

Proposed By: Emmy Blouin, Development Officer – Donor Relations

Advancement Contact: Emmy Blouin, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: May 20, 2021

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20210602.05

Moved by: Hanlon   **Seconded by:** Zhou

Committee Decision: CARRIED   **Attachments:** 1 Page

Approved by SCSB: <u>June 02, 2021</u>   _____
                    Date   **Chair's Signature**

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Michael P.F. Reed Bursary

Awards Guide Description/Intent: Michael P.F. Reed wants to provide financial assistance to a student in their 3rd or 4th year based on financial need.

Donor: Michael P. F. Reed

Value: $1,500

Number: One

Award Type: Bursary

Eligibility: Available to a full-time or part-time undergraduate student who has completed 60 credit hours. First preference will be given to a resident of Northern British Columbia.

Criteria: Demonstrated financial need

Note: This bursary is renewable, subject to the recipient maintaining the criteria of financial need.

Effective Date: Established 2021

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.

UNBC

Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Timberwolves Student Athlete Society Award be approved.

Effective Date: 2021-2022 Academic Year

Rationale: To revise the Timberwolves Student Athlete Society Award commencing the 2020-2021 Academic Year.

Proposed By: Emmy Blouin, Development Officer – Donor Relations

Advancement Contact: Emmy Blouin, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: May 20, 2021

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20210602.08

Moved by: Hanlon **Seconded by:** Zogas

Committee Decision: CARRIED **Attachments:** 1 Page

Approved by SCSB: June 02, 2021 _____
 Date Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Timberwolves Student Athlete Society Award

Awards Guide Description/Intent: ~~This award has been established by the Timberwolves Student Athlete Society to recognize a student that supports UNBC Athletics who is not a student-athlete.~~ The Timberwolves Student Athlete Society Award has been established to recognize a student, who is not a member of a varsity team, yet contributes to UNBC Timberwolves Athletics Program.

Donor: Timberwolves Student Athlete Society

Value: $500

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate student who contributes ~~that demonstrates a high level of commitment~~ to UNBC Athletics and is not a member of a UNBC Timberwolves Varsity Athletics team ~~. who is not a student-athlete~~.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Established 2020

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the Director of Athletics and Recreation.

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NORTHERN BRITISH COLUMBIA

BOARD OF GOVERNORS

Agenda Item:	7(iii)b. Five Year Capital Plan – R. Somani
Material:	1. Five Year Capital Plan – 2022/23 to 2026/27
Motion:	*That, on the recommendation of the Finance and Investment Committee, the Board of Governors approves the 2022/23 to 2026/27 Five Year Capital Plan for the University of Northern British Columbia, as presented.*

FIVE YEAR CAPITAL PLAN

2022/23 – 2026/27

UNBC | UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

SUMMARY

This document outlines the University's plans for the next five years for the planning and construction of new buildings and the renewal of others.

The priority project is a new multiple use building that will include: student housing expansion, room for First Nations student housing on campus, a re-envisioned First Nations Centre, an Innovation Centre, a new cafeteria as well as purpose built space for new academic programs.

UNBC has also been in discussion with Coast Mountain College regarding a new joint building on their Terrace campus that would house UNBC operations in that region.

Renewal of the Agora and Research Lab buildings completes the list of identified priorities through this round of capital planning.

UNBC in also undertaking a partnership project with the David Douglas Botanical Garden Society to develop the northern most Botanical Garden in Canada at the University of Northern British Columbia.

Our Priorities

This Plan reflects UNBC's commitment to the internal priorities laid out in our Strategic Road Map. Facilities development is guided by the Campus Master Plan, most recently updated in 2019 under the title of Destination 2040.

Our Progress

In the immediate term UNBC is focused on completing the PT/OT and NBNP capital projects. The current level of Routine Capital funding is sufficient to manage building FCI at a reasonable rate, given the young age of the campus, though building renewal needs are growing. Replacement of elevators is a multi-year initiative that could exceed the funding available through the Routine Capital program.

As new programs continue to grow they will have need for expanded facilities (Civil Engineering, Environmental Engineering, Physical Therapy and Occupational Therapy are all expected see strong enrolment in coming years).

Canada's Green University will continue to lead in the reduction of greenhouse gas emissions. We are developing plans to bring the entire Prince George campus to net zero emissions through building envelope enhancement, heat recovery via low carbon electrification, and local carbon sequestration.

Attachments:

Att 2 – Five Year Capital Plan – Project Overview

- New Mixed Use Student Housing, Academic Programs, Connection Hub and Food Services Building (Category 3)

- Coast Mountain College and UNBC Terrace Learning Centre (Category 1)

- Agora Renewal (Category 2)

- Research Lab Renewal (Category 2)

Att 3 - Prioritized List of the Proposed Projects V2

Att 4 - Summary of Major (>$5 million) ongoing and/or self-funded projects

- David Douglas Botanical Garden (Self-funded > $5 million)

Att 5 - List of Student Housing Projects – Existing and Underway

Five-Year Capital Plan (2022/23 - 2026/27)

Attachment 2: Project Overview

Institution	Campus/City	Project Title	Project Category	Project Priority
UNBC	Prince George	New Mixed Use Student Housing, Academic Programs, Connection Hub and Food Services Building	3	1 of 4

1.0 Funding Breakdown

Total Project Cost	Total Provincial Funding Request
$ 69,500,000	$ 62,900,000

2.0 Current Situation

This would be a new building on vacant land adjacent to existing buildings. Current Student Housing is one style (4-room suites) with consistent wait lists during the past 5 (non-COVID) years. Efforts are underway to integrate Housing programming more closely with Student Services on main campus, with a focus on first year experience and retention.

Dedicated space for Indigenous students within and connected to Housing is desired, along with opportunities to increase programs such as Elder in Residence. As work integrated learning matures at UNBC, space for students to innovate alongside business and industry leaders, as well as connect research to communities of practice is essential.

The work of Continuing Studies in upskilling and reskilling also requires additional space, which could be programmed flexibly to optimize space use. Finally, the existing Dining Hall is capable of supporting existing meal plan students, but could not reasonably support the needs of a new Housing development.

Specific academic program not identified at this time.

The existing Agora Dining Hall would be repurposed as an open access learning commons, with retail food services for Housing residents and commuters.

3.0   Project Description

Construct a new 8,300 m^2 mixed use building as the heart of the campus. A mass timber residence would be situated atop a two story conventional construction academic foundation. The housing will be single bedrooms, with central washrooms. Indoor and outdoor social spaces, expansion of our First Nations Centre, new dining hall, and an Innovation Centre incorporated in the lower two floors of the building, along with potential new academic program space.

The location for the building is to the west of the Wintergarden, between the existing residences and the Agora/Library. UNBC Planning students put forward concepts to consider. Aspects we like are the integration of First Nations design elements, including notion of a pit house, thoughtful connections with existing buildings and outdoor space to develop thoroughfare from current Residences, and social/innovation space with views of the City (further solidifying in design the relationship with community).

This building will support existing programs through the provision of space designed for connections: between program areas, faculty and students, students and community, researchers and residents. Space for upskilling and reskilling programs through Continuing Studies is a key consideration at this time. New academic programs will be integrated depending on program type.

- 4,750 m^2 housing – 200 beds, single occupancy bedrooms with central washrooms, no kitchens and basement laundry
- 1,200 m^2 food services – cafeteria and kitchen to supports 700 students on campus, plus catering for off campus staff, students and faculty. Seating for 300 in "all you care to eat" plus general access seating for another 150 learners
- 1,000 m^2 new academic programs – new programs to come based on academic priorities; space is needed for labs, distance learning enabled classrooms, faculty offices and problem based learning breakout rooms
- 500 m^2 new Innovation Centre –the Global North Innovation Centre will support all academic programs at UNBC. It will enhance Economic Diversification in northern British Columbia and northern Canada by:
    - Working with northern and Indigenous communities to develop and enhance sustainable economic and commercial opportunities that provide employment and community building.
    - Creating partnerships with industry to research, develop, demonstrate and commercialize new and innovative processes, technologies and resource management practices that are environmentally sustainable and enhance global competitiveness;
    - Supporting the green economy, sustainability in the north and diversification of resource-based industries.

4.0 Project Objectives

For several years prior to COVID, UNBC Housing maintained a waiting list. Market studies show demand as well. This project will increase student housing available on campus, add a new unit style and shift first and second year students living on campus closer to support services. This building will provide suitable housing options for Indigenous students, and co-locates the First Nations Centre to assist with integrated programming. Priority access for former youth in care, Indigenous students, and first year students will be key. The building will develop social space on campus, ideally incorporating elements to promote innovation and work-integrated learning in connection with research, business and industry. A new Dining Hall will allow for meal plan students from existing and new residences to take advantage of informal mentoring opportunities in an "all you care to eat" facility at the heart of campus, along with specific programs to support wellbeing and healthy living. The overall project will demonstrate mass timber construction with high supply chain integration and efficient site construction.

Drawing on our unique geographic perspective and inter-disciplinary approach to research, development, and educational program delivery, the Innovation Centre will:
- Be a catalyst for industrial partnerships that drive research, innovation and commercialization of processes and technologies that are environmentally sustainable and enhance global competitiveness while providing educational and training opportunities for coding and digital skills development to Canadian youth;
- Be a leader in applied research and teaching in civil and environmental engineering for changing northern climates and ecosystems, prepare future engineers for the emerging low-carbon, green economy and climate change, and meet the current shortfall and high forecasted demand for engineers in northern BC;
- Explore how resource-dependent communities in northern British Columbia and around the world can adapt to globalization and changing economic and environmental conditions.

5.0 Options considered

Stand alone housing was considered, but the locations available were not suitable, nor did they promote the strong connection to the heart of campus. One and two bedroom suites were considered, but are too low of density to be cost-effective to construct, nor does it provide an advantage to first and second year student retention.

6.0 Project Outcomes

This project supports Government priorities by providing dedicated space and Housing beds for Indigenous students, constructing new campus student Housing beds, advanced wood product use in construction, flexible space for work integrated learning and training and employment initiatives, as well as space for professional programs to be determined.

A signature building that champions Indigenization, sustainability and mass timber construction, and connection to community fits UNBC's vision to be Canada's leading destination University, supports our identity as Canada's Green University, and models our

signature areas such as Indigenous priorities and Northern Community Sustainability and Development. The 2019 Campus Master Plan identified the proposed location as a key spot for enhancing the community and culture of the campus.

Providing space for academic programs would be based on well-documented needs in Northern BC and support resource development activities in the region, as well as emerging employment opportunities.

Mass timber passive house construction will result in lower life cycle costs and GHG emissions. Fast site works will lower overall construction costs.

Active Learning classrooms support emerging pedagogical styles, while technology for remote delivery enables increased variety of program offerings in rural parts of the province, both in terms of academic programs and shorter training/skills development programs.

Life-safety risk will be reduced by eliminating the steep grade that is the approach from the residences to the main campus. Space utilization will improve through co-locating research groups, and it will place student welcome services at an easy to locate "start here".

Existing supports for Indigenous students will be enhanced through purpose build housing and social space.

Flexible space for work integrated learning and training/skills development programs will enhance existing academic programs and provide connections for students to research and communities of practice.

As a passive house project this building will use 90% less heat than existing buildings on campus, and will be heated by the Bioenergy facility to further reduce greenhouse gas emissions.

7.0   Project Cost/Funding

The estimated total capital cost for this project is $69,500,000 as detailed below.

	Provincial Funding	UNBC	Total
Student Housing (200 beds)	36,700,000	600,000	**37,300,000**
Food Services	6,000,000	2,000,000	**8,000,000**
New Academic Programs	12,200,000		**12,200,000**
First Nations Centre and Event Space	12,000,000		**12,000,000**
Total	**66,900,000**	**2,600,000**	**69,500,000**

Annual operating costs will be cost recovery for the housing and food services portions of the project, new funding sought from government for the operations of the academic programs. The funding for the First Nations Centre will be maintained through internal operating.

8.0   Key Risks

Multi-use building with multiple funding sources – requires concerted effort to coordinate the design and ensure all funding partners' needs are met.

Tall wood and mass timber construction using prefabricated elements is still an emerging field in BC. This project will incorporate careful supply chain planning and Building Information Modelling (BIM) to ensure components arrive just in time for short duration construction. BIM will also lower the long term costs of maintaining the building

9.0   Project Schedule

Project would begin with functional planning in Fall 2022. Construction would begin in Q1 of 2024/25 and be complete by August 2025.

This schedule is based on a funding decision by Q4 of 2022/23.

Design Bid Build	2022/23			2023/24				2024/2025				2025/26			
Quarter	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Functional Planning	▒	▒													
Funding Approval			■												
Design				▬	▬	▬	▬								
Award General Construction Contract								▬	▬						
Construction									▬	▬	▬	▬	▬		
Project Completion													■		

Five-Year Capital Plan (2022/23 - 2026/27)

Attachment 2: Project Overview

Institution UNBC	Campus/City Terrace	Project Title CMTN and UNBC Terrace Learning Centre	Project Category 1	Project Priority 2 of 4

1.0   Funding Breakdown

Total Project Cost	Total Provincial Funding Request
$ 93,600,000	$ 93,600,000

2.0   Current Situation

UNBC will continue to strengthen our partnerships with the colleges that operate in the North, particularly where there are synergies in facility utilization and program delivery. The aim is to provide better pathways for our students wherever possible.

The UNBC Terrace campus is a single 1,314 m² building with an FCI of 0.44 that is owned by UNBC. Due to challenges associated with operating a single remote building, and a desire to provide better pathways for students in the Northwest region, UNBC and Coast Mountain College are proposing combining programming into a single site and a new building.

The Terrace campus accommodates roughly 80 FTE.

The expectation is that the existing Terrace UNBC campus building and land would be sold.

3.0   Project Description

At a conceptual level this would be nominally 11,000 m² in gross area and of mass timber construction. The two institutions intend to proceed with functional planning in 2023 with a possible construction schedule as shown below.

Programs include Nursing, Social Work and Education from UNBC, and Early Childhood Education, Social Work and Nursing from CMTN.

4.0 Project Objectives

The primary reason for considering this is to provide an enhanced learning environment for our students in North Western BC, and ensure that our students have the supports they need to succeed. This would create operational efficiencies especially around facilities, and expand the support systems for students (many of which UNBC shares with CMTN now, even though we are not on the same site).

UNBC is exploring the idea of moving our operations out of UNBC's existing facility in Terrace, and disposing of both the land and the building.

5.0 Options considered

The primary alternative option would be to maintain the status quo of each institution within their existing facilities on separate sites while the buildings continue to age.

6.0 Project Outcomes

Supports UNBC's regional campus goals, and supporting students in rural areas of the province.

Cost effectiveness would be achieved through combined building services. On the broader campus level there would be shared usage of existing CMTN facilities including housing and the First Nations Longhouse.

Videoconference classroom for remote support of the Nursing program, and joint delivery of programs between the University and the College as a means to meet the educational needs to rural regions of the province.

Space utilization would be improved through co-location of student services between the two institutions. Shared services within the building would include the Cafeteria and Food Services.

Better integration with the College, and stronger service delivery in the home regions will improve the access to education for Aboriginal learners.

Energy efficiency of a new building constructed to Energy Step 4 is expected to reduce emissions by approximately 75% relative to comparable institutional buildings. Operating a single combined building (rather than two buildings on separate sites) will achieve additional efficiencies.

7.0   Project Cost/Funding

The estimated capital cost for the project is $93,600,000.

	2023/24	2024/25	2025/26	Total
Provincial Cashflow	650,000	40,950,000	52,000,000	93,600,000

The annual operating costs are anticipated to be met through reallocation of existing resources for the buildings that would be replaced.

The existing UNBC Terrace building and land could potentially be sold – this revenue has not currently been factored into the project funding.

8.0   Key Risks

The project is at the concept development stage; key risks and proposed mitigation strategies will be developed as the Functional Planning is completed (Fall 2023).

9.0   Project Schedule

Based on funding approval in Q1 of 2023/24 the project would begin design in July 2023, proceed to construction in Fall 2024 and be complete by March 2026.

Design Bid Build	2022/23			2023/24				2024/25				2025/26			
Quarter	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Functional Planning	▨	▨													
Funding Approval				■											
Design					▥	▥	▥	▥							
Award General Construction Contract									▤	▤					
Construction											▤	▤	▤	▤	▤
Project Completion															■

Five-Year Capital Plan (2022/23 - 2026/27)

Attachment 2: Project Overview

Institution	Campus/City	Project Title	Project Category	Project Priority
UNBC	Prince George	Agora Renewal	2	3 of 4

1.0   Funding Breakdown

Total Project Cost	Total Provincial Funding Request
$ 27,880,000	$ 27,880,000

2.0   Current Situation

One of the original five campus buildings, the Agora was constructed in 1994 and contains Lecture Theatres, Main Entrances, Lobby, Offices and Food Services. It connects all the original buildings and behind all these services is the Utilidor that contains all the campus utility infrastructure.

The exterior of the building includes cast-in-place concrete walls, stone and brick cladding finishing's and pre-cast concrete elements. The roof includes adhered built-up-roof with concrete interlocking pavers, metal roof assemblies and green roofs.

With a high FCI (at 0.55), and being the heart of the campus, this building has been deemed the highest maintenance priority.

According to VFA there are $27.9 million worth of requirements identified in the next five years.

N/A

The Agora will continue to serve as the heart and hub of campus – connecting the majority of the building while providing essential student services and classroom space.

3.0   Project Description

This project will involve an evaluation, repair and upgrade to the mechanical and electrical systems, stabilization of concrete retaining walls, substantial roof repairs (green, BUR, concrete pavers, etc.), and architectural interior work including glazing, doors, accessibility upgrades and access control.

Student support services, Registrar's office, Experiential Learning, Retail: Bookstore and Cafeteria.

4.0   Project Objectives

The primary objective of the project would be to repair and/or replace aging infrastructure prior to any further damage taking place. A number of the upgrades will also have energy savings opportunities.

5.0   Options considered

The only option available is to try to address small parts of this project with the yearly Routine Capital funding. Given the project management resources available and the volume of work required, this would take up to ten years to complete and is not a viable option.

6.0   Project Outcomes

Sustainability and efficient provision of campus space are strategic university goals. Maintenance of key campus buildings is a central tenet of the campus master plan.

Repairing and renewing the building at this stage in its life is more cost effective than deferring until catastrophic failures occur.

Improved building envelope and advanced heat recovery will enable low carbon electrification of the building heating systems.

Campus infrastructure services would be upgraded to current standards as part of the renewal.

Provides high quality and safe learning environment.

Upgrades to HVAC, lighting, heat recovery and building envelope will be included to further reduce the emissions resulting from operating this building.

7.0   Project Cost/Funding

The estimated capital cost for the project is $27,880,000.
A net reduction in operating and maintenance costs is expected due to newer and more efficient mechanical systems.

8.0   Key Risks

The project will need to be competed while the campus is operational – close cooperation with the scheduling office, night work and swing spaces will be utilized to mitigate impacts.

Renovation work has the potential to uncover unknown conditions. Exploratory checks during design and contingency budgeting will reduce this to a manageable level.

9.0   Project Schedule

Preplanning   2021/22
Planning   2022
Design   2022/23
Construction   2023 -2025

Five-Year Capital Plan (2022/23 - 2026/27)

Attachment 2: Project Overview

Institution	Campus/City	Project Title	Project Category	Project Priority
UNBC	Prince George	Research Lab Renewal	2	4 of 4

1.0   Funding Breakdown

Total Project Cost	Total Provincial Funding Request
$ 34,800,000	$ 34,800,000

2.0   Current Situation

One of the original five campus buildings, this building is a four storey building with approximately 7,581 square meters of floor space. The "Research Lab" was originally built as the only lab on campus and housed, teaching labs, research labs and graduate space. This building is now used solely for Research and Graduate students and contains a variety of research labs, a greenhouse, an archaeology lab, DNA sequencing lab, loading bay, Chemical Stores, multiple specialized labs and substantial associated mechanical and electrical systems.

With UNBC's highest FCI (at 0.72) this building has been deemed a high maintenance priority.

According to VFA there are $34.8 million worth of requirements identified in the next five years.

N/A

The Research Lab will continue provide lab space for research and office space for faculty and graduate students.

3.0   Project Description

This project will involve an evaluation, repair and upgrade to the mechanical and electrical systems, Fire Alarm system renewal, exhaust system renewal (fume hoods), substantial roof repairs (green, BUR, concrete pavers, etc.), and architectural interior work including glazing, doors, accessibility upgrades and access control.

Research programs across the institution.

4.0   Project Objectives

The primary objective of the project would be to repair and/or replace aging infrastructure prior to any further damage taking place. A number of the upgrades will also have positive energy savings opportunities.

Will also be undertaking the first functional planning exercise for this building since the adjacent Teaching Lab was built in 2002/2004 and the use of this original lab building changed.

5.0   Options considered

The only option available is to try to address small parts of this project with the yearly Routine Capital funding. Given the project management resources available and the volume of work required, this would take up to ten years to complete and is not a viable option.

6.0   Project Outcomes

Sustainability and efficient provision of campus space are strategic university goals. Maintenance of key campus buildings is a central tenet of the campus master plan.
Repairing and renewing the building at this stage in its life is more cost effective than deferring until catastrophic failures occur.
Improved building envelope and advanced heat recovery will enable low carbon electrification of the building heating systems.
Campus infrastructure services would be upgraded to current standards as part of the renewal.
Provides high quality and safe learning environment.
Upgrades to HVAC, lighting, heat recovery and building envelope will be included to further reduce the emissions resulting from operating this building.

7.0   Project Cost/Funding

The estimated capital cost for the project is $34,800,000.
A net reduction in operating and maintenance costs is expected due to newer and more efficient mechanical systems.

8.0   Key Risks

The project will need to be competed while the campus is operational – close cooperation with the scheduling office, night work and swing spaces will be utilized to mitigate impacts.
Renovation work has the potential to uncover unknown conditions. Exploratory checks during design and contingency budgeting will reduce this to a manageable level.

9.0   Project Schedule

Planning	2023/24
Design	2024/25
Construction	2025 -2027

Five-Year Capital Plan Instructions (2022/23 to 2026/27)
Attachment 3: Prioritized List of Proposed Projects

Project Categories
Category 1: New Priority Projects
Category 2: Whole Asset Replacement & Renewal Projects
Category 3: Student Housing Projects
Category 4: Routine Capital

#	Institution	Campus	Region	Program Type	Project Description	Project Category	Strategic Alignment — CleanBC Targets	DRIPA Response	Mass Timber Eligibility	Community Benefits	Facility Condition Index (for existing assets)	Asset Replacement Value	Anticipated Construction Start Date (Month/Year)	Anticipated Occupancy Date (Month/Year)	Total Project Budget	Total Cashflow Forecast 2022/23	Total Cashflow Forecast 2023/24	Total Cashflow Forecast 2024/25	Total Cashflow Forecast 2025/26	Total Cashflow Forecast 2026/27	Total Cashflow Forecast Outgoing Years	Provincial Cashflow Forecast 2022/23	Provincial Cashflow Forecast 2023/24	Provincial Cashflow Forecast 2024/25	Provincial Cashflow Forecast 2025/26
1	UNBC	Prince George	Cariboo	Student Housing	Multi-use Building: Housing, First Nations Centre, Food Services and Professional Programs	Student Housing Projects	Yes	Yes	Yes	Yes	N/A	N/A	Apr-2024	Aug-2025	$69,500,000	$200,000	$10,300,000	$27,800,000	$31,200,000				$9,500,000	$27,000,000	$30,400,000
2	UNBC	Terrace	North Coast	Arts & Sciences	CMTN and UNBC Terrace Learning Centre	New Priority Projects	Yes	No	Yes	No	0.47	$5,022,728	Nov-2024	Mar-2026	$93,600,000		$650,000	$40,950,000	$52,000,000				$650,000	$40,950,000	$52,000,000
3	UNBC	Prince George	Cariboo	Classroom and Student Services	Agora Renewal	Whole Asset Replacement & Renewal Projects	No	No	No	No	0.55	$47,593,854	Apr-2023	Sep-2024	$27,880,000	$80,000	$15,300,000	$12,500,000				$80,000	$15,300,000	$12,500,000	
4	UNBC	Prince George	Cariboo	Arts & Sciences	Research Lab Renewal	Whole Asset Replacement & Renewal Projects	No	No	No	No	0.72	$42,943,262	Apr-2025	Sep-2026	$34,800,000			$100,000	$19,100,000	$15,600,000				$100,000	$19,100,000
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															$225,780,000	$280,000	$26,250,000	$81,350,000	$102,300,000	$15,600,000	$ -	$80,000	$25,450,000	$80,550,000	$101,500,000

#	Institution	Campus	Project Description	Anticipated Construction Start Date (Month/Year)	Anticipated Occupancy Date (Month/Year)	Total Project Budget	Total Cashflow Forecast 2022/23	Total Cashflow Forecast 2023/24	Total Cashflow Forecast 2024/25	Total Cashflow Forecast 2025/26	Total Cashflow Forecast 2026/27	Total Cashflow Forecast Outgoing Years
1	UNBC	Prince George	David Douglas Botanical Garden	May-2023	Oct-2026	$ 5,300,000		$ 2,700,000		$ 1,600,000	$ 1,000,000	
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						$ 5,300,000	$ -	$ 2,700,000	$ -	$ 1,600,000	$ 1,000,000	$ -

Five-Year Capital Plan Instructions (2022/23 to 2026/27)
Attachment 5: Existing Student Housing Building Inventory Data - Completed and Under Construction

BRITISH COLUMBIA

#	Institution	Campus	Municipality	Neighbourhood/ Building Group Name	Building Name	Type (e.g. Single, Quad, Duplex)	Description	Number of Beds	Year Built	Year Renovated (if applicable)	Description of Renovations
1	UNBC	Prince George	Prince George		Neyoh - Dorm 1	Quad	Both Housing buildings on campus are identical. They are primarily wood frame construction and the majority of the suites are 4 bedroom with shared kitchen and bathrooms. There are a few 2 bedroom suites for RL Coordinators. There is also some common space provided.	270	1995	2016	The work completed was substantially on the interior and involved the architectural elements (eg. Paint, flooring and furniture replacements, washroom upgrades, upgraded social space, and lighting. All electric baseboard heaters within the suites and common areas were also replaced with hydronic radiators and connected to the Bioenergy Plant. Door hardware was also replaced and upgraded to card access. Basic envelope repairs were completed to the roof and the exterior. as well as a major upgrade to the sidewalk to accommodate accessibility issues. Cost was $5.2 million.
2	UNBC	Prince George	Prince George		Keyoh - Dorm 2	Quad	Both Housing buildings on campus are identical. They are primarily wood frame construction and the majority of the suites are 4 bedroom with shared kitchen and bathrooms. There are a few 2 bedroom suites for RL Coordinators. There is also some common space provided.	270	1996	2017	The work completed was substantially on the interior and involved the architectural elements (eg. Paint, flooring and furniture replacements, washroom upgrades, upgraded social space, and lighting, the same as Neyoh. All electric baseboard heaters within the suites and common areas were also replaced with hydronic radiators and connected to the Bioenergy Plant. Door hardware was also replaced and upgraded to card access. Basic envelope repairs were completed to the roof and the exterior. as well as a major upgrade to the sidewalk to accommodate accessibility issues. Cost was $5.5 million.
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UNBC *UNIVERSITY OF NORTHERN BRITISH COLUMBIA*

BOARD OF GOVERNORS

Agenda Item:	8.b. Memorandum of Understanding – UNBC and University of Central Asia – M. Dale
Material:	1. Senate Motion No. S-202108.03 2. Memorandum of Understanding between University of British Columbia and University of Central Asia 3. University of Central Asia Report 2020 4. University of Central Asia Brochure
Motion:	*That, the Board of Governors approves the Memorandum of Understanding between University of Northern British Columbia and University of Central Asia, as recommended and approved by the UNBC Senate.*

**Motion Number (assigned by
Steering Committee of Senate):** __S-202108.03__

SENATE COMMITTEE ON ACADEMIC AFFAIRS

<u>PROPOSED MOTION</u>

Motion: That the memorandum of understanding between University of Northern British Columbia and University of Central Asia be approved as proposed.

Effective Date: Upon the approval of the Board

Rationale: UNBC and UCA share a common interest in education, research, development and societal impact through nurturing compassion and inspiring a better quality of life for the communities. Both post-secondary institutions are committed to jointly seeking funding to support the partnered approach to knowledge creation, and dissemination, innovation, excellence, inclusion and societal development from traditional and non-traditional funding organizations. The purpose of this MOU is to formalize the commitment of UNBC and UCA to collaborate in establishing a mutually beneficial partnership by working together to enhance educational, research and development opportunities for their respective constituencies. UCA is one of the agencies of the Aga Khan Development Network (AKDN), and it is anticipated that this MOU will facilitate further engagement between UNBC and other agencies of AKDN.

Motion proposed by: Dr. Mark Dale – Interim Provost and Vice-President, Academic

Academic Program: N/A

Implications for Other Programs / Faculties? None

Faculty: N/A

Faculty Council / Committee Motion Number: N/A

Faculty Council / Committee Approval Date: N/A

Attachment Pages (if applicable): ___5___ pages

SCAAF General Motion Form
Motion submitted by: Dr. Mark Dale – Interim Provost and Vice-President, Academic
Date of submission or latest revision: **August 3, 2021**

Page 1 of 1
Template Updated: August 2014

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MEMORANDUM OF UNDERSTANDING

This agreement dated for reference the <mark>xxxxxx</mark>, 2021

Between:

University of Northern British Columbia (UNBC)

-and-

University of Central Asia (UCA)

WHEREAS:

A. Since its founding in 1990, the **University of Northern British Columbia (UNBC)** has emerged as one of Canada's best small research-intensive universities, with a passion for teaching, discovery, people, and the North. UNBC is personal in character that transforms lives and communities through innovation and excellence, engaged and experiential learning, cutting-edge research and scholarship, and community engagement and citizenship. UNBC's excellence is derived from community-inspired research, hands-on learning, and alumni who are leading change around the world.

B. The **University of Central Asia (UCA)** is an international educational institution established by an international treaty signed between the Republic of Tajikistan, The Kyrgyz Republic, the Republic of Kazakhstan and the Ismaili Imamat in August 2000, ratified by their respective parliaments, and registered with the United Nations. UCA's mission is to promote the social and economic development of mountain communities, which seeks to contribute leadership, ideas, and innovations to the transitioning economies and communities of the region through educational and vigorous research programs that produce knowledgeable, skilled, and creative graduates.

C. UNBC and UCA share a common interest in education, research, development and societal impact through nurturing compassion and inspiring a better quality of life for the communities.

D. UNBC and UCA are committed to jointly seeking funding to support the partnered approach to knowledge creation, and dissemination, innovation, excellence, inclusion and societal development from traditional and non-traditional funding organizations.

NOW THEREFORE, the parties agree as follows:

PURPOSE

1.0 The purpose of this MOU is to formalize the commitment of the Parties to collaborate in establishing a mutually beneficial partnership by working together to enhance educational, research and development opportunities for their respective constituencies.

2.0 UCA is one of the agencies of the **Aga Khan Development Network (AKDN)**, and it is anticipated that this MOU will facilitate further engagement between UNBC and other agencies of AKDN.

PARTNERSHIP PRINCIPLES

3.0 The principles of the partnership between the Parties include:

3.1 A collaborative relationship to improving the quality of academic programming and research practices.

3.2 Mutual respect and acknowledgement of the skills and expertise each Party brings to the partnership.

3.3 Recognition of and respect for the intellectual property rights of individual researchers and each Party.

3.4 Capacity building for partnered research academic endeavors that leaves a legacy of capacity across all organizations.

3.5 Attention to issues of sustainability of each Party's contribution to the partnership, and open and transparent communication.

SCOPE OF COLLABORATION

4.0 The scope of collaboration under this MOU may include, but is not limited to, the following:

4.1 Exchange of faculty, staff and students.

4.2 Joint research projects, exchange of scholarly publications and information.

4.3 Development of collaborative educational and research programs or projects of mutual interest.

4.4 Fostering the development of research proposals, grant applications, and implementation of research for the purpose of developing new knowledge.

4.5 Discussion of academic, research and administrative developments including possible co-sponsorship of symposia, seminars, conferences and hosting the community of practice.

4.6 Deepening collaboration and facilitation of further engagement between UNBC and other agencies of AKDN.

5.0 Subject to funding, internal approval, pre-determined criteria, limit on total number of students and duration of such offerings that UNBC may periodically set, the following will be considered regarding tuition and scholarships:

5.1 charging students who have graduated from UCA and the Aga Khan University and are pursuing a graduate program at UNBC the domestic tuition rate;

5.2 charging students who have graduated from the Aga Khan Schools and are pursuing undergraduate program at UNBC the domestic tuition rate;

5.3 assisting UNBC students coming from UCA and AKDN education institutions, who have demonstrated financial need and/or academic excellence, through scholarship and tuition support.

NOT LEGALLY BINDING

6.0 This MOU is not intended to be and is not to be construed as a legally binding agreement. Signing this MOU does not result in any obligations, financial or otherwise, for either of the parties hereto. By signing this MOU, the parties are signifying their desire for future collaboration. Specific initiatives may be considered and agreed-upon, on a case-by-case basis, including the contributions and obligations of each to institution. Subsidiary agreements may be signed as required.

TERM

7.0 This MOU will commence on the Effective Date and will be valid until December 31, 2027, which can be extended with the written agreement of both parties.

8.0 This MOU may be terminated by either party with 6 (six) months' written notice to the other party.

9.0 Any changes to this MOU must be agreed to in writing by all Parties. All changes in writing to this MOU agreed to and singed by all Parties will be deemed to form part of and to be incorporated into this MOU.

10.0 Any notice and official communication related to this MOU should be addressed as follows:

If to **University of Northern British Columbia**

Attention: Director, Research and Innovation

If to **University of Central Asia**

Attention: Director, Academic Development and International Partnerships

COUNTERPARTS

11.0   This MOU may be executed in any number of counterparts with the same effect as
        if all parties had all signed the same document. All counterparts will be construed
        together and will constitute one and the same agreement.

ELECTRONIC TRANSMISSION

12.0   This MOU or any counterpart may be executed by a party and delivered by
        facsimile or electronically in portable document format (pdf) and if so executed and
        delivered this MOU or such counterpart will for all purposes be as effective as if
        the party had executed and delivered the MOU or a counterpart bearing an original
        signature.

Signed for and on behalf of   Signed for and on behalf of
the **University of Northern British Columbia** the **University of Central Asia**

[Name]   [Name]
[Designation]   [Designation]

S-202108.03
August 25, 2021

UNIVERSITY
OF CENTRAL ASIA

ANNUAL
REPORT 2020
TAJIKISTAN | KYRGYZSTAN | KAZAKHSTAN

About UCA

The University of Central Asia (UCA) was founded in 2000 as a private, not for profit, secular university through an International Treaty signed by the Presidents of Tajikistan, Kyrgyzstan and Kazakhstan, and His Highness the Aga Khan; ratified by their respective parliaments and registered with the United Nations. The Presidents are the Patrons of the University, and His Highness is the Chancellor. UCA's mission is to promote the social and economic development of Central Asia, particularly its mountain communities, by offering an internationally recognised standard of higher education, and enabling the peoples of the region to preserve their rich cultural heritage as assets for the future. UCA brings with it the broader commitment and partnership of the Aga Khan Development Network.

For more information: www.ucentralasia.org

UCA Campus in Khorog, Tajikistan

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Cover photo: UCA campus in Khorog, Tajikistan. Covid-19 was a defining force during 2020, and physical distancing and mandatory masks were a way of life.

Message from the Chairman

Despite myriad challenges resulting from the Covid-19 global pandemic, the University of Central Asia, under the leadership of the Rector, continued its day-to-day operations seamlessly, despite an almost overnight shift to a "virtual" modus operandi, including online delivery of our education programmes.

The most significant impact of Covid-19 was on the admissions process for the 2020/2021 academic year, which resulted in a cancellation of the admissions test, removing the common base that allowed a comparison of candidates from different backgrounds and regions. A modified short-listing process was implemented successfully and UCA welcomed 84 new students, out of a total of 2,149 applicants; 59% of whom are from rural areas or secondary towns.

Governance of the institution also shifted to a "new normal" with all meetings of the Board of Trustees and its Board Committees held electronically. The two meetings of the full Board with the Chancellor, His Highness the Aga Khan, and regularly held meetings of the three Board Committees provided a platform through which key strategic matters were discussed, and timely approvals granted, enabling the University to remain on course during these turbulent times. The Board was further strengthened in 2020 with the appointment of Dr Nurlan Omurov, Deputy Minister of Education, Kyrgyz Republic, nominated by the President of the Kyrgyz Republic in place of retiring UCA Trustee Ms Elvira Sarieva, and Professor Andrew Petter, President Emeritus of Simon Fraser University, British Columbia, Canada, nominated by current Trustees as per the International Charter of UCA.

2020 also saw the establishment of an International Office at UCA, the primary function of which is to provide leadership in the pursuit of academic and operational excellence through international cooperation and strategic partnerships. A seminal event, supported by the International Office last year, was the signing by UCA and the University of Cambridge, of a Memorandum of Understanding (MOU) in February to promote academic partnership, and collaborate in areas such as joint research, faculty and student exchange, as well as sharing of academic and educational material. The MOU builds on the University of Cambridge's centuries-old commitment to academic excellence and on their ongoing relationship with UCA.

In keeping with the Chancellor's vision of UCA as a high-quality research university with a primary focus on addressing the challenges of mountain societies, the University submitted $9.4 million in funding proposals to multilateral and bilateral partners last year.

This annual report highlights noteworthy achievements of the three Schools of UCA: the undergraduate School of Arts and Sciences, the Graduate School of Development, and the School of Professional and Continuing Education, as well as the Aga Khan Humanities Project. I hope you will find this publication a useful resource.

On behalf of the Board of Trustees, faculty, staff, and students, I take this opportunity to convey our gratitude to UCA's Founding States, our partners in the Aga Khan Development Network, as well as international supporters and well-wishers. The Board's special appreciation goes to the faculty and staff for their dedication, commitment, and resolve in ensuring the smooth operation of the University through a year like no other.

Dr. Shamsh Kassim-Lakha
Chairman, Board of Trustees

Message from the Rector

Covid-19 was an inescapable reality of the year 2020, a global pandemic impacting every aspect of life and work. With the continued support of the Chancellor of the University of Central Asia, His Highness the Aga Khan, and the Board of Trustees, the UCA community rose to the challenge of "Living with Covid-19."

Management and staff of UCA played an outstanding role in ensuring that not a single day of work was lost during the pandemic. Despite a constantly evolving environment, often requiring a daily change of plans, work continued uninterrupted. This is a true testament to the dedication and professionalism of the women and men of this institution. It also speaks to the professionalism and dedication of UCA's Operations and Finance teams that led the implementation of a digital platform allowing work to continue despite lockdowns of a geographically dispersed workforce and student body.

Lessons learned in 2020 should be an asset as we continue to live with Covid.

Steady progress was also made on enhancing quality assurance at UCA; the granting of national accreditation in Kyrgyzstan for the Computer Sciences and Communications & Media Degree programmes of the School of Arts and Sciences (SAS) of UCA, was a key milestone for this fledgling institution. While UCA achieved many other accomplishments, I draw attention to some noteworthy ones, which highlight the regional impact of the University over the past year, all the more important due to a shift to virtual operations.

During the peak of the pandemic, the School of Professional and Continuing Education (SPCE), accelerated its efforts to transfer its programmes online across its locations in Kyrgyzstan, Tajikistan, and Kazakhstan. Distance education mode offerings were also made available in Afghanistan, where a new AI driven tool (CAT) for English Language instruction was piloted. SPCE also launched new English and IT courses for the management team of Badakhshan University in Faizabad.

The 6th Annual Life in Kyrgyzstan (LiK) Conference was held online, and brought together over 550 participants and speakers from 16 countries, representing government, development agencies, non-governmental organisations, academia, research institutions, and media. Participants exchanged knowledge and experiences on recent socio-economic developments in Kyrgyzstan and beyond, and addressed a range of topics, from agriculture and nutrition to the impact of Covid-19 on Central Asia.

In spite of the global pandemic, in 2020 $1.28 million in new donations were pledged to UCA, including 27 scholarships to students at the School of Arts and Sciences. Cumulative fundraising from individual donors over the past 5 years amounted to $2.34 million.

UCA remains focused on its aim to establish itself as the region's leading teaching, learning, and research institution, committed to providing world-class education to the next generation of Central Asian scholars, entrepreneurs, and leaders.

I hope you enjoy looking back at the many achievements made by our students, faculty, and staff in 2020, a year in which the University of Central Asia continued to mature and grow stronger, against all odds.

Prof. Dr. S. Sohail H. Naqvi
Rector

School of Arts and Sciences

UCA's School of Arts and Sciences (SAS) provides high quality undergraduate education in liberal arts and sciences in a fully residential setting. Bachelor of Science and Bachelor of Arts degrees in Computer Science, and Communications and Media are offered at the Naryn campus and in Global Economics, and Earth and Environmental Sciences at the Khorog campus. The Tekeli campus is presently in the planning stage, and will offer degrees in Engineering Sciences and Business Management.

Accreditation

The accreditation of the undergraduate programme at the Naryn campus in 2020 was a milestone accomplishment. The process began in February 2020, and a UCA Task Force was set up to start compiling and organizing the volumes of material required to demonstrate the University's compli-

Prof Mohssen Moazzen demonstrating the application of a portable XRF (X-Ray Fluorescence) to analyze chemical compounds in rock mineral and soil samples.

ance with national requirements. After eight months of intensive work the paperwork was completed and presentations prepared for the Agency for Accreditation of Educational Programmes and Organizations (AAEPO), an independent service provider appointed by the Government of Kyrgyzstan to assess the undergraduate programme of UCA in Naryn. Accreditaion of the Khorog campus is expected in 2021.

Students' Profile

SAS admitted its fifth cohort in September 2020, with 83 new students enrolled in the undergraduate programme to form the Class of 2025. The total number of students across both campuses is 360, of which 50% are male and 50% are female. Thirty-one per cent of UCA students come from major cities, while 69% are from rural locations and secondary towns. Eighty-four per cent of UCA students are residents of the Founding States, i.e. Tajikistan (56%), Kyrgyzstan (23%) and Kazakhstan (4%). As of the 2020-2021 Academic Year, students beyond the Founding States come from countries such as Pakistan (11%), Afghanistan (4%), Russian Fed-

360

Students across both campuses

♂ **50%** ♀ **50%**

31%
From Urban Centres

69%
From Small Towns and Rural Areas

84%
From Central Asian Countries

16%
Regional and International Countries

eration (2%) and a combined 1% from Iran, Syria and Kenya.

Faculty Profile

In Fall 2020, 10 new faculty, of which 6 are full-time faculty and 4 are visiting faculty, were recruited with a total of 50 faculty members representing 14 countries at its two campuses in Naryn and Khorog. Twenty-four faculty members are from Central Asia, six from South Asia, five from Europe, four from North America, three from Australia and eight from other countries, including Azerbaijan, Ukraine, New Zealand, Iran, and the Philippines. Forty-eight per cent of faculty are from the Founding States and 52% are international faculty members.

Moreover, UCA hosted 13 visiting faculty members to teach Kyrgyz, Tajik and Russian languages as well as liberal arts courses. Many faculty members are engaged in research in their own disciplines as well as collaborative projects with UCA's research institutes. They also provided support to in-service and pre-service teacher training as part of their community service initiatives working with local schools, Khorog State University, Naryn State University, UCA's Education Improvement Programme, and the Aga Khan Education Services, both online and offline.

Online Teaching

In 2020, most of the Teaching and Learning pivoted to an online format due to the global pandemic. Digital and Distance Learning Office (DDLO), launched in the 2019-2020 academic year, played a crucial role in ensuring a smooth transition by supporting faculty at the SAS through training in the use of digital platforms, maintenance, and sharing of resources to raise awareness related to remote teaching. During the first semester of the 2020-2021 academic year, faculty members were involved in 23 training sessions in order to maintain the quality of teaching while delivering online sessions.

Cooperative Education

In 2020, due to Covid-19, all international and most of the regional and in-country placements were canceled. Instead, 209 students were placed as remote interns in 37 partner organisations based in Kyrgyzstan, Tajikistan, Kazakhstan, Pakistan, Afghanistan, Russia, and some with representatives of international organisations such as US-AID, ACCELS, IREX, AKDN and others. Students improved their skills in article writing, software developing, project task delivering, and on-line teaching through their internship experiences at various online platforms. UCA also provided 110 paid on-campus internship opportunities for students (Teaching and Research Assistantship) and summer internships in various units.

In 2020, UCA partnered with the World Association for Collaborative Education (WACE). Four UCA students participated and successfully completed a WACE and Practera (an Australian education technology company) two-week program on finding collaborative industrial solutions called Global Student Collaborative Projects. Student representatives from 9 universities across 8 coun-

A joint session of the Accreditation Expert Committee and UCA at the University's Central Administration Office in Bishkek.

tries were formed into 8 teams and connected with 8 organisations to complete their projects. Participants worked collaboratively as part of an international, interdisciplinary, and inter-cultural student team and delivered a project for organisations in Australia, Europe, and USA. One of UCA's junior students majoring in Computer Science, Nina Petrushkova, had the following impression about the initiative: "It is a great opportunity to practice the skills that you already have and to develop new skills. I really liked that this program is like a sneak peek into real-life professional work! It was interesting to work with people from different countries and cultures and meet actual clients. I would recommend this program to my peers."

Community Outreach
Expanding on the idea of the Khorog English Teachers' Association, Senior Lecturer of EAP, Tojiniso Olimnazarova, and Dastanbui Mamadsaidov, Project Manager of University Town Development established an Association of Teachers of GBAO in Tajikistan, a non-governmental organisation open to GBAO teachers of English, math, science, as well as librarians. Since December 2020, Tojiniso Olimnazarova has been organizing monthly work-

shops for Khorog English Teachers. The association has established a close collaboration with many educational institutions in Khorog and plan to further expand to the entire GBAO region.

Research
School of Arts and Sciences faculty produced 39 Publications in 2020, either as author or co-author with external scholars, which were published in international journals such as Sustainability, Geosciences, Journal of Geodynamics, IEEE Access, International Geology Review and others.

The International Development Association of the World Bank Group (WBG) funded a grant in Tajikistan to implement the country's Rural Economy Development Project (REDP). The project's development objective is to improve the sources of livelihood for local populations in GBAO and Khatlon regions through tourism and agribusiness. As part of this grant, a UCA team consisting of faculty members led by Dr. Sultonbek Aksakolov, Department Chair of Social Sciences and Humanities, alongside researchers from partner universities, was selected to conduct a research project on the

"Creation of Information Repository of the Natural, Historical and Cultural Sites".

Student Life

Due to Covid-19 most of the Student Life Activities switched to an online platform in 2020. The Student Life Team has been in contact with and continues to offer support to all students in the Naryn and Khorog communities; the University Counsellor has been conducting online counseling sessions for students. All sessions are conducted online via Microsoft (MS) Teams, WhatsApp, Telegram, and other means of virtual communications.

Student Life Team (SLT) conducted more than 60 online activities, most of which were campus-specific, and included games, hangout lounges, and art. Online orientation sessions such as Cyber Thriving focused on wellness and health-based issues; Online Learning Survival Guide introduced tools and skills needed to succeed in classes; and Introduction to Cyber Life, provided students with an overview of programmes offered online and were conducted via MS Teams.

Other online activities for students included fitness Club, yoga classes, student government meetings, photography contests, a variation on trivia night, continued efforts of LEADS (the community engagement group), Enactus, Philosophy Club, and weekly Conversation Cafes. Conversation Cafes connected students with experts from around the globe who share relevant experiences. An example was the conversation UCA students had with Alif Khalfan, Vice President of the Disney Corporation, who addressed the topic, Navigating Uncertainty and Change and Developing Resiliency in Difficult Times.

University Counselors also conducted on-going series of yoga and mindfulness sessions and delivered talks specifically aimed at managing difficulties which could arise at any time in life.

The UCA Student Association (UCASA), was actively engaged in organizing events for their peer students which included celebrations of Kenya and Kazakh Independence Days, Spelling Bee tournament, Open Mic and many others.

New Dean

Dr. Maxim Borisovich Khomyakov, former Vice-Director of Higher School of Economics (HSE), St. Petersburg, Russia, was appointed the new Dean of the School of Arts and Sciences in 2020 succeeding Dr. Diana Pauna, who served for five years. Prior to joining UCA, Dr. Khomyakov was leading HSE's strategy, research, and international affairs. Moreover, he has extensive experience as a visiting research fellow, advisor and lecturer at different universities across the globe including European University Institute, in Florence, Italy; the University of Johannesburg, South Africa; and Fudan University, Shanghai, China. Dr. Khomyakov holds multiple memberships in professional associations and editorial boards and is often invited to present at lectures and conferences. Dr. Khomyakov has multiple books, articles and translations published, including "BRICS as a New Form of Multilateral Relations: A Report for the Global Academic Summit" published in 2015.
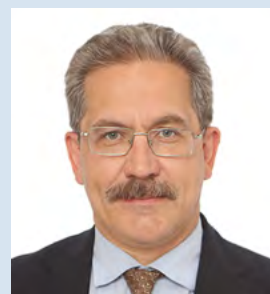
"The University of Central Asia is a fantastic and very unique project. In striking contrast to the overwhelming majority of higher education institutions in the world nowadays, it is based upon a powerful vision of education as a major development force. Its regional status makes it an important educational hub for Central Asia, and it is truly making a difference.

The excitement and temptation to be a part of this fascinating institution, to take part in establishing what is most certainly going to become the driving force in higher education in this very diverse region of Central Asia, to witness its growth and to actively participate in it was too tempting, and certainly a life-changing opportunity, which I simply could not turn down.

But with all this excitement also comes responsibilities, and I look forward to the challenges and opportunities ahead."

School of Professional and Continuing Education

The School of Professional and Continuing Education (SPCE) remains a leading provider of post-secondary, short-cycle continuing education in Central Asia and Afghanistan. Certificate programmes are offered in 14 learning centres across Kyrgyzstan, Kazakhstan, Tajikistan and Afghanistan. SPCE staff provide young learners, teenagers, and adults, professional and vocational qualifications in a flexible format that boosts skills development, improves qualifications for employment, job creation and educational mobility.

A vocational training class in plumbing in Khorog, Tajikistan.

The year 2020 was a turning point for SPCE as it embarked on a new vision. SPCE plans to concentrate on five main pillars aligned with the approved 2025 Five-year Strategy to maximize the impact of new opportunities by becoming Digitally Native; Focusing on Entrepreneurship; Reaching Marginalized Learners; Maintaining Financial Sustainability; and ensuring Quality Assurance across all programmes.

The concept of distance learning was adopted by SPCE at the end of March 2020. The shift triggered by the Covid-19 pandemic shed light on existing gaps and opportunities for SPCE to take on and develop further. SPCE staff took advantage of Covid-19 to arrange a rapid shift to online learning via new Learning Management System (LMS) such as Moodle, Microsoft Teams, and Zoom platforms to conduct e-lessons. The Project Management Office (PMO) at SPCE developed a strategy for handling the situation across all locations following two directions: capacity building for teachers and adjusting the curricula and tests to an online mode of delivery.

SPCE PMO together with the Cambridge Assessment English Center arranged numerous webinars for both internal and external teachers (300 teachers in total) on implementation of new pedagogies and usage of new techniques in online teaching and learning. The shift allowed SPCE to focus on the capacity building of its own staff and teachers across different countries. Not only did SPCE help many internal instructors to boost digital literacy skills, but also extended knowledge and best practices of online learning across four countries. Additionally, major programmes in demand are aligned to the e-learning component, and a number of working groups are developing the updated content with the support of LMS. The concept of online learning is here to stay with further SPCE enhancements, allowing many to receive quality education from anywhere in the world. In 2021, SPCE plans to invest heavily in the professional development of its staff to popularize e-courses and expand not only physically, but also virtually.

Programmes and Key Statistics

Over the course of 15 years, nearly 167,000 students have graduated from 14 SPCE Learning Centres across Central Asia (9) and Afghanistan (5), of which 53% are women. Among the most popular certificate programmes are Entrepreneurship and Business Planning, English language programmes, specifically the Academic Achievement Programme (AAP) backed by Cambridge Assessment English standards, followed by the international certification from the Cambridge Assessment (English component), ICDL (IT component) and SAT (Math component), Mental Math for children, and Accounting with further international certification (CAP/CIPA). As quarantine measures were imposed because of Covid-19, SPCE boosted the online component of its teaching and learning processes. During this period, 55 new concept notes and policies were produced, of which 23 related to newly developed online programmes like CATs (Learning English Online), Digital Professional Developed and Cybersecurity (based on Moodle platform) and Science Journalism (SciDev platform).

SPCE town-campuses and learning centres employ 190 full-time and more than 300 part-time staff. Nearly 100% of employees are nationals of the three Founding States, who continuously receive professional development in their areas of expertise.

Profile of SPCE Students in 2020

Student Enrolment by Country:
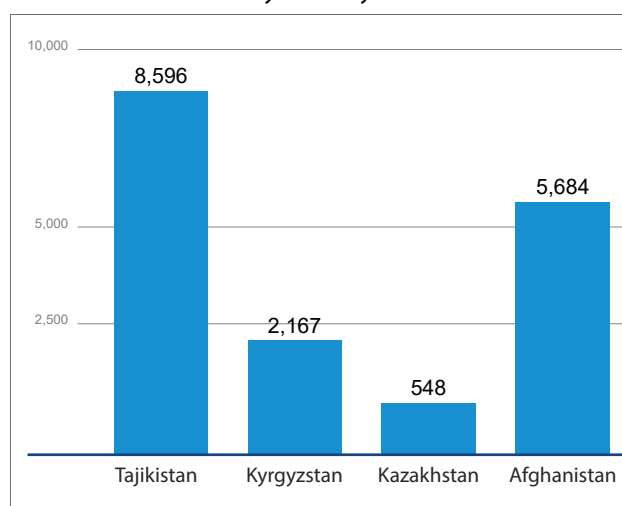
Gender
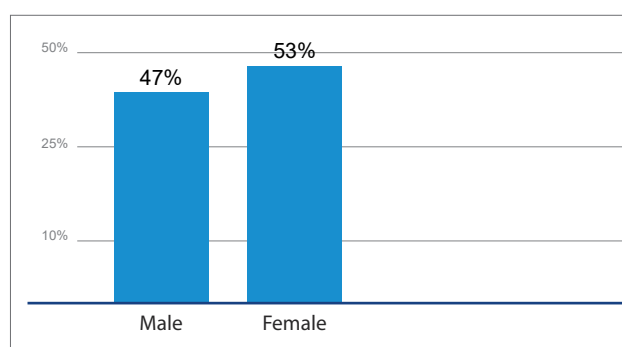
Age Distribution
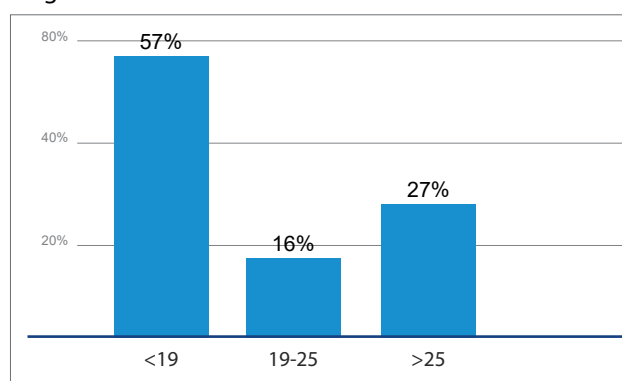
Student Employment Status

Year	Graduates
2020	16,995
2019	19,967
2018	18,423
2017	14,450
2016	12,996
2015	12,498
2014	11,992
2013	11,713
2012	11,074
2011	10,856
2010	10,764
2009	6,888
2008	3,756
2007	3,448
2006	1,092
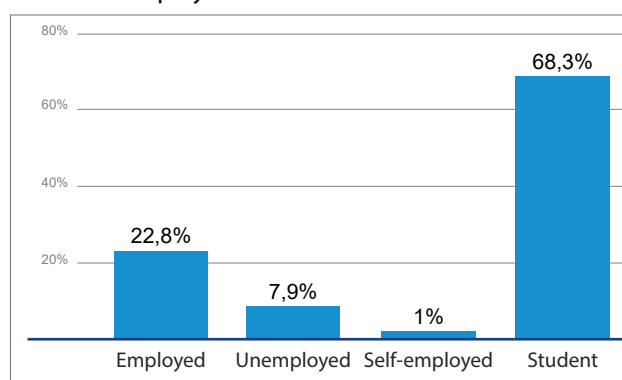
167,000

People graduated from SPCE

In 2020, SPCE student enrolment reached 16,995, with 595 students graduating from Bokhtar (TJ); 5,069 students from the three centres of Dushanbe (TJ); 2932 from Khorog (TJ); 548 from Tekeli (KZ); 1,009 from Bishkek (KG); 1,158 from Naryn (KG); and 5,684 from Afghanistan.

All academic staff shifted exams to the online format to allow those in remote areas to take online tests related to Young Learners English, Academic Achievement Programme, and Conversational English programmes. Afghanistan and Tajikistan rolled out CATs programme allowing students to learn English at their own pace online. Almost all centres purchased new books for the young learners programme (ages 7-12), the AAP programme (ages 12-18), and the Math and English components.

Notable Achievements

SPCE delivered numerous short-term courses and professional development programmes both online and offline including Teaching Knowledge Test (TKT) trainings, and Trainings of Trainers on Social Entrepreneurship, Business Planning, and Essay and Academic Writing. SPCE is the only official centre for many international qualifications through the International Computer Driving License (ICDL), Certified International Professional Accountant Examination Network, Cambridge Assessment English Centre and Teaching Qualification Centre. Throughout the year, SPCE provided professional training for internal and external instructors from Tajikistan, Kyrgyzstan, Kazakhstan, and Afghanistan.

SPCE also offered around 1000 international examinations (Cambridge Assessment English and International Computer Driving License) and actively promoted its certifications on a ministerial level. SPCE students continue to take part in national and international competitions related to Mental Math and Information Technology.

Kyrgyzstan

SPCE Kyrgyzstan enrolled 2167 students, of which 1158 were in the Naryn town-campus, and 1009 in Bishkek. The most popular programmes were short-term English language, Outreach, Entrepreneurship, Media Literacy, and Essay Writing courses. As an authorized ICDL and Cambridge Assessment English center, SPCE offered exams to nearly 800 people across the country.

Kyrgyzstan successfully cooperated with international organisations such as UNODC (language courses for Customs Officers in Osh), USAID Youth Initiative project (boosting Entrepreneurship and ICDL trainings), as well as local state and private institutions such as the Mountain University Partnership (MUP) programmes with Naryn State University under AKDN/UCA support. Additionally, funds were secured from the US Embassy in Bishkek and Regional English Language Office (RELO) on the Media Literacy Project, Mediact Project (European Commission and Erasmus+) to boost media skills among youth workers, DAI/DFID and PEAK Kyrgyzstan to boost entrepreneurship skills across Russian and Kyrgyz language speakers. A Local Impact Future of Work project

ICDL class at SPCE Learning Centre in Ishkashim, Afghanistan.

began, with an aim to establish a Centre for Entrepreneurship in Naryn.

Both centres launched new programmes for Young Learners (Pre-A1 to A2), Digital Professional Development (DPD) for teachers across the country, Python programming course, Online Financial Literacy, English for the Corporate Sector, followed by official Business English exams and webinar series.

Tajikistan

- SPCE Dushanbe continued to manage four US Embassy grants amounting to $147,700 on English Teaching Mentor Programmes, English for Journalists, and English for Tajik Governmental Officials. The projects were implemented in all SPCE centres in Tajikistan. "Grow Your Business" supported by DAI PEAK UK AID along with Education Acceleration Programme, promoted quality training on business set-up, marketing and communications, HR and budgeting.

- SPCE Tajikistan successfully launched the CATs programme in partnership with Cambridge Malaysian Education and Development Trust, a programme allowing students to study online at their own pace. Three instructors and one administrator went through the programme during the Covid-19 lockdown and offered it to students from November 2020. A partnership with Worldwide Education Fund of the Dallas Foundation (WEF), and its international delivery partner Foundation to Empower Students Worldwide (FESW) trained three instructors on Cybersecurity Professional Certificate programme, and six modules of the programme were developed.

- Despite the lockdown, the TVET vocational training programme continued to be offered to potential plumbers and auto mechanics, followed by apprenticeship in local companies such as Youth Centres and Town Theatres.

- SPCE Khorog and Bokhtar were able to conduct Global Money Week 2020 before the lockdown, reaching over 2,500 individuals directly, and over 15,000 individuals indirectly. Multiple sessions were organized on "Learn.Save.Earn" for school students grades 7-10th.

- The Dushanbe office added another learning centre, bringing the total to three to meet increasing

MoU singing ceremony between UCA, AKF-A, and the AKES-A to establish an SPCE Centre in Kabul. Clockwise: Prof Dr. S. Sohail H. Naqvi, Rector of UCA; Dr. Bohdan Krawchenko, Dean of UCA's Graduate School of Development; Akylbek Joldoshov, Quality Assurance Officer at SPCE; Dilovar Butabekov, Director of SPCE.

demand. Among the most popular courses and programmes are AAP English and Math, Mental Math, IELTS Preparation, TOEFL preparation, Basic Russian, Young Learners, ATC and Cashier programmes, Conversational English and Chinese Language.

- The entrepreneurship programme, including business planning and social entrepreneurship courses under the Thrive Project are offered to participants throughout Shamsidini Shohin, Hamadoni, Panj and Farkhor districts of Khatlon region in both online and offline modes. Following the signing of an MoU with the First Micro Finance Bank in Tajikistan, SPCE implemented a plan to target women and men entrepreneurs to growth-oriented financial and technical assistance services.

- The PGPP programme continues to run and train students for studies at the School of Oriental and African Studies and University College of London. In 2020, PGPP modules underwent a thorough analysis and updates by IIS specialists on topics of Methodology of Syllabus Design, Tutor Academic Skills Competency, and Advanced Preparation for IELTS.

Kazakhstan

- SPCE Tekeli continued to focus on the market demand for English language programmes by introducing English for Young Learners, upgraded Academic Achievement programmes and IELTS preparation courses. This year, all programmes were adapted to online modes of teaching. The Accounting Technology certificate programme, including Basic Accounting and 1C Software continued to be offered to those who wanted to upgrade their skills and get new jobs.

- SPCE Tekeli, as part of the MoU among the Akimat, the National Chamber of Entrepreneurship and UCA, conducted a short course "Operator Grinding, Crushing and Sorting Machines" to prospective grinders.

Afghanistan

- The local staff focused on delivering Conversational English programme, Entrepreneurship and Accounting programmes, Mental Arithmetic, Entrepreneurship for TVET Trainees and GRLE Seminars, as well as ICDL with the latest updated version. The SPCE Afghanistan team updated books and translated them into Dari, trained four

ICDL testers in Kabul and nine members of the staff. Before the lockdown, ESL instructors took part in the English Teacher Mentorship Workshop in Kabul, which united secondary and university instructors and allowed them to collaborate and exchange experiences.

- SPCE Afghanistan successfully launched the CATs programme in September 2020, in partnership with Cambridge Malaysian Education and Development Trust, a programme allowing students to study online at their own pace.

- The Pathways to Innovation project, funded by the International Development Research Centre and the Aga Khan Foundation Canada, completed two components: Gender Responsive Learning Environment Training for 1116 individuals, and Mental Math training for 172.

- Over 1700 AKF TVET trainees in Badakhshan, Takhar, Kunduz, and Bamyan provinces started training in the entrepreneurship programme, focusing on business idea generation, and starting and expanding a business.

Alumni Survey

An annual alumni survey across all SPCE centres interviewed 2,540 alumni who graduated during 2018-2020 (56% female and 44% male). The gender distribution of the alumni varied from country to country. For example, Kyrgyzstan and Kazakhstan had a higher percentage of female respondents, while Tajikistan and Afghanistan had more male respondents.

The survey was conducted online using Google and MS forms translated in English, Russian, Dari and Kazakh. Most alumni represented the following programmes: English language programmes, ICDL, and accounting courses. Respondents represented students (56%), or those employed in state and private organisations (21%).

SPCE Alumni Survey

95% Indicated that SPCE programmes met the alumni's expectations, "Much better than expected".

94% Rated SPCE facilities and services as "Excellent" or "Good".

93% Would recommend SPCE's education services to others.

78% Apply the new knowledge/skills, "All the time" or "Most of the time".

22% Alumni entered universities'.

16% Found new jobs.

10% Got promoted in their existing jobs.

5% Started new businesses.

30% Increased their monthly salary.

19% Increased their monthly salary by 25% or more.

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Dr. Troy Sternberg, Senior Research Associate at the University of Oxford's School of Geography and the Environment in the United Kingdom, delivering a UCA public lecture on "Citizen Science". Citizen science is public participation in scientific research. Watch this and other lectures on UCA's YouTube channel: https://youtu.be/2sXa_I2c1nE

Institute of Public Policy and Administration

In 2020, IPPA launched several new projects, strengthened existing partnerships, and contributed to the advancement of evidence-based policymaking in Central Asia and Afghanistan through research, training, and professional development initiatives. With support from national and international partners and donors, IPPA's activities focused on economic policy, trade, tourism, small and medium enterprises, employability and civic engagement of youth, food security and nutrition, agriculture, mining, and public health.

Research

Despite global lockdowns and remote working, the IPPA team reported excellent productivity. It published 27 works, including 7 articles in refereed journals, one book, two book chapters, eight externally published research reports, and two papers in conference proceedings. IPPA also published seven new works for its Working Papers and Occasional Papers series in both English and Russian, having now produced 69 such publications, all available for free download at https://ucentralasia.org/research/ippa_publications/en.

In collaboration with the Ministry of Agriculture of the Kyrgyz Republic and the Agricultural Institute of Slovenia, IPPA expanded quantitative agricultural policy monitoring in the Kyrgyz Republic by determining the list of key agricultural commodities and collecting data on key agricultural commodity markets and relevant national policies. These activities were funded by the Food and Agriculture Organization (FAO) as part of the "Quantitative Agricultural Policy Monitoring in Eight Post-Soviet Countries" project.

Minister of Economy Abdul Hadi Arghandiwal (left) at the Executive Masters in Economic Policy Programme Graduation Ceremony in Kabul, Afghanistan.

IPPA also successfully implemented the project on gathering evidence and supporting multi-stakeholder engagement on the role of diets and food systems in the prevention of obesity and non-communicable diseases in Kyrgyzstan. The main goal of this endeavour was to identify potential pathways of cause and effect between trends in various dimensions of food systems (food supply, consumption, environment) and overweight, obesity and non-communicable diseases in Kyrgyzstan. This project was also supported by FAO.

In addition, IPPA helped to carry out the study of micro, small and medium enterprises in the mountainous regions of Kyrgyzstan and Tajikistan as part of the joint Mountain Universities Partnership project of UCA, Naryn State University and Khorog State University. IPPA provided support in both data collection and capacity-building of higher educational institutions.

IPPA was also engaged in the "Demilgeluu Jashtar" project on enhancing employability and civic engagement of youth in the Kyrgyz Republic. This project was funded by USAID and implemented by a consortium of organisations, including Mountain

Societies Development Support Program, International Debate Education Association Central Asia, Social Entrepreneurship Association, and Accelerate Prosperity. IPPA conducted the baseline study and helped develop a monitoring and evaluation plan for the project activities.

Furthermore, although the Covid-19 pandemic delayed summer fieldwork and a rearrangement of activities of the project "Mediation Model for Sustainable Infrastructure Development: Scaling up Praxis from Mongolia to Central Asia", these developments provided researchers with opportunities to do more home-based research and writing. As a result, the project team secured a book publication contract with the international publisher Routledge; it is also actively working with the Birmingham-based software agency Bluetel to develop a mobile application to promote inclusive economic development and social welfare in Central Asia. The project is a collaboration between the University of Oxford, Independent Research Institute of Mongolia, and UCA, and is funded by UK's Economic and Social Research Council and Global Challenges Research Fund.

Public Policy

Strengthening the capacity of government agencies, civil society organisations, tertiary institutions and individual experts to conduct quality research and generate knowledge in its practical application is a necessary precondition for efforts to adapt to the challenging international economic "new normal". Accordingly, IPPA continues its efforts to offer lasting contributions to the professional capacities of regionally based individuals, governments, and organisations in Central Asia and Afghanistan through its flagship programmes – the Executive Masters in Economic Policy (EMEP), and the Certificate Programme in Economic Policy (CPEP). These initiatives are supported by the International Development Research Center (IDRC) and the Aga Khan Foundation Canada (AKFC) through the "Pathways to Innovation (P2i)" project.

In 2020, 34 students graduated from EMEP. All were Afghan civil servants who enrolled in EMEP as part of a long-lasting partnership between UCA and the Ministry of Finance of Afghanistan. There were also 14 graduates of CPEP in Kyrgyzstan and 28 in Tajikistan. Although the programmes started in a customary mode, due to the pandemic, the teaching had to continue online. Students adjusted well to the new format, and all of them successfully defended their capstone projects. Besides academic programmes, as part of the "Pathways to Innovation (P2i)" project, IPPA published research papers on labour market and public finance in Kyrgyzstan, Tajikistan and Afghanistan, and a special publication on Covid-19 and its consequences in Afghanistan jointly with the Biruni Institute of Afghanistan.

Life in Kyrgyzstan

This year the Sixth Annual Life in Kyrgyzstan (LiK) Conference was held online. The LiK 2020 brought together over 550 participants and speakers from 16 countries, representing government, public sector, development agencies, non-governmental organisations, academia, research institutions, and media. Participants exchanged knowledge and experiences on recent socio-economic developments in Kyrgyzstan and beyond, and addressed a range of topics, from agriculture and nutrition to the impacts of Covid-19 on Central Asia. The LiK 2020 was or-

IPPA Working Papers and Policy Briefs in 2020

Public Finance and Technological Development in Central Asia

This paper discusses the current situation with government revenue, expenditure, and deficits in the economies of Central Asia and considers the options available to use fiscal policy to support the technological development of these economies. It analyses contemporary issues in the public finances of these countries including the size of their governments, efficiency losses due to uneven taxation of different sectors and entities, ineffective foreign aid, and government expenditure inefficiency. The paper provides recommendations for the modification of fiscal policies to promote economic diversification and productivity growth in Central Asia.

The Garment Sector and Youth Employment in Kyrgyzstan: A Value Chain Analysis

A value chain analysis of the garment sector identifies gaps in the knowledge and skills of youth workers in sewing workshops, examines constraints which affect negatively the decision of youth workers to constantly change their workplaces as well as pinpoints potential opportunities of garment production in rural areas of Kyrgyzstan. The study refreshes the thinking about the current state of garment production in Kyrgyzstan, its structure, and main stakeholders. The study also gives an overview of the garment value chain stages and discusses issues of migration, unemployment, gender, and core literacy skills relevant to the current state of the garment sector.

Labour Market and Technological Development in Central Asia

This paper discusses the current situation in the labour markets of the economies of Central Asia and considers the options available to use labour market policies to support the technological development of these economies. It analyses contemporary issues in the labour markets of these countries including the labour migration, informality, inequality, and financing of pensions through the taxation of labour. The paper provides recommendations for the modification of labour market policies to promote the economic diversification and productivity growth in Central Asia.
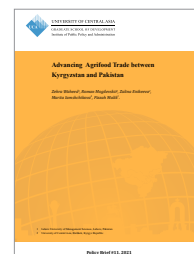
Advancing Agrifood Trade between Kyrgyzstan and Pakistan

The policy brief discusses the current situation and options for expanding the agrifood trade between Kyrgyzstan and Pakistan. It addresses the governments' trade policies, existing and emerging transportation routes, business practice challenges and provides recommendations for boosting the cooperation between two countries.

ganised by IPPA, the Leibniz Institute of Vegetable and Ornamental Crops, International Security and Development Center, and the World Bank, and was supported by the Aga Khan Foundation Kyrgyzstan, UK's Department for International Development, and USAID.

Impact Evaluations

Impact evaluations are one of the activities for which IPPA is in high demand by governments, donor countries and international organisations. In 2020, IPPA was responsible for the impact evaluation assessment of "Accelerating Progress towards Rural Women Economic Empowerment". The project was launched in seven countries, including Kyrgyzstan, and is run by the International Fund for Agricultural Development, Food and Agriculture Organization, UN Women, and World Food Programme. The objective of this initiative is to empower women, reduce rural poverty, promote sustainable agricultural production, and improve food and nutrition security.

In addition, as part of this project "Capacity Development Component in Support of a Digital Monitoring and Evaluation System", IPPA conducted training for Kyrgyz civil servants on monitoring and evaluation of the National Development Strategy 2018-2040. The objective of the training was to develop and deliver a course that is tailored to the needs of public officials for enhancing their knowledge and skills to use digital monitoring and evaluation systems more effectively.

Partnerships

IPPA programming is carried out with generous support from a number of partners and donors. It works closely with key government ministries in Central Asia and Afghanistan and draws expertise from a range of local and international institutions. This year IPPA joined the Sustainable Development Goals (SDGs) Nexus Network that aims to strengthen cooperation between partners from Colombia, Ecuador, Uzbekistan, Tajikistan, Kyrgyzstan and Germany. The network is funded by the German Academic Exchange Service (DAAD).

Occasional Papers Published in 2020
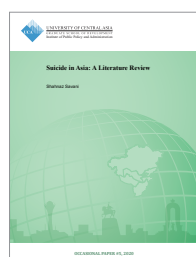
Suicide in Asia: A Literature Review

Suicide is a serious and complex global problem. About 1.5 million people die by suicide each year, and approximately one billion people are affected by it. Although most suicides occur in the low and middle-income countries of the world, research on suicides largely comes from upper-middle-income and high-income countries (Bantjes et al., 2016). Suicide varies around the globe due to factors relating to culture, context, and environment. There are striking differences in the appearance of suicide between the world's richer and poorer countries. The meaning and significance of suicide, the causes of suicide, and the risk and protective factors for suicide are uniquely embedded in the cultural and religious contexts of different geographical regions.

Factors of development and obstacles to growth of small and medium-sized businesses in Naryn oblast of Kyrgyzstan

Naryn oblast of the Kyrgyz Republic is rich with a variety of natural resources, such as mountain pastures, water and forest resources creating the potential for opening and development of micro, small and medium-sized enterprises (MSME). Nature, ecosystem, highland pastures, climate and fertile soils are highly suitable for bee-farming, mountain tourism, herbs collection and livestock breeding. A total of 96 MSME were surveyed using a combination of qualitative and quantitative methods. Authors identified key development issues of MSME in these sectors and presented conclusions and recommendations that could be useful for the MSME sector development in Naryn oblast.

Factors of development and obstacles to growth of small and medium-sized businesses in Gorno-Badakhshan Autonomous Region of the Republic of Tajikistan

The study was carried out in Shugnan, Rushan and Darvaz districts and Khorog city. The studies sectors are bee-farming, livestock breeding, agricultural processing, trade and tourism. The paper presents the results of a survey of 96 micro, small and medium-sized enterprises (MSMEs) in the Gorno-Badakhshan Autonomous Region with a description of the research methodology, as well as an analysis describing the factors that promote growth and the barriers to the development of MSMEs in that region.

(i) IPPA research initiatives focus on economic policy, including regional economic relations and trade, economics of development, food security and agriculture and regulatory and microeconomic policy.

To date, IPPA has published more than 60 peer-reviewed working and occasional papers in these areas in English and national languages as part of the IPPA Working Paper Series. Available for free by download from the UCA website: www.ucentralasia.org/ippa

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Mountain Societies Research Institute

The Mountain Societies Research Institute (MSRI) is an inter and transdisciplinary research institute within UCA's Graduate School of Development (GSD), dedicated to addressing the challenges and opportunities within Central Asian mountain communities and environments. MSRI's goal is to support and enhance the resilience and quality of life of mountain societies through the generation and application of sound scientific research.

MSRI Research Fellows launch a drone to study the forest in the Sary-Chelek Nature Reserve in Kyrgyzstan.

Addressing Climate Change

Remote mountain communities need access to better climate, weather, and streamflow data, which affect agricultural production, natural hazards and related disasters, domestic water supplies, and livelihoods. Many of the villagers are subsistence farmers whose lives are increasingly impacted by the pressures of climate change and variability, which drive droughts, landslides, debris flows, snow avalanches, and flood hazards, as well as affect crop selection, grazing capacity, and land degradation. In 2020, MSRI continued its work with the Addressing Climate Change in Afghanistan (E3C) project with an overall objective of improving resilience to climate change of communities and ecosystems in the Panj-Amu River Basin and the sustainability of their beneficial use for rural areas. This includes initiating field activities to interact with target communities and fostering collaborations with partner institutions. In cooperation with AKF-Afghanistan, MSRI collected some primary data on the current conditions and trends of wildlife, rangelands, forestry, and marketable medicinal plants in five districts. Eventually, as a technical partner in climate

modelling, MSRI aims to make its research findings meaningful by communicating with partners and translating results of climate modelling into products for use.

Land degradation and water resources management

In 2020, MSRI successfully secured new proposals funded by the World Bank on: "Catchment Characterization in the Vakhsh Basin Upstream of Nurek Reservoir, Tajikistan" and "Mapping and Valuing Ecosystems Services, and Prioritizing Investments in Select Watersheds in Tajikistan to support Sustainable Hydropower". The main objective of these projects is to understand erosion processes in Vakhsh River Basin above Nurek Dam and estimate the sediment loads to the dam reservoir. MSRI conducted and completed mapping analyses and field assessments; compiled hydrologic, topographic, and geologic maps; analyzed historical snow cover; and assessed erosion processes, sediment sources and delivery mechanisms, results of which will be included in an interim report and published in English and Russian languages in early 2021.

Another project, also funded by the World Bank, on "Crop Yield Forecasting using Remote Sensing in Tajikistan" aims to develop and test a methodology for predicting the yield of main agricultural crops, at the district level and at the level of several large reference dekhkan farms. MSRI developed a methodological approach to land use and land cover classification which discriminates crop fields based on time series of Sentinel-2 satellite images. To produce agriculture land maps based on time series satellite images, field surveys were arranged to collect crop data at the field level in three targeted districts representative of agro-climatic regions.

Rural migration during pandemic

The second year of the AGRUMIG: 'Leaving something behind' - Migration governance and agricultural and rural change in 'home' communities: comparative experience from Europe, Asia and Africa project, supported by the European Union's Horizon 2020 research and innovation programme, consisted of intensive field work in 15 villages of Jalalabad, Batken and Naryn regions of Kyrgyzstan. A quantitative survey conducted in November covered 300 migrant households and focused on the relationships among rural change, migration, and the Covid-19 pandemic. In addition, MSRI published

Muslim Bandishoev, Remote Sensing and GIS Expert at the Mountain Societies Research Institute, collecting geospatial data for biomass estimation using satellite imagery.

Sustainable Use of Natural Resources

About one third of the forested area in Tajikistan is covered with Juniper forests, but since the beginning of the 20th century, the proportion of wooded areas has decreased dramatically. Uncontrolled use in the past and present has led to such a degradation of forests in many places. With an aim of supporting local actors in the development of strategic management plans for sustainable Juniper forest use involving location population, MSRI continued implementation of the Balancing and Optimization of Multifunctional Use of Juniper Forests in Central Asia (JuniperCA) project in Tajikistan. As part of biomass modelling and estimation, MSRI collected field data on Juniper plots to develop volume estimates, collected samples based on the "destructive" method to model Juniper growth, and established precise ground control points using DGPS for accurate georeferencing of Pleaides satellite imagery to generate a Juniper tree canopy model required for biomass estimation at the regional level. As a result, a biomass map will be created that is used for the spatial representation of juniper stands and can be used for land use and forest planning.

Building Regional Research Capacity

In the "Pathways to Innovation" project, funded by the International Development Research Centre, Canada, and the Aga Khan Foundation Canada, MSRI continued its collaboration with Khorog State University (KSU), Tajikistan and Badakhshan and Bamyan Universities in Afghanistan, where selected fellows successfully implemented nine research projects around food security, livelihood improvement and natural resource conservation topics. Preliminary research findings from these projects have been integrated in the teaching of supported researchers. In addition, six participants of the Certificate Programme in Natural Resources Management (CPNRM) from KSU conducted 4-5-day training workshops on Natural Resource Management for faculty members and students of KSU. Following this, in May 2020, MSRI conducted a survey to assess post-program impact at partner institutions and held an online conference with partner universities where researchers presented their findings on a live Zoom broadcast. As a result, the project helped develop new partnerships between MSRI and partner universities in Tajikistan and Afghanistan and provided MSRI with a unique standpoint to identify local accomplished academics and leaders who could be supported in the future.

A small headwater stream of Vakhsh River brings heavy loads of sediment into the river system after receiving a spring rainfall. This sedimentation is reducing the capacity of Tajikistan's Nurek reservoir, and threatening the long term viability of a nationally important hydropower operation.

a policy paper on the same topic and produced an animated video on impacts of migration on rural development in Kyrgyzstan. The collected data will help MSRI understand a range of economic, institutional, cultural and agroecological factors that mediate the outflow of labor from rural areas, explain how demographic changes feed back into reshaping rural transformation in these areas, and challenge thinking on the best policy and practice approaches to govern migration in these contexts.

MSRI Scientists collecting sediment samples from the Vakhsh River as part of the World Bank funded project to study sediment loads to Nurek Dam, the largest hydropower station in Tajikistan.

In close integration with the Earth and Environmental Sciences Programme of SAS, Roy Sidle, MSRI Director and Ben Jarihani, Associate Director have been teaching courses on Hydrology and Hydrogeology; Natural Hazards and Risk Management in Mountain Regions; Introduction to Remote Sensing and GIS; Advanced Remote Sensing and GIS; and Science, Impact, and Complexity of Climate Change to undergraduate students at UCA. In the Summer of 2020, MSRI hosted nine students of UCA's Earth and Environmental Sciences program as interns in Khorog through UCA's Co-operative Education Program.

Partnerships and Outreach

In 2020, MSRI strengthened research activities and focused on building research collaborations in Central Asia with various regional and international organisations. These discussions resulted in collaborations, including drafting a Memorandum of Understanding with the Soil Institute of Tajik Academy of Agricultural Science, and submitting a major SATREPS proposal to the Japanese Government.

MSRI also continued its collaboration with the Global Environment Facility Small Grants Programme (GEF SGP) on the development of a Country Strategy for the Programme in Kyrgyzstan. To identify priority development areas related to the environment in Kyrgyzstan, MSRI organized a workshop on March 10th 2020 in Bishkek, attended by more than 40 representatives from State Environment Protection bodies, NGOs, and academia. As a result, Osh and Batken provinces of Kyrgyzstan were selected as target landscapes and analysis of these landscapes as well as GIS assessment of existing meteorological and remotely sensed data for describing the target landscapes were conducted. A draft Country Strategy document was developed based on collected information. MSRI findings will help guiding GEF in allocating funds for purposes that reflect the needs and requirements of local communities in the areas of natural resource management, local infrastructure, water management, hazardous waste management and sustainable sources of income.

After moving its headquarters to Khorog, MSRI increased its staff members and hired two post-doctoral fellows, one local supported by the SDGnexus Network, and one international supported by UCA.

Cultural Heritage and Humanities Unit

The Cultural Heritage and Humanities Unit (CHHU) advances the University's mission to help different peoples of the region preserve and draw upon their rich cultural traditions and heritages as assets for the future through research, documentation, teaching, and public outreach activities. It generates new dialogues on Central Asian heritage and identity and addresses contemporary cultural production and cultural institutional issues. CHHU works with a network of regional scholars and cultural practitioners to achieve its goals. Its staff also teach classes in the Liberal Arts programme of the School of Arts and Sciences.

Premier of the musical performance The Origin played by the "Kyrgyz Kairyk" ensemble, Bishkek.

Publications

CHHU's Cultural Heritage Book Series republished the two volume book The Tajiks of the Huf Valley (in RUS, 800 pages) by Mikhail Andreev (1873-1948), a renowned Russian ethnographer, orientalist and scholar of Central Asian culture and history. On February 29th, the Unit organized a book launch at the Ismaili Centre in Dushanbe, presenting three new book publications: The Tajiks of the Huf Valley, the only available ethnographic research of Tajiks from the upper streams of the Amu-Darya River; Andrei Evlampievich Madji: Half a Century of Research in Central Asia by historian Victor Dubovitskii about life and academic work of orientalist Andrei Madji; and Architectural Odyssey. 'Safarnama' of Nasir Khusraw, about medieval Islamic architecture, written by Munavar Mamadnazarov. This event gathered over 200 attendees from the academic community, international organisations as well as state officials.

The Unit also released three electronic monographs: Common Ethno-Cultural Patterns of Kyrgyz and Uzbeks (in Kyrgyz and English) of Dr Abdymitalip

Murzakmetov, Professor of Osh State University; Epistemology of Abu Ali ibn Sina (Avicenna): The Dynamics of Thought from Illusion towards Truth (in Russian) by Sunotullo Jonboboev, Senior Research Fellow of CHHU; and The History of Geographic Study of Kyrgyzstan from the Ancient Times till the Mid-19th Century (in Russian) by S. Umurzakov, a leading scholar and geographer of Kyrgyzstan.

Research Paper Series

CHHU published eight new studies in its Research Report Series on cultural and historical heritages of Kyrgyzstan and Tajikistan: "National Festivals of the Tajiks through the Ages" by Dr. Larisa Dodkhu-doeva, et. al.; "The Pamirian Languages: Between Past and Future" by Dr Tohir Kalandarov; "Jadid-ism in Kyrgyzstan: Historical Value of its Heritage in the Past and Present Day" by Dr Aida Kuba-tova; "The Conception of the House in the Shughni Linguistic Worldview" by Dr Shahlo Nekushoeva; "Forced Migration of Kyrgyz to China in the 20th Century: Field Research in 2015 in the Xinjiang Ui-ghur Autonomous Region of China," by Dr Gulzada Abdalieva; "M. S. Andreev in Historical Perspec-tive: Review of Tadzhiki doliny Huf," by Saynak Saynakov; "Jusup Abdrakhmanov: Dekulakization, the Basmachy Movement and the Great Famine" by Dr Jumagul Baydildeev; and "Women's Songs in the Cultural Traditions of Badakhshan" by Dr Bahriniso Kabilova.

Outreach

CHHU's public lectures series went online with five lectures from on April 23: Dr. Tohir Kalandarov presented on "Pamiri People and their Languages: Shimmering Identity," on May 12, Altyn Kapalova, Research Fellow of CHHU presented on "Civic Ac-tivism through Arts: What it is and How it is Practiced in Central Asia," on May 21, Dr. Aida Kubatova pre-sented on "Jadidism in Kyrgyzstan: Political, Cultural and Educational Activities in the late 19th- and early 20th-Centuries," and on May 28, Dr. Kubat Tabaldiev lectured on "Archeology in Kyrgyzstan: Research findings in 2000-2019 and Future Perspectives" and Chorshanbe Goibnazarov, Research Fellow of CHHU presented on "Music is All We Have: Musi-cians respond to Covid-19 in Tajikistan."

Partnerships

CHHU-SAS joined a global art event in Bishkek and Osh cities of Kyrgyzstan. Participants experi-enced an adventurous exploration of art and self, combining elements of play, mindfulness, and embodied practice. In cooperation with the Uni-versity of New South Wales, Sydney and Kyrgyz National Museum of Fine Arts, CHHU organized an interactive on-line event "The Playful Eye goes to Kyrgyzstan" to discover traditional and modern Kyrgyz art. Playful Eye events have been held at some of the world's leading public and private art museums, including the Smithsonian's National Museum of Asian Art in Washington DC, the Ol-bricht Foundation's Collectors' Room in Berlin, the National Gallery of Australia, and the Queensland Art Gallery and Gallery of Modern Art. The first event took place in Bishkek on August 26, followed by Osh city on September 17.

In partnership with Kyrgyzstan's National Televi-sion and Radio Broadcasting Corporation (KTRK) and leading archeologists including Dr Kubat Ta-baldiev and Dr Aida Abdykanova, CHHU supported the filming of a series of documentary TV programs of cultural and historical sites of the Naryn region. Eight documentary films (with English subtitles) are being prepared to be broadcasted on KTRK's Culture, History and Language channel in 2021.

Supporting State Museums in Kyrgyzstan

CHHU continued its support activities by capac-ity building of museum staff in Kyrgyzstan. On October 28, the Unit held a seminar for museum specialists of Naryn and Issykul regions. The semi-nar "New Narratives and Forms of working with museum audiences" was attended by 25 specialists from 7 museums. The seminar was hosted by the Center for Nomadic Civilizations in Chong-Sary-Oi village of Issik-Kul province. Dr. Michael Garbutt from Sydney University gave an online lecture based on his experience of creating new forms of communications in the museum space. Museum expert, Oksana Kapishnikova, and Altyn Kapalova, CHHU research fellow, spoke about the creation of new decolonial narratives in the work of museums. Altynai Kudaibergenova, research fellow of the Kyrgyz National Museum of Fine Arts shared how they were successful in transitioning the museum online during the COVID 19 pandemic.

On December 15-16, based on its success at the regional level, CHHU held a national seminar for museum professionals of Kyrgyzstan on "New Forms and Narratives in Working with Museum Audiences". More than 50 representatives of re-

Dr. Bahriniso Kobilova (left), from the Institute of History, Archeology and Ethnography of the Academy of Science of the Republic of Tajikistan, and Kurbon Alamshoev (right), receive the new edition of the Tajiks of Huf Valley publication.

gional and city museums of the country took part in this online seminar. This was the sixth seminar organized by UCA with a focus on rural museums with the aim of improving the skills of museum professionals and building human resources to introduce innovative solutions in organizing a modern museum and improving the effectiveness of working with museum audiences.

Cultural Production

A short documentary film titled "The Flying Horse" has been produced and is available on the Aga Khan University's (AKU) website. (https://www.aku.edu/vrw/kz/Pages/home.aspx). This film covers the importance of preserving the indigenous Kyrgyz horse and talks about its resilience in adapting to climate change, the preservation of mountain pastures, and Kyrgyz cultural traditions. The film is directed by Aibek Baiymbetov, Junior Research Fellow of CHHU and his team, in consultation with Andrew Tkach, a well-known documentary filmmaker, carried out within the framework of the Voices from the Roof of the World (VRW) project of AKU.

On November 3, the Theater for Young Spectators hosted a premiere of the musical performance "Sky Woman - Jer Ene" based on the Potawatomi legend from the book "Braiding Sweetgrass", written by R. W. Kimmerer. The play is about the birth of Earth, the appearance of the first woman, and the fate of man and his destructive attitude toward Earth. The premiere of this unique, experimental performance was made possible through partnership with CHHU.

"Jaralysh" (The Origin), a unique concert-performance produced in partnership with CHHU, thrilled audiences who flocked to Bishkek's Asanbay Centre on December 23. The Kyrgyz Kairyk ensemble, the youth experimental theatre and young designers of Kyrgyzstan, teamed up for this production which explores the birth of a nation through a hero who faces enormous challenges in life. "Jaralysh" is an initiative of the "Kyrgyz Kairyk" musical project, which in partnership with CHHU is contributing to the preservation and revitalization of Kyrgyz traditional music.

The *Pamiri Rubob* is a popular musical instrument with people of the Gorno-Badakhshan region of Tajikistan.

Civil Society Initiative

The University of Central Asia's Civil Society Initiative (CSI), established in 2017, enriches development thinking by bringing to the foreground the importance of associational life in the well-being of communities, society, and civil society organisations as drivers of efforts to give people a voice on policy and governance. CSI aims to foster a more enabling policy and administrative environment for civil society's development, including measures that unlock the potential of philanthropy and private giving to support activities for public benefit. It is also focused on building organisational capacity of a wide range of civil society groups and broader public awareness of their essential contributions to society.

The University of Central Asia's Civil Society Initiative representative presenting evaluation forms to attendees to assess the results of training on "Promotion of consultative practices and peace-oriented local advocacy in Kyrgyzstan".

Citizen Engagement

Civil Society Initiative and the Open Contracting Partnership (OCP) arranged a webinar, "Viral procurement - How are state funds spent to fight coronavirus, and how to deal with it?", on May 26th 2020 with 10 speakers from Ukraine, Moldova, Mongolia, Georgia, Kazakhstan, and Kyrgyzstan. More than 80 civil society experts from the Central Asia and CIS attended the event, which covered the following topics: world experience in the regulation and control of procurement to combat coronavirus; principles of open contracting and the possibilities of its application in the region; experience of using open data for the correct and rational procurement planning for fighting coronavirus. During the three-hour session, speakers presented their experience and discussed how civil society can influence the state to make prompt, rational and effective procurement to fight the coronavirus; how to calculate local needs for protective and medical equipment; and how to procure supplies efficiently from a chaotic and severely depleted market. The webinar is available in Russian at https://youtu. be/D_L0tB54Qgo.

Promoting Open Government Partnership

As co-initiator of the Commitment on Mining Data Diclosure in the framework of OCP, CSI conducted an evaluation interview for participants of the training "Promotion of consultative extractive practices and peace-oriented local advocacy in Kyrgyzstan". Results of this assessment have been delivered to International Alert and the State Committee on Mineral Resources, and have been used to engage policy makers and representatives of other stakeholders at the local, national and regional levels. They have also been used to promote inclusive approaches to peacebuilding and conflict prevention in the mining sector. At the same time, special attention has been paid to the involvement of youth in the discussion of peace and security at the local, national, and regional levels.

Covid-19 Emergency Response Plan

CSI delivered online workshops on "Women's Voices Amid the Covid-19 Crisis" to 20-women led organisations to help them develop ideas on best practices on Covid-19 responses. They were held as part of the Covid-19 Emergency Response project funded by the Canadian Government's Foundation for Empowerment and Health in Asia programme.

Dastan Bekeshev, a Member of Parliament of the Kyrgyz Republic, who is also sight impaired, addressing the gathering about the role of civil society during the Covid pandemic.

The workshops aimed to provide institutional capacity building trainings and technical support for women-led and gender equality-focused organisations. Participants were introduced to the following topics: addressing home-based and gender-based violence, economic consequences of the lockdown, practices and examples of various initiatives related to domestic violence and violence against children. The main goals of these workshops were to build a dynamic community of women-led organisations from across the target regions of Kyrgyzstan, to provide participants with international examples of initiatives related to emerging women practices in combatting Covid-19. The initiatives developed by organisations during workshops have been supported by small grants awarded by the Aga Khan Foundation in Kyrgyzstan.

Begaiym Murzalieva, a project beneficary, implemented the project "Promotion of family gardening and the principles of agroecology" in the village of Acha-Kaindy in Naryn oblast. The project established a group of 9 families who created a family garden, and cultivated fruit-bearing plant and vegetables. All families were given training on cultivation and production of jams and natural juices. Participants also received information on improving the rights of poor families in rural areas, proper nutrition and food security, and the importance of good nutrition. They learned how to make eco-products from local raw materials. Under the supervision of an agronomist, families planted seedlings, and were taught how to care for and cultivate fruit shrubs.

A Narrative History of the Pandemic

CIS launched "Covid: A Narrative History" project in Kyrgyzstan. The pandemic gave rise to an intense public discussion in the media and social media on all aspects related to the pandemic experience, including questions regarding public authorities' actions and policies. The activation of self-help groups, community organisations, volunteers, civil society organisations, and NGOs occurred on a scale never seen before. This project supports journalists in conducting interviews, collecting information and materials in various formats from a wide range of societal actors for a narrative history that helps individuals and society understand the sequence of development, typologies of problems encountered, and responses from various sectors of society.

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Aga Khan Humanities Project

The Aga Khan Humanities Project (AKHP) collaborates with a network of 94-partner institutions in three Central Asian countries with over 400 trained instructors delivering eight interdisciplinary humanities courses developed by regional and international scholars. The courses explore abiding issues facing the individual and society through a pedagogy fostering critical thinking, academic writing, and rational debate. A regional 'Debate Club', a public lecture series, and cooperation on crafting master's courses on contemporary Central Asia are among its other activities. AKHP, headquartered in Dushanbe, was established in 1997 by the Aga Khan Trust for Culture and became part of UCA in 2007.

A faculty member of AKHP conducting a teacher training session.

Debate Training and Tournaments
AKHP conducted Cross Debate Format (CDF) and British Parliamentary Debating trainings, and organised tournaments for about 150 students in 2020. For the first time during November and December AKHP developed Electronic Training Materials for the Cross Debate Format that were successfully tested via online trainings and mini tournaments by 40 participants from across Tajikistan. AKHP plans to implement online CDF trainings and mini tournaments in Kazakhstan and Kyrgyzstan beginning February 2021, and conduct the first online National and Regional Tournament on CDF.

Curriculum Development
In 2020, AKHP developed and published Curriculum Materials and Teacher's Guide (700 pages) for a Master of Arts (MA) course covering the "Central Asian Worldview: Past and Present". It was successfully piloted in 2019 at the Chokan Valikhanov Institute of History and Ethnology, Committee for Science at Kazakhstan's Ministry of Education and Sciences, Arabaev Kyrgyz State University, and the Institute of History, Archaeology and Ethnography of the Tajik

Academy of Sciences. Since February 2020, Five educational institutions in Tajikistan, Kyrgyzstan and Kazakhstan conducted officially AKHP MA courses on theme: "The Central Asian Worldview: Past and Present" for 55 MA students (as elective course);

• AKHP conducted research study with participation of MA students in Tajikistan, Kazakhstan and Kyrgyzstan who passed AKHP MA course. All results will be part of MA updated course (as case studies from Central Asian perspective).

• In December, AKHP developed an additional option: Economic Data for the AKHP Interactive Electronic Ethnographic Map for Kazakhstan, Tajikistan, and Kyrgyzstan.

Faculty Development Programme

In September 2020 in Almaty, AKHP and UNESCO conducted a Forum on Pedagogical Innovative Practices in the Central Asia Region (online and offline formats) with the participation of 24 leading teachers from Tajikistan, Kyrgyzstan and Kazakhstan. As a result, two of AKHP's FDP components presented at this Forum (MA Course and Cross Debate Format) will be included in UNESCO's programme: School of Innovative Pedagogy that will be conducted in 2021 in Central Asia.

"Experience is the best teacher, and AKHP's unique courses incorporate various experiences, making the learner step out of the regular thinking box to evaluate situations from as many perspectives as possible. This leads to improved critical thinking skills."
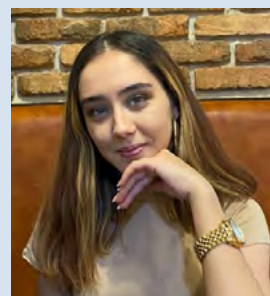
- Nilufar Imomdodova, AKHP course participant.

AKHP Public Lecture Series

Established in 2012, AKHP's Public Lecture Series provides a platform for inter-disciplinary discourse between the humanities and natural sciences disciplines. In 2020, AKHP organized 5 public lectures that were held online because of Covid-19, reaching over 500 people. UCA's Public Lecture Series, and Online Lecture Series, are available for viewing in English or Russian on UCA's YouTube channel. In 2020 AKHP also published a Public Lecture Series book for (2018-2019): Interdisciplinary Discourse Between the Humanities and Natural Sciences.

Students actively participate in Debate Clubs at AKHP.

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Information Technology

While the impact of Covid-19 has been challenging for many, including the University of Central Asia, a positive outcome has been the acceleration of digital transformation. A strategic priority at UCA for some time now, digital transformation was hastened by the adoption of new technologies as the pandemic forced many activities, including learning, to move online.

SAP (KURAK) Rollout

The "SAP S/4 HANA Cloud" a cloud-based Enterprise Resource Planning (ERP) system, became UCA's "digital core" during 2020, integrating all data and processes. This platform, together with MS Office 365, is now used by all staff and faculty, in all countries where the University operates.

Standardisation: UCA's backend processes are standardized in all operational areas, across all office locations. UCA can perform all transactions through SAP with a predefined workflow and real time visibility in the system, by providing anywhere, anytime, any device access. This provides flexibility and mobility to employees.

UCA Website Project

- With support from the Department of Advancement and Public Affairs, the new UCA website is nearing completion with a formal launch in July 2021.

- All work is being done with a focus on mobile first design, and user-friendly content management of the site.

- Capacity building activities are ongoing to ensure that the required skills and competence is available in-house to fully support and maintain the website.

SAP training for UCA's core team.

Online Public Lectures Held by the IT Department in 2020

When Covid-19 Leads to Digital Transformation

Dr. Ravi Pendse

Vice President for IT/CIO University of Michigan, USA

Dr. Ravi Pendse covers steps the university's technology organisation took, challenges they addressed, and lessons learned through the university's response to the Covid-19 pandemic.

youtu.be/Mz9ByHsDLck

Turning Data into Value with Process Mining

Josephine Hubert

Academic Alliance Manager at Celonis

The talk covers an introduction to Process Mining both from an academic and applied perspective, as well as a live demonstration of the software.

youtu.be/zCrup9RilyU

People-Centric Cyber Security: What are the Lessons Learnt from Covid-19?

Dr. Jessica Barker

Co-Founder and co-CEO of Cygenta

This session explores the human side of cyber security; why awareness, behaviour and culture are so important to cyber security; what lessons we are learning from Covid-19; and what we can do to better understand people-centric cyber security.

youtu.be/ByhoorLaXN0

The Impact of Covid-19 on Cyber Security

Faheem Ali

Expert of Digital Transformation & Financial Inclusion.

How Covid-19 has created new risks in the cloud and cyber security. With many employees working remotely, how can they protect their information and data from being hijacked, particularly in a multi-cloud environment?

youtu.be/d1_o_qQ6mgk

History and Future of the Internet

Vinton G. Cerf

Vice President and Chief Internet Evangelist, Google.

The lecture covered the history as well as his vision of the future of the Internet.

youtu.be/MWSOP_0T7ps

Why Countries Need Digital Resilience Strategies

Watch the full conference to learn about digital resilience, and hear shared views from an international panel of cyber security experts. The Conference also discussed action plans for the government and other stakeholders to better manage crisis situations such as the Covid-19 pandemic.

youtu.be/murPofCHn_w

Key Technology Drivers of Higher Education During Covid-19

In this panel discussion, the CIO's of premier institutions from Kazakhstan, the Kyrgyz Republic, and Pakistan share their experiences of the digitalization journey, and the pivotal role it has played in the continuation of education during the Covid pandemic, and the likely scenarios during the post-Covid era.

youtu.be/fX7jHQWMTCg

Learning from Korean Cyber Experience: Virtual Study Visit to KISA

The virtual workshop covers the following topics:

- Cybersecurity Framework in Korea: Policy and Regulatory Framework
- Introduction of Korean Computer Emergency Response Team/Coordination Centre
- Covid-19-specific Cyber Preparedness
- Cyber Incident Trend in Korea and Global Cyber Threats Analysis.

youtu.be/nLewwUima3w

Learning from Korea's Digital Response to Covid-19

The workshop introduces Korea's approach and best practices in combatting the Covid-19 pandemic. It highlights Korean policy measures based on public-private partnership and present examples of digital resilience in Government services and higher education.

youtu.be/yRx1pFNQYX8

Blockchain As Good Governance Technology

Governments, educational institutions and the private sector in Eurasia must take on the challenge of harnessing the potential of blockchain technology for good governance and development, said panelists at an online discussion organized by the University of Central Asia and StrategEast centre for a new economy in December 2020.

youtu.be/SKCdJu0Pi50

High-Tech Parks in Eurasia

The Ministry of Industry and New Technologies of the Republic of Tajikistan, in collaboration with University of Central Asia and StrategEast, organised a dedicated panel discussion for different ministries, committees, public and private organisations including representatives of development partners to discuss and explore the Eurasian experience in the creation of High Technology Parks.

youtu.be/IKp2ZH5Zzxc

(i) All Online Lecture recordings are available on UCA's YouTube channel at:

www.youtube.com/ucentralasia

If you would like to receive public lecture announcements, please subscribe to UCA News:

http://bit.ly/UCAnews

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Financial Overview
Key Figures

Total Investments, grants and revenues since inception (2000 - 2020):

Total Investment in UCA	AKDN's Contribution	Grants and Financing from International Agencies	Operating Revenues
US$ 370m	**US$ 287m**	**US$ 69m**	**US$ 14m**

Total Operating Expenses for 2020: US$ 23.5 million

- Staff Costs...48%
- Depreciation Costs...24%
- Operating Costs..14%
- Programme Costs...8%
- Financing Costs..6%

- School of Arts and Sciences..53%
- Central Administration Office...22%
- School of Professional and Continuing Education 12%
- Graduate School of Development 9%
- Other Unit Programmes..3%
- Aga Khan Humanities Project...1%
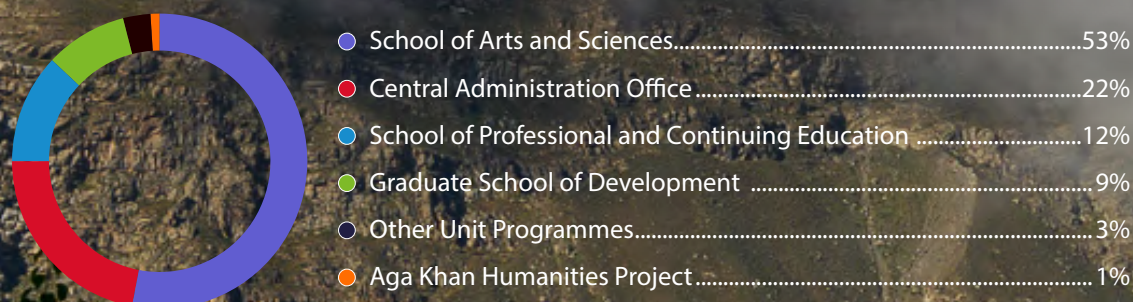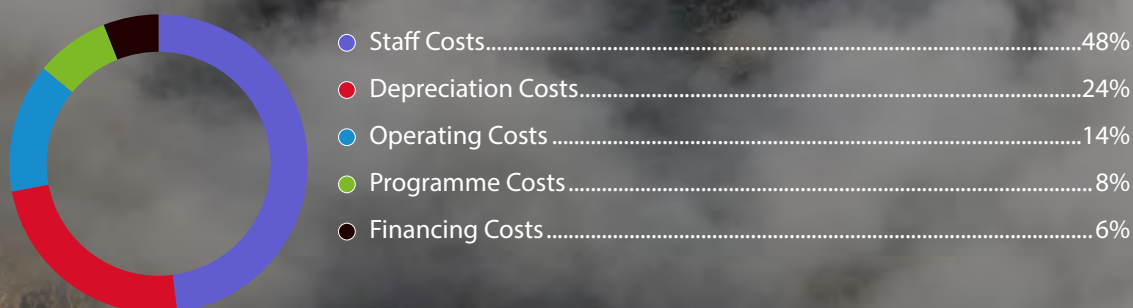
Total amount of grants received and distributed in 2020: US$ 1.7 million
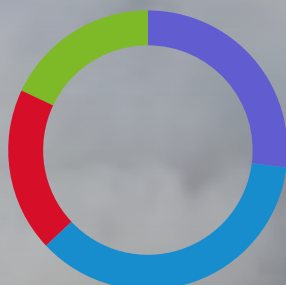
Donor Origin

- United States 27%
- European Union 36%
- Canada 19%
- Other 18%

Programme Beneficiary

- Graduate School of Development 51%
- School of Professional and Continuing Education 45%
- Other Units 4%

Human Resource Profile
Faculty & Staff
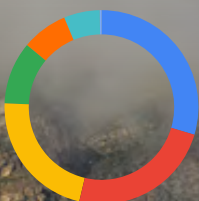
- Khorog 29.6%
- Naryn 24.1%
- Bishkek 21.9%
- Dushanbe 10.4%
- Afghanistan 7.7%
- Tekeli 6%
- Bokhtar 0.3%

- Central Asian 92,5%
- International 7,5%

605
Total Number of
Faculty & Staff

37%
Female

63%
Male

INDEPENDENT AUDITOR'S REPORT

To The Governing Body of the University of Central Asia

Opinion

We have audited the financial statements of the University of Central Asia ("the University"), which comprise of the balance sheet as at 31 December 2020, and the statement of income and expenses, statement of comprehensive income, and statement of cash flow for the year then ended, and notes to the financial statements including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the University as at 31 December 2020, and of its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards (IFRSs).

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the University as required by ISAs and have fulfilled our other responsibilities under its ethical requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with IFRS, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

The Board of Trustees are responsible for overseeing the Company's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

EY

Building a better
working world

As part of an audit in accordance with ISAs, we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control;

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management;

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation; and

We communicate with Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

EY Ford Rhodes

Chartered Accountants

Audit Engagement Partner: Omer Chughtai

Date: 12 July 2021

Karachi

Institutional Partners

The following institutional partners have contributed to UCA's programmes, and their support is gratefully acknowledged.

ACDI/VOCA
Aga Khan Education Services
Aga Khan Foundation
Aga Khan University
Almaty Management University, Kazakhstan
Almaty Oblast Administration, Kazakhstan
Awali Group, Canada
Badakhshan University, Afghanistan
Bamyan University, Afghanistan
Cambridge Assessment English
Canadian Bureau for International Education Canadian Embassy, Kazakhstan
Central Asian Institute for Applied Geosciences, Kyrgyzstan
Certified International Professional Accountant Examination Network
Coca-Cola Foundation
Coco-Cola Beverages Tajikistan
College of the Rockies, Canada
Conflict Stability and Security Fund (CSSF), UK
Department of Education of the Almaty Oblast, Kazakhstan
Department of Tourism of the Almaty Oblast, Kazakhstan
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
Deutscher Akademischer Austausch Dienst (DAAD)
Embassy of the Netherlands in Afghanistan
Embassy of the United States in Tajikistan
Eurasian Humanities Institute
European Commission (TEMPUS)
European Computer Driving License Foundation
European Union of Kyrgyzstan
GFZ German Research Centre for Geoscience
Global Affairs Canada
Global Snow Leopard & Ecosystem Protection Program (GSLEP)
High Technology Park of the Kyrgyz Republic
I. Arabaev Kyrgyz State University
Institute of Humanities in Khorog, Tajikistan
International Centre for Integrated Mountain Development (ICIMOD)
International Development Research Centre (IDRC), Canada
International Maize and Wheat Improvement Center
International Mountain Society (IMS)
International Security and Development Center (ISDC), Berlin, Germany
Jalal Abad State University, Kyrgyzstan
Khorog State University, Tajikistan
Khujand State University, Tajikistan
Kyrgyz Investment and Credit Bank
Kyrgyz National University
Kyrgyz Russian Slavonic University
Leibniz Institute of Agricultural Development in Transition Economies (IAMO), Halle, Germany
London School of Economics and Political Science (LSE), UK

Ministry of Economy of Kyrgyzstan
Ministry of Education and Science of Kazakhstan
Ministry of Education and Science of Kyrgyzstan
Ministry of Education and Science of Tajikistan
Ministry of Finance of Afghanistan
Mountain Partnership of the United Nations Food and Agriculture Organization
Mountain Societies Development and Support Programme (MSDSP)
Naryn Oblast Administration, Kyrgyzstan
Naryn Oblast Education Department, Kyrgyzstan
Naryn State University, Kyrgyzstan
Naryn Town Education Department, Kyrgyzstan
National Academy of Science of Kyrgyzstan
National Research University's Higher School of Economics, Moscow, Russia
Osh State University, Kyrgyzstan
Overseas Private Investment Corporation (OPIC)
Palladium, London, England
Pamir Energy Company, Tajikistan
Public Association for Innovative Practices (PAIP)
Russian Academy of Geography
Seneca College, Canada
Snow Leopard Trust
Soonchunhyang University
State Agency for Environmental Protection and Forestry, Kyrgyzstan
Stockholm School of Economics, Riga, Latvia
Swiss Agency for Development and Cooperation
Tajik Academic of Sciences
Tajik National State University
Tajik State University of Business and Politics in Khujand
Teacher Training College Ishkashim, Afghanistan
Teacher Training College Nusay, Afghanistan
Teacher Training College Shughnan, Afghanistan
The International Centre for Research in Agroforestry (ICRAF) – World Agroforestry Centre
The World Bank
United Nations Agency for International Development (USAID)
United Nations Food and Agriculture Organization (FAO)
United States Institute of Peace (USIP)
United States Peace Corps
University of Alberta
University of Auckland
University of Bern, Switzerland
University of British Columbia, Canada
University of Cambridge, UK
University of Technology Sydney, Australia
University of Toronto, Canada
University of Victoria, Canada
Zurich University of Applied Sciences

University of Central Asia

Central Office
138 Toktogul Street,
Bishkek, 720001, Kyrgyzstan
+996 (312) 910 822
+996 (312) 910 835

info@ucentralasia.org

UCA Naryn Campus
310 Lenin Street Naryn,
722918, Kyrgyzstan
+996 (3522) 57 820

UCA Khorog Campus
155 Qimatsho Imatshoev
Street, Khorog GBAO,
736000, Tajikistan
+992 (4464) 08 220

Aga Khan Humanities Project
61/2 Nisor Muhammad Street,
Dushanbe, 734013, Tajikistan
+992 (37) 224 58 23
+992 (37) 221 26 85

akhp.dushanbe@ucentralasia.org

School of Professional and Continuing Education

Bishkek Learning Centre
Kyrgyzstan
Tel.: +996 (312) 910 822
Fax: +996 (312) 910 835
spce.bishkek@ucentralasia.org

Naryn Learning Centre
Kyrgyzstan
Tel.: +996 (3522) 51 204
Fax: +996 (3522) 51 228
spce.naryn@ucentralasia.org

Khorog Learning Centre
Tajikistan
Tel.: +992 (3522) 22 277
Fax: +992 (3522) 22 778
spce.khorog@ucentralasia.org

Khorog Technical Vocational
Education and Training (TVET) Centre
Tajikistan
Tel.: +992 (3522) 27 818
Fax: +992 (3522) 22 778
spce.khorog@ucentralasia.org

Dushanbe Learning Centre
Tajikistan
Tel.: +992 (4460) 14 411
       +992 (4460) 14 455
spce.dushanbe@ucentralasia.org

Dushanbe (Merve)
Satellite Learning Centre
Tajikistan
Tel.: +992 (37) 224 58 23
       +992 (37) 221 26 85
spce.dushanbe@ucentralasia.org

Dushanbe (Guliston)
Satellite Learning Centre
Tajikistan
Tel.: +992 (48) 701 5218
       +992 (48) 701 5219
spce.dushanbe@ucentralasia.org

Bokhtar Learning Centre
Tajikistan
Tel.: +992 (3222) 23 923
spce.bokhtar@ucentralasia.org

Tekeli Learning Centre
Kazakhstan
Tel.: +7 (72835) 44 177
Fax: +7 (72835) 43 849
spce.tekeli@ucentralasia.org

Darwaz Learning Centre
Afghanistan
Tel.: +(93) 77 742 95 94
       +992 (93) 500 07 58
spce.darwaz@ucentralasia.org

Ishkashim Learning Centre
Afghanistan
Tel.: +(93) 79 649 15 68
       +992 (93) 133 60 10
spce.ishkashim@ucentralasia.org

Faizabad SPCE-Badakhshan
University Continuing Education Unit
Afghanistan
Tel.: +(93) 79 988 35 73
spce.faizabad@ucentalasia.org

Faizabad Learning Centre
Afghanistan
Tel.: +(93) 79 988 35 73
spce.faizabad@ucentalasia.org

Shugnan Learning Centre
Afghanistan
Tel.: +(93) 72 884 22 00
       +992 (93) 133 60 10
spce.shugnan@ucentralasia.org

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UNIVERSITY OF CENTRAL ASIA

"By creating intellectual space and resources, this University will help turn the mountains that divide the nations and territories of Central Asia into the links that unite its peoples and economies in a shared endeavour to improve their future well-being."

His Highness the Aga Khan,
Chancellor, University of Central Asia
Charter Signing Ceremony, 31 August 2000
Astana, Kazakhstan

UNIVERSITY OF CENTRAL ASIA

Innovative business leaders, responsive governments, competent public servants, an engaged civil society - these are the building blocks of resilient societies. All depend on strong educational institutions.

As an environment for higher learning, the imposing mountain terrain of Central Asia presents a unique vantage point for the region. Endowed with abundant natural resources and a varied and rich cultural heritage, Central Asia has significant assets. Yet achieving economic growth in a more globally connected era requires skilled and educated citizens, able to build a brighter future while preserving the past and protecting the environment.

The University of Central Asia (UCA) is a world class centre for knowledge and learning, connecting isolated rural communities with the global community and building the human capital needed for modern economies and stable governance.

UCA was founded in 2000 as a private, not for profit, secular university through an International Treaty signed by the Presidents of Tajikistan, Kyrgyzstan and Kazakhstan, and His Highness the Aga Khan; ratified by their respective parliaments and registered with the United Nations. The Presidents are the Patrons of the University and His Highness is the Chancellor. UCA's mission is to promote the social and economic development of Central Asia, particularly its mountain communities, by offering an internationally recognised standard of higher education, and enabling the peoples of the region to preserve their rich cultural heritage as assets for the future.

UCA is distinguished by its three schools: the undergraduate School of Arts and Sciences, the Graduate School of Development and the School of Professional and Continuing Education. The University also includes the Central Asian Faculty Development Programme, and the Aga Khan Humanities Project. In response to the needs of rural mountain communities, UCA has established its two Campuses away from major urban centres, in Naryn (Kyrgyzstan) and Khorog (Tajikistan). The Tekeli Campus (Kazakhstan) is in the planning stage. They are on the historic Silk Road, and UCA hopes to be at the heart of the economic and intellectual transformation taking place in the region. As a University, it is uniquely positioned to bring together emerging leaders in business, civil society, and public service, and also brings with it the broader commitment and partnership of the Aga Khan Development Network.

SCHOOL OF ARTS AND SCIENCES

UCA's undergraduate School of Arts and Sciences (SAS) began classes in 2016 in Naryn, Kyrgyzstan, and offers Computer Sciences, and Media and Communications, as majors. SAS offers a five-year undergraduate programme that cultivates the knowledge and skills students need to integrate different approaches to solve problems and create innovations in professional life and public service. The construction of the Khorog Campus was completed in 2017, and offers Economics, and Earth and Environmental Sciences, as majors. The Tekeli campus in Kazakhstan is currently in the planning phase, and will offer Engineering Sciences and Business Management majors.

Students admitted to UCA have a demonstrated record of academic achievements. They are winners of academic competitions, presidents of student government, passionate advocates for the disadvantaged, talented artists and musicians, award-winning athletes, and enthusiastic volunteers who lend a hand in their communities. While many students joining UCA come from urban centres, 70% are from secondary cities and small villages. About 82% are from Tajikistan, Kyrgyzstan and Kazakhstan.

Classrooms are designed for flexible study space.

↳ **ucentralasia.org/schools/artsandsciences/en**

7

Education Improvement Programme

The University's **Education Improvement Programme** is a long-term initiative that engages a total of 60 government secondary schools, 20 in each of the three Founding States of UCA: Tajikistan, Kyrgyzstan and Kazakhstan. The programme is designed to enhance students' academic achievements and opportunities for entry to high-quality universities nationally, regionally, and internationally, and to be equipped for responsible citizenship.

Working with education ministries, district education officers and school staff, and within the framework of the national curricula, EIP accents Science, Technology, Engineering, Mathematics (STEM), Information Communication Technology (ICT), and English. It aims to develop competencies such as critical thinking, creativity, collaboration and communication, required for full participation in economic, social, and cultural life in the 21st Century. Through ongoing research, monitoring and evaluation, the programme aims to provide a model that can be scaled up and replicated nationally and regionally.

At the Naryn Campus, UCA faculty conduct professional development sessions for secondary school teachers from Tajikistan, Kyrgyzstan, and Kazakhstan.

Teachers relax in the Faculty Lounge

Cement batching plant in Naryn

Central Asian Faculty Development Programme

Through its **Central Asian Faculty Development Programme** (CAFDP), UCA has partnered with international affiliate universities to provide opportunities for prospective faculty members to engage in advanced study and research abroad. UCA aims to fill at least 50 percent of its faculty positions with highly qualified Central Asian nationals with international experience and recognised credentials. The programme provides funding to outstanding PhD candidates in disciplines that are academic priorities for the University.

Economic Impact and Building University Towns

Economic development is at the heart of UCA's construction strategy, which strengthens existing enterprises and promotes the establishment of new ones. In the first phase of campus construction, UCA operations created more than 1,400 jobs in Tajikistan and Kyrgyzstan, with 80% (Naryn) to 95% (Khorog) being local residents. The University also created over 200 permanent new faculty and staff jobs in Naryn and Khorog, where over 80% are filled by Central Asians.

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Student Dormitories are designed for privacy as well as interaction

The Aga Khan Health Services Medical and Diagnostic Centre provides healthcare to Naryn residents and UCA students, faculty and staff.

When all phases of construction are completed, UCA will have generated more than 350,000 days of employment for construction works, secondary employment on and off-campus, with a projected economic benefit of over US$750 million.

In addition to offering students an international standard of university experience and facilities, UCA is partnering within its town development project framework with local government and Aga Khan Development Network (AKDN) agencies. Together they are developing mountain towns into vibrant university communities, while boosting local economies. This framework

includes AKDN initiatives for social sector development in education and health, hospitality and tourism, enterprise development and rural improvement.

Projects in Naryn include a Medical and Diagnostic Centre, rehabilitation of the Seitaaly Jakypov Park, strengthening infrastructure and connections to the broader region by constructing the three-kilometre Naryn-Baeotovo diversion road, and providing 24-hour water supply and paving the access road to Tosh-Bulak village. UCA is currently working with the Naryn Town Municipality on the Naryn town development master plan. This exercise aims to promote the social

and economic development of the town through a concerted, planned approach to ultimately improving the quality of life of its inhabitants and visitors. Specifically, the planning process will help identify opportunities for economic growth, improved infrastructure, and support Government-led efforts to transform Naryn into an economic, touristic, cultural, and intellectual hub.

In Khorog, UCA has paved roads to Dasht village from the main town, a gravel road to Upper Dasht village and an access road from the community of Khitjd. The University also installed streetlights in the area. To extend quality healthcare services to the Khorog community, an Aga Khan Health Service Medical Centre has been built in 2019. It has also established two kindergartens and a training centre for early childhood educators.

UCA brings the power of education and human ingenuity to the challenges and potentials of mountain communities in Central Asia. Through innovative and relevant research, it is providing access and resources to a growing diversity of learners, and enabling a new generation of graduates to address the needs of the region and drive socio-economic development, while preserving and promoting the rich cultural heritage of Central Asia.

The Student Life Building offers attractive spaces for learning and social interaction.

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GRADUATE SCHOOL OF DEVELOPMENT

The Graduate School of Development (GSD) consists of UCA's Institute of Public Policy and Administration, the Mountain Societies Research Institute, the Cultural Heritage and Humanities Unit and the Civil Society Initiative. Over 100 peer reviewed research publications have been produced through GSD since 2011 and are available for free download from UCA's website. GSD aims to generate knowledge through research that has practical application to mountain communities. The School is multi-dimensional, interdisciplinary, and is designed primarily as a professional graduate school.

Institute of Public Policy and Administration

The Institute of Public Policy and Administration (IPPA) was established in 2011 to strengthen public policy in Central Asia. It provides in-depth analysis on current and emerging policy issues facing the region, and improves the analytical capacity of governments and civil society to use evidence-based research in the decision-making processes. Launched in 2018, IPPA also offers an Executive Masters in Economic Policy to Afghan civil servants, as well as other Central Asian governments.

Life in Kyrgyzstan conference is an annual event where experts share new insights on a range of social and economic developments in Kyrgyzstan and the Central Asia region.

Mountain Societies Research Institute

The Mountain Societies Research Institute (MSRI) conducts trans-disciplinary research to help inform and contribute to the Sustainable Mountain Development agenda in Central Asia. Its research includes themes such as natural resource management, land systems and livelihoods, disaster risk reduction, biodiversity conservation, climate change, and achieving Sustainable Development Goals. Its publications are also available for free download from UCA's website.

The objectives of MSRI are to:

▪ Serve as a knowledge hub for scholars, development practitioners, and policy makers.

▪ Enhance regional capacity to conduct sound research relevant to mountain societies.

▪ Disseminate knowledge among mountain stakeholders, including the co-development and co-teaching of UCA's academic programmes.

The programme and research of MSRI focuses on the challenges and potentials of high mountain societies.

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Cultural Heritage and Humanities Unit

The Cultural Heritage and Humanities Unit (CHHU) was launched in 2013 to generate new dialogues on Central Asian heritage and identity. It preserves the rich and diverse cultural heritage through research, documenting, archiving, and supporting work of regional scholars through the UCA Cultural Heritage Book Series.

In 2012, the discovery of a Turkic kurgan or burial site, complete with skeletons of a human and horse, created excitement on UCA's Naryn campus. The territory has long been of interest to archaeologists. In 1953, archaeologist Ahmad Kibirov discovered a large cemetery on the Aigyrzhal site, where many burial mounds had been previously destroyed.

UCA was aware of these sites based on studies by archaeologist Dr. Kubat Tabaldyev of Kyrgyz-Turkish Manas University. The artefacts were carefully relocated under the supervision of community leaders. During a seismic study, older remains and petroglyphic drawings were found. UCA then approached Tabaldyev to lead an archaeological survey of the area.

That same year, Tabaldyev worked with UCA's School of Professional and Continuing Education to publish his seminal work, Ancient Monuments of the Tien-Shan, as part of the UCA Cultural Heritage Book Series.

His team discovered internment sites and artefacts spanning the Stone, Bronze, early Iron and Middles Ages, indicating continuous settlement of the area for over 5000 years. In 2014, Russian archaeologist Yuriy Sergeevich Khudyakov joined Tabaldyev, finding a 7th century Turkic kurgan (burial site) and artefacts.

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Clay vessels from the Saka (850 - 350 BCE) period found whilst excavating Aygyrzhal 2 burial mounds. It was a ritual to place vessels with food next to the deceased.

Civil Society Initiative

The **Civil Society Initiative** (CSI) was established in 2017 to foster an enabling policy and administrative environment for civil society in Central Asia and assist in the development of a broad spectrum of civil society actors. CSI's initial geographical focus is Tajikistan, Kyrgyzstan, and Kazakhstan, with a longer term goal to expand to other countries. With extensive outreach, both rural and urban, it aims to facilitate networks to exchange knowledge, know-how and practice to advance the work of civil society organisations. CSI also aims to support the development of UCA as an international institution of higher education and build human capacity in the region.

Taking a regional approach focused on building domestic institutional and leadership capacity, with a long-term perspective, CSI's primary focus is on the development of:

- **Skills:** Providing training opportunities and professional development.
- **Knowledge:** Promoting research, communication, and creating a platform for dialogue between policy makers and civil society
- **Resources:** Raising public awareness of philanthropy, and promoting income generation

CSI Workshop on promoting "Citizen Engagement with Open Government Data" held in Bishkek, Kyrgyzstan.

THE SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

The School of Professional and Continuing Education (SPCE) which was launched in 2006, provides post-secondary and continuing education, giving young people and adults professional and vocational qualifications in a flexible learning format that improves employment and income generating opportunities. The School has trained more than 172,000 students across 60 programmes and courses at 16 learning centres throughout Tajikistan, Kyrgyzstan, Kazakhstan and Afghanistan.

An independent evaluation by the Canadian Bureau for International Education, the College of the Rockies in Canada, and the Institute of Education at the Higher School of Economics in Moscow, reported a high degree of satisfaction with the School's programmes. The evaluation garnered empirical evidence and asked authoritative field experts to critically examine its programmes, quality assurance processes, organizational structure, and other aspects of its operations. The evaluation highlighted that "SPCE has set up a remarkable quality assurance programme."

SPCE classrooms are designed to promote teacher-student interaction.

THE AGA KHAN HUMANITIES PROJECT

The Aga Khan Humanities Project (AKHP) was founded in 1997 by the Aga Khan Trust for Culture and joined UCA in 2007. It fosters critical thinking and academic writing skills through an integrated humanities curriculum. AKHP develops and delivers resources, public lectures, training and courses within a multi-disciplinary framework. To date, it has graduated over 180,000 learners.

AKHP's innovative curriculum incorporates material from the rich oral and written cultures of Central Asia and Eastern and Western classical texts. The series of textbooks is designed to fill the knowledge and methodological gaps in the study of the humanities in Central Asia; explore and promote pluralism; highlight Central Asian cultures within a context of universal values; and encourage the development of pedagogy and critical thinking skills in ethical reflection, cultural interpretation and aesthetic appreciation. It also aims to deepen understanding of diverse ideas and values through content analyses of different cultural and intellectual traditions. The curriculum is taught in AKHP's Humanities in English programme and at partner universities around the region.

AKHP Central Asian Debate Tournament in Dushanbe, Tajikistan.

UCA Academic Partners	Programmes
Seneca	Preparatory Programme
UNIVERSITY OF TORONTO	Computer Science
UTS UNIVERSITY OF TECHNOLOGY SYDNEY	Communications and Media
UBC THE UNIVERSITY OF BRITISH COLUMBIA	Earth and Environmental Sciences
Stockholm School of Economics in Riga HIGHER SCHOOL OF ECONOMICS NATIONAL RESEARCH UNIVERSITY	Economics
University of Victoria	Co-operative Education Programme
UNIVERSITY OF CAMBRIDGE	Central Asian Faculty Development Programme

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Designed and produced by the Department of Advancement and Public Affairs at the University of Central Asia

UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

BOARD OF GOVERNORS

Agenda Item:	8.c. Changes to the Master of Education Degree Program – Multidisciplinary Leadership Specialization and Special Education Specialization – M. Dale
Material:	1. School of Education Renewed Master of Education Program Senate Motions package – Senate Motion S-202104.08
Motion:	*That, the Board of Governors approves the changes to UNBC's Master of Education Multidisciplinary Leadership Specialization and Master of Education Special Education Specialization.*

School of Education (SoE)
Renewed Master of Education (MEd) Program
Senate Motions Package

Executive Summary
Renewed MEd Overview

If one is to assume that a purpose of a Master of Arts (MA) degree is the initial preparation of next generation of academic researchers, then what might one assume to be a role of the Master of Education (MEd) degree? Within the School of Education at UNBC we suggest it is, in part, the preparation of the next generation of research-informed Thought Leaders/Public Intellectuals. Throughout this document we will use the terms *Thought Leaders/Public Intellectuals* interchangeably, privileging the term *Thought Leaders* as being more consistent with our understanding of *ts'uwhut'I* – the place where we live in the Dakelh language – and of the **six Rs** as reflected in our Interweb which represents Situated Learning at the heart of our work (see Appendix A: Committee Recommendations).

The University of Northern British Columbia (UNBC) would like to ensure that the cultural safety of communities and their members is paramount and that we want to educate all our students, faculty, staff, and employees to embrace cultural differences, ways of knowing and being, thinking, doing and practicing. UNBC believes that our motto, **'En cha huná** which translates to **"he/she also lives'** connects well with the **six Rs** – people are reminded to respect all forms of life, an opportunity for everyone attending the university to adhere and to make the connections to community protocols.

The overarching theme informing the core courses of the renewed MEd program relates to *People, Place* and *Land*: 'En cha huná which translates to "he/she also lives", and in part calls on us to respect all forms of life. The spider (*Whutsoo*) web (*Bilh*) is used metaphorically to position place-based reciprocal learning and teaching. Many Indigenous people believe that we are connected to all life forms animatedly and inanimately that are imbued with spirit. Like many things in life it is not perfect, therefore, the interweb created is not the perfect web, but the goal is to strive to create a relational place of learning. This relational place of learning begins with seven tenets. These concepts are related to the "Seven Generations" such as: *1) self-identity; 2) family ties; 3) community engagement; 4) nation knowledge, diverse languages, cultural traditions and protocols; 5) provincial leadership and education; 6 national leadership, education and politics; and 7) global interweb relationships.* Within this program, students will

be presented with concepts, theories, and transformative praxis that transcends cultural pedagogies, epistemology, ontology, axiology, and methodology with an emphasis on Indigenous educational health, mentorship and leadership.

Interweb Representing Situated Learning
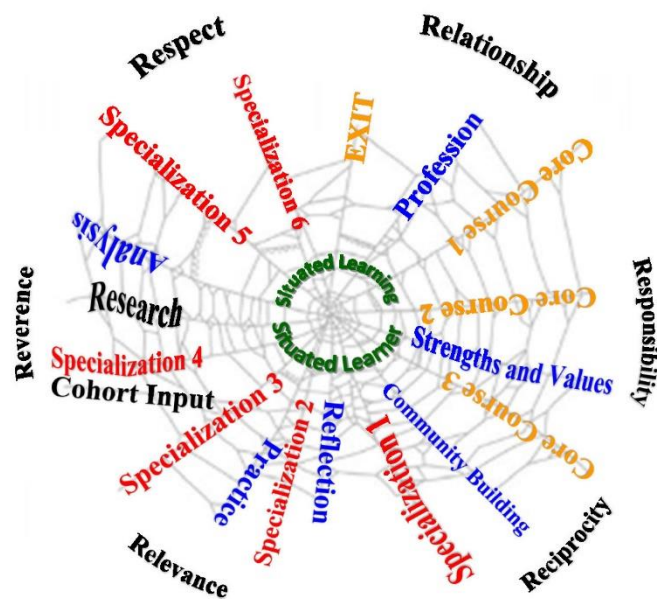
Spider Web Design by Raymond Hohipa
October 10, 2019

Legend of Colours:

Gold: Light

Green: Mother Earth / Ground

Red: Fire

Blue: Sky

The purpose of the Interweb is to provide a framework for students to accumulate local knowledge of how cultural protocols are to be determined through inquiry: by whom? how it will be obtained?; and for what purpose? The six Rs are guidelines to develop community protocols

and to design how each cohort represents their cultural awareness (see Appendix A: Committee's Recommendations).

Throughout their studies, we trust our students will come to appreciate and engage in what Boyer (2016) calls the scholarship of engagement; scholarship that places emphasis on becoming "more vigorous partner[s] in the search for answers to our most pressing social, civic, economic, and moral problems." This form of scholarship requires that faculty, graduate students and graduates collaborate with the public to make society better and work for informed, appropriate and relevant change. We ground an understanding of that type of change within the Interweb and the six Rs that are central to our programmatic themes. We suggest that by engaging in scholarship that connects with our place we can begin to use our work to address to the core challenges and wicked problems impacting our communities and society.

The final course recognizes that because the students are in a practitioner-oriented (course-based) MEd program rather than a research-driven MEd or MA program, the demonstration of their learning needs to be appropriate to their studies. The assumption of the final course is that instructors who are teaching the other program courses would require at least one assignment per course be included in the students' digital repositories (e-portfolios). These repositories are for the students, and the assumption is that content in the repository would have been evaluated previously in the course in which it was developed.

The responsibility of the instructor facilitating the final course will include:

- Preparation of seminars on various knowledge dissemination options;
- Facilitating a critique/discussion of those options;
- Assisting in the preparation of the Knowledge Dissemination/presentation experience for the students; and
- Coordinating student presentations to authentic communities.

Course Sequencing and Schedule

The renewed MEd program has two specialization streams: Transformational Leadership and Exceptionality Education. In both specializations, students will take 10 courses to complete their degree. Four courses are shared across the specializations ("Full Cohort"; 12 credits) and six courses (18 credits) are in their area of specialization. In Transformational Leadership, there are

six specialization courses, although students may choose, with permission, to take a course outside of the program instead of the Special Topics course. In Exceptionality Education, there are eight specialization courses, of which students will take six planned in consultation with students and faculty for each cohort.

Semester	Courses	Modality	Credits
1 Summer	Core Courses – Full Cohort Reconciling Space and Practice: Ways of Knowing and Being Reflective & Transformative Practices in Educational Contexts	Blended • *ts'uwhut'I* –on campus 6 days: Monday 9am to Saturday 4pm • Online	6 credits
2 Fall	Core Courses – Full Cohort - Using Research to Inform Practice and Policy One Specialization Course	See Note	6 credits
3 Winter	Two Specialization Courses	See Note	6 credits
4 Summer	One Specialization Course in either Spring or Summer	See Note	3 credits
5 Fall	Two Specialization Courses	See Note	6 credits
6 Winter	Core Course – Full Cohort En cha huna: Living our Learning	See Note	3 credits
NOTE	Modality of program delivery is an open question depending on location of the students, courses may be offered: on campus, in-person, face-to-face, online, asynchronous, synchronous, or blended.		

School of Education Process

Specialization Groups
Core Courses and MEd Program Alignment/Coherence – Dr. Tina Fraser - Academic Lead

Leadership – Dr. Christine Younghusband – Academic Lead

Special Education- Dr. Andrew Kitchenham - Academic Lead

Tasks

Building from the notes from the February full day meeting (**Phase 1**) with all the Specialization Groups, reports were prepared by Drs. Kitchenham and Whalen, and a summary document prepared by Dr. Crichton (**Phase 2**), each group completed the tasks to move to **Phase 3**:

1. Prepared a short description of the intention for both specializations and identify the need for each specialization in terms of projected enrollment and Faculty capacity.
2. Prepared a short description of the intention/purpose of the three Core Courses.
3. Determined an appropriate name for both specializations. For example,
   a. Does *Leadership* reflect the scope of the specialization? *Leadership* of what/where?
   b. Is *Special Education* inclusive enough of the field; current enough in scope and mandate?
   c. Do these names reflect trends in the field and what is needed?
4. Referring to the Summary Document tabled at the April SoE meeting, identified cross campus equivalents, where possible, for the proposed courses. Because of our size, it is probably impossible to offer ALL the proposed courses so we must explore other delivery options.
5. Considered responses to #4, drafted course outlines for necessary courses.
6. Suggested possible delivery option(s) for each of the courses (i.e., online, blended, f2f).
7. Drafted criteria for assessment of the two capstone options.

Composition of the Specialization Committees for Phase 3 of the Graduate Program Renewal

Volunteers for these committees had to have experience and expertise in graduate teaching. Specifically, members had to be full-time members of the School of Education. Each committee invited critical friends.

Once the three groups completed their work, the Graduate Renewal Design Committee (GRDC) met and considered the suggestions in February 2020. The GRDC compiled the suggestions and presented a renewal proposal, *Committee's Recommendations,* to the School of Education at the *April 2020 Program Meeting* that was approved for the next steps in the UNBC Senate process and Degree Quality Assessment Board (DQAB).

All new courses have been approved through the UNBC Senate process.

SCAD Motions: Graduate Program and Admissions

Two Senate Motions for changes to the Graduate Calendar:

- Remove Tuition Fee Units for Part-Time Domestic and International Master's Students (2019-2020 Graduate Calendar, p. 14)
- Start Date of Program: July (Summer Semester) and Application for Admissions: December 15 (2019-2020 Graduate Calendar, p. 21 Table).

Passed in *December 2020 Program Meeting*

SCAAF Motions: Education (MEd)

Five Senate Motions for changes to the Graduate Calendar (2020-2021 Graduate Calendar, pp. 48 – 52):
- Preamble
- Admissions
- Requirements
- Multidisciplinary Leadership Specialization
- Special Education Specialization

Passed in *December 2020 Program Meeting*

Appendix A: *Committee's Recommendations*
Passed in *April 2020 Program Meeting*
Separate Document

**Motion Number (assigned by
Steering Committee of Senate):** ~~S-202105.25~~

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED MOTION

Motion: That the removal of the part-time tuition fees units for domestic and international Master's students be approved as proposed.

Effective Date: July 2022

Rationale: The renewed Master of Education (MEd) is a 30-credit course-based degree program. It is cohort-based and will only be delivered as a full-time program. Therefore, part-time fees will no longer apply to the MEd program.

Motion proposed by: Tina Fraser

Academic Program: Master of Education

Implications for Other Programs / Faculties? None

College: CASHS

SCCC Reviewed: January 25, 2021

College Council / Committee Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.10

College Council / Committee Approval Date: March 18, 2021

Attachment Pages (if applicable): ___3___ pages

TO BE COMPLETED AFTER SCAD MEETING

Brief Summary of Committee Debate:

Motion No.:

Moved by: Seconded by:

Committee Decision: Attachments:

Approved by SCAD: _____   _____
                              Date   **Chair's Signature**

For recommendation to ____✓___, or information of _____ Senate.

SCAD General Motion Form
Motion submitted by: **Tina Fraser**
Date of submission or latest revision: **04 February 2021**

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Attachment

Proposed:

The renewed Master of Education (MEd) is a 30-credit course-based degree program. It is cohort-based and will only be delivered as a full-time program. The purpose of the degree is to add further knowledge within two specializations: *Exceptionality Education* and *Transformational Leadership: People, Place, and Land*. While research informed within the discipline of Education, the degree will attract professionals with relevant Bachelor degrees or equivalent.

The pages and sections that we are proposing to be removed:

Page	Section	Title	Proposed
14	Fees	*Tuition Fee Units for Part-Time Domestic Master's Students*	Remove Master of Education
14	Fees	*Tuition Fee Units for Part-Time International Master's Students.*	Remove Master of Education
26-27	4.0 REGULATIONS GOVERNING MASTER'S PROGRAMS		Remove: 4.2.4 Variances to the time limits specified in 4.2.1 and 4.2.3 are as follows: • Master of Education (part time): seven years (84 consecutive months).

Rationale:

If one assumes that a purpose of a Master of Arts (MA) degree in Education is the initial preparation of the next generation of Academic Researchers, then what might one assume to be a purpose of the Masters of Education (MEd) degree? Within the School of Education (SoE) at UNBC, we suggest a purpose, in part, is the preparation of the next generation of research-informed Public Intellectuals and Thought Leaders. Throughout this document we will use the terms *Public Intellectuals and Thought Leaders* interchangeably. We consider the term Thought Leaders as being more consistent with how we ground our understanding of change and learning. The Interweb described in Appendix 3 represents the threads that connect the

- *ts'uwhut'I* – the place where we live;
- Six **R's** – respect, relationship, responsibility, reciprocity, relevance, reverence; and

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Motion submitted by: **Tina Fraser**
Date of submission or latest revision: **04 February 2021**

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- Situated Learning and Situated Learners at the heart of our work.

The intent of the MEd program focuses our students' learning and work as a cohort within the place that is UNBC and within their lived experiences situated in relation to the 6 R's. Throughout their studies, we trust our students will come to appreciate and engage in the *scholarship of engagement* that places emphasis on becoming "more vigorous partner[s] in the search for answers to our most pressing social, civic, economic, and moral problems" (Boyer, 2016, p. 18).

This form of scholarship requires that faculty, graduate students, and graduates collaborate with the public to make society better and work together towards informed, appropriate and relevant change in their personal and professional practices. We ground our understanding of that type of change within the model of the Interweb representing our programmatic themes: People, Place, and Land.

We will encourage our Faculty, graduates, and students to develop their voices, to contribute to social discourse, and to work as Public Intellectuals and Thought Leaders for the common good. We suggest that by engaging in scholarship that connects with our place we can begin to use our work to address the core challenges and wicked problems[1] impacting our communities and society. In both specializations of the MEd program, students will be encouraged to

- explore and utilize various media for knowledge dissemination;
- recognize that each medium has the potential to reach specific audiences and to inform policy and practice in substantial ways; and
- share and publicize their scholarship.

Dewey (1910) advocates for thinkers to possess the characteristics of open-mindedness, wholeheartedness, responsibility, and curiosity. Behm, Rankins-Robertson, & Roen (2014) propose that in the role of public intellectual in today's society

> [o]f course, open-mindedness is essential for anyone who engages with others who may hold differing views on a topic. Whole-heartedness is also helpful because the work of public intellectuals can be demanding, even discouraging at times. A sense of professional responsibility can be a motivating force for public intellectuals who have strong commitments to their fields and to their students (The Roles of Public Intellectuals, para. 5) ... [Further,] public intellectuals communicate … in ways that are accessible to the public and translatable to the needs of communities. In some fashion, they apply their disciplinary knowledge and expertise to the service of the public good (Notable Role Models, para. 5) … [and as] Giroux echoes … that substantive democracy simply cannot exist without educated citizens (Fostering a Healthy Democracy, para. 1).

Our graduates will develop the dispositions necessary to critically and creatively think about issues and existing scholarly literature. Throughout the program, they will develop the skills required for

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[1] Wicked – as opposed to the term *evil* – refers to "a class of social problems which are ill-formulated where information is confusing, where there are many clients and decision makers with conflicting values, and where the ramifications [of any solution] in an entire social system is confusing" (Churchman, 1967, p. 141).

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Motion submitted by: **Tina Fraser**
Date of submission or latest revision: **04 February 2021**

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"bridging differences, coalescing around common interests, considering alternative perspectives, nurturing relationships, reflecting critically on values and beliefs, and developing knowledge to address a community's core challenges" (Behm, Rankins-Robertson, & Roen, 2014, The Roles of Public Intellectuals, para. 1).

Thus, the purpose of the MEd degree is the preparation of public intellectuals who are prepared to lead and inform policy and practice within the context of *People, Place and Land* – particularly in rural and remote contexts – locally and beyond. It is with great honour and respect that we acknowledge our teaching and learning on the traditional land of the Lheidli T'enneh people. As allies, we acknowledge them as traditional owners of their territory, language, knowledge, protocols and practices of *Duneneh* (people), *Hoonzoo* (a nice place) and *Keyoh* (land). We respect all forms of life, *'En Cha Huná*. Our students will start and end their program on the land, in ceremony, sharing experiences and learnings as they become *public intellectuals*. We respectfully receive Edie Fredrickson's gift of the word *ts'uwhut'I* – place where we live –to describe the learning themes woven throughput the program.

The foci of *ts'uwhut'I* and becoming a *Public Intellectual* is woven throughout the learning experiences in this cohort-based program.

SCAD General Motion Form
Motion submitted by: **Tina Fraser**
Date of submission or latest revision: **04 February 2021**

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<div align="right">
Motion Number (assigned by
Steering Committee of Senate):   **S-202105.26**
</div>

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

<u>PROPOSED MOTION</u>

Motion: That the Start Date and Applications for Admissions Deadline Date be approved as proposed.

Effective Date: July 2022

Rationale: The School of Education is introducing a renewed MEd program. The new MEd program is a full-time, cohort-based program, with one intake date each year (Summer Intersession); updates to the Admissions deadlines reflects the single intake.

Motion proposed by: Tina Fraser

Academic Program: Master of Education

Implications for Other Programs / Faculties?   None

College: CASHS

SCCC Reviewed: January 25, 2021

College Council / Committee Motion Number: **OMNIBUS MOTION: CASHSCC.2021.03.18.10**

College Council / Committee Approval Date: March 18, 2021

Attachment Pages (if applicable):   **1**   pages

TO BE COMPLETED AFTER SCAD MEETING

Brief Summary of Committee Debate:

Motion No.:

Moved by: **Seconded by:**

Committee Decision: **Attachments:**

Approved by SCAD: _____   _____
                                Date   **Chair's Signature**

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

SCAD General Motion Form
Motion submitted by: **Tina Fraser**
Date of submission or latest revision: **04 February 2021**

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Attachment

Proposed:

The renewed Master of Education (MEd) is a 30-credit degree course-based program. It is cohort-based and will only be delivered as a full-time program. The purpose of the degree is to add further knowledge within two specializations: *Exceptionality Education* and *Transformational Leadership: People, Place, and Land*. While research-informed within the discipline of Education, the degree will attract professionals with relevant Bachelor degrees or equivalent.

The start date for the MEd program is July (Summer Intersession) and the Application Deadline is December 15.

On page 21, the proposed changes to the Table: *Application for Admission Deadline* Dates* being proposed are

Degree (Alphabetical by subject)	September	January	May
~~Education (MEd – Counselling Specialization)~~	~~December 15~~	~~no intake no intake~~	~~no intake no intake~~
~~Education (MEd – Multidisciplinary Leadership Specialization)~~	~~December 15**~~	~~December 15**~~	~~December 15**~~
~~Education (MEd – Special Education Specialization)~~	~~December 15~~	~~no intake~~	~~no intake~~
Education (MEd Exceptionality Education Specialization)			December 15[****]
Education (MEd Transformational Leadership: People, Place, and Land Specialization)			December 15[****]

[****]Education MEd programs begin in the Summer Intersession (July – August)

SCAD General Motion Form
Motion submitted by: **Tina Fraser**
Date of submission or latest revision: **04 February 2021**

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SENATE COMMITTEE ON ACADEMIC AFFAIRS

<u>PROPOSED REVISION OF CALENDAR ENTRY</u>

Motion: That the changes to the Preamble for the Education (MEd Program), on page 48 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. <u>**Effective date**</u>**: July 2022**

2. <u>**Rationale for the proposed revisions:**</u>   The School of Education is introducing a renewed MEd program. The proposed changes to the Preamble reflect the renewed MEd program.

3. <u>**Implications of the changes for other programs, etc., if applicable:**</u> **None**

4. <u>**Reproduction of current Calendar entry for the item to be revised**</u>**:**

Margo Greenwood, Professor
Andrew Kitchenham, Professor
Tina Fraser, Associate Professor and BEd Coordinator and Aboriginal/ Indigenous Education Coordinator
Alexander Lautensach, Associate Professor
Verna Lynn McDonald, Associate Professor
Linda O'Neill, Associate Professor, and MEd Counselling Coordinator (Regional)
Lantana Usman, Associate Professor
Edward Harrison, Assistant Professor, and BEd Coordinator (Northwest Region)
Dennis Procter, Assistant Professor
John Sherry, Assistant Professor
Catherine Whalen, Assistant Professor
Website: www.unbc.ca/education/master-of-education

The Master of Education Program is responsible for the preparation of professional educators who may pursue advanced study at the doctoral level and/or advanced professional employment. As distinct from undergraduate degree programs that advance students' knowledge of their disciplines, graduate degree programs at the Master's level have the more difficult task of not only advancing students' knowledge to the point of mastery, but also preparing students to demonstrate that they are capable of advancing the knowledge of their disciplines. The MEd degree awarded under the authority of the School of Education includes the courses and supervised study necessary to meet this obligation.

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5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

~~Margo Greenwood, Professor~~
~~Andrew Kitchenham, Professor~~
~~Tina Fraser, Associate Professor and BEd Coordinator and Aboriginal/ Indigenous Education Coordinator~~
~~Alexander Lautensach, Associate Professor~~
~~Verna Lynn McDonald, Associate Professor~~
~~Linda O'Neill, Associate Professor, and MEd Counselling Coordinator (Regional)~~
~~Lantana Usman, Associate Professor~~
~~Edward Harrison, Assistant Professor, and BEd Coordinator (Northwest Region)~~
~~Dennis Procter, Assistant Professor~~
~~John Sherry, Assistant Professor~~
~~Catherine Whalen, Assistant Professor~~
~~Website: www.unbc.ca/education/master-of-education~~

~~The Master of Education Program is responsible for the preparation of professional educators who may pursue advanced study at the doctoral level and/or advanced professional employment. As distinct from undergraduate degree programs that advance students' knowledge of their disciplines, graduate degree programs at the Master's level have the more difficult task of not only advancing students' knowledge to the point of mastery, but also preparing students to demonstrate that they are capable of advancing the knowledge of their disciplines. The MEd degree awarded under the authority of the School of Education includes the courses and supervised study necessary to meet this obligation.~~

<u>The Master of Education (MEd) is a 30-credit-hour course-based degree program. The purpose of the degree is to provide students with learning opportunities to prepare for their roles as public intellectuals within one of two specializations: Exceptionality Education, or Transformational Leadership: People, Place, and Land. The MEd degree awarded under the authority of the School of Education includes the courses and study necessary to meet this obligation. The degree is intended for professionals and practitioners across disciplines with relevant Bachelor degrees or equivalent.</u>

6. **Authorization:**

   Program / Academic / Administrative Unit: School of Education

   College: CASHS

   SCCC Reviewed: January 25, 2021

   College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.10

   College Council Approval Date: March 18, 2021

   Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

   Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

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7. **Other Information**

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INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF202104.07

Moved by: C. Whalen   **Seconded by:** L.Troc

Committee Decision:

Approved by SCAAF: _____April 14, 2021_____   _____
                              Date   **Chair's Signature**

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

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Motion Number (assigned by Steering Committee of Senate):   **S-202104.09**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Admissions for the Education (MEd Program), on page 48 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. **Effective date: July 2022**

2. **Rationale for the proposed revisions:**   The School of Education is introducing a renewed MEd program. The proposed changes to the Admissions for the Education (MEd Program) calendar entry reflect the renewed MEd program.

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 deadlines can be found in the Graduate Programs Admissions and Regulations section of the Graduate Calendar at www. unbc.ca/calendar/graduate/admissions.

In addition to full-time students, the Education degree programs attempt to accommodate part-time students who may hold full-time jobs. For this reason, most of the Education courses are offered in the late afternoon and evening, as well as during Summer Session, so they can be accessed by persons during their annual vacation. It is recommended that students plan to make full use of the Summer Session offerings to complete their degree within the prescribed time limit. It is also recommended that students complete EDUC 601-3 (Educational Research Design and Methodology) and either EDUC 602-4 (Quantitative Research Design and Data Analysis) or EDUC 610-4 (Qualitative Analysis in Education) during the first half of their MEd program.

5. **Proposed revision with changes underlined and deletions indicated clearly using ~~"strikethrough"~~:**

~~Application deadlines can be found in the Graduate Programs Admissions and Regulations section of the Graduate Calendar at www. unbc.ca/calendar/graduate/admissions.~~

~~In addition to full-time students, the Education degree programs attempt to accommodate part-time students who may hold full-time jobs. For this reason, most of the Education courses are offered in the late afternoon and evening, as well as during Summer Session, so they can be accessed by persons during their annual vacation. It is recommended that students plan to make full use of the Summer~~

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Session offerings to complete their degree within the prescribed time limit. It is also recommended that students complete EDUC 601-3 (Educational Research Design and Methodology) and either EDUC 602-4 (Quantitative Research Design and Data Analysis) or EDUC 610-4 (Qualitative Analysis in Education) during the first half of their MEd program.

Applications, as outlined in the Graduate Programs Admissions and Regulations section at the beginning of the Graduate Calendar, are completed by December 15th. The MEd program is cohort based. Students complete the program over six continuous semesters starting in the Summer Semester (July to August).

6. **Authorization**:

   Program / Academic / Administrative Unit: School of Education

   College: CASHS

   SCCC Reviewed: January 25, 2021

   College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.10

   College Council Approval Date: March 18, 2021

   Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

   Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

   Attachment Pages: ___0___ pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:	Omnibus SCAAF202104.08	
Moved by:	C. Whalen	**Seconded by:** L. Troc
Committee Decision:		

Approved by SCAAF: _____April 14, 2021_____   _____
                              Date   **Chair's Signature**

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

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Motion submitted by: **Tina Fraser**   Template Updated: August 2014
Date of submission or latest revision: **04 February 2021**

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**Motion Number (assigned by
Steering Committee of Senate):** __S-202104.10__

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Program Requirements for the Education (MEd Program), on pages 48-49 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. **Effective date:** July 2022

2. **Rationale for the proposed revisions:** The School of Education is introducing a renewed MEd program. The proposed changes to the Program Requirements for the Education (MEd Program) calendar entry reflect the renewed MEd program.

3. **Implications of the changes for other programs, etc., if applicable: None**

4. **Reproduction of current Calendar entry for the item to be revised:**

Requirements
Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Vice Provost Student Recruitment or designate for up to six credit hours for previously completed graduate-level coursework that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.

Students in an MEd Program may take up to 6 credit hours of elective coursework from UNBC programs other than that in which they are completing their specialization or from other institutions under the Western Deans' Agreement (students require permission of their Academic Supervisor and the Education Graduate Program Chair). The supervisory committee may advise thesis students to take the research seminar course, EDUC 795-3.

MEd Program Requirements

Thesis Requirement
The thesis route emphasizes academic study, research, and the successful completion of a thesis. This program route is designed to develop each student's ability to evaluate theory and practice, and conduct research that contributes to the discipline. The thesis route requires the successful completion of a minimum of 31 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31

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credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 22 credit hours in the Special Education specialization and 9 credit hours of supervised research culminating in the completion of a thesis and the successful defense of it in an oral examination.

Project Requirement

The project route emphasizes the study of theory and practice, and the successful completion of an innovative research and/or development project that addresses a particular aspect of practice. This program route is designed to develop a student's ability to evaluate and improve professional practice in the discipline. The project route requires the successful completion of a minimum of 31 credit hours in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 25 credit hours in the Special Education specialization, and 6 credit hours of supervised work, culminating in the successful completion of a project.

Comprehensive Examination Requirement

The comprehensive examination route requires the successful completion of a comprehensive examination that evaluates a candidate's knowledge of theory, research, and practice in their field of study. This program route is designed to enhance and reinforce a student's knowledge of both theory and practice, as well as their interrelationship. The comprehensive examination route requires the successful completion of a minimum of 31 credit hours graduate course credit in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 28 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 37 credit hours in the Counselling specialization, or a minimum of 28 credit hours in the Special Education specialization, and three (3) credit hours awarded upon the successful completion of a written comprehensive examination. Application can be made to the School of Education to enter a thesis or project route after having completed at least 12 credit hours of coursework. The research seminar course, EDUC 795-3, is strongly recommended, and may even be required, if research is to be undertaken.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

~~Requirements~~
~~Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Vice Provost Student Recruitment or designate for up to six credit hours for previously completed graduate-level coursework that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.~~

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Students in an MEd Program may take up to 6 credit hours of elective coursework from UNBC programs other than that in which they are completing their specialization or from other institutions under the Western Deans' Agreement (students require permission of their Academic Supervisor and the Education Graduate Program Chair). The supervisory committee may advise thesis students to take the research seminar course, EDUC 795-3.

MEd Program Requirements

Thesis Requirement
The thesis route emphasizes academic study, research, and the successful completion of a thesis. This program route is designed to develop each student's ability to evaluate theory and practice, and conduct research that contributes to the discipline. The thesis route requires the successful completion of a minimum of 31 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 22 credit hours in the Special Education specialization and 9 credit hours of supervised research culminating in the completion of a thesis and the successful defense of it in an oral examination.

Project Requirement
The project route emphasizes the study of theory and practice, and the successful completion of an innovative research and/or development project that addresses a particular aspect of practice. This program route is designed to develop a student's ability to evaluate and improve professional practice in the discipline. The project route requires the successful completion of a minimum of 31 credit hours in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 25 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 35 credit hours in the Counselling specialization, or a minimum of 25 credit hours in the Special Education specialization, and 6 credit hours of supervised work, culminating in the successful completion of a project.

Comprehensive Examination Requirement

The comprehensive examination route requires the successful completion of a comprehensive examination that evaluates a candidate's knowledge of theory, research, and practice in their field of study. This program route is designed to enhance and reinforce a student's knowledge of both theory and practice, as well as their interrelationship. The comprehensive examination route requires the successful completion of a minimum of 31 credit hours graduate course credit in the Multidisciplinary Leadership specialization, a minimum of 40 credit hours in the Counselling specialization, or a minimum of 31 credit hours in the Special Education specialization. This requirement must include a minimum of 28 credit hours of graduate coursework in the Multidisciplinary Leadership specialization, a minimum of 37 credit hours in the Counselling specialization, or a minimum of 28 credit hours in the Special Education specialization, and three (3) credit hours awarded upon the successful completion of a written comprehensive examination. Application can be made to the

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~~School of Education to enter a thesis or project route after having completed at least 12 credit hours of coursework. The research seminar course, EDUC 795-3, is strongly recommended, and may even be required, if research is to be undertaken.~~

MEd Course-Based Program Requirements

Students prepare evidence of learning throughout the full-time MEd program that represents the signature pedagogy of People, Place and Land and situate the ways that they may lead and inform policy and practice within their local contexts, rurally, remotely, and beyond. These foci are woven throughout the learning experiences in this cohort-based program.

The MEd program is a course-based program which includes four required courses (12 credit hours) taken with the entire cohort and six specialization courses (18 credit hours) scheduled over six continuous semesters. These courses are delivered in multiple modalities. Students maintain an e-portfolio with demonstrations of learning to inform their exit course, EDUC 680-3 En cha huna: Living our Learning.

The MEd program requirements outlined here are effective as of July 2022. Program requirements for MEd students who began before July 2022 are outlined in the UNBC Calendar from their year of entry. UNBC Calendar archives are found at: https://www.unbc.ca/calendar/pdf

MEd Program Structure

Year 1: First Semester
EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being[1]
EDUC 672-3 Reflective and Transformative Practices in Educational Contexts[1]

Year 1: Second Semester
EDUC 673-3 Using Research to Inform Practice and Policy[1]
EDUC 6XX-3 Specialization Course One

Year 1: Third Semester
EDUC 6XX-3 Specialization Course Two
EDUC 6XX-3 Specialization Course Three

Year 2: First Semester
EDUC 6XX-3 Specialization Course Four

Year 2: Second Semester
EDUC 6XX-3 Specialization Course Five
EDUC 6XX-3 Specialization Course Six

Year 3: Third Semester
EDUC 680-3 En cha huna: Living Our Learning[1]

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[1]Note: full cohort course

6. **Authorization:**

   Program / Academic / Administrative Unit: School of Education

   College: CASHS

   SCCC Reviewed: January 25, 2021

   College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.10

   College Council Approval Date: March 18, 2021

   Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

   Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

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   INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

   Brief Summary of Committee Debate:

Motion No.:	Omnibus SCAAF202104.09	
Moved by:	C. Whalen	**Seconded by:** L.Troc
Committee Decision:		

   Approved by SCAAF: ___April 14, 2021___   _____
                                           Date   **Chair's Signature**

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

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**Motion Number (assigned by
Steering Committee of Senate):** __S-202104.11__

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Multidisciplinary Leadership for the Education (MEd Program), on pages 50-51 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. <u>**Effective date:**</u> July 2022

2. <u>**Rationale for the proposed revisions:**</u> The School of Education is introducing a renewed MEd program. The proposed changes to the Multidisciplinary Leadership for the Education (MEd Program) calendar entry reflect the renewed MEd program.

3. <u>**Implications of the changes for other programs, etc., if applicable:**</u> **None**

4. <u>**Reproduction of current Calendar entry for the item to be revised:**</u>

Multidisciplinary Leadership (MDL)

The Multidisciplinary Leadership specialization is designed to prepare graduates to take on roles of responsibility and leadership in a number of educational and community environments. In particular, our graduates will develop skills in collaboration and communication, as well as specific leadership practices that enable the creation of positive and innovative organizational environments. At the same time, a rigorous academic focus provides the knowledge that is necessary to ground effective practice in the diverse and rich scholarship of leadership. Working from a philosophy of reflective engagement, students will be encouraged to engage in field studies that allow them to investigate the important social, economic, political, and cultural implications for contemporary forms of leadership.

The Multidisciplinary Leadership specialization requires completion of a minimum of 31 credit hours, and includes required core courses, focus area courses, elective courses, and an option of one of three routes: a comprehensive examination (3 credit hours), a project (6 credit hours), or a thesis (9 credit hours). Students will choose from one of the focus areas within the Multidisciplinary Leadership specialization. Multidisciplinary Leadership students are required to complete five core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.

The Multidisciplinary Leadership specialization is divided into three focus areas: Educational Leadership, Assessment and Evaluation, and Curriculum. The focus areas share a common core of

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leadership and methodological courses, but beyond that are designed to allow students to prepare for leadership roles in a variety of specialized educational contexts.

Educational Leadership

The Educational Leadership focus area is designed for those individuals who want to specialize in school-based leadership. The specific management responsibilities of the school principal and the legal, economic, political, and social environment in which educational institutions operate are the central focus. Nevertheless, the scope of school leadership is more than managerial in nature, and other courses focus on the importance of building professional learning communities, accommodating diversity, the context of northern education, and creating positive learning environments that are central to effective educational leadership.

Assessment and Evaluation

The Assessment and Evaluation focus area allows for the development of strengths in the areas of quantitative data management and decision-making. Increasing levels of accountability have become a central goal of public school systems. Teachers and administrators increasingly focus on the importance of the links between assessment and effective teaching practice. This focus area emphasizes the role of assessment in school systems as well as the acquisition of the skills needed to engage in all aspects of educational research.

Curriculum

The Curriculum focus area provides students with the maximum flexibility to self-direct their Master of Education degree content to meet their own needs and interests. As such, it does not have any core courses other than those common to all focus areas. Students will be able to select course topics which reflect personal and professional interests. This third focus area will also allow students in the current "Curriculum and Instruction specialization-Language in Education" focus area to convert to the Multidisciplinary Leadership specialization should they so choose.

The course requirements and courses for the Multidisciplinary Leadership specialization appear below.

Required Core Courses
EDUC 601-3 Educational Research Design and Methodology
EDUC 606-3 Leading for Change
EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing
EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders
EDUC 656-3 Instructional Leadership

One of the following research courses is required; the other may be taken as elective credit:
EDUC 602-4 Quantitative Research Design and Data Analysis
EDUC 610-4 Qualitative Analysis in Education

Required Educational Leadership

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Focus Area Courses Two of the following six courses must be completed to meet the focus area requirements, the remaining three courses may become electives. EDUC 615-3 The School Principalship
EDUC 616-3 Policy and Politics in Public Education
EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation
EDUC 626-3 Inclusive Education: Learning for All

Required Assessment and Evaluation Focus Area Courses
EDUC 603-4 Advanced Quantitative Data Analysis

Required Curriculum Focus Area Courses
Selected courses to be approved by the Supervisory committee.

Elective Courses

EDUC 603-4 Advanced Quantitative Data Analysis
EDUC 615-3 The School Principalship
EDUC 616-3 Policy and Politics in Public Education
EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation
EDUC 621-3 Individual Assessment of Aptitudes and Achievement
EDUC 626-3 Inclusive Education: Learning for All
EDUC 633-3 Human Development: Implications for Education
EDUC 634-3 Achievement Motivation EDUC 635-3 Educating Exceptional Students
EDUC 636-3 Language and Learning Disabilities
EDUC 651-3 Mathematics Education EDUC 653-3 Social Studies Education
EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders
EDUC 656-3 Instructional Leadership
EDUC 690-3 Health and Human Sciences: Interdisciplinary Seminar
EDUC 692-3 Special Topics EDUC 693-3 Directed Reading
EDUC 795-3 Research Seminar

Thesis, Project or Comprehensive Examination
EDUC 797-3 Comprehensive Examination
EDUC 798-6 MEd Project (Research or non-research option)
EDUC 799-9 MEd Thesis

5. **Proposed revision with changes underlined and deletions indicated clearly using "~~strikethrough~~":**

~~Multidisciplinary Leadership (MDL)~~
~~The Multidisciplinary Leadership specialization is designed to prepare graduates to take on roles of responsibility and leadership in a number of educational and community environments. In particular, our graduates will develop skills in collaboration and communication, as well as specific leadership practices that enable the creation of positive and innovative organizational environments. At the same time, a rigorous academic focus provides the knowledge that is necessary to ground effective practice in the diverse and rich scholarship of leadership. Working from a philosophy of reflective engagement,~~

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students will be encouraged to engage in field studies that allow them to investigate the important social, economic, political, and cultural implications for contemporary forms of leadership.

The Multidisciplinary Leadership specialization requires completion of a minimum of 31 credit hours, and includes required core courses, focus area courses, elective courses, and an option of one of three routes: a comprehensive examination (3 credit hours), a project (6 credit hours), or a thesis (9 credit hours). Students will choose from one of the focus areas within the Multidisciplinary Leadership specialization. Multidisciplinary Leadership students are required to complete five core courses, required focus area courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement, including a comprehensive examination. The number of electives will vary according to the route chosen.

The Multidisciplinary Leadership specialization is divided into three focus areas: Educational Leadership, Assessment and Evaluation, and Curriculum. The focus areas share a common core of leadership and methodological courses, but beyond that are designed to allow students to prepare for leadership roles in a variety of specialized educational contexts.

Educational Leadership

The Educational Leadership focus area is designed for those individuals who want to specialize in school-based leadership. The specific management responsibilities of the school principal and the legal, economic, political, and social environment in which educational institutions operate are the central focus. Nevertheless, the scope of school leadership is more than managerial in nature, and other courses focus on the importance of building professional learning communities, accommodating diversity, the context of northern education, and creating positive learning environments that are central to effective educational leadership.

Assessment and Evaluation
The Assessment and Evaluation focus area allows for the development of strengths in the areas of quantitative data management and decision-making. Increasing levels of accountability have become a central goal of public school systems. Teachers and administrators increasingly focus on the importance of the links between assessment and effective teaching practice. This focus area emphasizes the role of assessment in school systems as well as the acquisition of the skills needed to engage in all aspects of educational research.

Curriculum
The Curriculum focus area provides students with the maximum flexibility to self-direct their Master of Education degree content to meet their own needs and interests. As such, it does not have any core courses other than those common to all focus areas. Students will be able to select course topics which reflect personal and professional interests. This third focus area will also allow students in the current "Curriculum and Instruction specialization-Language in Education" focus area to convert to the Multidisciplinary Leadership specialization should they so choose.

The course requirements and courses for the Multidisciplinary Leadership specialization appear below.

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Required Core Courses
EDUC 601-3 Educational Research Design and Methodology
EDUC 606-3 Leading for Change
EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing
EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders
EDUC 656-3 Instructional Leadership

One of the following research courses is required; the other may be taken as elective credit:
EDUC 602-4 Quantitative Research Design and Data Analysis
EDUC 610-4 Qualitative Analysis in Education

Required Educational Leadership

Focus Area Courses Two of the following six courses must be completed to meet the focus area requirements, the remaining three courses may become electives. EDUC 615-3 The School Principalship
EDUC 616-3 Policy and Politics in Public Education
EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation
EDUC 626-3 Inclusive Education: Learning for All

Required Assessment and Evaluation Focus Area Courses
EDUC 603-4 Advanced Quantitative Data Analysis

Required Curriculum Focus Area Courses
Selected courses to be approved by the Supervisory committee.

Elective Courses

EDUC 603-4 Advanced Quantitative Data Analysis
EDUC 615-3 The School Principalship
EDUC 616-3 Policy and Politics in Public Education
EDUC 617-3 Leading for Learning: Teacher Leadership and Principal Preparation
EDUC 621-3 Individual Assessment of Aptitudes and Achievement
EDUC 626-3 Inclusive Education: Learning for All
EDUC 633-3 Human Development: Implications for Education
EDUC 634-3 Achievement Motivation EDUC 635-3 Educating Exceptional Students
EDUC 636-3 Language and Learning Disabilities
EDUC 651-3 Mathematics Education EDUC 653-3 Social Studies Education
EDUC 655-3 Collaboration, Communication and Community: Leaders as Community Builders
EDUC 656-3 Instructional Leadership
EDUC 690-3 Health and Human Sciences: Interdisciplinary Seminar
EDUC 692-3 Special Topics EDUC 693-3 Directed Reading
EDUC 795-3 Research Seminar

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Thesis, Project or Comprehensive Examination
EDUC 797-3 Comprehensive Examination
EDUC 798-6 MEd Project (Research or non-research option)
EDUC 799-9 MEd Thesis

Transformational Leadership: People, Place, and Land

The Master of Education Transformational Leadership: People, Place, and Land specialization is designed to prepare professionals in education, community, or health care services for roles which require leadership and system transformation. Students take four required courses and six specialization courses. The learning experience is intended and designed to be provocative and experiential. Students are called to action and courses are designed with transformative leadership in mind. The learning and leadership experiences are personalized within a framework of leadership and change theory, understanding of self as leader with a focus on decolonization and inclusivity in collegial governance, interpretations of policy, and leadership practice. Collaboration, connection, and networks are integral to the success of this program.

Full Cohort Required Courses

EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being
EDUC 672-3 Reflective and Transformative Practices in Educational Contexts
EDUC 673-3 Using Research to Inform Practice and Policy
EDUC 680-3 En cha huna: Living our Learning

Specialization Courses

EDUC 675-3 So You Want to Change the World
EDUC 676-3 Policy, Governance and Ethical Decision Making
EDUC 677-3 Decolonizing Education
EDUC 678-3 Leadership for Equity and Inclusion
EDUC 679-3 Small is Beautiful: The Power of Small
EDUC 692-3[1] Special Topics (topic of interest chosen by the cohort)

[1]With permission of the Chair, students may also choose a course from other programs within the university or other institutions to complement their learning and objectives. The chosen course must align with the intent of the Special Topics course. If an alternative course is chosen, it must be completed before taking EDUC 680-3.

6. **Authorization:**

   Program / Academic / Administrative Unit: School of Education

   College: CASHS

   SCCC Reviewed: January 25, 2021

   College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.10

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Motion submitted by: **Tina Fraser**
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College Council Approval Date: March 18, 2021

Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

   Attachment Pages: ___0___ pages

   INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

   Brief Summary of Committee Debate:

Motion No.:	Omnibus SCAAF202104.10		
Moved by:	C. Whalen	**Seconded by:**	L.Troc

   Committee Decision:

   Approved by SCAAF: ___April 14, 2021___   _____MRTD_____
                          Date   **Chair's Signature**

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

SCAAF Proposed Revision of Calendar Entry Motion Form
Motion submitted by: **Tina Fraser**
Date of submission or latest revision: **04 February 2021**

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Motion Number (assigned by Steering Committee of Senate): **S-202104.12**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

<u>PROPOSED REVISION OF CALENDAR ENTRY</u>

Motion: That the changes to the Special Education for the Education (MEd Program), on pages 51-52 in the PDF calendar accessible on the UNBC web page of the 2020-2021 graduate calendar, be approved as proposed.

1. <u>**Effective date:**</u> July 2022

2. <u>**Rationale for the proposed revisions:**</u> The School of Education is introducing a renewed MEd program. We have reduced the number of credits from four to three for EDUC 622 so that the students would have the requisite knowledge for the administration and interpretation of standardized (Level B) tests but the prerequisite knowledge (e.g., norming; reliability; validity) would be outlined in other courses. We have also introduced a new course (EDUC 674-3) to address the topic of mental health disorders in Exceptionality Education as it was missing in the existing program.

3. <u>**Implications of the changes for other programs, etc., if applicable:**</u> None

4. <u>**Reproduction of current Calendar entry for the item to be revised:**</u>

Special Education
The Special Education specialization prepares students to provide professional services and leadership in Special Education and educational programs offered in schools and other educational institutions. The program includes an integrated core of required courses, elective courses, and thesis, project, portfolio, or comprehensive examination routes. The Special Education specialization is delivered online or by other distance technologies. It requires a minimum of 31 graduate credit hours for completion, with an option to take up to 10 additional elective credit hours.

The Special Education specialization requires students to complete five required courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement including the portfolio (3 credit hours), comprehensive examination (3 credit hours), project (6 credit hours), or thesis (9 credit hours) routes.

Curriculum Required Core Courses
EDUC 601-3 Educational Research Design and Methodology
EDUC 633-3 Human Development: Implications for Education
EDUC 635-3 Educating Exceptional Students
EDUC 636-3 Language and Learning Disabilities

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One of the following research courses is required; the other may be taken as elective credit:
EDUC 602-4 Quantitative Research Design and Data Analysis
EDUC 610-4 Qualitative Analysis in Education

Choose one of the following four routes to completion: Portfolio, Comprehensive Examination, Project, or Thesis.

1. Portfolio EDUC 796-3 Portfolio and a minimum of 12 credit hours of additional coursework selected from the list of electives below.

2. Comprehensive Examination EDUC 797-3 Comprehensive Examination and a minimum of 12 credit hours of additional coursework selected from the list of electives below

3. Project EDUC 798-6 MEd Project and a minimum of 9 credit hours of additional coursework selected from the list of electives below

4. Thesis EDUC 799-9 MEd Thesis and a minimum of 6 credit hours of additional coursework selected from the list of electives below

Elective courses*
One of EDUC 602-4 and EDUC 610-4 may be taken as an elective provided the other is taken as a required core course.

EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing
EDUC 621-3 Classroom Assessment Practices
EDUC 622-4 Psychoeducational Assessment
EDUC 632-3 Language Development: Implications for Education
EDUC 634-3 Achievement Motivation
EDUC 637-3 Interventions for Literacy Disorders
EDUC 638-3 Mathematic Disorders and Remediation
EDUC 639-3 School-Based Teams, Consultants, and Families
EDUC 640-3 Focus on a Selected Disability**
EDUC 642-3 Personal and Career Planning for Students with Special Needs
EDUC 795-3 Research Seminar (Strongly Recommended, and may be required by supervisor if EDUC 799 Thesis or EDUC 798 Project has been chosen for the completion route)

* With the approval of the Graduate Supervisor and Graduate Program Chair, a student may complete up to 6 credit hours of graduate coursework not from the above list. These elective credit hours may be other graduate-level EDUC courses, and/or from other UNBC graduate programs, and/or from other accredited Canadian universities via approved transfer agreements (e.g., Western Deans' Agreement).

** This course focuses in depth on educational aspects of a specific disability or range of disabilities, such as FASD, Autism Spectrum Disorder, hearing disability and deafness, or visual impairment. The

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courses are named specifically: e.g., Focus on Autism, Focus on FASD. A student may take this course up to two times (each time with a different focus).

5. <u>**Proposed revision with <u>changes underlined</u> and deletions indicated clearly using "~~strikethrough~~":**</u>

~~**Special Education**~~
~~The Special Education specialization prepares students to provide professional services and leadership in Special Education and educational programs offered in schools and other educational institutions. The program includes an integrated core of required courses, elective courses, and thesis, project, portfolio, or comprehensive examination routes. The Special Education specialization is delivered online or by other distance technologies. It requires a minimum of 31 graduate credit hours for completion, with an option to take up to 10 additional elective credit hours.~~

~~The Special Education specialization requires students to complete five required courses, and a sufficient number of elective courses to meet the minimum 31 credit hour graduation requirement including the portfolio (3 credit hours), comprehensive examination (3 credit hours), project (6 credit hours), or thesis (9 credit hours) routes.~~

~~**Curriculum Required Core Courses**~~
~~EDUC 601-3 Educational Research Design and Methodology~~
~~EDUC 633-3 Human Development: Implications for Education~~
~~EDUC 635-3 Educating Exceptional Students~~
~~EDUC 636-3 Language and Learning Disabilities~~

~~One of the following research courses is required; the other may be taken as elective credit:~~
~~EDUC 602-4 Quantitative Research Design and Data Analysis~~
~~EDUC 610-4 Qualitative Analysis in Education~~

~~Choose one of the following four routes to completion: Portfolio, Comprehensive Examination, Project, or Thesis.~~

~~1. Portfolio EDUC 796-3 Portfolio and a minimum of 12 credit hours of additional coursework selected from the list of electives below.~~

~~2. Comprehensive Examination EDUC 797-3 Comprehensive Examination and a minimum of 12 credit hours of additional coursework selected from the list of electives below~~

~~3. Project EDUC 798-6 MEd Project and a minimum of 9 credit hours of additional coursework selected from the list of electives below~~

~~4. Thesis EDUC 799-9 MEd Thesis and a minimum of 6 credit hours of additional coursework selected from the list of electives below~~

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Elective courses*

One of EDUC 602-4 and EDUC 610-4 may be taken as an elective provided the other is taken as a required core course.

EDUC 609-3 Aboriginal/Indigenous Learners: History, Culture, and Ways of Knowing
EDUC 621-3 Classroom Assessment Practices
EDUC 622-4 Psychoeducational Assessment
EDUC 632-3 Language Development: Implications for Education
EDUC 634-3 Achievement Motivation
EDUC 637-3 Interventions for Literacy Disorders
EDUC 638-3 Mathematic Disorders and Remediation
EDUC 639-3 School-Based Teams, Consultants, and Families
EDUC 640-3** Focus on a Selected Disability
EDUC 642-3 Personal and Career Planning for Students with Special Needs
EDUC 795-3 Research Seminar (Strongly Recommended, and may be required by supervisor if EDUC 799 Thesis or EDUC 798 Project has been chosen for the completion route)

* With the approval of the Graduate Supervisor and Graduate Program Chair, a student may complete up to 6 credit hours of graduate coursework not from the above list. These elective credit hours may be other graduate-level EDUC courses, and/or from other UNBC graduate programs, and/or from other accredited Canadian universities via approved transfer agreements (e.g., Western Deans' Agreement).

** This course focuses in depth on educational aspects of a specific disability or range of disabilities, such as FASD, Autism Spectrum Disorder, hearing disability and deafness, or visual impairment. The courses are named specifically: e.g., Focus on Autism, Focus on FASD. A student may take this course up to two times (each time with a different focus).

Exceptionality Education Specialization

The Master of Education Exceptionality Education specialization is a practitioner-based degree. Students take four required courses and six specialization courses planned in consultation with students and faculty. The purpose of the degree is to provide classroom practitioners with further knowledge of children and youth with exceptionalities and to prepare interested students in becoming Learning Assistance and Resource Teachers in the North and beyond.

Full Cohort Required Courses

EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being
EDUC 672-3 Reflective and Transformative Practices in Educational Contexts
EDUC 673-3 Using Research to Inform Practice and Policy
EDUC 680-3 En cha huna: Living our Learning

Specialization Courses[1]

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EDUC 622-3 Psychoeducational Assessment
EDUC 633-3 Human Development: Children and Adolescents
EDUC 635-3 Educating Exceptional Children
EDUC 636-3 Language and Learning Disabilities
EDUC 637-3 Interventions for Literacy Disorders
EDUC 639-3 School-based Teams, Consultants, and Families
EDUC 640-3 Focus on a Specific Disability
EDUC 674-3 Mental Health Disorders in Exceptionality Education

[1]With permission of the Chair, students may also choose a course from other programs within the university or other institutions to complement their learning and objectives. The chosen course must align with the intent of the specialization. If an alternative course is chosen, it must be completed before taking EDUC 680-3.

6. **Authorization**:

   Program / Academic / Administrative Unit: School of Education

   College: CASHS

   SCCC Reviewed: January 25, 2021

   College Council Motion Number: OMNIBUS MOTION: CASHSCC.2021.03.18.10

   College Council Approval Date: March 18, 2021

   Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A

   Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

7. **Other Information**

   Attachment Pages: ___0___ pages

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Date of submission or latest revision: **04 February 2021**

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INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:   Omnibus SCAAF202104.11

Moved by: C. Whalen   **Seconded by:**   L.Troc

Committee Decision:

Approved by SCAAF: April 14, 2021 _____   _____
                        Date   **Chair's Signature**

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

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Motion submitted by: **Tina Fraser**
Date of submission or latest revision: **04 February 2021**

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UNBC | UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

School of Education

Summary of Senate Motions

Undergraduate Calendar: Bachelor of Education (BEd) program

The renewed BEd program has been approved by both UNBC Senate and the BC Teachers' Council (BCTC). The twelve (12) Senate motions are divided into two sub-categories.

- Five (5) motions propose updates to the current calendar descriptions provided on pages 83 to 90 of the draft 2020/2021 Undergraduate Academic Calendar.

- Seven (7) motions propose variable course credit hours to course entries on pages 203 to 207 of the draft 2020/2021 Undergraduate Academic Calendar. Variable course credit hours are required to schedule these courses during the 2020/2021 academic year for two separate cohorts of teacher candidates: a cohort completing Year 2 of the old program and a cohort beginning their BEd program in the Fall 2020.

Graduate Calendar: Master of Education (MEd) program

The ten (10) Senate motions included in this package propose new course approvals for the 2020/2021 Graduate Academic Calendar in the MEd program.

Background of New Courses

At the April 23, 2019 School of Education (SoE) meeting, a draft of the revised Master of Education (MEd) program was shared with Faculty. During that meeting, Faculty approved in principle the ideas presented and requested the MEd Renewal Committee to continue their work.

Since then, Specialization Groups lead by Dr. Tina Fraser (Core Courses and MEd Program Alignment / Coherence), Dr. Christine Younghusband (Leadership), and Dr. Andrew Kitchenham (Exceptionality Education) have met with colleagues and critical friends to further deepen the program concepts and course descriptions. The MEd Renewal Committee met in June and September. The meetings proposed for November – December were rescheduled due to job action.

On February 5, 2020 the MEd Renewal Committee met to review the results of the Specialization Groups. On March 30, 2020, the Faculty approved the Committee Recommendations and moved the UNBC Senate process and DQAB process begin for the 2021/2022 Graduate Academic Calendar. The ten new courses from the Committee Recommendations are proposed for the 2020/2021 Graduate Academic Calendar in the current MEd program.

**Motion Number (assigned by
Steering Committee of Senate):** **S-202006.13**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course **671-3 Reconciling Space and Practice: Ways of
Knowing and Being** be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020

2. **Academic Program: Master of Education**

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 671-3

4. **Course Title:** Reconciling Space and Practice: Ways of Knowing and Being

5. **Goal(s) of Course:**

Learners will:

- Compare First Nations, Aboriginal, and Indigenous education pedagogies with contemporary educational theories.
- Create a learning environment in which diverse perspectives are honored and respected.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Develop an awareness of contemporary issues in First Nations, Aboriginal, and Indigenous education.
- Develop an awareness and ability to participate in First Nations, Aboriginal, and Indigenous ways of knowing.
- Develop knowledge mobilization of cultural dynamics when multiple cultures connect in learning environments.
- Develop abilities to critically assess resources for First Nations, Aboriginal, and Indigenous education programs.
- Develop an understanding of situating learning within multiple and complex contexts.
- Examine ways in which members from different cultures facilitate bridging between two cultures, within educational contexts.
- Expand knowledge in the history of First Nations, Aboriginal, and Indigenous education.

6. **Calendar Course Description:**

> This course explores the Aboriginal, Indigenous and First Nations curricula development, teaching practices, and methodology within the context of Canadian education and society. Based upon these various perspectives, students foster a personal and professional foundation for education and leadership. An essential part of this course is developing an awareness of the powerful, dynamic aspects of orality and the integration of orality within education and leadership.

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Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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7. **Credit Hours:** ___3___ credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

   a) **Can the course be repeated for credit if the subject matter differs substantially?**

   Yes* _____   No ___X___

   * If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: ___#___

   ** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
   "This course may be repeated to a maximum of XX credit hours if the material is substantially different."

   b) **Is variable credit available for this course?** Yes _____ No ___X___

   Variable credit is denoted by the following examples:
   i) **"3-6":** in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
   ii) **"3,6":** in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. **Contact Hours (per week):**

Lecture	___3___	Seminar	___#___
Laboratory	___#___	Other (please specify)	_____

9. **Prerequisites (taken prior):** None

10. **Prerequisites with concurrency (taken prior or simultaneously):** None

11. **Co-requisites (must be taken simultaneously):** None

12. **Preclusions:** None

13. **Course Equivalencies:** None

14. **Grade Mode:** NORMAL (i.e., alpha grade)

15. **Course to be offered:** each semester _____

   each year ___X___

   alternating years _____

16. **Proposed text / readings:** Varies depending on instructor.

B. **Significance Within Academic Program** Identified as relevant course to add as a core course by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. **Anticipated enrolment** ___40___

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Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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2. **If there is a proposed enrolment limit, state the limit and explain:** _____

3. **Required for:** Major: _____ Minor: _____ Other: _____

4. **Elective in:** Major: _____ Minor: _____ Other: _____

5. **Course required by another major/minor:**

6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?** Master of Education

8. **What other courses are being proposed within the Program this year?**

   - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**

   - EDUC 673-3: **Using Research to Inform Practice and Policy**

   - EDUC 674-3: Mental Health Disorders in Exceptionality Education

   - EDUC 675-3: So You Want to Change the World

   - EDUC 676-3: Policy, Governance, and Ethical Decision Making

   - EDUC 677-3: Why decolonizing of education is good for everyone

   - EDUC 678-3: **Leadership for Equity and Inclusion**

   - EDUC 679-3: **Small is Beautiful: The Power of Small**

   - EDUC 680-3: **En chu huna: Living our Learning**

9. **What courses are being deleted from the Program this year?** None

C. <u>Relation to Other Program Areas</u> Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?** Yes _____ No __X__
3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

   Yes _____ No __X__

   If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

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Motion submitted by: Deborah Carter
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Yes_____   No ___X___

If **"yes,"** please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

    i.   **College Staffing:**

    ii. **Space (classroom, laboratory, storage, etc.):**

    iii: **Library Holdings:** See attached form

    iv. **Computer (time, hardware, software):**

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:**   Yes** ___X___   No _____
    Whether a new course has First Nations content is to be determined by the relevant College Council(s).

    If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** None

3. **Attachment Pages (in addition to required "Library Holdings" Form):**   ___0___ pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

   College: Arts, Social and Health Sciences

   SCCC Reviewed: April 30, 2020

   College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

   College Council Approval Date: May 21, 2020

4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.08**

5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** June 4, 2020

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Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:   SCAAF202006.10

Moved by: C. Whalen   **Seconded by:**   S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
                                          Date   **Chair's Signature**

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

SCAAF New Course Approval Motion Form   Page 5 of 5
Motion submitted by: Deborah Carter   Template Updated: August 2014
Date of submission or latest revision: 17 April 2020

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SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 672-3: Reflective and Transformative Practices in
Educational Contexts be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020

2. **Academic Program: Master of Education**

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 672-3

4. **Course Title:** Reflective and Transformative Practices in Educational Contexts

5.   **Goal(s) of Course:**

Learners will:

- Analyze the curriculum as transformation perspective through the theoretical tenets of liberatory and dialogical education, also known as Popular Education.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Examine three basic curriculum development perspectives: curriculum as transmission, curriculum as transaction, and curriculum as transformation.
- Explore applications of Popular Education Theories and practices to the development of educational programs in a variety of contexts.
- Review Popular Education practices.

6. **Calendar Course Description:**

This course provides examinations of educational perspectives and practices that address conformity and adaptation to realities in today's world. Learners participate in reflections and dialogues to formulate transformative positions in the development of educational programs. The course integrates ideas, concepts and understandings of educational leadership in diverse contexts.

7. **Credit Hours:**   ___3___   credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

a) **Can the course be repeated for credit if the subject matter differs substantially?**

Yes* _____   No ___X___

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Motion submitted by: Deborah Carter   Template Updated: August 2013
Date of submission or latest revision: 17 April 2020

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* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: ___**#**___

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course? Yes _____ No ___X___

Variable credit is denoted by the following examples:
i) "3-6": in this example, the course may be offered for 3, 4, 5, <u>OR</u> 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
ii) "3,6": in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture	___3___	Seminar	___#___
Laboratory	___#___	Other (please specify)	_____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: NORMAL (i.e., alpha grade)

15. Course to be offered: each semester _____

each year ___X___

alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. <u>Significance Within Academic Program</u> Identified as relevant course to add as a core course by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment ___40___

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: _____ Minor: _____ Other:_____

4. Elective in: Major: _____ Minor: _____ Other:_____

5. Course required by another major/minor:

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Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?** Master of Education

8. **What other courses are being proposed within the Program this year?**

   - EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**

   - EDUC 673-3: **Using Research to Inform Practice and Policy**

   - EDUC 674-3: Mental Health Disorders in Exceptionality Education

   - EDUC 675-3: **So You Want to Change the World**

   - EDUC 676-3: Policy, Governance, and Ethical Decision Making

   - EDUC 677-3: Why decolonizing of education is good for everyone

   - EDUC 678-3: **Leadership for Equity and Inclusion**

   - EDUC 679-3: **Small is Beautiful: The Power of Small**

   - EDUC 680-3: **En chu huna: Living our Learning**

9. **What courses are being deleted from the Program this year?** None

C. <u>Relation to Other Program Areas</u> Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?** Yes _____ No __X__
3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

   Yes _____ No __X__

   If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

   Yes_____ No __X__

   If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. <u>Resources required</u>

SCAAF New Course Approval Motion Form
Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

    i.   **College Staffing:**

    ii. **Space (classroom, laboratory, storage, etc.):**

    iii: **Library Holdings:** See attached form

    iv. **Computer (time, hardware, software):**

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:**   Yes** _____   No ___X___
    * Whether a new course has First Nations content is to be determined by the relevant College Council(s).

    ****If "yes,"** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** None

3. **Attachment Pages (in addition to required "Library Holdings" Form):**   ___0___ pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences
SCCC Reviewed: April 30, 2020
College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06
College Council Approval Date: May 21, 2020
Senate Committee on First Nations and Aboriginal Peoples Motion Number:
Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:	SCAAF202006.11	
Moved by:	C. Whalen	**Seconded by:** S. Wagner
Committee Decision:	CARRIED as Omnibus	

Approved by SCAAF: June 10, 2020 _____
                            Date   **Chair's Signature**

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

SCAAF New Course Approval Motion Form
Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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Motion Number (assigned by
Steering Committee of Senate): **S-202006.15**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 673-3: Using Research to Inform Practice and Policy be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020

2. **Academic Program: Master of Education**

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 673-3

4. **Course Title:** Using research to Inform Practice and Policy

5.   **Goal(s) of Course:**

Learners will:

- Compare and contrast Reflexivity and Ideology.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Demonstrate ways in which one might conduct a broad review of academic literature.
- Determine ways in which research informs practice and policy.
- Discover ways in which Indigenous Ways of Knowing and Being inform and impact policy and practice.
- Engage in discussion with colleagues in both face-to-face and online environments.
- Explores sources of literature and determine their value.
- Identify the importance of various research approaches within a variety of complex and challenging contexts (i.e., Narrative, Storytelling, 3rd ethical space).
- Interpret the role of research in readings, writings and actions.
- Recognize the role of literature in academic and professional practice.
- Reflect critically on literature and make informed choices and rigorous critique.
- Research the role and place of ceremony.
- Understand how knowledge is constructed in the work of Public Intellectuals and Thought Leaders.

6. **Calendar Course Description:**

This course explores and discovers the role of literature and research in academic, professional and personal settings. Learners examine how literature serves to inform practice, policy and practice. Learners explore a variety of research approaches informing the work of Public Intellectuals and Thought Leaders. The course provides research approaches consistent with Indigenous and Intercultural research that inform issues, ethics and methods.

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7. **Credit Hours:** ___3___ credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

    a) **Can the course be repeated for credit if the subject matter differs substantially?**

    Yes* _____   No ___X___

    * If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: ___#___
    ** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
    "This course may be repeated to a maximum of XX credit hours if the material is substantially different."

    b) **Is variable credit available for this course?**   Yes _____ No ___X___
        Variable credit is denoted by the following examples:
        i)   **"3-6"**: in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
        ii) **"3,6"**: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. **Contact Hours (per week):**

    Lecture ___3___   Seminar ___#___

    Laboratory ___#___   Other (please specify) _____

9. **Prerequisites (taken prior):** None

10. **Prerequisites with concurrency (taken prior or simultaneously):** None

11. **Co-requisites (must be taken simultaneously):** None

12. **Preclusions:** None

13. **Course Equivalencies:** None

14. **Grade Mode:** NORMAL (i.e., alpha grade)

15. **Course to be offered:** each semester _____

                              each year ___X___

                              alternating years _____

16. **Proposed text / readings:** Varies depending on instructor.

B. **Significance Within Academic Program** Identified as relevant course to add as a core course by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. **Anticipated enrolment** ___40___

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2. **If there is a proposed enrolment limit, state the limit and explain:** _____

3. **Required for:** Major: _____   Minor: _____   Other: _____

4. **Elective in:** Major: _____   Minor: _____   Other: _____

5. **Course required by another major/minor:**

6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?**   Master of Education

8. **What other courses are being proposed within the Program this year?**

   - EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**

   - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**

   - EDUC 674-3: Mental Health Disorders in Exceptionality Education

   - EDUC 675-3: **So You Want to Change the World**

   - EDUC 676-3: Policy, Governance, and Ethical Decision Making

   - EDUC 677-3: Why decolonizing of education is good for everyone

   - EDUC 678-3: **Leadership for Equity and Inclusion**

   - EDUC 679-3: **Small is Beautiful: The Power of Small**

   - EDUC 680-3: **En chu huna: Living our Learning**

9. **What courses are being deleted from the Program this year?** None

C. <u>Relation to Other Program Areas</u> Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?**   Yes _____   No   X
3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

   Yes _____   No   X

   If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

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Yes_____   No ___X___

If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.

    i. College Staffing:

    ii. Space (classroom, laboratory, storage, etc.):

    iii: Library Holdings: See attached form

    iv. Computer (time, hardware, software):

E. Additional Attached Materials None

F. Other Considerations

1. First Nations Content*:   Yes** ___X___   No _____
* Whether a new course has First Nations content is to be determined by the relevant College Council(s).

    If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to SCAAF.

2. Other Information: None

3. Attachment Pages (in addition to required "Library Holdings" Form):   ___0___ pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

    College: Arts, Social and Health Sciences

    SCCC Reviewed: April 30, 2020

    College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

    College Council Approval Date: May 21, 2020

    Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.09

    Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

SCAAF New Course Approval Motion Form
Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:	SCAAF202006.12

Moved by:	C. Whalen	**Seconded by:**	S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: <u>June 10, 2020</u>
                           Date   **Chair's Signature**

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

SCAAF New Course Approval Motion Form
Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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Motion Number (assigned by
Steering Committee of Senate): **S-202006.16**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 674-3: Mental Health Disorders in Exceptionality Education be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020

2. **Academic Program:** Master of Education

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 674-3

4. **Course Title:** Mental Health Disorders in Exceptionality Education

5. **Goal(s) of Course:**

Learners will:

- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Demonstrate critical thinking.
- Demonstrate effective communication in writing and during class discussions and presentations.
- Demonstrate the ability to clearly and concisely summarize research findings.
- Evaluate the evidence supporting educational interventions and supports used with students with mental disorders.
- Identify the underlying abilities and disabilities associated with mental disorders.
- Synthesize and apply information about the features of the four types of mental disorders and use effective practices for program development.

6. **Calendar Course Description:**

This course provides an overview of four common mental health disorders in relation to Exceptionality Education. Students research and evaluate strategies to teach their students with mental health disorders and ways to interact confidently with colleagues, parents, and paraprofessionals about mental health issues.

7. **Credit Hours:** ___3___ credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

   a) **Can the course be repeated for credit if the subject matter differs substantially?**

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Motion submitted by: Deborah Carter
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Yes* _____   No ___X___

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: ___#___
** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

    b) Is variable credit available for this course?   Yes _____ No ___X___

    Variable credit is denoted by the following examples:
    i) **"3-6"**: in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
    ii) **"3,6"**: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture	3	Seminar	#
Laboratory	#	Other (please specify)	

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: NORMAL (i.e., alpha grade)

15. Course to be offered: each semester _____

                        each year ___X___

                        alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add to Special Education specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment ___20___

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: _____ Minor: _____ Other:_____

4. Elective in: Major: _____ Minor: _____ Other:_____

---

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: No

7. Toward what degrees will the course be accepted for credit? Master of Education

8. What other courses are being proposed within the Program this year?

- EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**

- EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**

- EDUC 673-3: **Using Research to Inform Practice and Policy**

- EDUC 675-3: **So You Want to Change the World**

- EDUC 676-3: Policy, Governance, and Ethical Decision Making

- EDUC 677-3: Why decolonizing of education is good for everyone

- EDUC 678-3: **Leadership for Equity and Inclusion**

- EDUC 679-3: **Small is Beautiful: The Power of Small**

- EDUC 680-3: **En chu huna: Living our Learning**

9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas Not applicable

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

2. Is a preclusion required? Yes _____ No __X__
3. If there is an overlap, and no preclusion is required, please explain why not:

4. Has this overlap been discussed with the Program concerned? Yes _____ No _____

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes _____ No __X__

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No __X__

If "yes," please contact the Articulation Officer in the Office of the Registrar.

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Motion submitted by: Deborah Carter
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D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

   i. **College Staffing:**

   ii. **Space (classroom, laboratory, storage, etc.):**

   iii: **Library Holdings:** See attached form

   iv. **Computer (time, hardware, software):**

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:** Yes** _____ No ___X___
   Whether a new course has First Nations content is to be determined by the relevant College Council(s).

   If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.
2. **Other Information:** None
3. **Attachment Pages (in addition to required "Library Holdings" Form):** ___0___ pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)
   College: Arts, Social and Health Sciences
   SCCC Reviewed: April 30, 2020
   College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06
   College Council Approval Date: May 21, 2020
   Senate Committee on First Nations and Aboriginal Peoples Motion Number:
   Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:   SCAAF202006.13

Moved by: C. Whalen   **Seconded by:**   S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
                         Date   **Chair's Signature**

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

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Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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**Motion Number (assigned by
Steering Committee of Senate):** __S-202006.17__

SENATE COMMITTEE ON ACADEMIC AFFAIRS

<u>NEW COURSE APPROVAL MOTION FORM</u>

Motion: That the new course EDUC 675-3: So You Want to Change the World be approved as follows:

A. <u>Description of the Course</u>

1. **Proposed semester of first offering:** September 2020

2. **Academic Program: Master of Education**

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 675-3

4. **Course Title:** So You Want to Change the World

5. **Goal(s) of Course:**

Learners will:

- Apply transformational understanding in a leadership initiative applicable to self, community, and the system.
- Consider what transformation needs to happen in your system? What's important to you, community, and system? Why does this matter? What impact are you looking to have?
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Define what is transformational leadership means to you, community, and system.
- Differentiate between system change and system transformation.
- Experience the need and drive for transformation for self, community, and system.
- Identify a draft proposal and steps towards transformation.

6. **Calendar Course Description:**

This course examines the cultural, social, political and economic factors influencing systems and communities. Learners examine self as leader and consider frameworks, models, and theories of transformational leadership, leading for change, and compassionate disruption.

7. **Credit Hours:** ___3___ credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

   a) **Can the course be repeated for credit if the subject matter differs substantially?**

   Yes* _____ <u>No</u> __X__

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Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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* <u>If "yes,"</u> please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: __#__

** <u>If the course may be taken more than once</u> but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) **Is variable credit available for this course?**   Yes _____ No __X__

<u>Variable credit is denoted by the following examples</u>:
i) **"3-6"**: in this example, the course may be offered for 3, 4, 5, <u>OR</u> 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
ii) **"3,6"**: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. **Contact Hours <u>(per week)</u>:**

Lecture   ___3___   Seminar   ___#___

Laboratory   ___#___   Other (please specify) _____

9. **Prerequisites (taken prior):** None

10. **Prerequisites with concurrency (taken prior or simultaneously):** None

11. **Co-requisites (must be taken simultaneously):** None

12. **Preclusions:**   None

13. **Course Equivalencies:** None

14. **Grade Mode:**   NORMAL (i.e., alpha grade)

15. **Course to be offered:** each semester   _____

each year   ___X___

alternating years   _____

16. **Proposed text / readings:** Varies depending on instructor.

B. **<u>Significance Within Academic Program</u>** Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. **Anticipated enrolment**   ___20___

2. **If there is a proposed enrolment limit, state the limit and explain:** _____

3. **Required for:** Major: _____ Minor: _____ Other:_____

4. **Elective in:**   Major: _____ Minor: _____ Other:_____

5. **Course required by another major/minor:**

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Motion submitted by: Deborah Carter
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6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?** Master of Education

8. **What other courses are being proposed within the Program this year?**

   - EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**

   - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**

   - EDUC 673-3: **Using Research to Inform Practice and Policy**

   - EDUC 674-3: Mental Health Disorders in Exceptionality Education

   - EDUC 676-3: Policy, Governance, and Ethical Decision Making

   - EDUC 677-3: Why decolonizing of education is good for everyone

   - EDUC 678-3: **Leadership for Equity and Inclusion**

   - EDUC 679-3: **Small is Beautiful: The Power of Small**

   - EDUC 680-3: **En chu huna: Living our Learning**

9. **What courses are being deleted from the Program this year?** None

C. Relation to Other Program Areas Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?** Yes _____ No __X__
3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

   Yes _____ No __X__

   If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

   Yes_____ No __X__

   If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. Resources required

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1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

    i.   **College Staffing:**

    ii. **Space (classroom, laboratory, storage, etc.):**

    iii: **Library Holdings:** See attached form

    iv. **Computer (time, hardware, software):**

E. <u>Additional Attached Materials</u> None

F. <u>Other Considerations</u>

1. **First Nations Content*:**   Yes** _____   No ___X___
    * Whether a new course has First Nations content is to be determined by the relevant College Council(s).

    <u>If "yes,"</u> refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **<u>prior to</u> SCAAF.

2. **Other Information:** None

3. **Attachment Pages (in addition to required "Library Holdings" Form):**   ___0___ pages

G. <u>Authorization</u> (Please ignore — Section to be completed by Committee Recording Secretaries)
College: Arts, Social and Health Sciences
SCCC Reviewed: April 30, 2020
College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06
College Council Approval Date: May 21, 2020
Senate Committee on First Nations and Aboriginal Peoples Motion Number:
Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:   SCAAF202006.14

Moved by: C. Whalen   **Seconded by:**   S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: <u>June 10, 2020</u>
                              Date   **Chair's Signature**

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

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Motion submitted by: Deborah Carter   Template Updated: August 2014
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**UNIVERSITY OF
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SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 676-3: Policy, Governance and Ethical Decision
Making be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020

2. **Academic Program: Master of Education**

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 676-3

4. **Course Title:** Policy, Governance and Ethical Decision Making

5.   **Goal(s) of Course:**

Learners will:

- Create and redesign policy that would support transformation within the community.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Identify policies that need addressing by looking at their qualities and characteristics.
- Investigate how policy and daily decision-making affects community and behaviour.
- Understand the mindsets that influence policy making through an exploration of existing policy, governance and ethical decision making.

6. **Calendar Course Description:**

This course will investigate and analyze policy and regulations, governance procedures, and ethical decision-making processes that support systems. Coherence and policy alignment are essential for systems to be successful and effective and should be aligned to current beliefs and values.

7. **Credit Hours:**   3   credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

   a) **Can the course be repeated for credit if the subject matter differs substantially?**

   Yes* _____   No   _X_

   *   If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: **#**
   ** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct

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Motion submitted by: Deborah Carter
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number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course? Yes _____ No ___X___

Variable credit is denoted by the following examples:
   i) **"3-6":** in this example, the course may be offered for 3, 4, 5, <u>OR</u> 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
   ii) **"3,6":** in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture	3	Seminar	#
Laboratory	#	Other (please specify)	

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: NORMAL (i.e., alpha grade)

15. Course to be offered: each semester _____

each year ___X___

alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. <u>Significance Within Academic Program</u> Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment ___20___

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: _____ Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: No

7. Toward what degrees will the course be accepted for credit? Master of Education

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8. **What other courses are being proposed within the Program this year?**

   * EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**

   * EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**

   * EDUC 673-3: **Using Research to Inform Practice and Policy**

   * EDUC 674-3: Mental Health Disorders in Exceptionality Education

   * EDUC 675-3: So You Want to Change the World

   * EDUC 677-3: Why decolonizing of education is good for everyone

   * EDUC 678-3: **Leadership for Equity and Inclusion**

   * EDUC 679-3: **Small is Beautiful: The Power of Small**

   * EDUC 680-3: **En chu huna: Living our Learning**

9. **What courses are being deleted from the Program this year?** None

C. <u>Relation to Other Program Areas</u> Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?**   Yes _____   No ___X___
3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____   No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

   Yes _____   No ___X___

   If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

   Yes_____   No ___X___

   If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. <u>Resources required</u>

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

   i. **College Staffing:**

   ii. **Space (classroom, laboratory, storage, etc.):**

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    iii: Library Holdings: See attached form

    iv. Computer (time, hardware, software):

E. <u>Additional Attached Materials</u> None

F. <u>Other Considerations</u>

1. **First Nations Content*:**   Yes** _____   No   X____
   * Whether a new course has First Nations content is to be determined by the relevant College Council(s).

   <u>If "yes,"</u> refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **<u>prior to</u> SCAAF.

2. **Other Information:** None

3. **Attachment Pages (in addition to required "Library Holdings" Form):** ____0____ pages

G. <u>Authorization</u> (Please ignore — Section to be completed by Committee Recording Secretaries)

    College: Arts, Social and Health Sciences

    SCCC Reviewed: April 30, 2020

    College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06

    College Council Approval Date: May 21, 2020

    Senate Committee on First Nations and Aboriginal Peoples Motion Number:

    Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:	SCAAF202006.15
Moved by:	C. Whalen **Seconded by:** S. Wagner
Committee Decision:	CARRIED as Omnibus

Approved by SCAAF: <u>June 10, 2020</u>
                  Date   **Chair's Signature**

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

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Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 677-3: Why Decolonizing of Education is Good for Everyone be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020

2. **Academic Program:** Master of Education

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 677-3

4. **Course Title:** Why Decolonizing of Education is Good for Everyone

5. **Goal(s) of Course:**

Learners will:

- Acknowledge, unpack, and understand the colonial legacy felt in systems today.
- Compare the past and present experiences within the system - what has changed? Is it good enough? Where do we need to be and how are we going to get there?
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Empathize with the lived experiences of colonization and incorporate the 'heart' part of this learning into challenging your assumptions.
- Ideate, design, and construct ways forward within your vision for transformation.

6. **Calendar Course Description:**

This course focuses on decolonizing systems and practice. How can Indigenous Worldviews and perspectives be visible and embedded in everything that we do? Learners develop an understanding of the colonial history in Canada and Canadian educational systems including but not exclusive to a critical examination of systems and policies. This course offers opportunities to see ways that leadership may shift the course of action for reconciliation.

7. **Credit Hours:** ___3___ credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

   a) **Can the course be repeated for credit if the subject matter differs substantially?**

   Yes* _____   No __X__

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Motion submitted by: Deborah Carter
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* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: **#**

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) **Is variable credit available for this course?**   Yes _____   No ___X___

Variable credit is denoted by the following examples:
i) **"3-6":** in this example, the course may be offered for 3, 4, 5, <u>OR</u> 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
ii) **"3,6":** in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. **Contact Hours <u>(per week)</u>:**

Lecture	3	Seminar	#
Laboratory	#	Other (please specify)	

9. **Prerequisites (taken prior):** None

10. **Prerequisites with concurrency (taken prior or simultaneously):** None

11. **Co-requisites (must be taken simultaneously):** None

12. **Preclusions:**   None

13. **Course Equivalencies:** None

14. **Grade Mode:**   NORMAL (i.e., alpha grade)

15. **Course to be offered:** each semester _____

each year ___X___

alternating years _____

16. **Proposed text / readings:** Varies depending on instructor.

B. **<u>Significance Within Academic Program</u>** Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. **Anticipated enrolment** ___20___

2. **If there is a proposed enrolment limit, state the limit and explain:** _____

3. **Required for:** Major: _____   Minor: _____   Other:_____

4. **Elective in:**   Major: _____   Minor: _____   Other:_____

5. **Course required by another major/minor:**

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6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?**   Master of Education

8. **What other courses are being proposed within the Program this year?**

   - EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**

   - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**

   - EDUC 673-3: **Using Research to Inform Practice and Policy**

   - EDUC 674-3: Mental Health Disorders in Exceptionality Education

   - EDUC 675-3: So You Want to Change the World

   - EDUC 676-3: Policy, Governance, and Ethical Decision Making

   - EDUC 678-3: **Leadership for Equity and Inclusion**

   - EDUC 679-3: **Small is Beautiful: The Power of Small**

   - EDUC 680-3: **En chu huna: Living our Learning**

9. **What courses are being deleted from the Program this year?** None

C. <u>Relation to Other Program Areas</u> Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?**   Yes _____   No __X__
3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

   Yes _____   No __X__

   If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

   Yes_____   No   __X__

   If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. <u>Resources required</u>

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1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

    i.   **College Staffing:**

    ii. **Space (classroom, laboratory, storage, etc.):**

    iii: **Library Holdings:** See attached form

    iv. **Computer (time, hardware, software):**

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:** Yes** ___X___ No _____
    Whether a new course has First Nations content is to be determined by the relevant College Council(s).

    If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** None

3. **Attachment Pages (in addition to required "Library Holdings" Form):** ___0___ pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)
   College: Arts, Social and Health Sciences
   SCCC Reviewed: April 30, 2020
   College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06
   College Council Approval Date: May 21, 2020
   Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.10
   Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:   SCAAF202006.16

Moved by: C. Whalen   **Seconded by:** S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
                         Date   **Chair's Signature**

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

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Motion submitted by: Deborah Carter   Template Updated: August 2014
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**Motion Number (assigned by
Steering Committee of Senate):** **S-202006.20**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 678-3: Leadership for Equity and Inclusion be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020

2. **Academic Program:** Master of Education

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 678-3

4. **Course Title:** Leadership for Equity and Inclusion

5. **Goal(s) of Course:**

Learners will:

*   Acknowledge the different cultural lenses being served within the community and recognize where one's preferences and bias lie within this framework.
*   Connect with the community to deeply understand what members of the community value, prefer, and perceive as important and what needs to change.
*   Curate a personal assignment or artefact for inclusion in Digital Repositories.
*   Develop the adaptive expertise necessary to build a leadership mindset inclusive of all.
*   Identify inequalities within your system that challenge or limit opportunities.
*   Use concept of self, community voice, and research to create a new stance.

6. **Calendar Course Description:**

Equity and inequity are systemic. What does it mean to have an inclusive system and inclusive systemic leadership? How do leaders create a more equitable educational system by humanizing pedagogy and practices? This course explores how to know your peers, colleagues, and self. Learners examine understanding of one's biases and preferences while moving to a more heightened and adaptive multi-cultural lens by implementing the First Peoples Principles of Learning.

7. **Credit Hours:** ____3____ credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

    a) **Can the course be repeated for credit if the subject matter differs substantially?**

    Yes* _____ <u>No</u> ___X___

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Date of submission or latest revision: 17 April 2020

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* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: **#**

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) **Is variable credit available for this course?**   Yes _____   No __X__

Variable credit is denoted by the following examples:
i) **"3-6"**: in this example, the course may be offered for 3, 4, 5, <u>OR</u> 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
ii) **"3,6"**: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. **Contact Hours (per week):**

Lecture	3	Seminar	#
Laboratory	#	Other (please specify)	

9. **Prerequisites (taken prior):** None

10. **Prerequisites with concurrency (taken prior or simultaneously):** None

11. **Co-requisites (must be taken simultaneously):** None

12. **Preclusions:**   None

13. **Course Equivalencies:** None

14. **Grade Mode:**   NORMAL (i.e., alpha grade)

15. **Course to be offered:** each semester   _____
    each year   ____X____
    alternating years   _____

16. **Proposed text / readings:** Varies depending on instructor.

B. **Significance Within Academic Program** Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. **Anticipated enrolment**   20

2. **If there is a proposed enrolment limit, state the limit and explain:** _____

3. **Required for:** Major: _____   Minor: _____   Other:_____

4. **Elective in:**   Major: _____   Minor: _____   Other:_____

5. **Course required by another major/minor:**

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6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?** Master of Education

8. **What other courses are being proposed within the Program this year?**

   - EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**

   - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**

   - EDUC 673-3: **Using Research to Inform Practice and Policy**

   - EDUC 674-3: Mental Health Disorders in Exceptionality Education

   - EDUC 675-3: So You Want to Change the World

   - EDUC 676-3: Policy, Governance, and Ethical Decision Making

   - EDUC 677-3: Why decolonizing of education is good for everyone

   - EDUC 679-3: **Small is Beautiful: The Power of Small**

   - EDUC 680-3: **En chu huna: Living our Learning**

9. **What courses are being deleted from the Program this year?** None

C. <u>Relation to Other Program Areas</u> Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?** Yes _____ No __X__
3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

   Yes _____ No __X__

   If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

   Yes _____ No __X__

   If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. <u>Resources required</u>

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1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

    i.   **College Staffing:**

    ii. **Space (classroom, laboratory, storage, etc.):**

    iii: **Library Holdings:** See attached form

    iv. **Computer (time, hardware, software):**

E. <u>Additional Attached Materials</u> None

F. <u>Other Considerations</u>

1. **First Nations Content*:**   Yes**   <u> X </u>   No   <u>   </u>
    * Whether a new course has First Nations content is to be determined by the relevant College Council(s).

    <u>If "yes,"</u> refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **<u>prior to</u> SCAAF.

2. **Other Information:** None

3. **Attachment Pages (in addition to required "Library Holdings" Form):**   <u> 0 </u>   pages

G. <u>Authorization</u> (Please ignore — Section to be completed by Committee Recording Secretaries)
    College: Arts, Social and Health Sciences
    SCCC Reviewed: April 30, 2020
    College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06
    College Council Approval Date: May 21, 2020
    Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.11
    Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:   SCAAF202006.17

Moved by: C. Whalen   **Seconded by:**   S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: <u>June 10, 2020</u>   _____
                          Date   **Chair's Signature**

For recommendation to <u> ✓ </u>**, or information of** _____ **Senate.**

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Motion submitted by: Deborah Carter   Template Updated: August 2014
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NORTHERN BRITISH COLUMBIA*

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 679-3: Small is Beautiful: The Power of Small be
approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020

2. **Academic Program: Master of Education**

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 679-3

4. **Course Title:** Small is Beautiful: The Power of Small

5.   **Goal(s) of Course:**

Learners will:

- Compare the parallels of innovation in small or local contexts to larger systems.
- Curate a personal assignment or artefact for inclusion in Digital Repositories.
- Envision systemic change that is possible through creative and critical thinking.
- Explore and engage communities throughout the system and identify influencers and networks
  that support transformation or have experienced similar transformations.
- Understand, identify, and apply innovations made possible by flexible contexts and systems.

6. **Calendar Course Description:**

Small is a relative term. This course engages learners to imagine, realize, and recognize
innovation in their local communities. Constructing and conceptualizing transformation within their
workplace and community includes cultural, social, and economical components to bring about
innovation in practice, in workplaces, and in collaboration with others from multiple learning
networks.

7. **Credit Hours:** _____3_____   credit hours (Normally, UNBC courses are 3 credit hours and may not be
repeated for additional credit. If this course falls outside the norm, please
complete sections "a)" and "b)" below).

a) **Can the course be repeated for credit if the subject matter differs substantially?**

Yes* _____   No __X__

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's
degree using this course: ___#___

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** <u>If the course may be taken more than once</u> but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course?   Yes _____   No ___X___

<u>Variable credit is denoted by the following examples:</u>
i) **"3-6"**: in this example, the course may be offered for 3, 4, 5, <u>OR</u> 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
ii) **"3,6"**: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. Contact Hours (per week):

Lecture _____3_____   Seminar _____#_____

Laboratory ___#___   Other (please specify) _____

9. Prerequisites (taken prior): None

10. Prerequisites with concurrency (taken prior or simultaneously): None

11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: NORMAL (i.e., alpha grade)

15. Course to be offered: each semester _____

each year _____X_____

alternating years _____

16. Proposed text / readings: Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add to Leadership specialization by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. Anticipated enrolment _____20_____

2. If there is a proposed enrolment limit, state the limit and explain: _____

3. Required for: Major: _____   Minor: _____   Other:_____

4. Elective in: Major: _____   Minor: _____   Other:_____

5. Course required by another major/minor:

6. Course required or recommended by an accrediting agency: No

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Motion submitted by: Deborah Carter
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7. **Toward what degrees will the course be accepted for credit?**   Master of Education

8. **What other courses are being proposed within the Program this year?**

   - EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**

   - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**

   - EDUC 673-3: **Using Research to Inform Practice and Policy**

   - EDUC 674-3: Mental Health Disorders in Exceptionality Education

   - EDUC 675-3: So You Want to Change the World

   - EDUC 676-3: Policy, Governance, and Ethical Decision Making

   - EDUC 677-3: Why decolonizing of education is good for everyone

   - EDUC 678-3: **Leadership for Equity and Inclusion**

   - EDUC 680-3: **En chu huna: Living our Learning**

9. **What courses are being deleted from the Program this year?** None

C. <u>Relation to Other Program Areas</u> Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?**   Yes _____   No __X__
3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____   No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

   Yes _____   No __X__

   If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

   Yes_____   No   __X__

   If "yes," please contact the Articulation Officer in the Office of the Registrar.

D. <u>Resources required</u>

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

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i. **College Staffing:**

ii. **Space (classroom, laboratory, storage, etc.):**

iii: **Library Holdings:** See attached form

iv. **Computer (time, hardware, software):**

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:** Yes** _____ No __X__
   * Whether a new course has First Nations content is to be determined by the relevant College Council(s).

   If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to SCAAF.

2. **Other Information:** None

3. **Attachment Pages (in addition to required "Library Holdings" Form):** __0__ pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

College: Arts, Social and Health Sciences
SCCC Reviewed: April 30, 2020
College Council Motion Number: Omnibus Motion: CASHSCC.2020.05.21.06
College Council Approval Date: May 21, 2020
Senate Committee on First Nations and Aboriginal Peoples Motion Number:
Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202006.18

Moved by: C. Whalen **Seconded by:** S. Wagner

Committee Decision: CARRIED as Omnibus

Approved by SCAAF: June 10, 2020
 Date **Chair's Signature**

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

SCAAF New Course Approval Motion Form
Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course EDUC 680-3: En cha huna: Living our Learning be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2020

2. **Academic Program: Master of Education**

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** EDUC 680-3

4. **Course Title:** En chu huna: Living our Learning

5.   **Goal(s) of Course:**

Learners will:

- Critique the various options and understand the ethical presentation of knowledge.
- Demonstrate the role of the Public Intellectual in informing policy and practice.
- Describe process, implementation, and findings to workplace or system stakeholders.
- Determine ways in which one can curate items in one's Digital Repository and use those items to inform one's work.
- Identify a situation within their workplace or system where transformation is needed to benefit the workplace, the system, and community.
- Prepare a presentation that will be presented to colleagues and peers.
- Recognize the variety and scope of knowledge dissemination opportunities.

6. **Calendar Course Description:**

This course concludes the learning experiences of the students. Students identify a problem or situation within their professional environments that require significant change or transformation. Drawing from learnings and coursework collected in digital repositories, students explore ways in which to prepare, disseminate and share knowledge as Public Intellectuals and Thought Leaders to an audience identified as relevant to their people, place, and land. Course seminars critique various dissemination options based on desired impact, potential audience, ethical issues, and knowledge mobilization.

7. **Credit Hours:**   ___3___   credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

   a) **Can the course be repeated for credit if the subject matter differs substantially?**

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Motion submitted by: Deborah Carter
Date of submission or latest revision: 17 April 2020

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Yes* _____   No ___X___

*   *   If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: ___#___
*   ** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
    "This course may be repeated to a maximum of XX credit hours if the material is substantially different."

b) Is variable credit available for this course?   Yes _____ No ___X___

Variable credit is denoted by the following examples:
*   i)   **"3-6"**: in this example, the course may be offered for 3, 4, 5, OR 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3-6).
*   ii) **"3,6"**: in this example, the course may be offered for EITHER 3 or 6 credit hours during a single offering. In this example, the course number would be expressed as CHEM 210-(3,6).

8. **Contact Hours (per week):**

Lecture ____3____   Seminar ____#____

Laboratory ____#____   Other (please specify) _____

9. **Prerequisites (taken prior):** None

10. **Prerequisites with concurrency (taken prior or simultaneously):** None

11. **Co-requisites (must be taken simultaneously):** None

12. **Preclusions:**   None

13. **Course Equivalencies:** None

14. **Grade Mode:**   NORMAL (i.e., alpha grade)

15. **Course to be offered:** each semester   _____

each year   ___X___

alternating years   _____

16. **Proposed text / readings:** Varies depending on instructor.

B. Significance Within Academic Program Identified as relevant course to add as a core course by community stakeholders in dialogues with the MEd Design Renewal Committee.

1. **Anticipated enrolment** _____40_____

2. **If there is a proposed enrolment limit, state the limit and explain:** _____

3. **Required for:** Major: _____ Minor: _____ Other:_____

4. **Elective in:** Major: _____ Minor: _____ Other:_____

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5. **Course required by another major/minor:**

6. **Course required or recommended by an accrediting agency:** No

7. **Toward what degrees will the course be accepted for credit?** Master of Education

8. **What other courses are being proposed within the Program this year?**

   - EDUC 671-3: **Reconciling Space and Practice: Ways of Knowing and Being**

   - EDUC 672-3: **Reflective & Transformative Practices in Educational Contexts**

   - EDUC 673-3: **Using Research to Inform Practice and Policy**

   - EDUC 674-3: Mental Health Disorders in Exceptionality Education

   - EDUC 675-3: **So You Want to Change the World**

   - EDUC 676-3: Policy, Governance, and Ethical Decision Making

   - EDUC 677-3: Why decolonizing of education is good for everyone

   - EDUC 678-3: **Leadership for Equity and Inclusion**

   - EDUC 679-3: **Small is Beautiful: The Power of Small**

9. **What courses are being deleted from the Program this year?** None

C. <u>Relation to Other Program Areas</u> Not applicable

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

2. **Is a preclusion required?** Yes _____ No __X__
3. **If there is an overlap, and no preclusion is required, please explain why not:**

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____

5. **In offering this course, will UNBC require facilities or staff at other institutions?**

   Yes _____ No __X__

   If yes, please describe requirements:

6. **Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?**

   Yes _____ No __X__

   If "yes," please contact the Articulation Officer in the Office of the Registrar.

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D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**

    i.   **College Staffing:**

    ii. **Space (classroom, laboratory, storage, etc.):**

    iii: **Library Holdings:** See attached form

    iv. **Computer (time, hardware, software):**

E. Additional Attached Materials None

F. Other Considerations

1. **First Nations Content*:**   Yes**   X   No   _____
   Whether a new course has First Nations content is to be determined by the relevant College Council(s).
   If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.
2. **Other Information:** None
3. **Attachment Pages (in addition to required "Library Holdings" Form):**   0   pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)
   College: Arts, Social and Health Sciences
   SCCC Reviewed: April 30, 2020
   College Council Motion Number: CASHSCC.2020.05.21.07
   College Council Approval Date: May 21, 2020
   Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFNAP202006.12
   Senate Committee on First Nations and Aboriginal Peoples Meeting Date: June 4, 2020

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.:	SCAAF202006.19	
Moved by:	C. Whalen	**Seconded by:** S. Wagner
Committee Decision:	CARRIED as Omnibus	

Approved by SCAAF: June 10, 2020 _____   _____
                          Date   **Chair's Signature**

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

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Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 671-3 Reconciling Space and Practice: Ways of Knowing and Being

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate?   Yes __X__   No _____

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

_____   __May 30, 2020_____
University Librarian (or designate) signature   **Date**

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Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 672-3: Reflective and Transformative Practices in Educational Contexts

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate?   Yes __X__   No _____

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

_____   __May 30, 2020_____
University Librarian (or designate) signature   **Date**

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Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 673-3: Using Research to Inform Practice and Policy

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate?   Yes __X__   No _____

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

_____   __May 30, 2020_____
University Librarian (or designate) signature   **Date**

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Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: 674-3: Mental Health Disorders in Exceptionality Education

Library Holdings (to be completed by the appropriate Librarian):

a)   Are current library holdings adequate?   Yes __X__   No _____

b)   If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c)   If no to a), what is the proposed funding source?

	__May 30, 2020_____
University Librarian (or designate) signature	**Date**

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Library Holdings Form
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PROPOSED NEW COURSE: EDUC 675-3: So You Want to Change the World?

Library Holdings (to be completed by the appropriate Librarian):

a)   Are current library holdings adequate?   Yes _X_   No _____

b)   If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c)   If no to a), what is the proposed funding source?

_____   __May 30, 2020_____
University Librarian (or designate) signature   **Date**

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Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 676-3: Policy, Governance and Ethical Decision Making

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate?   Yes __X__   No _____

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

_____   __May 30, 2020_____
University Librarian (or designate) signature   **Date**

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Library Holdings Form
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PROPOSED NEW COURSE: EDUC 677-3: Decolonizing Education

Library Holdings (to be completed by the appropriate Librarian):

a)   Are current library holdings adequate?   Yes __X__   No _____

b)   If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c)   If no to a), what is the proposed funding source?

_____   __May 30, 2020_____
University Librarian (or designate) signature   **Date**

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Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 678-3: Leadership for Equity and Inclusion

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate?   Yes __X__   No _____

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

_____   __May 30, 2020_____
University Librarian (or designate) signature   **Date**

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Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: EDUC 679-3: Small is Beautiful: The Power of Small

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate?   Yes __X__   No _____

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

_____   __May 30, 2020_____
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Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: 680-3: En chu huna: Living our Learning

Library Holdings (to be completed by the appropriate Librarian):

a) Are current library holdings adequate?   Yes __X__   No _____

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

_____   ___May 30, 2020_____
University Librarian (or designate) signature   **Date**

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BOARD OF GOVERNORS

Agenda Item:	9.a. Report of the Interim President
Material:	1. Quarterly Public Written Report of the Interim President

Report to the UNBC Board of Governors

Submitted by: Dr. Geoff Payne, Interim President and Vice-Chancellor
For the Period: June 2020 to September 2020

Overview

This report outlines the activities during the period June to September 2021. I have outlined below some of the key items that have been active during this period.

COVID-19

We continue to navigate the COVID-19 global pandemic. There will be an individual report at the Board of Governors meeting which highlights the details and our approaches.

2021 Academic Fall Term

This month marks the return to more face-to-face academic deliveries of our programs and through the outstanding work of the staff and faculty. I am thrilled to be welcoming students back to campus for the Fall 2021 term, and I am very thankful these students chose UNBC as a place to continue or begin their education. The first few days have indicated an excitement to return to campus and sense of "normal" but we continue to bel extremely cautious and vigilant on our safety protocols.

Engagement

Over the past several months and despite COVID, I have considered new ways to increase my external engagements. A robust connection with our external stakeholders is vital to UNBC's overall success. During the summer months we have been re-engaging with our Regional Communities and Campuses through our Regional Advisory Councils. These Councils are part of a broader suite of activities such as the Office of Indigenous Initiatives community engagement. Our goal was to visit each of the regions in September and October, however, with increasing COVID cases, it was determined to have these first meetings via zoom, then face to face meetings before the end of 2021. As previously stated, UNBC's long-term success is based on a sustainable regional engagement strategy.

As outlined in Appendix A of my report, select meetings highlight some of my engagement activities during the period of this report.

Northern Post-Secondary Institution Collaborations

Over the past year, the four Northern post-secondary Institution Presidents have been working on ideas that capitalize on the individual strengths of each institution

to collectively enhance opportunities for students. Two key initiatives have been developed and are jointly supported by all four institutions

- Collaborative programs to support student opportunities within First Nation communities
- Canada Student Learning Bond Collaborative

Leadership Searches

In the coming weeks there will be the launch to begin a search for our next Provost and Vice President Academic, acknowledging the outstanding work of Dr. Mark Dale as our current Interim Provost and Vice President Academic.

Equity Diversity and Inclusion and Confronting Racism

Over the past few months, our efforts to support Equity, Diversity and Inclusion at UNBC continue.

Key activities include:

- Search for the inaugural Director for Equity, Diversity and Inclusion moves to next steps.
- Hiring the BIPOIC Counselor is complete.
- UNBC signs the Scarborough Charter for Anti-Black Racism.
- Support provided for the BIPOC Caucus by UNBC Collective for Anti-Racism (CAR-UNBC).
- Support provided for the "Inspiring Women Among Us" events.

Enrolment

Assessment of the Summer 2021 academic term enrolment saw significant increases in both FTE and Head Count across our categories of students. Early Fall 2021 numbers are not as promising as decreases in undergraduate domestic enrolment in both FTE and Head Count (-14% and 16%) bring the enrolment numbers down. There is growth in the graduate enrolment which is very promising.

Summary:

Overall, in my nineteen months as the Interim President, I continue to work with the UNBC community to establish a positive foundation to move UNBC forward in a strategic and pro-active direction that supports the continued success of achieving the University's mission and mandate. Below are the areas of immediate focus which I have highlighted previously and which continue to be the key areas of my focus.

Interim President's Ongoing Key Areas of Focus

Immediate Key Areas of Focus

- *Covid-19 Planning and Implementation: Ensuring that UNBC's planning, preparation and implementation framework aligns with the guidelines of the Provincial Health Office and supports the health and safety of the entire University community in meeting our collective activities (academic, research and administrative).*

- *Academic Planning & Restructuring: Ensuring the Academic Plan and implementation move forward to support this new direction for the University.*

- *Enrolment: Working with the team to develop and implement a strategic Enrolment Plan that supports both domestic and international undergraduate and graduate students.*

- *Budget: Continue the budget framework and strategy that informs both the 21/22 budget and long-term fiscal responsibility, making decisions that support UNBC's core mandate to ensure economic sustainability.*

- *Labour Relations: Continue to work on positive relationships and outcomes with the labour groups at UNBC.*

- *External Community Engagement: Re-engage our external UNBC community as a valuable and integral stakeholder to support the University.*

- *Partnerships with Northern Post-Secondary Institutions: Continue to work with the three other northern post-secondary institutions in moving towards new partnerships highlighted in the Building Strength through collaboration: Post-Secondary Education in Northern British Columbia report.*

- *Assessment of UNBC Strategic Priorities: Review UNBC's strategic road map and ensure the mission and mandate has the necessary people plan, infrastructure and direction to achieve success.*

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Appendix A: Interim President Selected Activity Report

	President's Monthly Activity Report to the Board of Governors September 17, 2021 Last Meeting Attending June 19, 2021	
June		
21st	NPSC & BCCAT Discussion Meeting	Prince George
21st	Online Honorary Degree Receptions	Prince George
22nd	TTF First Board Recruitment Sub-Committee Meeting	Prince George
22nd	PHO Visit to Campus	Prince George
23rd	President's Task Force on Equity, Diversity & Inclusion Monthly Meeting	Prince George
23rd	Meeting with SD #57 Acting Superintendent	Prince George
23rd	Meeting with Lheidli T'enneh Chief	Prince George
July		
7th	Meeting with former Premier of BC	Prince George
8th	Meeting with Research Universities and Ministry RE: Economic Plan	Prince George
9th	MSFHR Transition Task Force Meeting	Prince George
20th	MSFHR TTF Board Recruitment Sub-Committee Meeting	Prince George
21st	Meeting with Lheidli T'enneh Chief and Representatives	Prince George
23rd	MSFHR Board Meeting	Prince George
27th	MSFHR Board Recruitment Sub-Committee Meeting	Prince George

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August		
3rd	MSFHR Board Recruitment Sub-Committee Meeting	Prince George
3rd	Meeting with J. Mason RE 2022 Rotary District Conference	Prince George
5th	Meeting with UNBC CAR Group	Prince George
5th	CKPG TV Interview	Prince George
5th	Settling the UNBC Land Trust Event	Prince George
9th	President's Task Force on Equity, Diversity & Inclusion Monthly Meeting	Prince George
10th	MSFHR Board Recruitment Sub-Committee Meeting	Prince George
11th	Research and Grants Meeting	Prince George
11th	Meeting VP & Senior Consultant, Global Philanthropic Canada	Prince George
11th	PG Citizen Interview RE: UNBC Back to School Plans for September	Prince George
13th	CBC Daybreak North Interview RE: Return to Campus	Prince George
13th	MSFHR Chair/Vice-Chair Call	Prince George
16th	Cultural Safety Curriculum Modules Update Meeting	Prince George
16th	Transition Task Force Meeting	Prince George
16th	Meeting with Donor, T. Steadman	Prince George
18th	Interview with Vista Radio	Prince George
18th	Interview with CKPG RE: Governments of Canada & BC, invest in new Indigenous cultural safety resource collection to support culturally safe health systems	Prince George
25th	CKPG Interview RE: Media Advisory – Ministry of Education	Prince George
25th	Meeting with Assistant Deputy Minister AEST RE: Return to Campus	Prince George
27th	MSFHR Executive Committee Meeting	Prince George
September		
1st	UNBC & Navitas Meeting	Prince George

1st	Meeting with CEO of Northern Development Trust and Donor T. Steadman	Prince George
1st	Parents and Families Panel Session	Prince George
2nd	MSFHR Chair/Vice-Chair Call	Prince George
7th	Student Move-In Day	Prince George
8th	Meeting with Donor T. Steadman	Prince George
9th	Meeting with CNC President	Prince George
9th	President to provide welcome at FSA Faculty Council Meeting	Prince George
10th	Meeting with RUCBC Presidents	Vancouver
13th	Welcome Pancake Breakfast for Students	Prince George
13th	NPSC Meeting	Vancouver

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BOARD OF GOVERNORS

Agenda Item:	9.b. Reports of the Vice-Presidents – Interim Provost and Vice-President Academic
Material:	1. Quarterly Public Written Report of the Interim Provost and Vice-President Academic

Report to the UNBC Board of Governors

Submitted by Dr. Mark Dale, Interim Provost and Vice-President Academic
For the period June 2021 to September 2021

Key current initiatives and collaborations of the Office of the Provost and Vice-President Academic that support UNBC's Strategic Priorities:

*Strategic Priority #1 - **Attract, retain and develop outstanding students, faculty and staff***

1. Indigenous
    a. Office of Indigenous Initiatives
        *   Building on the success of the "Four Connections" celebrations, the latest was hosted at the UNBC Prince George campus where 79 participants joined in the Summer Equinox event. The celebration was part of a two-day Land, Health and Healing Gathering co-hosted by the UNBC Office of Indigenous Initiatives, the Lheidli T'enneh First Nation, and the Land, Health and Healing Gathering partnership; the last includes Exploration Place Museum and Science Centre; National Collaborating Centre for Indigenous Health; and City of Prince George. It focused on strengthening relationships and fostering cross-fertilization among work that connects health, environment and community.
        *   Continuing to support the Office of Indigenous Initiatives in the "Four Connections" celebrations that will be hosted at the UNBC Terrace campus on September 20th. The celebration will focus on gathering and food security which is leading to important connections and relationships with communities and their Elders. Video content is being gathered to document and share the importance of traditional gathering, harvesting, and sharing of food from the land.
        *   Supporting the 2021/22 UNBC Aboriginal Service Plan and facilitating the total approved funding which continues to be consistent with 2020/21.
        *   Continuing to monitor the Aboriginal Service Plan changes announced by the Ministry for implementation in 2022/23. The overall principles for the ASP funding and distribution model is anticipated to be released in October 2021, when future planning will continue.
        *   Resuming the search for a permanent Vice-Provost Indigenous Initiatives in summer 2021.

2. Graduate Degree Programs
    a. New and Renewed Programming
        *   Continuing to facilitate various aspects of the planning and implementation of the UBC Physical Therapy and Occupational Therapy degree programs. As part of this implementation, working with Northern Health, Northern Medical Program and other UNBC health related programs to develop an Inter-Professional Training Centre in Prince George.

- Continuing to support the Dean and the School of Education in the renewal of the Master of Education Program. Revisions to the degree requirements have been approved by Senate. On June 2, DQAB reviewed the material UNBC submitted and determined that the changes to the Master of Education degree program are substantive in comparison with the existing approved degree program; therefore, UNBC will need to submit a proposal to DQAB and the Ministry for approval.
- Continuing to support the Dean and the Department of Psychology in changes to the Master of Education in Counselling degree. UNBC has received the Ministry's external auditor's report, and the report has been forwarded to Department of Psychology and the Dean, Human and Health Sciences for review.
- Supporting the Dean and the School of Business in preparing for the MBA degree program to be offered in Grande Prairie. The Deputy Minister at the Alberta's Ministry of Advanced Education, on the recommendation of the Campus Alberta Quality Council, approved UNBC's proposal to offer the MBA program at Grande Prairie Regional College starting July 2022.
- Supporting the Dean in the development of an MASc in Engineering proposal for DQAB review and Minister approval. DQAB reviewed the proposal at their June 2 meeting and has not asked for further details.
- Supporting the development of a PhD in Interdisciplinary Studies degree program. Because UNBC is not an exempt institution at the PhD level, a full program proposal will need to be submitted to DQAB and the Minister for approval.

3. Undergraduate Degree Programs
   a. New and Renewed Programming
   Supporting and facilitating various aspects of the following new academic programs at UNBC:
   - Civil and Environmental Engineering Laboratory: Year 3 of the phased-in operating budget development continues for the new Civil and Environmental programs. Searches ongoing for additional faculty to support program and a new Chair of Engineering was hired in early August. Reviewing approaches and strategies to expand enrollments using an integrated team approach.
   - Nursing in the Northeast: Supporting the School of Nursing and various stakeholders from across the University in the final stages of the implementation of the program with the first cohort of students beginning in September 2021. A permanent SLI joined UNBC/Fort St John campus and additional faculty searches continue. UNBC is working with Northern Lights College on a formal document finalizing the shared services agreement.
   - Bachelor of Education: Continuing to support the Dean and the School of Education with the implementation of the refreshed BEd at all UNBC campuses. The School of Education has developed a combined regional delivery model for the Northwest and South-Central campuses that delivers the renewed BEd program. The regional model is unique in its mode of delivery (blended) and the length of the program (5 semesters in the regions vs. 4 semesters in Prince George). The first cohort of students will begin in September 2021.

   b. COVID-19
   - COVID response continues to evolve for Fall 2021 and Winter 2022 terms, with plans for in-person scheduled classes for the majority of courses, with a substantial number of on-line courses and a contingency plan of priorities if pandemic conditions worsen.
   - The Geoffrey R. Weller Library has re-opened the bookable student study rooms, including access to the book stacks.

4. Student Affairs
   - Implemented an enhanced advising model that integrates academic and career goal advising, and provides students with a better experience, by enhancing advising capacity and building on connections with Faculties and their Faculty members.

5. International Education – uTrek Program
   - Supporting International Education consultation and planning for a University credit based, English language pathway with a start date of September 2022. The pilot pathway program will have a STEM focused curriculum, first in General Science. The Deans of the Faculty of Science and Engineering and the Faculty of Environment will lead the development and planning in coordination with the UNBC International Office.

6. Kaffeeklatsch Discussions
   - Supporting and facilitating discussions between students, the Readiness Group and various academic and student service units focusing on issues related to pandemic academic planning and pedagogy. This has been a highly successful format for broadly based discussions.
   - Courses and workshops are being offered through the Centre for Teaching Learning and Technology to support the transition of faculty back to UNBC campuses (e.g. UNBC Online Design Showcase, Preparing for Return to Campus – A Trauma-Informed Approach)

*Strategic Priority #2 - **Enhance the quality and impact of academic programming and delivery***

1. Academic Restructuring:
   - To build on the success of the Academic Leadership Development Orientation program offered to the Deans in 2020-2021, developing a compressed program Chairs and Faculty members. Scheduled to begin in October 2021. Programming will focus on transformational leadership to enhance success and to build on individual strengths.
   - Continuing to work with units across the University to implement operational, system and reporting modifications related to the transition to five Faculties.
   - Within the new Collaborative Campus Support team - completed the first of two hires for the new Administrative Manager role providing strategic management for administrative operations within the 5 faculties. This position was to primarily support the Faculty of Human and Health Sciences.

2. Registrar
   a. Delivery Methods
      - Preparing for W22 scheduling and registration requirements.
   b. Transition to the Five Faculties
      - Continuing to support the planning and implementation of the Banner system changes. Phase 1 enables reporting requirements to align with the transition to the five Faculties effective April 1, 2021. Phase 2 began in May, with a redesign and rebuild of the Banner codes and system to create further efficiencies (e.g. in course scheduling, calendar entries, admissions) and to prepare for degree audit enhancements in the future.
   c. Convocation 2021
      - Virtual Convocation on June 25, 2021 (using StageClip).
      - Recognized the two 2020 Honorary Degree recipients, and the two 2021 Honorary Degree recipients.

3. Recruitment
- Nearing completion of Phase 1 of the Customer Relationship Management (CRM) software (Sales Force and Target X in Fall 2021. This phase will support the full student recruitment cycle. Phase 2 will focus on the student retention spanning Registrar services and Student Affairs.
- To enhance student recruitment and retention and student success, the Enrollment Task Force has evolved into a smaller group called "Students plus". We have focused on data as the basis for Strategic Enrollment Management.

4. Library
   a. University Librarian
   - Chaired the University Librarian Search Committee. The new UL, Kevin Stranack, joined us in mid-July (also acknowledging with thanks Dean Kriston Rennie who served as Interim UL).

Strategic Priority #3 - Enhance the research culture

1. Research personnel
   a. Faculty
   - Oversee the hiring of tenure-track faculty with proven research excellence or promise.
   b. Academic administrators
   - Encourage continued research activity.
   - Set an example of research involvement, productivity, and quality.

Strategic Priority #4 - Ensure financial accountability, sustainability and operational effectiveness

1. Planning and Budget
   a. Integrated Planning
   - Finalizing the implementation of the 21/22 planning and priorities with the President, Vice-Presidents, Integrated Planning, and Financial Services.
   - Developing the Integrated Planning Framework and 22/23 planning process with the President, Vice-Presidents, Integrated Planning, and Financial Services.
   - Assisting Graduate programs with graduate fee structure reviews and implementation.
   - Facilitating the Customer Relationship Management (CRM) System Project for an integrated approach across UNBC student services to:
     o enhance student recruitment, retention, and tracking.
     o enhance the student experience and support students throughout their journey at UNBC from prospects to alumni.
     o unify communications and coordinate supports across multiple student services.
   b. International Education – uTrek Program
   - Supporting a comprehensive plan for uTREK which will provide opportunities for revenue generation (see Strategic Priority 1 – item 5)
   c. Information Technology
   - Supporting the role of a Chief Information Security Officer and the realigned reporting:
     o To focus on a strategic university-wide mandate as the technology used to manage and manipulate it has become a critical infrastructure that affects every aspect of university operations, research, and teaching.

- To develop and implement an information security program for UNBC to defend against unauthorized access to research data, fraud aimed at staff and students, and disruption of university operations.
  - Continuing to ensure our systems are sufficient to support alternative delivery for teaching and support services.
  - Supporting the implementation of Ellucian WorkFlow optimization and automation providing increased efficiencies by replacing paper-based processes. The initial installation of the software is complete and work is underway to identify the top-priority processes for optimization.
  d. Labour Relations
  - Attended the Joint Consultation Committee meeting with the UNBC FA to discuss articles and issues to deal proactively with potential grievances and increase communications and improve relations.
  - The Vice-Provost Faculty Relations has been very effective at improving the relationship between the Faculty Association and the administration, and in facilitating the implementation of the new Collective Agreement.

2. Workforce Planning
   - Developing and initiating a training program to support the new workforce structure roles and team-based approach.
   - Continuing to monitor issues and support enhancements or adjustments.
   - Developing communication matrix for new Faculties.

3. Regional Planning
   - Reviewing the Regional Advisory Council terms of reference for the new context of 5 Faculties, planning for regional meetings in the Fall that will focus on the Deans of the new Faculty structure and on the Vice-Provost, Indigenous Initiatives.

Other current and key initiatives and collaborations:

Develop interdisciplinary PhD program, working with former Dean Schorcht and VPR.

Work with CTLT and others on innovative models of course delivery.

Summary & Looking Forward (Portfolio Goals & Priorities for the next 6-12 months)

Maintain and enhance academic excellence through the challenging pandemic cycles.

A smooth and effective transition from two Colleges to five Faculties (done!).

Planning delivery of courses in F21 and W22 while we try to anticipate future impacts of COVID (a 4th wave) and the vaccination program.

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BOARD OF GOVERNORS

Agenda Item:	9.b. Reports of the Vice-Presidents – Vice-President, Finance and Administration
Material:	1. Quarterly Public Written Report of the Vice-President, Finance and Administration

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Office of the Vice President, Finance and Administration

Report to the UNBC Board of Governors

Submitted by: Rahim Somani, Vice President, Finance and Administration
Date: September 10, 2021

1.0 An Overview

1.1 The portfolio of the Vice President, Finance and Administration comprises:

⇒ Office of the Vice President, Finance and Administration
⇒ Financial Services (Colleen Smith, Associate Vice President)
⇒ Business Services and Continuing Studies (Lisa Haslett, Director)
⇒ Facilities Management and Capital Planning (David Claus, Director)
⇒ Human Resources (Arleta Lucarelli, Acting Director)
⇒ Safety and Security (Sarah Elliott, Director)
⇒ Health and Wellbeing (Shelley McKenzie, Director)
⇒ Integrated Planning (Bernadette Patenaude, Director-joint reporting / Provost)

2.0 Administrative Services: *beginning of a transformational journey*

2.1 Since the joining of the new Vice President, Finance and Administration (VPFA) in November 2020, the VPFA portfolio ("UNBC Administrative Services") is being aligned with UNBC's strategic mission and priorities with an objective to foster human flourishing, compassion, inclusiveness, innovation, and socially responsible collective excellence.

2.2 The primary focus for UNBC Administrative Services in short- and medium-term remains on (a) strategic planning and budget, (b) data driven decision-making and transparency, (c) enterprise risk management, (d) ongoing process optimization and collective excellence, and (e) increasingly inclusive people development, employee engagement and success.

2.3 To begin this transformational journey and as part of strategic planning exercise, UNBC Administrative Services conducted an environmental scan in April 2021. Key findings of the scan are summarized below. Response rate: 66% (126/190); Composition: CUPE 3799: 64%; Exempt: 36%.

Environmental Scan: **S**trength **W**eakness **O**pportunity **T**hreat

⇒ Communication and Collaboration (**S W O**)
⇒ Process optimization and automation (**O W T**)
⇒ Effective customer service (**S W O T**)
⇒ Passionate and committed people; people development (**S W O T**)
⇒ Respectful relationships and mutual trust (**S O T**)
⇒ Limited and lack of optimal (use of) resources (**O W T**)

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Environmental Scan: Culture

⇒ We work well together: Cohesive, Communicative, Collaborative, Inclusive, Teamwork
⇒ We are good humans: Caring Positive, Respectful, Service-oriented, Supportive   **90%**
⇒ We do a good job: Accountable, Dedicated, Engaged

⇒ We are experiencing burnout: Pressure, Stress, Frustration, Overwhelmed, Tired   **10%**
⇒ We do not all work together well: Siloed, Protective, Solitary, Exclusive

2.4   As a first step, the organizing framework for UNBC Human Resources[1] has been reviewed and revised based on the following parameters:

⇒ Priority focus on people development and human flourishing; mutually respectful and positive relationships; compassion and inclusion; innovation and collective excellence; ongoing reflection, improvements and optimizing, service culture and value addition.

⇒ A functional, effective and transparent organizing framework with clear responsibility, accountability and opportunity to <u>achieve the minimum required objectives and plan for future evolution and growth to desirable and optimal stages</u>.

⇒ Leadership and talent identification and development for operational sustainability; provide opportunities and pathway for personal and professional growth to avoid single point of failure, single point of knowledge and maintain stability and institutional capacity.

3.0   Deficit Mitigation and Financial Accountability

3.1   UNBC continues to diligently progress its four-year financial sustainability framework, which commenced in 2020-21 to achieve both short and long-term financial sustainability and entails difficult decisions. The steps taken to date include rationalization of priorities, vertical reduction and corresponding layoffs, reduction in operating expenses and deferral of some expenses.

3.2   The key principles for university planning and budgeting remain consistent, which include: (a) invest in the core mission of knowledge creation and dissemination (teaching and research), campus life and infrastructure aligned with strategic priorities, (b) achieve operational effectiveness, efficiency and excellence, and (c) systematically address the financial sustainability through a structured approach and minimize the need for one-time budget adjustments.

3.3   Given ongoing uncertainties and rapidly changing circumstances due to 4th wave of delta variant and additional requirements from the Public Health Authorities, UNBC continues to ensure stringent financial discipline during these challenging and transition times through (a) careful monitoring and scrupulous management of expenditures, (b) use of video conferencing and online means of communication, as deemed appropriate, and (d) continually striving for savings, operating efficiencies, and effectiveness.

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[1] For details refer to the working paper for the agenda item # 8 (a) of the closed session of UNBC Finance and Investment Committee meeting held on September 15, 2021.

Office of the Vice President, Finance and Administration

4.0   Strategic Planning and Budget

4.1   After the completion of conceptual framework, the President's Executive Council approved the formation of the Strategic Planning and Budget Standing Committee and its Terms of Reference (Appendix A). The first meeting is scheduled for September 15, 2021.

4.2   The overall objective of the Standing Committee is to develop and implement an integrated planning and budget framework that adopts a strategy-driven collaborative approach aligned with UNBC's strategic road map. The long-term intended outcome is to achieve strategic growth, impact, relevance and academic, research and operational excellence.

4.3   The financial services finalized the templates and key parameters for reviewing and reprioritizing other expenses (non-employee costs) to meet the budget targets, these will be rolled out for implementation after the review of template by the Standing Committee.

4.4   The exercise would be completed in stages for all current and approved programs and activities starting with 2021-22, followed by 2022-23 and future years. This supplemented by the central review of employee costs based on new compensation frameworks and agreements will provide the baseline cost for UNBC for the planning period.

5.0   Enterprise Risk Management (ERM) Framework

5.1   As part of the KPMG facilitated ERM project, an orientation session was organized for the members of the Collaborative Leadership Forum (CLF) and the Presidents of employee groups and student societies. The session provided an opportunity to engage/re-engage relevant stakeholders for increasing awareness with a view to ultimately integrate ERM within UNBC's strategy and operations.

5.2   Risk identification interviews will be conducted in coming months followed by risk prioritization workshop. Key deliverables expected by Spring 2022 include UNBC's ERM policy, risk register and future roadmap that will inform UNBS's risk appetite, mitigation and management plan.

6.0   Overall Financial Summary

Table 1: Overall Financial Summary: Quarter 1 of 2021

$ in Millions	2019-20 Actual	2020-21 Actual	2020-21 YTD Q1	2021-22 Budget	2021-22 YTD Q1	2021-22 Forecast	% Utilized
Revenues	90.93	92.90	19.01	95.32	20.90	94.90	22%
Expenditures	84.43	81.02	18.74	90.33	23.55	88.80	27%
Capital and Transfers	4.42	6.61	0.13	4.99	0.12	4.99	2%
General Operating Fund	**2.08**	**5.27**	**0.14**	**-**	**(2.77)**	**1.11**	**-**
Other Funds	(10.35)	3.06	1.59	(4.85)	1.03	(5.17)	-
Adjustments	7.30	(3.18)	(4.18)	4.79	(4.51)	4.00	-
Ancillary Services Fund	(0.13)	(1.87)	(1.14)	(2.09)	(0.38)	(2.09)	18%
Consolidated Surplus / (Deficit) before restricted contributions	**(1.10)**	**3.28**	**(3.59)**	**(2.15)**	**(6.63)**	**(2.15)**	**-**

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6.1   The consolidated position generally remains negative at the end of quarter 1, given the bulk of tuition and ancillary services revenue is recognized in subsequent quarters, whereas, the employee costs are incurred on a proportionate basis.

6.2   The quarterly consolidated deficit for current year is also higher than the previous year due to implementation of new employee compensation frameworks and recording of expenses related to Voluntary Retirement Incentive Program.

7.0   Transition and Return to Campus

7.1   The paramount goal remains to protect the **health and wellbeing** of the UNBC community, while continuing to ensure effective university operations and services, and delivery of programs to the best degree possible.

7.2   **Safety planning** as well as orientations transitioned away from the COVID-19 modules to campus plans. Work site inspections through WorkSafe BC and the City of Prince George byelaw officers continued throughout the summer and did not result in any infractions.

7.3   The summer saw UNBC employees coming back to work on campus. Due to the fourth wave of the virulent Delta variant and increased hospitalizations, the province did not proceed with step 4 of BC's restart plan.

7.4   The wearing of non-medical masks again became a requirement for our campuses, including the classroom settings; this required a quick turn around and change to signage and planning for the fall semester.

7.5   As essential service employees required to work on campus and with the daily health check requirement, the expected absenteeism rate across the university significantly impacted the Security and Parking Officer positions.

7.6   As employees transitioned back to work on campus from working remotely an increase has been seen in ergonomic assessments; medical accommodation through furniture changes have also increased.

7.7   Payroll deductions for **parking services** resumed in September as employees transitioned back to working from campus and an 8-hour parking option was introduced based on feedback received from UNBC community.

7.8   Long overdue replacement of **closed-circuit security monitoring system** at the Prince George Campus is planned for 2021-22.

7.9   During these challenging and rapidly changing circumstances and despite limited resources, UNBC continues to show its **resilience** and make steady progress, primarily driven by **unwavering commitment**, **dedication**, and **collective team effort** of the entire UNBC community with exemplary support from Safety and Security.

Office of the Vice President, Finance and Administration

8.0   Human Resources

8.1   In collaboration with Payroll Services, implementation of Faculty Agreement is progressing; retro compensation calculations and payments have been completed for all continuing faculty. Appeal process enacted and in place; retro compensation calculations completed for part-time sessional faculty members and will be processed end of September; updates to processes reflecting changes to Articles is ongoing.

8.2   In collaboration with Safety and Security, and Planning and Continuity group, finalized the remote work arrangement guidelines for the interim transition phase; guidelines, awareness and education for UNBC community around the mask mandate and upcoming proof of vaccine is in-progress and navigated as more information, guidelines and orders from the Public Health Authorities and Ministry of Advanced Education and Skills Training become available.

8.3   As part of process review, mapping and optimization, the pilot review of employee requisition form and relevant processes is in progress in consultation with relevant stakeholders.

9.0   Capital Projects

9.1   All projects are progressing on time and within budget ensuring complete adherence to the sanitary requirements and safety standards recommended by the Public Health Authorities.

9.2   Key risks include budgetary pressures due to increased material costs and shipping delays from global supply chain disruption. These are being monitored and managed through adjustments to design, sequencing and scope of library changes as required.

9.3   The Physical Therapy and Occupational Therapy group of capital renovations are substantially complete. The facilities management team is currently working with key stakeholders to define the scope of work for the library renovation within the available resources from the project budget that can be implemented by the end of March 2022.

9.4   The Five-Year Capital plan has now been submitted for Board of Governors approval. Over the next 8 months, UNBC will strategize its Capital Planning efforts to conceptualize and implement a more robust strategic process to feed into the next year's submission.

9.5   The revitalized process is expected to be guided by the campus masterplan with an opportunity to review it on a periodic basis (as required) and will entail space review, review of future UNBC programs and initiatives, planning for capital replacement and routine capital including assessment of UNBC facilities through gradual updating of Facilities Condition Index. The process will also incorporate social indicators to determine the socio-economic impact of UNBC capital projects.

10.0   Business Services

10.1   Business Services continues to advance a compassionate service excellence focus, in order to ensure a safe return to campus, with the best experience possible for students and employees. Specific highlights include:

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Hospitality Services

10.1.1 Tim Hortons re-opened on August 23 and Dining Hall on September 6; ~325 students have registered for the meal plan.

10.1.2 The Dining Hall focuses on delivering food that is fresh, made from scratch and local where possible. Local suppliers like North Roast Coffee, Gateway Farms, and Soda Creek Sweet Corn contribute to Feed BC goal of 30% local foods, which has been far exceeded by UNBC since adopting the goal. Feed BC representatives commended UNBC for being trailblazers in local food procurement.

10.1.3 *Conference and Event Services* is supporting a safe return to campus and have confirmed ~200 bookings for September.

Retail Services

10.1.4 Zarrah Holvick, has joined as new Retail Services Manager after the retirement of long serving Manager, Mardeana Slater. The team filled over 500 web orders in August, approximately 43% of total sales completed online.

Housing and Residence Life

10.1.5 460 students have registered for Housing this Fall (92% occupancy). The Residence Advisor (RA) student leadership team includes one senior RA and 18 RAs comprising focus on International, Academic, Indigenous, Wellness and Engagement, and Sustainability and Outdoor Recreation.

10.1.6 The Housing & Residence Life team is well in to phase 2 of a Restorative Justice (RJ) approach to conduct in Housing. All staff (student and professional) have received basic RJ training and have fully integrated RJ and restorative conversations into all conduct and student of concern cases in Residence.

Continuing Studies

10.1.7 Since April 2021, Continuing Studies has delivered seven certificate programs, five of which were custom deliveries for Indigenous communities in Northern BC. In addition, they have provided 101 professional development courses in either a face-to-face or virtual environment, training over 1,000 participants. A further 825 students are in online asynchronous courses.

10.1.8 Course development includes renewal of Project Management programming, online Mass Timber course with School of Engineering, Wildfire Rehabilitation, and two new online courses through a partnership with Association of BC Forest Professionals. Continuing Studies has recently partnered with OCAD University for the delivery of 3 new micro-credentials.

Northern Sport Centre

10.1.9 At the end of August, NSC had 348 active student members, with 2,160 members in total. The NSC has a strategic planning exercise planned for the Fall to set priorities for the next 3 years.

Office of the Vice President, Finance and Administration

11.0   Athletics and Recreation

11.1   Recruitment of ~100 athletes for 2021-22 season is complete with increase in international recruits in men's and women's soccer.

11.2   *Canada West/U SPORTS*: Scheduling is confirmed for the fall/winter 2021/22 competitive seasons. Soccer season home opener September 17: Women 5 pm and Men 7:15 pm vs Trinity Western; and Basketball season home opener November 5: Women 6 pm and Men 8 pm vs Thompson Rivers University.

⇒ Men's and Women's Soccer Schedule:
https://www2.unbc.ca/timberwolves/news/canada-west-announces-2021-soccer-schedule

⇒ Men's and Women's Basketball Schedule:
https://www2.unbc.ca/timberwolves/news/2021-2022-canada-west-basketball-schedule-unveiled

12.0   Health and Wellbeing

12.1   Relocation of Access Resource Centre, Counselling Services and the Medical Clinic has been finalized. Each unit is fully functional and servicing students returning to campus for the September Semester.

12.2   The Health and Wellbeing in collaboration with the Safety and Security and the Division of Medical Sciences coordinated with the Northern Health Authority on COVID-19 vaccine distribution on UNBC campuses and / or at UNBC events.

12.3   Canadian Campus Wellbeing Survey results have just been made available, which will be analyzed and shared in the coming weeks.

12.4   As part of the Bell Let's Talk grant valuing $25,000, the Health and Wellbeing team is reviewing the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students, conducting an internal audit and engaging with the university community.

12.5   Joyce Henley has been appointed to the newly approved position of BIPOC Counsellor to support students from equity seeking groups and increase awareness and support within the UNBC community for the same.

13.0   Land Trust

13.1   Land Trust planning is on track. Please refer to Appendix B for Land Trust Update.

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14.0   Key Priorities and Status Update

14.1   Finalize and implement **strategic planning and budget framework**; update of employee costs, Full-Time Equivalent (FTE) position control, reserves and surplus **(section 4)**.

14.2   Implement **Enterprise Risk Management Framework** and integrate Risk Management and progress realignment of Safety and Security portfolio **(section 5)**.

14.3   Finalize the approach and implementation plan related to administrative services for **process mapping**, **review** and **optimization**; explore option for **automation (section 8)**.

14.4   Ongoing review and optimization of business plans related to **Business Services** to achieve greater impact, efficiencies, and contribution over time **(ongoing)**.

14.5   Progress planning and implementation of approved **capital projects** as per schedule and within budget **(ongoing)**.

14.6   Ongoing monitoring and proactive mitigation of safety, security, health, and wellbeing risks, particularly related to COVID-19 pandemic, restart and return to campus plan **(ongoing)**.

14.7   Review and finalize the organizing framework for UNBC **Human Resources function**, oversee formulation of an **increasing inclusive people development approach** and **employee engagement strategy** and the next round of CUPE bargaining **(section 2)**.

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STRATEGIC PLANNING AND BUDGET STANDING COMMITTEE OF THE PRESIDENT'S EXECUTIVE COUNCIL

TERMS OF REFERENCE

1.0 PREAMBLE

1.1 The President's Executive Council (PEC) is constituting a Strategic Planning and Budget Standing Committee (SPBSC) to assist and provide recommendations related to UNBC's strategic planning and budget.

   a. ***Overall objective***: To develop and implement an integrated planning and budget framework that adopts a strategy-driven collaborative approach aligned with UNBC's strategic road map.

   b. ***Intended Outcome***: To achieve strategic growth, impact, relevance and academic, research and operational excellence.

1.2 The framework will ensure effective engagement, consultation and communication with the university community to foster a collaborative and transparent approach built on mutual trust and collective excellence.

1.3 The President and all members of the President's Executive Council shall have access to all information, discussion, documents and meetings of SPBSC.

2.0 KEY PRINCIPLES

2.1 Ensure effective collaboration, consultation, transparency and a unified integrated approach towards university planning, priorities, resource allocation and budget to achieve excellence and long-term sustainability.

2.2 Provide opportunities for increased communication and discussion, identification of shared priorities, opportunities for collaboration, and increased awareness of inter-unit goals, challenges, priorities and opportunities.

2.3 Use a data driven approach to planning and decision making. Data may include (but not limited to) the key performance indicators, analysis of market information, historical trends, future projections, etc.

3.0 KEY OUTCOMES (RECOMMENDATIONS TO PEC)

Strategic Planning and Budget Framework and Policies

3.1 UNBC's strategic planning and budget framework including tools, forms, process of consultation, review cycle, interim milestones and timelines. This could be compiled as UNBC strategic planning and budget handbook for ease of reference and communication.

3.2 Annual review and reflection on the strategic planning and budget cycle and recommend changes, adaptation to UNBC's strategic planning and budget framework and handbook (as per #3.1 above) for the subsequent year.

3.3 Review and recommend changes and adaptation to budget related policies (e.g. carryforward policy, etc.) and recommend new policies and principles (e.g. principles governing allocation and distribution of reserves and surpluses, etc.), as required.

3.4 Review UNBC dataset(s) and recommend key performance indicators, dashboard and ongoing reporting to track university-wide progress and impact of UNBC investment in the society.

Annual Planning and Budget Cycle

3.5 In accordance with UNBC's strategic planning and budget framework and under the direction of PEC, coordinate the processes related to the annual planning and budget cycle (both operating and capital) including required input and consultation with the university community, review and analysis of various input and submissions, formulating recommendations for key priorities, desired outcomes, key performance indicators, resource allocation, annual budget and multi-year future forecasts.

3.6 Review and make recommendation on priorities for annual funding and resource allocation/re-allocation in accordance with the policies and principles including future policies and principles to be developed as per #3.3 above.

Others

3.7 Any other assignment or task assigned by the PEC.

4.0 CO-CHAIRS

4.1 Each meeting of the SPBSC will be co-chaired by the Provost/Vice-President Academic and the Vice-President Finance and Administration. The co-chairs will be responsible for setting the agenda, keeping the meeting on track, and ensuring the minutes (supported by IP) are provided to the committee for comment before the next meeting. The resource persons will provide administrative support to the co-chairs, as required.

5.0 COMPOSITION

5.1 The composition of the Strategic Planning and Budget Standing Committee (SPBSC) will consist of:

Core Members (attendance required for each meeting)

1. Vice Presidents (Academic, Finance & Administration, Research & Innovation)
4. Three members from Five Deans and University Librarian on a two-year rotation
7. AVP, Financial Services
8. Director, Human Resources
9. Director, Business Services

Permanent Invitees (attendance is optional, will have access to all information and documents shared with the Standing Committee)

10. University Registrar
11. Vice Provost, Indigenous Initiative
12. Director, Facilities Management and Capital Planning
13. Director, Safety, Security and Risk Management
14. Chief Information Officer
15. Director, Research and Innovation
16. Director, Student Recruitment
17. Director, Student Affairs

Resource Persons (attendance is required for each meeting)

18. Director, Integrated Planning
19. Senior Academic Budget and Planning Officer
20. Senior Financial Analyst(s)

6.0 QUORUM

A minimum of six (6) Core Members.

7.0 DECISIONS/RECOMMENDATIONS

All recommendations will be sought through conversation and consensus.

8.0 MEETING FREQUENCY

The SPBSC shall meet once per month; however, the co-chairs may call extraordinary meetings as necessary and appropriate. The SPBSC may request guests to be invited to regular or extraordinary meetings.

Office of the Vice President, Finance and Administration

Land Trust Update for the Board of Governors *(for information)*

Prepared by: Christie Ray, Sr. Advisor, Business Development
Reviewed by: Rahim Somani, Vice President, Finance and Administration
Meeting Date: September 10, 2021

> *The primary purposes of a UNBC Land Trust will be to enhance the campus community as a subset of the broader community and as a path to the creation of place and consequently destination, and to create a new source of revenue as a long-term source of support for academic, research, and operational excellence.*

1.0   Overall Summary

1.1   **Corporate Trustee:** UNBC Land Development Corporation

1.2   **Shareholder:** University of Northern British Columbia (UNBC)

1.3   **Beneficiaries:** UNBC and UNBC Foundation

1.4   **Location:** 46 acres directly across University Way/Tyner Boulevard from the main entrance to UNBC's Prince George main campus.

2.0   Project Background and Scope

2.1   Aligned with UNBC's vision, mission and values, and Destination 2040 Campus Master Plan; repositioning UNBC for future as a Destination university.

2.2   Transformative development of UNBC land in excess to academic needs focusing on sustainability, reputation and strategic investments for UNBC.

UNBC will sell the right to develop land for 99 years, but will NOT sell title to any land.

2.3   Building culture and vibrancy on campus and allowing for greater personal interaction and lasting connection with the surrounding communities with an ambitious and inspiring vision to transform their lives through excellence, inclusivity, and compassion.
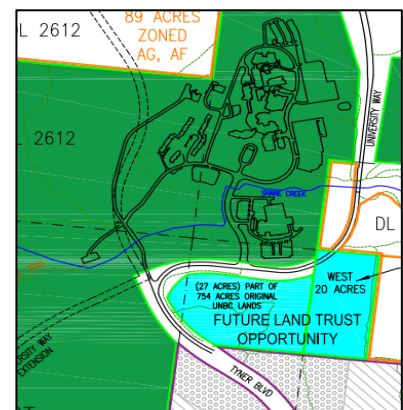
3.0   Visioning

3.1   Based on previous feedback and direction from the Board, this process was extended to utilize best communication and engagement practices. As per the Process Graphic included below, stakeholder interviews and workshop timelines have been expanded to ensure project readiness and participant availability. The Board will be engaged directly as a stakeholder group, and initial visioning recommendations for consideration will follow shortly thereafter completion of interviews and workshops.

4.0   Settling

4.1   The UNBC Land Trust was settled August 5, 2021 with the signing of the Trust Deed and the provision of a 1958 Canadian silver dollar, by Settlor Roy Stewart on behalf of UNBC, and provided to Board members of the UNBC Land Development Corporation (corporate trustee), as token property and upon which further property may be added at a later date.

5.0   Planning Budget: Status Update

5.1   A project planning budget of $0.25M was allocated by UNBC in 2019. Since then, $0.22M has been incurred and/or committed and $0.03M is available for the remaining works.

6.0   Key Project Milestones and Timelines

Key Milestones	Status	Timelines
Land Decisions / Valuation		
Campus Master Plan finalized with indication and uses of land for Land Trust	Complete	2019-05-29
Complete land appraisal	Complete	2019-05-31
Financial		
Take Pro Forma to BOG	Complete	2019-06-14
Determination of financing for site servicing by the Corporate Trustees	Upcoming	TBD
Land Trust Creation		
BOG Adoption of Trust Legal Structure	Complete	2019-11-22
Implementation Plan Approved by BOG	Complete	2020-01-31
Incorporate BC business corporation	Complete	2021-05-31
Settle Land Trust (token property)	Complete	2021-06-30
Finalize Trust's Operational Plan and Staffing	In Progress	2021-10-31
BOG decision on UNBC Foundation model / structure	Upcoming	TBD
Business Case		
BOG Approval of Land Trust Vision	Upcoming	TBD
Second Draft to Ministry (including Visioning and Capital Financing Detail)	In Progress	2022-01-31
Ministry sign-off on First Nations Consultation	Upcoming	2022-02-28
Final Draft of Business Case to AEST[1]	Upcoming	2022-05-31
AEST Approval of Land Transfer via Lease and Removal of Reverter	Upcoming	2022-12-31

7.0   Caveats

7.1   As the project progresses tasks may be added, adjusted or removed as necessary for project success. Moreover, timelines are subject to adjustment as many elements of associated tasks are dependent on timing of Ministry approval, consultant(s) availability and other relevant factors. As timeline and project scope evolves BOG will be updated accordingly.

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[1] Ministry of Advanced Education and Skills Training

UNBC Land Trust
Process Graphic

1 PRE-CONCEPT PHASE
2020/2021
18 months

| Approval of UNBC Campus Master Plan: Destination 2040 | Identification of land for UNBC Land Trust | Approval of overall project scope, benefits and viability |

2 SET UP PHASE
Summer/Fall 2021
6-9 months

| Incorporate BC Business Corporation | Settle Land Trust (token property) | Finalize operational plan for UNBC Land Trust |

3 VISION DEVELOPMENT
Fall/end of 2021
4-8 months

First Nations — City/Regional District — Business/Developers

Campus Master Plan → UNBC LAND TRUST VISION ← Internal UNBC — Students, Faculty, Staff, Board of Governors

Stakeholder Interviews and Workshops. Recommendations on Key Principles and Design Parameters.
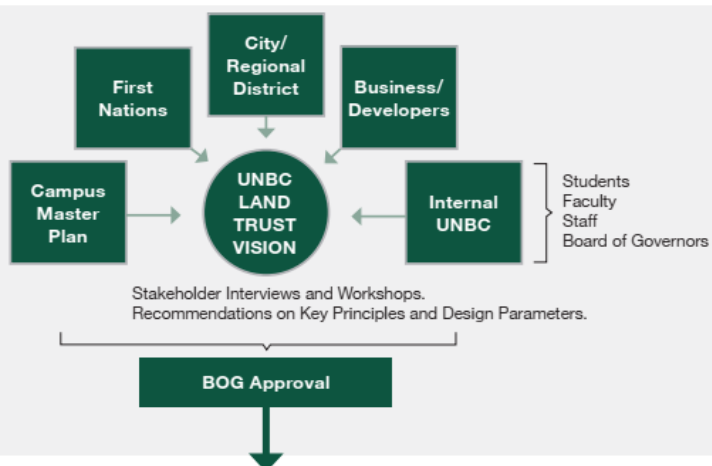
BOG Approval

4 PLANNING AND SUBMISSION
2022
6-9 months

Submission of Business Case — Visioning, Financing, Stakeholder Engagement (including with Indigenous Communities), Zoning, Risk Mitigation

5 APPROVAL AND AUTHORIZATION TO PROCEED
Fall/end of 2022
9-12 months

BC Ministry Advanced Education → Multiple Ministries Involved → Provincial Decision → Ministerial Order Granted (Authorization)

6 ENTRUSTING AND IMPLEMENTATION
2022/2023 onwards

UNBC Land Development Corporation, with mandate and authorization, will proceed to implement development on UNBC's behalf.

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BOARD OF GOVERNORS

Agenda Item:	9.b. Reports of the Vice-Presidents – Acting Vice-President, Research and Innovation
Material:	1. Quarterly Public Written Report of the Acting Vice-President, Research and Innovation

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Report to the UNBC Board of Governors

Submitted by Dr. Kathy Lewis, Acting Vice President, Research and Innovation (and Graduate Programs)
Board Meeting Date: 17 Sept, 2021

1. Preamble

Activities in the Office of Research and Innovation this past quarter have included work internally to refine internal planning and processes, and externally on new initiatives. Internally we have changed our budget process, to ensure that it is driven by core functions, and involves a more strategic people plan. Externally we have some new initiatives under way with Western Diversification, the Interior Universities Research Coalition, Northern Health, UBC and others.

UNBC moved up considerably in the 2022 Times Higher Ed World University rankings – with significant increases in publications and research income. Credit for this goes to our faculty and their students, but also to the Office of Research and Innovation staff who support research in many ways, including review of applications, development of contracts, assistance with finding research space, support for required approvals, fundraising for and allocating student awards, and many others.

2. Overview of Office of Research and Innovation Portfolio

The ORI portfolio consists of:
- **Direct Reports**: research support and project officers, research ethics support, graduate scholarships, research contracts, development officer and support.
- **Research Centres** (with reporting to OR): Pacific Institute for Climate Solutions, Quesnel River Research Centre, Centre for technology Adoption for Aging in the North, TeejLab, Research Data Centre, Northern Health Sciences Research Facility, Research Ethics Board [1]
- **Research Services**: High Performance Computing, Enhanced Forestry Lab, Northern Analytical Services Lab
- **Research Institutes** (Autonomous, supported by Office of Research): Northern Collaborative Centre for Indigenous Health, Natural Resources and Environmental Studies Institute, Community Development Institute, Health Research Institute, John Prince Research Forest, Aleza Lake Research Forest

3. Reports from Centres, Institutes and Boards

We have received two annual reports this past quarter, one from the Landscape Ecology Research Group, and one from the Community Development Institute. Both of these reports are available upon request.

Highlights – LERG: Continued work on assessing impacts of the Mt. Polley mine tailings breach, and continued work in the Nechako Basin with the Integrated Watershed Research Group at UNBC.

Highlights – CDI: Finalized a multi-year project on a social and economic development framework for Fort St. John. Work with the First Nations Health Authority to develop and deliver a Community Development Certificate Program for staff in Northern BC. Release of a research report on "Building Foundations for the Future: Housing, community development, and economic opportunity in non-metropolitan Canada".

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[1] REB is an independent decision making body supported administratively by the ORI

4. **Research Grants, Contracts and Outreach**
   - Dr. Sarah Gray received a New Frontiers in Research Fund Exploration grant for her work on type 2 diabetes. This is a highly competitive program, and a significant accomplishment for Dr. Gray.
   - A Banting Post Doctoral Fellowship was awarded to Dr. Darian Goldin Stahl, working with Dr. Sarah de Leeuw on lived experiences of illness through art.
   - Two Canadian Foundation for Innovation grants have been approved for funding (Drs Furber and Zhou) although we are waiting on matching from BC Knowledge Development Foundation.
   - The Northern Collaborative Centre for Indigenous Health (NCCIH) received funding from the TD Bank Group for a 3-year project on *Seeing the Stories of Our Health: Indigenous Youth Speaking for Their Lives.* This project will use leading digital technology (video, sound, social media) to document stories of Indigenous youth (ages 10-18) about their strengths, resilience's, and strategies for health and wellness: the project will, in the making and execution, train Indigenous youth (ages 10-18) in storytelling methods and visual media creation. By making the youths' stories available for healthcare professionals, leaders, educators, and the public at large, *Seeing the Stories of Our Health: Indigenous Youth Speaking for Their Lives* will extend knowledge landscapes about how to serve and celebrate an overlooked population (First Nations, Inuit, and Métis youth), thereby expanding access to health education about them and, as current evidence suggests, increasing likelihoods of early interventions that improve health status of Indigenous youth.
   - NCCIH has also received significant funding from Employment and Social Development Canada for a project on First Nations family models of care in early childhood.
   - Paper published in the highly esteemed journal Nature, Dr. Phil Burton, on wood decomposition and carbon dioxide emissions
   - Drs. Agnes Pawlowska-Mainville and Jacqueline Holler were successful in their application to the Travelling Knowledges Program to provide experiential learning and travel opportunities to low-income and Indigenous students.

5. **Student Research Support**
   We have welcomed a new cohort of Student Research Ambassadors, which includes 6 undergraduate and graduate students from 4 of the 5 faculties. This program is designed to enhance the research culture, promote research opportunities for students, and engage students across many disciplines.

6. **Research Facilities and Infrastructure**
   - Dr. Lewis visited the Quesnel River Research Centre to attend the LERG meeting, and to view the work being done by the Department of Fisheries and Oceans in collaboration with the Upper Fraser Fisheries Conservation Alliance on fish-rearing to supplement salmon stocks that are struggling across BC.
   - We have initiated a management board for the Northern Analytical Lab Services (NALS) facility, in order to provide user input and additional support for that facility.
   - NALS recently received accreditation that will expand its capacity for certification of air, soil and water testing. The specific standard achieved is ISO/IEC 17025 International Standard, from Standards Council of Canada.

7. **Graduate Programs**
   - The Graduate Advisory Group is working on draft student-supervisor handbook and letter of agreement, to support the student-supervisor relationship.

- The Board of Governors approved an increase in tuition for International Masters students, of 1.4x the domestic rate, to be implemented September 2022. We have provided communication to faculty supervisors, Chairs and Deans regarding this, and will send another communication later this semester to ensure that everyone is aware of the fee increase.

8. **Partnerships and Advancement Activities**
   - UNBC and Northern Health – ongoing development of a revised MOU, and structured 3-year action plan to start work on priority research, education and knowledge transfer needs in the Northern Health Region.
   - UNBC, Northern Health and UBC – have finalized a MOU between the three institutions, and a proposal, to jointly host the Northern Centre for Clinical Research. This will greatly enhance the ability for UNBC and UBC faculty, and NH clinicians, to engage in clinical research.
   - The Office of Research and Innovation in collaboration with the Ministry of FLNRORD on planning for a research symposium and celebration of 100 years of forestry research. Unfortunately that had to be postponed due to COVID and is now planned for May 2022.
   - Since the last Board of Governors meeting, we have had 5 new bursaries or scholarships come to UNBC, and have revised terms and conditions on 5 additional awards.
   - The Office of Research and Innovation staff are providing a short workshop to the Deans in September on fundraising in order to support their efforts.

9. **Priorities for upcoming months**
   - Continue to develop strategic and operational plans with components that directly report to the Office of Research and Innovation, including a people plan and budget.
   - Continue work on reducing process from graduate calendar and moving authority for grad programs and graduate milestones to Chairs and Deans.
   - Develop a strategic and operational plan for the development component of ORI.
   - Continue to work on increasing efficiency and effectiveness of operations in ORI.

UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

BOARD OF GOVERNORS

Agenda Item:	10.a. Chancellor Search – Letter from the President – G. Payne
Material:	1. Letter from Dr. Geoffrey Payne dated August 10, 2021 2. Chancellor Selection Procedures

UNBC | UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

August 10, 2021

Dear Members of the UNBC Senate, Board of Governors, Alumni Council, Undergraduate and Graduate Student Societies,

As each of you are aware, the University of Northern British Columbia is presently without a Chancellor with the passing of Dr. Joe Gosnell last August. Allowing time for the University and the Community to mourn and to recognize Dr. Gosnell's outstanding contributions as UNBC's Chancellor, it is now time to begin the process of electing our next Chancellor.

The University Policy for the Nomination and Selection for the University Chancellor, section 3.1 outlines it is the President's responsibility to officially inform the members of the UNBC Senate, Board of Governors, Alumni Council, Undergraduate and Graduate Student Societies of the vacancy to initiate the process for the nomination of University Chancellor.

By way of this letter, I hereby provide notification that the University of Northern British Columbia should begin the search for its next Chancellor.

Sincerely,

Dr. Geoffrey W. Payne
President & Vice Chancellor (Interim)

	Approved:
UNBC *UNIVERSITY OF NORTHERN BRITISH COLUMBIA* **PROCEDURES**	June 15, 2018 Motion #2018BC06.15.04
	Approving Authority: Board of Governors **Responsible Executive:** President **Responsible Administrator:** University Secretary
Title: **Chancellor Nomination, Selection and Appointment**	

1. Scope

1.1.   These Procedures cover the nomination, selection, appointment and re-appointment of the University Chancellor.

2. Legislative Framework

2.1.   The *University Act* of British Columbia provides that the University is to be led by a Chancellor.

2.2.   Pursuant to section 11 of the *Act,* the Board of Governors appoints the Chancellor on nomination by the alumni association and after consultation with the Senate.

2.3.   The Chancellor holds office for three years and after that until a successor is appointed. A retiring Chancellor is eligible for reappointment. However, a person may not hold the office of Chancellor for more than six consecutive years, in addition to any period of office held by that person as a result of having been appointed for the unexpired term of a predecessor.

3. Notification of Vacancy – During Chancellor's Final Term

3.1.   Approximately twelve (12) months before the expiry of a Chancellor's *final term*, the President will notify the Senate, the Board of Governors, the Alumni Council, the

Undergraduate and Graduate Student Societies, and the University community, of the impending vacancy.

3.2.   The Governance Committee of the Board (or equivalent Board Committee designated with this responsibility), in consultation with the Alumni Council and the Senate Committee on Honorary Degrees and Other Forms of Special Recognition (or equivalent Senate Committee designated with this responsibility) will promptly review, and propose revisions if needed, to these Procedures, and to the position profile and any nomination or other forms used in the selection process.

4. Formation and Composition of the Nomination Committee

4.1.   After notification has been given under section 3.1, a joint nomination and advisory committee (the Nomination Committee) of the Board of Governors, the Alumni Council and Senate will be struck to oversee the process for seeking and considering nominations.

4.2.   The Committee will be constituted as follows (7 Members):
   (a) the Chair of the Board of Governors, who will chair the Committee;
   (b) one member of the Board of Governors appointed or elected by the Governance Committee of the Board;
   (c) the President of the Alumni Council;
   (d) one member of the Alumni Council;
   (e) the President of the University, as Chair of Senate, or designate member of Senate at the President's discretion;
   (f) one faculty Senator, elected or appointed by Senate
   (g) one student Senator elected or appointed by Senate

4.3.   The Board, Alumni Council and Senate will each determine their own method of electing or appointing their respective representatives to the Committee.

4.4.   The University Secretary will serve as secretary to the Committee and will oversee the confidential process and keep records in accordance with best practices and legislative requirements respecting protection of privacy.

5. Reappointment Procedures – during Chancellor's First Term

5.1.   If the current Chancellor is eligible for, and agreeable to reappointment, the Nomination Committee will be struck in accordance with s. 4 above, approximately fourteen months (14) months prior to the re-appointment, to allow time for the

procedures outlined in s. 6, and otherwise herein, to occur in the event the Chancellor is not re-appointed and there is an impending vacancy.

5.2. The Nomination Committee will solicit feedback in confidence, on the Chancellor's first term. Solicitation of feedback will include members of the Board, the Senate, the Alumni Council and Student Societies, and may include the broader University Community. The Committee will consider whether the Chancellor should be reappointed and will make a confidential recommendation to the Board, and may provide summary supporting information or rationale to the Board if the Committee so desires.

5.3. With the recommendation of the Nomination Committee, the Board will determine whether or not to re-appoint the Chancellor for a second term, and will so inform the Committee and the Chancellor.

6. **Nomination and Selection Process**

6.1. In the event of an impending vacancy, a Nomination Committee shall be struck and shall issue a call for nominations to the Alumni, the Alumni Council, the Senate, the Board of Governors, the Student Societies, and to the broader University Community. If a Nomination Committee has been struck for the purposes of s. 5, and the Board does not reappoint a Chancellor that Committee will continue to serve for the purposes of this section.

6.2. The call for nominations is to include the position profile, nomination form and information about process and proposed timelines, and the call will remain open until the Board has appointed a Chancellor.

6.3. The Committee will:

(a) Consider nominees, in confidence, recognizing the need for due diligence. Reasonable due diligence in a confidential process may include receipt and review of a nominee's bio or *curriculum vitae* and review of publically accessible information about a nominee, and may include, at the Committee's discretion and with permission of a nominee, personal reference checks.

(b) Develop a shortlist and request that the President, as Chair of Senate, present the name(s) and *curriculum vitae*(s) or equivalent background information, of the intended nominee(s) to the appropriate Senate Committee in strict confidence in a closed meeting and, in a subsequent closed meeting of that Committee, that the President solicit feedback on the intended nominee.

(c) Receive and consider feedback from the Senate Committee and determine whether to amend the shortlist.

(d) Finalize a shortlist and consult with the Alumni Council on the short list in strict confidence.

(e) Prepare a ranked shortlist from amongst those nominees acceptable to the Alumni Council and ask the President to approach the preferred candidate to ascertain willingness to serve. Should the candidate decline to offer to serve as Chancellor, the Committee will ask the President to approach the next highest ranked candidate.

6.4.   Should the preferred candidate agree to serve, the President will present the candidate's name in strict confidence to Senate, in a closed meeting, along with a summary of the process followed.

6.5.   The President will relay feedback provided by Senate to the Alumni Council prior to the Council making a final decision to formally recommend the appointment to the Board of Governors.

6.6.   On receipt of the nomination from the Alumni Council and a report on the process followed provided by the Committee Secretary, the Board may either appoint the nominated candidate as Chancellor, or may refuse to appoint and refer the matter back to the Nomination Committee to nominate an alternate candidate.

7. Resignation or Vacancy for Other Reasons

7.1.   Should a Chancellor resign or be unable or unwilling to serve for any reason during their Term, the process outlined herein will be followed, but timelines may be adjusted as deemed necessary or appropriate by the Board, after consultation with the Alumni Council and Senate.

8. Policy Replaces the Terms of Reference for the UNBC Chancellor Advisory Task Force (CATF)

8.1.   This Policy is effective on approval of the Board and replaces the Terms of Reference for the UNBC Chancellor Advisory Task Force, approved by the Board in June 14, 2014 M 2014BP06.14.07).