

**SENATE MEETING  
PUBLIC SESSION  
MINUTES**

March 28, 2018  
3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

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**Present:** B. Annear (Secretary of Senate), S. Barton, S. Beeler, M. Bouchard, D. Casperson, R. Chowdhury, B. Deo, L. Dohler, M. Erickson, I. Hartley, L. Haslett, K. Hirsh-Pearson, S. Hoff (Recording Secretary), S. Horianopoulos, A. Horvath, P. Jackson, E. Jensen, A. Larsen, M. Mandy, H. Massingham, B. Menounos, M. Murphy, A. Palmer, G. Payne, M. Peterson, R. Robinson, L. Roodenburg, D. Ryan, A. Saenz, E. Searle (Vice Chair), B. Schorcht, T. Summerville, T. Tannert, D. Weeks (Chair), D. Wessell Lightfoot, R. Wheate

**Regrets:** M. Dale, H. Empey, L. Handfield, J. Moore, T. Ritchie, T. Whitcombe

**Absent:** N. Huynh, D. Nyce, A. Oguntola, M. Prevost, A. Stroet, C. Whalen

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The meeting commenced at 3:31 p.m.

**1.0 Acknowledgement of Territory**

The Vice President University Advancement acknowledged the traditional territory of the Lheidli T'enneh Nation.

The Chair welcomed the newly elected Senators in the gallery.

**2.0 S-201803.01  
Approval of the Agenda**

Larsen

That the agenda for the March 28, 2018 Public Session of Senate be approved as presented.

**Amendment**

Haslett

That an action item from February 28, 2018 Senate Meeting *Update on daycare and residences*, be included under Business Arising as agenda item 5.2.

CARRIED as amended.

**3.0 S-201803.02  
Approval of Senate Minutes**

Hartley

That the minutes of the February 28, 2018 Public Session of Senate be approved as presented.

**Amendment**

Murphy

That the minutes for Agenda Item 13.1 be amended to add that, a concern was raised regarding the absence and early departure of senior academic administrators from the meeting, which precluded a productive dialogue on Agenda item 13.1.

CARRIED as amended.

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**4.0 Teaching Space Optimization Committee**  
(Presentation and discussion)

**Dr. Smith and Mr. Keen**

Dr. Heather Smith presented on behalf of the Teaching Space Optimization Committee. The handout provided and presentation are included in the minutes as Appendix I. A discussion on Teaching Space Optimization followed the presentation.

Dr. Weeks stated he will take this discussion as a direction from Senate to continue the conversation on this matter in another forum.

**5.0 Business Arising from Previous Minutes of Senate**

**5.1 Steering Committee of Senate**

**Dr. Weeks**

**“For Approval” Item:**

**S-201801.18**

**Changes to the Terms of Reference for the SCAAF Subcommittee on Curriculum and Calendar**

Mandy

That, on the recommendation of the Steering Committee of Senate, the terms of reference for the SCAAF Subcommittee on Curriculum and Calendar be approved as proposed.

Effective Date: Upon the approval of Senate

The revised terms of reference for the SCCC incorporating changes based on feedback from Senate are included in the meeting package.

The current terms of reference for the SCCC are included in the meeting package for information.

CARRIED

**5.2 Update on Daycare and Residences**

**L. Haslett**

The Director of Business Services and Continuing Studies responded to a question raised by a Senator at the last Senate meeting who asked about the potential of new daycare spaces opening up based on announcements in the Provincial budget.

The Director of Business Services met with the Manager of the Daycare who advised that she met with other daycare providers in Prince George to discuss impacts. There will be a three year rollout of the plan and funds so it is difficult to say what the impact will be overall at this point. They discussed the increase to operating funding that will potentially reduce parent fees and the increase to the threshold for subsidies based on household income. It is hard to predict at this point whether additional spaces will be created.

The Director also provided an update on the Housing Demand Study. UNBC has contracted a Canadian firm to work on a housing demand study. Some focus groups and stakeholder interviews were conducted and the firm has formed a student survey. The survey will be sent out the morning of March 29, 2018. There will also be some analysis of off campus housing market in the next two weeks and an assessment of existing retail spaces and future needs based on various scenarios in housing.

**6.0 President’s Report**

**Dr. Weeks**

Outgoing Senators were presented with certificates of appreciation signed by Dr. Weeks in recognition to their service on Senate. Dr. Weeks hopes this will be a lasting tradition, and he thanked the Senators for the dedication and service to UNBC.

Dr. Weeks acknowledged and thanked undergraduate student president Eric Searle for his service as Vice Chair.

As requested by Senate there will be a new Senator Meet and Greet, which will take place on April 9, 2018 from 3:00 – 4:00 p.m. Details on location will be provided early next week.

The President addressed the question raised earlier regarding Senior Academic Administrators being absent or having to leave the February 28, 2018 Senate meeting early. President Weeks noted that he had informed the Senate Steering Committee and the Vice Chair that he would not be available for the February Senate meeting as an opportunity came up to have a meeting with the new Governor General and to invite her to campus.

The President also noted that the Provost was at the meeting but had to leave early to attend a meeting of Provosts from the Western Universities.

When the decision was made that both the President and Provost would be away for a portion of the meeting the Secretary of Senate and the University Secretary were consulted on the agenda, and as the agenda item of concern was added at the February Senate meeting they were unaware of it when the decision was made.

The President reminded Senators to follow Senate's prescribed process and bring items to the Steering Committee for inclusion on the Agenda to help ensure that meaningful conversation can be had and that those who have duties that take them away from campus will be able to plan business accordingly.

A Senator suggested that the Agenda or notice of meeting include an indication of whether a Senior Academic Administrator will be absent.

The President advised that where possible we will endeavor to have it included in the Agenda. If it is an important issue that deserves a full discussion we should make sure it is on the Agenda before the Steering Committee so that it can be included in the package and all Senators can prepare.

The President commented on the joint board session on Freedom of Expression and noted it was a very engaging discussion and a great presentation.

The HR Committee of the Board met in February with a group of Senators who were interested in discussing the Search Committee Procedures for Senior Academic Administrators. The Board discussed those procedures at the March 23, 2018 meeting of the Board of Governors. Revised procedures will be brought as a discussion item to the next Senate meeting.

## **7.0 Report of the Provost**

**Dr. Ryan**

The Provost thanked Bernadette Patenaude and Colleen Smith for their hard work on the budget.

The Budget was approved at the Board last week. We will be preparing for the next budget cycle and discussing the timelines over the next few months.

Domestic student enrollment was up 2.2 % FTEs and International student enrollment was up 31 % FTEs in the 2018 Winter Semester. Projections for applications for next year are up 7.6 % and admissions were down 9 %, as a result of changes to entrance requirements in some of the competitive programs and as a result of unprocessed applications at the time of reporting. Registration opens April 3<sup>rd</sup>.

The Provost provided an Update on some of the following key academic priorities:

The Provost's Advisory Committee on the Academic Plan has met twice and will continue to meet.

Enrolment Task Force – There have been ongoing discussions to set priorities for strategic enrolment management and the Enrolment Task Force will be under the Student Success umbrella.

Academic Structure – We are reviewing the current and proposed structures to see what is working well, what is not to come up with a framework for discussion.

Indigenization – The President and Senior Advisor to the President met with the Senate Committee on First Nations and Aboriginal Peoples.

Meetings have been held regarding the Aboriginal Services Plan

Learning Commons – This was suggested in the Senate Committee on the University Budget. The challenge is there might be some significant costs associated with renovations and space.

Supporting faculty in terms of compensation structure – work has been ongoing since September, 2017.

Academic Programing – The University received the funding letter from Government for Engineering. The first intake will be in 2019. Expectation is to have a proposal for expanding Nursing in the Northeast by mid-April to bring to the Ministry for further funding.

School of Education – Last week there was an announcement regarding the work we are doing to revitalize the School of Education. Changes were made to ensure that we have a program in place that is able to meet the needs of our students and they will be able to understand the new needs in terms of the K-12 system. There was a fair amount of conflict in the program preventing curriculum from moving forward.

A Senator asked who is involved in the Learning Commons conversations. The Provost advised the Registrar and University Librarian are in the early stage, but that a committee has not been formed.

A Senator inquired when the last external review for the School of Education was. Senator Schorcht advised it was some time ago. A review was scheduled for this fall but it has been postponed.

A Senator asked if the current organization of the Education Program is in line with the Academic Plan.

The President advised that the refreshing of the program and the opportunities this presents to align with the new curriculum of British Columbia will be part of how we move forward with the Academic Plan.

## **8.0 Report of the Registrar**

**Mr. Annear**

The Registrar advised that tomorrow is the last day at UNBC for Heidi Lawson, Manager Student Systems.

The Registrar noted that numerous non-substantive changes to the calendar have been occurring on an ongoing basis. The Office of the Registrar will move forward with correcting minor discrepancies or inconsistencies, for example, typos, incorrect dates or use of non-standard language. These changes will be tracked, and taken through the usual Committee and Senate cycle from time to time.

As an example, the Registrar noted that in the recent submission for the Biology 409 course the offer date was shown as 2019 in error, but the Program wanted to offer the course in 2018. The Registrar asked whether there was any objection to this correction being made by his Office now, and then being confirmed through the Committee and Senate process. There were no objections.

The Registrar provided an update on scheduling. An analysis was done of the number of changes to the schedule in the last cycle. Last year there were changes made to roughly fifty percent of the items in the schedule after registration opened. The Registrar will be reviewing why these changes are happening and how this impacts students.

The Registrar reported there are a total of 729 graduation applications for this year. 443 applications are waiting for grades from this term to be confirmed and 26 students have withdrawn from this term.

The Registrar reported that the Articulation Officer in his office is reviewing transfer credits and requesting information and feedback. Definitions and process of transfer credits will be posted on the Registrar's website.

## **9.0 Question Period**

### **9.1 Written questions submitted in advance:**

#### **9.1.1. What are the deciles of tenure and tenure-track faculty ages?**

The Provost advised the deciles of tenure and tenure-track faculty ages are as follows:

- 10 percent of our faculty is 41 years or younger
- 26 percent of our faculty is 46 years or younger
- 50 percent of our faculty is 55 years or younger
- 82 percent of our faculty is 62 years or younger
- 90 percent of our faculty is 65 years or younger

A table is included in the minutes as Appendix II.

#### 9.1.2. Privacy and distractions during exams at the Northern Sport Centre

The Registrar advised that the Privacy Officer for the University investigated the concerns at the Northern Sport Centre and determined that there is no concern with someone being able to see the exam from the track above the exam writing area. Further, in exams generally the only personal information is the student's name and student number. The Registrar advised the biggest concern is distraction and noise as people using the facility might interfere with a student's concentration. The Provost noted that there are measures in place to limit noise during exams and if there are distractions the invigilator can talk to the athletic staff at the Sport Centre.

9.1.3 Pre-MBA Program – UNBC was negotiating with Tianjin University: When this last came to Senate it appeared to be up for discussion and that the Memorandum of Understanding would be updated with the university pushing for stronger academic freedom protections. Where is the university in those negotiations, and is the agreement slated to come back to the Senate?

The President advised that a memorandum of understanding is an invitation to have a conversation and would not have that level of detail. If we were going to proceed with a formal detailed agreement for something like a pre-MBA a separate agreement would be drawn which would address those matters. In this particular instance, there was not enough student interest in the pre-MBA to move forward.

#### 9.2 Questions from the floor:

9.2.1. A Senator inquired about a March 23, 2018 email from the Access Resource Centre advising that they have now reached physical and human resource capacity limits and as a result they are no longer able to guarantee that exams written there will be written at the same time and date as the rest of the class. Once students have completed their exam they will no longer hold students at the Centre. The Senator asked what measures are being taken to address this capacity issue going forward and in the immediate term what measures are being taken to ensure the integrity of the exam process given that students will possibly be writing exams earlier than the rest of the class.

The Provost confirmed that the Access Resource Centre has outgrown its current space and the administration is looking at finding additional space.

The Senator asked if the University will try and ensure that students in the same class are writing on the same day because if they are not professors may need to prepare different exams. The Senator would like to be updated on this matter.

Senator Jensen noted his understanding is that students will still be writing the same day but there would be a potential of an hour or so when they would have completed writing the exam in the Access Resource Centre before the exam would start for the rest of the class at 6:00 pm.

President Weeks asked Senator Jensen to make inquiries and that we get a message out to all professors.

Senator Schorcht advised that she has a meeting scheduled with Dean Jensen to look into this matter and sort out some of these issues.

9.2.2. A Senator on the *Provost's Advisory Committee on the Academic Plan* noted that he attended his first meeting of the Committee. At the meeting the Provost asked the Committee what they believed the purpose of the Committee was and what their role in the implementation of the Plan was. The members of the Committee had five or six completely different answers. The Senator's question to Senate is, in asking for that Committee to be created in the Academic Plan what was Senate's intention with respect

to what the Committee would do, and the Senator encouraged Senate to come up with a very clear mandate and terms of reference for that committee and pass that through Senate so that the Members of the Committee have a clear mandate.

The University Secretary noted that the Committee was struck as a result of a recommendation from Senate, through the Academic Plan to have an Advisory Committee, but that it is not technically a "Senate Committee" so Senate can add clarity or direction to the recommendation, but Senate does not set the Terms of Reference for that Committee.

The Senator recommended that in order for Senate to get what they want out of that Committee that Senate endeavor to make it a Senate Committee.

The University Secretary noted that it seems contrary to the purpose of Integrated Planning, which incorporates a research plan, academic plan, and strategic budget and business plans, to continue to try to separate the academic plan and focus only on it.

The President noted that further conversation about and clarity from, Senate about what Senate would like to hear back from the committee would be very useful.

### **Notice of Motion**

Casperson

*Notice of motion that Senate amend the Terms of Reference of the Advisory Committee on the Academic Plan with respect to reporting structure and purpose.*

## **10.0 S-201803.03**

### **Approval of Motions on the Consent Agenda**

**Dr. Weeks**

Schorcht

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

CARRIED

## **11.0 Committee Reports**

### **11.1 Senate Committee on the University Budget**

**Dr. Whitcombe**

Presentation - 2018 Annual Report from the Senate Committee on the University Budget

### **S-201803.04**

#### **2018 Annual Report from the Senate Committee on the University Budget**

That the 2018 Annual Report from the Senate Committee on the University Budget be received.

The President advised that Senator Whitcombe, who is the Chair of SCUB is away today. The President asked if Senate would prefer to receive the 2018 Annual Report from SCUB or invite a member of the Committee to speak to it at a later date. Senate expressed interest in having someone speak to it at a later date. The President also noted that this report was received by the Finance and Audit Committee of the Board and the full Board on March 23, 2018.

A Senator noted that Senator Whitcombe is ending his term as a Senator and will no longer be the Chair of SCUB and would like to thank Senator Whitcombe for his hard work on that committee. The Senator asked that the record show that Senate extend their thanks for Senator Whitcombe's service on this Committee.

### **11.2 Senate Committee on Academic Affairs**

**Dr. Ryan**

#### **"For Approval" Items:**

The executive summary for the changes to the BSc GEOG Program Requirements is included in the meeting package.

Motions S-201803.06, S-201803.07, S-201803.09, S-201803.15, S-201803.16, S-201803.29, S-201803.30, and S-201803.31 were dealt with as an omnibus motion.

**S-201803.05**

**Course Deletion - GEOG 100**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, GEOG 100 Environments and People: The Geography of Natural Hazards be deleted and removed from Page 254 of the UNBC 2017-2018 Undergraduate Academic Calendar.

Effective date: September 2018

CARRIED (consent agenda)

**S-201803.06**

**New Course Approval - GEOG 102-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the new course GEOG 102-3 Earth from Above be approved as proposed.

Proposed semester of first offering: Winter 2019

CARRIED

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

**GEOG 102-3: Earth From Above** This course explores the earth from above, through the eyes of satellites, aircraft, and drones. We have the unique ability to see our planet from different angles and perspectives. When viewed from above, patterns, processes, systems, and human/environmental change on the surface of the planet become highly visible. This course is delivered through lectures and in-class tutorials. Topics include: oceans, rivers, and lakes; landscapes, mountains, and snow and ice; forests and ecosystems; weather and climate; and urban and industrial activity.

**Prerequisites (taken prior):** None

**S-201803.07**

**New Course Approval - GEOG 211-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the new course GEOG 211-3 Natural Hazards: Human and Environmental Dimensions be approved as proposed.

Proposed semester of first offering: January 2019

CARRIED

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

With a focus upon natural hazards, this course examines the relationship between human activity and the natural environments in which they occur. The course introduces students to the Earth's physical processes and explores why these processes create risks for people and settlements. Students identify which regions of the world are at greatest risk for a variety of natural hazard types, and how humans can mitigate the loss of life and property.

**Prerequisites (taken prior):** None

**S-201803.08**

**Changes to the Course Title, Course Description, and Course Prerequisite - GEOG 210-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course title, course description, and course prerequisite for GEOG 210-3 Geomorphology, on page 255 and all other mentions of the course title in the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

**GEOG 210-3 Introduction to Earth Science ~~Geomorphology~~ Discover the The nature and formation of Earth's surface, environments, and landforms. ~~surface and its major landforms are studied,~~ Concepts and methods used to understand landscapes, and monitor Earth processes are demonstrated ~~monitor and understand these are demonstrated~~ through lectures and labs. Topics include: Earth's surface materials and their interaction with the environment; ~~landforms;~~ weathering; ~~slope movement;~~ and the erosional and depositional ~~depositional~~ effects of gravity, wind, water, waves, and ice.**

Prerequisites: None

### **S-201803.09**

#### **Changes to the Program Requirements - Geography BSc**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the Geography BSc on page 143 of the 2017/18 undergraduate calendar (pdf version), be approved as proposed.

Effective date: September 2018

CARRIED

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

#### 100 Level

BIOL 103-3 Introductory Biology I  
and BIOL 123-1 Introductory Biology I Laboratory  
or BIOL 110-3 Introductory Ecology  
CHEM 100-3 General Chemistry I  
CHEM 101-3 General Chemistry II  
CHEM 120-1 General Chemistry Lab I  
CHEM 121-1 General Chemistry Lab II  
GEOG 101-3 ~~Human Geographies of Global Change~~ Planet Earth  
MATH 100-3 Calculus I  
MATH 101-3 Calculus II  
PHYS 100-4 Introduction to Physics I  
or PHYS 110-4 Introductory Physics I: Mechanics  
GEOG ~~102-3~~ ~~400-3~~ ~~Environments and People: The Geography of~~  
~~Natural Hazards~~ Earth from Above  
GEOG 111-1 Theory and Practice of Physical Geography

#### 200 Level

ENSC 201-3 Weather and Climate  
FSTY 205-3 Introduction to Soil Science  
GEOG 200-3 British Columbia: People and Places  
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions  
GEOG 205-3 Cartography and Geomatics  
GEOG 210-3 ~~Geomorphology~~ Introduction to Earth Science  
STAT 240-3 Basic Statistics

#### 300 Level

GEOG 300-3 Geographic Information Systems  
GEOG 310-3 Hydrology  
or NREM 410-3 Watershed Management  
GEOG 311-3 Drainage Basin Geomorphology  
GEOG 312-3 Geomorphology in Cold Regions  
Two of:  
ENSC 312-3 Biometeorology  
FSTY 425-3 Soil Formation and Classification  
or FSTY ~~345-3~~ ~~415-3~~ ~~Forest Soil Management~~ Soils  
GEOG 432-3 Remote Sensing  
GEOG 333-3 Geography Field School  
GEOG 320-3 Sedimentology

400 Level

Three of:

GEOG 405-3 Fluvial Geomorphology  
GEOG 411-3 Quaternary and Surficial Geology  
GEOG 413-3 Advanced GIS  
GEOG 414-3 Weathering Processes  
GEOG 457-3 Advanced Remote Sensing  
ENSC 425-3 Climate Change and Global Warming  
GEOG 498-(1-3) Special Topics  
GEOG 498-(3-6) Independent Studies

The executive summary for the changes to the Geography Program is included in the meeting package.

#### **S-201803.10**

##### **Course Deletion - GEOG 628-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the calendar entry for GEOG 628-3, on page 131 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

#### **S-201803.11**

##### **Change to the Course Title and Description - GEOG 603-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the change to course title and description for GEOG 603-3, Aboriginal Geography, on page 131 of the 2017/2018 graduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

**GEOG 603-3 ~~Aboriginal Geography~~ First Nations and Indigenous Geographies** This course analyzes ~~aboriginal First Nations and Indigenous traditional~~ land tenure systems, colonial processes of land alienation, and ~~First Nations Indigenous~~ methods for regaining control over ~~land territory~~, including “~~land claims~~” land claims, co-management, and legal reforms. Case studies are drawn from ~~First Nations in Canada and the Circumpolar North.~~ Canadian and international examples.

*Prerequisites:* Permission of the instructor

*Precluded:* GEOG 403-3

#### **S-201803.12**

##### **Changes to the Course Title and Description - GEOG 620-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 620-3, on page 131 of the 2017/18 graduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

**GEOG 620-3 ~~Geographies of Environmental Justice~~**

~~This course examines ongoing environmental justice debates over expertise, access, rights, and compensation, in the context of environmental racism and responses to it. We consider connections between space, places, identity, and justice in contaminated environments. We explore scholarship and activism, and learn about Canadian and international case studies related to resource extraction; manufacturing and industrial processes; waste disposal; access to basic services; trade; and tourism.~~

This course examines environmental injustices in North American and international contexts. We consider cases of environmental racism and responses to injustices (activism; scholarship; policy) related to the following: resource extraction; industrial processes; waste disposal; basic services and quality of life; and tourism.

Prerequisites: Permission of the instructor

Precluded: GEOG 420-3

#### **S-201803.13**

#### **Changes to the Course Title and Description - GEOG 624-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 624-3, on page 131 of the 2017/18 graduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

#### ~~GEOG 624-3 Social Geography of Northern Communities~~

~~This advanced seminar course examines the social geography of communities within the specific context of the North. It emphasizes case study research drawing upon examples from northern British Columbia.~~

Dramatic change and transition are re-shaping rural and small town communities. Drawing examples from northern British Columbia, this advanced seminar course examines a range of economic, social, and community issues, and includes a broad class-based project examining a different northern community each year.

Prerequisites: Permission of the instructor

Precluded: GEOG 424-3

#### **S-201803.14**

#### **Course Deletion - GEOG 428-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the calendar entry for GEOG 428-3, on page 257 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

#### **S-201803.15**

#### **New Course Approval - GEOG 298-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the new course GEOG 298-3 Special Topics be approved as proposed.

Proposed semester of first offering: September 2018

CARRIED

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

The content of the course varies according to instructor. With permission of the chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

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

**S-201803.16**

**New Course Approval - GEOG 324-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the new course GEOG 324-3 Community-Based Research be approved as proposed.

Proposed semester of first offering: January 2019

CARRIED

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

This course provides an intellectual and practical foundation in community-based research approaches. Using a mix of seminar and practical instruction, students will learn about the varieties of collaborative practice involving community-based partners in each stage of research from preliminary negotiations to the presentation of results. The course prepares students for the opportunities and challenges of conducting social science research in the field.

**Prerequisites (taken prior):** 60 credit hours, or permission of instructor.

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

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

**Preclusions:** ENPL 319

**S-201803.17**

**Changes to the Course Title and Description - GEOG 101-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 101-3, on page 254 of the 2017/18 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

~~GEOG 101-3 Human Geographies of Global Change~~ Planet Earth

~~This course examines global issues of development and change from a human geographic perspective. Students focus especially on the interconnectedness of places in the world and the range of local responses to widespread change processes.~~

This course examines pressing global issues such as how 10 billion people will live in a world of finite resources, increasing mobility, and rising inequality. Students learn about core human geography concepts as a means to make sense of humanity's place in the world. This examination includes the multifaceted ways in which human societies inhabit and transform the Earth's natural environments, the interconnectedness of places and different ways in which societies respond to widespread challenges.

Prerequisites: None

Precluded: GEOG 201-3

**S-201803.18**

**Changes to the Course Title and Description - GEOG 202-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 202-3, on page 254 of the 2017/18 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

**GEOG 202-3 Economic Geography of Resources and Sustainability Resources, Economies, and Sustainability**

~~British Columbia is a resource exporting economy that competes in the global marketplace. With a focus on both renewable and non-renewable resources, this course examines economic, community, and environmental issues that support and/or limit sustainable development. Topics include energy, minerals, food, water, natural and cultural amenities, and ecosystem products and services.~~

Natural resources continue to play a vital role in the global economy. British Columbia is a resource-exporting economy within that global marketplace. With a focus on both renewable and non-renewable resources, this course examines economic, community, and environmental issues that complicate debates about development, conservation, and sustainability.

Prerequisites: None

**S-201803.19**

**Changes to the Course Title and Description - GEOG 203-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 203-3, on page 254 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

**GEOG 203-3 Roots, Ruggedness, and Rituals: A Geography of Canada Canada: Places, Cultures, and Identities**

~~Regionally and nationally, this This course examines Canada's peoples, and our diverse environments, emphasizing dynamic identities and relationships. Students consider Indigenous and non-Indigenous identities, immigration to Canada, Canadian cultures, conflicts, symbols, and trends. We focus on patterns of changes in Canada, and future possibilities for Canadian society. Students consider Aboriginal/non-Aboriginal/Métis identity, Canadian culture, national fault lines, symbols, icons, and trends, focusing on shared patterns and divergent distinctions in Canadian development, changes and future possibilities.~~

Prerequisites: None

**S-201803.20**

**Changes to the Course Title and Course Description - GEOG 206-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for GEOG 206-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

### GEOG 206-3 ~~Society and Space~~ Social Geography

~~Social relations, social identities, and social inequalities are open to geographical exploration. These relations are negotiated and contested in different spaces at different times.~~ This course critically examines the ways in which social relations, identities, and inequalities are produced, their spatial variation, and the role of space and place in constructing them. Geographic dimensions of various facets of identity (such as gender, ethnicity, "race," class, sexuality, and ability), and the theoretical frameworks that geographers use to analyze them, are central.

Prerequisites: None

Precluded: GEOG 304-3

#### **S-201803.21**

#### **Changes to the Course Title and Course Description - GEOG 209-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for GEOG 209-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

**GEOG 209-3 ~~Migration and Settlement~~ Development** Urbanization, globalization, and international migration are dynamic processes ~~related to human settlement and are~~ changing our social and physical spaces. This course examines ~~major theoretical approaches to~~ global migration processes and the settlement forms and organizations resulting from migration, refugee movements, and globalization, ~~with particular emphasis on reconfigured urban and rural spaces in Canada.~~ Analysts and policy makers often overlook the links between migration and its impacts on and potential for development. In this course, we explore these links, recognizing migrant contributions in countries of origin, transit and destination.

Prerequisites: None

#### **S-201803.22**

#### **Changes to the Course Title and Description - GEOG 305-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 305-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

## GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making

From the local to the global, we examine geopolitics and power relations of resource use, conservation, environmental knowledge production, policy, and decision-making. Using theory and case studies from geography and political ecology, we investigate access, power, and ownership related to resource use and environmental discourses.

~~This course examines the geopolitics and power relations of environmental resource use, knowledge production, policy, and decision-making. It focuses on access, power, and ownership with respect to environment, environmental discourses, and resources, using geography as a lens for understanding political ecology, and political ecology as a lens for examining environmental relationships.~~

Prerequisites: 60 credit hours or permission of the instructor

### **S-201803.23**

#### **Changes to the Course Title and Course Description - GEOG 306-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and course description for GEOG 306-3, on page 255 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

**GEOG 306-3 Geography of International Development: Places, People, Policies and Promises Critical Development Geographies** Using examples from “the local to the global,” this course investigates mainstream and critical international development theory and practice, including key theories, concepts, and trends to re-think the ways in which ‘development’ has been understood and to highlight geographical perspectives in formulating new and more critical theoretical understandings. The course focuses on the links between the Global North and South to investigate development theory and practice. We use international case studies to understand provide context-specific, gender-differentiated information about global inequality, debt, foreign aid, disasters, and displacement, development-related health issues, gender considerations, and differential access to services and assistance. The course examines persistent problems and seeks examples of progress, promise and hope.

Prerequisites:

60 credit hours or permission of instructor

### **S-201803.24**

#### **Changes to the Course Title, Description, and Pre-requisites for GEOG 308-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title, description, and pre-requisites for GEOG 308-3, on page 256 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

~~GEOG 308-3 Environments of Health and Care~~ **Geography** This course examines the importance of place environments of daily living to individual and collective experiences of health and health care.

~~Prerequisites: Any 6 credit hours of lower-division Geography~~ 60 credit hours or permission of the instructor  
Precluded: HHSC 421-3.

**S-201803.25**

**Change to Course Title - GEOG 403-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the change to course title for GEOG 403-3, on page 256 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

**GEOG 403-3 First Nations and Indigenous ~~Geography~~ Geographies**

This course analyzes First Nations and Indigenous traditional land tenure systems, colonial processes of land alienation, and Indigenous methods for regaining control over territory, including land claims, co-management, and legal reforms. Case studies are drawn from Canadian and international examples.

*Prerequisites:* 60 credit hours or permission of the instructor

**S-201803.26**

**Changes to the Course Title, Description, and Pre-requisites - GEOG 420-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title, description, and pre-requisites for GEOG 420-3, on page 256 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

**GEOG 420-3 ~~Geographies of~~ Environmental Justice**

~~This course examines ongoing environmental justice debates over expertise, access, rights, and compensation, in the context of environmental racism and responses to it. It considers connections between space, places, identity, and justice in contaminated environments. It explores scholarship and activism, and students learn about Canadian and international case studies related to resource extraction; manufacturing and industrial processes; waste disposal; access to basic services; trade; and tourism.~~

This course examines environmental injustices in North American and international contexts. We consider cases of environmental racism and responses to injustices (activism; scholarship; policy) related to the following: resource extraction; industrial processes; waste disposal; basic services and quality of life; and tourism.

~~Prerequisites:~~ 60 credit hours and at least one GEOG course or permission of the instructor

**S-201803.27**

**Changes to the Course Title and Description - GEOG 424-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the course title and description for GEOG 424-3, on page 256 of the 2017/18 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

## ~~GEOG 424-3 Social Geography of Northern Communities~~

~~This advanced seminar course examines the social geography of rural and small town communities within the specific context of the North. The case study content focuses on specific examples from northern British Columbia. This is a project-based course where students work towards a class-based social geography study of selected northern communities.~~

Dramatic change and transition are re-shaping rural and small town communities. Drawing examples from northern British Columbia, this advanced seminar course examines a range of economic, social, and community issues, and includes a broad class-based project examining a different northern community each year.

Prerequisites: 60 credit hours or permission of the instructor

### **S-201803.28**

#### **Changes to the Course Pre-requisites - GEOG 426-3**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the pre-requisites for GEOG 426-3, on page 257 of the 2017/18 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED (consent agenda)

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

## GEOG 426-3 Geographies of Culture, Rights and Power

This seminar examines geographical approaches to culture, rights, and power as they relate to issues of political violence experienced by ~~indigenous p~~Peoples, labour organizations, and social movements. Primary geographical focus is on the Mesoamerican region, particularly Guatemala, El Salvador, and Chiapas, Mexico. Implications for Canada and the United States are explored through consideration of refugee movements, foreign policy, and grassroots solidarity organizing.

~~Prerequisites: GEOG 206-3 or GEOG 301-3~~ 60 credit hours or permission of instructor

~~Precluded: GEOG 498-3~~ Culture, Rights and Power

### **S-201803.29**

#### **Changes to the Program Description and Requirements - Major in Geography (BA)**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the description and requirements for the Major in Geography (BA), on pages 139-140 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

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

## **Geography Program (BA)**

### **Major in Geography**

~~This Degree~~ ~~The Bachelor of Arts~~ provides students with comprehensive training in the study of human geography, emphasizing the cultural, social, economic, and political connections between people and their environments. We offer courses that give students the conceptual and methodological means to make sense of the places and spaces they occupy, and to understand how these relate to the rest of the world. Particular emphasis is on issues of community development, social justice, environmental equity, and population health in northern environments as a starting point for understanding the dynamics of place-making in a global context.

The minimum requirement for the completion of a Bachelor of Arts with a major in Geography is 120 credit hours.

## **Program Requirements**

### Lower-Division Requirement

#### 100 Level

~~GEOG 100-3 Environments and People: The Geography of Natural Hazards~~  
~~GEOG 101-3 Human Geographies of Global Change Planet Earth~~  
GEOG 102-3 Earth from Above

#### 200 Level

GEOG 200-3 British Columbia: People and Places  
GEOG 203-3 ~~Roots, Ruggedness, and Rituals: A Geography of Canada: Places, Cultures and Identities~~  
GEOG 204-3 Introduction to GIS for the Social Sciences  
GEOG 210-3 ~~Geomorphology~~ Introduction to Earth Science  
STAT 240-3 Basic Statistics  
or ECON 205-3 Statistics for ~~Social and Management~~ Business and the Social Sciences

#### Four of:

~~GEOG 202-3 Economic Geography of Resources, Economies and Sustainability~~  
GEOG 205-3 Cartography and Geomatics  
~~GEOG 206-3 Society and Space~~ Social Geography  
GEOG 209-3 Migration and ~~Settlement~~ Development  
GEOG 211-3 Natural Hazards: Human and Environmental Dimensions  
GEOG 220-3 World Regions: Latin America and the Caribbean  
GEOG 222-3 World Regions: Russia  
GEOG 298-3 Special Topics

### Upper-Division Requirement

#### 300 Level

ENPL 319-3 Social Research Methods  
or ~~ORTM 310-3 Research Methods and Analysis~~ GEOG 324-3 Community-Based Research

#### Five of:

GEOG 300-3 Geographic Information Systems  
GEOG 301-3 Cultural Geography  
GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making  
GEOG 306-3 ~~Geography of International Development: Places, People, Policies, and Promises~~ Critical Development Geographies  
GEOG 307-3 Changing Arctic: Human and Environmental Systems  
GEOG 308-3 ~~Environments of Health and Care~~ Health Geography  
GEOG 333-3 Geography Field School

400 Level

ENVS 414-3 Environmental and Professional Ethics  
or COMM 332-3 Business and Professional Ethics  
or POLS 317-3 Moral Philosophy

Five of:

GEOG 401-3 Tenure, Conflict, and Resource Geography  
GEOG 403-3 First Nations and Indigenous ~~Geography~~ Geographies  
GEOG 413-3 Advanced GIS  
GEOG 420-3 ~~Geographies of~~ Environmental Justice  
GEOG 424-3 ~~Social Geography of~~ Northern Communities  
GEOG 426-3 Geographies of Culture, Rights and Power  
~~GEOG 428-3 Health Geography in Practice~~  
GEOG 432-3 Remote Sensing  
GEOG 498-(1-3) Special Topics  
GEOG 499-(3-6) Independent Studies

Elective and Academic Breadth

Elective credit hours as necessary to ensure completion of a minimum of 120 credit hours, of which 24 credit hours in any subject must be at the 300 or 400 level including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

### **S-201803.30**

#### **Changes to the Program Description and Requirements - Major in Public Administration and Community Development**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the description and requirements for the Major in Public Administration and Community Development, on pages 140-142 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

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

## **Major in Public Administration and Community Development**

The Public Administration and Community Development major gives students the skills required to function within a range of groups, organizations, and offices. Graduates are able to interact with appropriate professionals, receive their input and reports, and collate a wide range of information and material in service of their group/organization/office. Skills in analysis and synthesis are complemented by an ability to work cooperatively and effectively, and an ability to communicate clearly through written, oral, and graphic media.

The Public Administration and Community Development major requires completion of 120 credit hours, 48 of which must be at the upper-division level. At the lower division, students must take the seven required courses and a minimum of one course from each of the seven categories. At the upper division, students must take the four required courses and a minimum of one course from each of the seven categories. To complete the 120 credit hours, students must take 45 credit hours of electives, of which 15 credit hours must be at the upper division.

It is possible for students to organize their course choices (categories and electives) to achieve a "specialization" of course work. An Area of Specialization requires eight courses (24 credit hours) in one of the following:

- ~~Specialization in~~ Local Public Administration
- ~~Specialization in~~ Aboriginal Community Development
- Specialization in Planning

## Program Requirements

### Lower-Division Requirements

COMM 100-3 Introduction to Canadian Business  
 ECON 100-3 Microeconomics  
 ECON 101-3 Macroeconomics  
 ENPL 104-3 Introduction to Planning  
 FNST 100-3 ~~The~~ Aboriginal Peoples of Canada  
 GEOG 101-3 ~~Human Geographies of Global Change~~ Planet Earth  
 POLS 100-3 Contemporary Political Issues

### Select ONE course from each category below:

#### Community

FNST 217-3 Contemporary Challenges Facing Aboriginal Communities  
 GEOG 206-3 ~~Society and Space~~ Social Geography  
 GEOG 209-3 Migration and ~~Settlement~~ Development

#### Public Administration

ECON 210-3 Introduction to Health Economics and Policy  
 ENVS 230-3 Introduction to Environmental Policy  
 NREM 209-3 The Practice of Conservation  
 POLS 255-3 Introduction to Law in Canada  
 SOCW 201-3 Introduction to Social Welfare

#### Governance

ENVS 101-3 Introduction to Environmental Citizenship  
 HIST 257-3 Public Law in Canada  
 POLS 200-3 Canadian Government and Politics  
 POLS 257-3 Public Law in Canada

#### First Nations

FNST 200-3 Perspectives in First Nations Studies  
 FNST 249-3 Aboriginal Resource Planning  
 or ENPL 208-3 First Nations Community and Environmental Planning  
 HIST 215-3 Global History of Indigenous People

#### Methods

ECON 205-3 Statistics for Business and the Social Sciences  
 ENPL 204-3 Principles and Practices of Planning  
 ENPL 206-3 Planning Analysis and Techniques  
 FNST 200-3 Perspectives in First Nations Studies  
 FNST 203-3 Introduction to Traditional Ecological Knowledge  
 GEOG 204-3 Introduction to GIS for the Social Sciences  
 GEOG 205-3 Cartography and Geomatics

#### Economic

COMM 230-3 Organizational Behaviour  
 GEOG 202-3 ~~Economic Geography of Resources and Sustainability~~ Resources, Economies and Sustainability  
 ORTM 200-3 Sustainable ~~Outdoor~~ Recreation and Tourism

#### General

ANTH 102-3 Anthropology: A World of Discovery  
 ARTS 102-3 Research Writing  
 COMM 240-3 Introduction to Marketing  
 ECON 220-3 ~~Global~~ Global Economic Shifts

## Upper-Division Requirements

ENPL 313-3 Rural Community Economic Development  
POLS 332-3 Community Development  
POLS 403-3 Social and Health Policy and Administration  
GEOG 424-3 ~~Social Geography of Northern Communities~~

### Select ONE course from each category below:

#### Community

ANTH 316-3 The Social Theory and Structure of Contemporary Canadian Society  
COMM 302-3 Entrepreneurship  
ENPL 301-3 Sustainable Communities: Structure and Sociology  
GEOG 301-3 Cultural Geography  
ORTM 407-3 Recreation, Tourism, and Communities  
POLS 434-3 Resource Communities in ~~Transition~~ Transition  
SOCW 437-3 Social Work with Groups and Communities  
SOCW 456-3 Family Caring Systems  
SOCW 457-3 Individual and Community Wellness

#### Public Administration

COMM 330-3 Human Resources Management  
ENPL 304-3 Mediation, Negotiation, Public Participation  
ENPL 401-3 Environmental Law  
POLS 302-3 How Government Works  
POLS 344-3 Society, Policy and Administration of Natural Resources  
POLS 351-3 Local Services and Public Policy  
POLS 360-3 Local Government Finance  
~~SOCW 435-3 Community Social Policy~~  
SOCW 455-3 First Nations Governance and Social Policy

#### Governance

ANTH 410-3 Theory of Nation and State  
ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement  
GEOG 305-3 ~~Political Ecology~~ Political Ecology: Environmental Knowledge and Decision-Making  
POLS 316-3 Municipal Government and Politics  
POLS 320-3 Canadian Politics and Policy  
POLS 333-3 Politics and Government of BC  
POLS 350-3 Law and Municipal Government

#### First Nations

ANTH 404-3 Comparative Study of Indigenous Peoples of the World  
ENPL 409-3 Advanced First Nations Community and Environmental Planning  
FNST 304-3 Indigenous Environmental Philosophy  
GEOG 403-3 First Nations and Indigenous Geographies  
GEOG 426-3 Geographies of Culture, Rights and Power  
HIST 390-3 Aboriginal People in Canada  
NREM 303-3 ~~First Nations Approaches to Resource Management~~ Aboriginal Perspectives on Land and Resource Management  
ORTM 306-3 Indigenous Tourism and Recreation  
POLS 415-3 Comparative Northern Development

#### Methods

ANTH 421-(3-6) Ethnographic Field Methods  
ENPL 305-3 Environmental Impact Assessment  
ENPL 319-3 Social Research Methods  
FNST 300-3 Research Methods in First Nations Studies  
~~ORTM 310-3 Research Methods and Analysis~~  
GEOG 324-3 Community-Based Research

## **Economic**

COMM 303-3 Introduction to International Business  
ECON 305-3 Environmental Economics and Environmental Policy  
ECON 331-3 Forest Economics  
ECON 307-3 Northern BC in the Global Economy  
ENVS 431-3 Environmental and Sustainability Policies  
GEOG 401-3 Tenure, Conflict, and Resource Geography

## **General**

COMM 332-3 Business and Professional Ethics  
COMM 340-3 Marketing Communications  
COMM 342-3 Services Marketing  
ENVS 414-3 Environmental and Professional Ethics  
FNST 451-3 Traditional Use Studies  
FNST 498-3 Special Topics in First Nations Studies  
GEOG 200-3 British Columbia: People and Places  
GEOG 308-3 ~~Environments of Health and Care~~ Health Geography  
GEOG 420-3 ~~Geographies of~~ Environmental Justice  
HIST 360-3 An Introduction to Environmental History  
POLS 327-3 Leadership and Ethics in Local Government

## **Areas of Specialization**

It is possible for students to organize their course choices (areas and electives) to achieve an Area of Specialization of course work. For the Public Administration and Community Development major, completion of a specialization requires eight courses (24 credit hours) from one of the following:

- ~~Specialization in~~ Local Public Administration
- ~~Specialization in~~ Aboriginal Community Development
- ~~Specialization in~~ Planning

## **Area of Specialization in Local Public Administration**

\* Students choosing this Area of Specialization should be aware that UNBC also offers a Public Administration Certificate through the Department of Political Science, as well as a First Nations Public Administration Certificate through the Department of First Nations Studies.

### **Lower-Division course choices**

COMM 100-3 Introduction to Canadian Business  
COMM 230-3 Organizational Behaviour  
POLS 255-3 Introduction to Law in Canada  
POLS 290-3 Research and Writing for Political Science

### **Upper-Division course choices**

POLS 316-3 Municipal Government and Politics  
POLS 320-3 Canadian Politics and Policy  
POLS 327-3 Leadership and Ethics in Local Government  
POLS 333-3 Politics and Government of BC  
POLS 350-3 Law and Municipal Government  
POLS 351-3 Local Services and Public Policy  
POLS 360-3 Local Government Finance  
POLS 403-3 Social and Health Policy and Administration

## **Area of Specialization in Aboriginal Community Development**

### **Lower-Division course choices**

FNST 200-3 Perspectives in First Nations Studies  
FNST 203-3 Introduction to Traditional Ecological Knowledge  
FNST 217-3 Contemporary Challenges Facing Aboriginal Communities  
FNST 249-3 Aboriginal Resource Planning  
or ENPL 208-3 First Nations Community and Environmental Planning

### Upper-Division course choices

ANTH 404-3 Comparative Study of Indigenous Peoples of the World  
COMM 302-3 Entrepreneurship  
ENPL 409-3 Advanced First Nations Community and Environmental Planning  
FNST 300-3 Research Methods in First Nations Studies  
FNST 304-3 Indigenous Environmental Philosophy  
FNST 416-3 International Perspective  
FNST 451-3 Traditional Use Studies  
FNST 498-3 Special Topics in First Nations Studies  
GEOG 403-3 First Nations and Indigenous Geographies  
HIST 390-3 Aboriginal People in Canada  
NREM 303-3 ~~First Nations Approaches to Resource Management~~ Aboriginal Perspectives on Land and Resource Management  
ORTM 306-3 Indigenous Tourism and Recreation  
SOCW 455-3 First Nations Governance and Social Policy  
SOCW 457-3 Individual and Community Wellness

### Area of Specialization in Planning

\* It should be noted that the Area of Specialization in Planning does not lead to an accredited planning degree. The School of Environmental Planning offers a professional accredited Canadian Institute of Planners degree. Refer to the calendar for further information.

### Required courses

ENPL 104-3 Introduction to Planning  
ENPL 204-3 Principles and Practices of Planning  
ENPL 301-3 Sustainable Communities: Structure and Sociology  
ENPL 304-3 Mediation, Negotiation, Public Participation

### Four of the following

ENPL 206-3 Planning Analysis and Techniques  
ENPL 208-3 First Nations Community and Environmental Planning  
ENPL 305-3 Environmental Impact Assessment  
ENPL 313-3 Rural Community Economic Development  
ENPL 319-3 Social Research Methods  
ENPL 401-3 Environmental Law  
ENPL 409-3 Advanced First Nations Community and Environment Planning  
ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement

### Elective and Academic Breadth

45 elective credits in any subject as necessary to ensure completion of a minimum of 120 credit hours (at least 15 of these elective credit hours must be at the 300 or 400 level) including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

#### **S-201803.31**

#### **Changes to the Program Description and Requirements - Minor in Human Geography**

Schorcht

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the description and requirements for the Minor in Human Geography, on page 145 of the 2017/2018 undergraduate calendar, be approved as proposed.

Effective date: September 2018

CARRIED

A Senator inquired if reducing the number of credit hours required from 24 to 18 in the Minor in Human Geography aligns with other minor programs at UNBC and will this be comparable to other Universities?

Dr. Halseth from the Geography Program was present in the gallery and responded it was the intent to realign it with other Minors at UNBC.

<b>Action item:</b> The University Registrar will provide a further response to this question with comparative information on Minors.
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Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

The aim of the minor is to show a level of competence in a theme, field or program direction that a students feels would be beneficial to their ~~her/his~~ career and which would be ancillary to the major. By designating this group of courses as a minor the students ~~is~~ able to demonstrate a level of proficiency in that field.

The minor in Human Geography is designed to provide ~~the students~~ with the following:

1. an introduction to the basics of Human Geography;
2. a well-rounded introduction to several of the key sub-fields of Human Geography; and;
3. the chance to explore at least one facet of Human Geography of special interest to the student at the 400 level.

A maximum of two courses (6 credit hours) at or above the 200 level used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in Human Geography.

The minimum requirement for completion of a minor in Human Geography is ~~24~~ 18 credit hours, including 12 upper-division credit hours.

#### Requirements

~~GEOG 100-3 Environments and People: The Geography of Natural Hazards~~

~~GEOG 101-3 Human Geographies of Global Change~~

~~GEOG 202-3 Economic Geography of Resources and Sustainability~~

~~GEOG 206-3 Society and Space~~

#### Two of:

GEOG 101-3 Planet Earth

GEOG 102-3 Earth from Above

GEOG 200-3 British Columbia: People and Places

GEOG 202-3 Economic Geography of Resources, Economies and Sustainability

GEOG 203-3 Roots, Ruggedness, and Rituals: Canada: Places, Cultures and Identities

GEOG 204-3 Introduction to GIS for the Social Sciences

GEOG 206-3 Society and Space: Social Geography

GEOG 209-3 Migration and Settlement Development

GEOG 211-3 Natural Hazards: Human and Environmental Dimensions

GEOG 220-3 World Regions: Latin America and the Caribbean

GEOG 222-3 World Regions: Russia

GEOG 298-3 Special Topics

~~A minimum of two, maximum of three of~~ Three of:

~~GEOG 209-3 Migration and Settlement~~

GEOG 301-3 Cultural Geography

GEOG 305-3 Political Ecology: Environmental Knowledge and Decision-Making

GEOG 306-3 Critical International Development: People, Places, Policies, and Promises  
Geographies

GEOG 307-3 Changing Arctic: Human and Environmental Systems

GEOG 308-3 Environments of Health and Care Health Geography

GEOG 324-3 Community-Based Research

GEOG 333-3 Geography Field School

~~A minimum of one, maximum of two~~ One of:

GEOG 401-3 Tenure, Conflict, and Resource Geography

GEOG 403-3 First Nations and Indigenous ~~Geography~~ Geographies  
GEOG 420-3 ~~Geographies of Environmental Justice~~  
GEOG 424-3 ~~Social Geography of Northern Communities~~  
GEOG 426-3 Geographies of Culture, Rights and Power  
~~GEOG 428-3 Health Geography in Practice~~

**S-201803.32**

**Approval of the Graduate and Undergraduate Academic Dates for the January 2019 Semester**

Larsen

That, on the recommendation of the Senate Committee on Academic Affairs, the Graduate and Undergraduate Academic Dates for the January 2019 Semester be approved as proposed.

Effective date: Sept 2018

CARRIED

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

**2019 January Semester**

**January**

- |    |           |                                                                                                                                                                       |
|----|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Tuesday   | New Year's Day, University closed                                                                                                                                     |
| 2  | Wednesday | Orientation Day                                                                                                                                                       |
| 3  | Thursday  | First day of classes, January Semester<br>All January Semester fees due                                                                                               |
| 17 | Thursday  | Last day to add/drop January Semester<br>courses without financial penalty<br>Last day to change January Semester<br>courses from audit to credit and credit to audit |

**February**

- |                        |        |                                                                                                       |
|------------------------|--------|-------------------------------------------------------------------------------------------------------|
| <del>11-18</del>       | Monday | Family Day, University closed                                                                         |
| <del>12-15-19-22</del> |        | Tues. to Fri. Mid-Semester Break<br>(no classes February <del>12-15</del> <u>19-22</u> )              |
| 22                     | Friday | Last day to withdraw from January<br>Semester courses without academic<br>penalty, 50% tuition refund |

**April**

- |    |          |                                                |
|----|----------|------------------------------------------------|
| 1  | Monday   | Registration Opens for 2019-2020 Academic Year |
| 5  | Friday   | Last day of classes                            |
| 8  | Monday   | First day of exam period                       |
| 18 | Thursday | Last day of exam period                        |
| 19 | Friday   | Good Friday, University closed                 |
| 21 | Sunday   | Easter Sunday, University closed               |
| 22 | Monday   | Easter Monday, University closed               |

**11.3 Senate Committee on Admissions and Degrees**

**Mr. Annear**

**"For Approval" Item:**

**S-201803.33**

**Changes to the Post-secondary Admissions and Transfer Credit Sections of the Calendar**

Murphy

That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the Post-secondary Admissions section and transfer credit section of the calendar (pages 27 through 30 plus 36 and 37) be approved as proposed.

CARRIED

**S-201803.34**

**Change(s) to the Other Admission Categories**

That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the Other Admission categories (pages 28-29) be approved as proposed.

Effective date: Sept 2018

A Senator noted that the changes requested in the Other Admission Categories require a student to take three first year University courses in the first semester and maintain a grade of B in those courses. Requiring these applicants to have a higher grade than other categories seems unfair and unachievable.

**Action Item:** The Registrar will take this back to a discussion group through the Registrar's office and will bring this agenda item back to Senate. If any Senators are interested in participating in this discussion please contact the Registrar.

The Registrar withdrew Motion S-201803.34.

**11.4 Senate Committee on First Nations and Aboriginal Peoples (no material) Dr. Ryan**

A Senator requested an update on Senate Committee on First Nations and Aboriginal Peoples.

President Weeks advised that he and the Senior Advisor to the President on Aboriginal Relations attended the March 8, 2018 meeting and discussed the proposed Terms of Reference for President's Advisory Council on Aboriginal Relations, so that members of SCFNAP could better understand the scope and intent of that Committee in relation to the scope of SCFNAP's work. The Senior Advisor and I will continue on launching the President's Advisory Council on Aboriginal Relations.

**11.5 Senate Committee on Scholarships and Bursaries Mr. Annear**

**"For Information" Items:**

**SCSB20180228.03** (approved)

**Sue Killy Memorial Scholarship**

That the new Terms and Conditions for the Sue Killy Memorial Scholarship be approved.

Effective Date: 2018-2019 Academic Year

**SCSB20180228.04** (approved)

**Triton Environmental Consultants Bursary**

That the new Terms and Conditions for the Triton Environmental Consultants Bursary be approved.

Effective Date: 2018-2019 Academic Year

**SCSB20180228.05** (approved)

**Dr. James McDonald Memorial Award**

That the new Terms and Conditions for the Dr. James McDonald Memorial Bursary be approved.

Effective Date: 2018-2019 Academic Year

**11.6 Senate Committee on Nominations Mr. Ritchie**

**"For Approval" Items:**

The Chair proposed that all nominations for a Senate Committee position be dealt with as an omnibus motion.

**S-201803.35**

**Recommendation of Senate Committee Members to Senate**

Horianopoulos

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

Effective date: April 1, 2018

Further nominations were sought from the floor.

The Vice Chair noted the importance of having Senate experience when serving on Steering Committee of Senate and suggested instead of newly elected incoming senator Ms. Holler-Busch someone with more experience serve on this Committee.

The Vice Chair nominated Senator Massingham to serve as a student senator for the Steering Committee of Senate.

Ms. Holler-Busch withdrew her nomination as a student senator for Steering Committee of Senate.

The Vice Chair nominated incoming Senator Holler-Busch to the Senate Committee on Academic Appeals. Ms. Holler-Busch accepted that nomination.

A Second call for nominations was made.

A Senator nominated Senator Erickson for full time aboriginal student position on Senate Committee on First Nations and Aboriginal Peoples.

There being no further nominations, the motion was CARRIED.

**SENATE COMMITTEE POSITION TO BE FILLED**

(except as otherwise noted, all terms begin immediately)

**CANDIDATE**

**STEERING COMMITTEE OF SENATE**

Faculty Senator (03/31/2021)  
Student Senator (03/31/2019)  
Lay or Regional Senator (03/31/2020)

Sylvia Barton  
Helga Holler-Busch  
Vacant

**SENATE COMMITTEE ON NOMINATIONS**

Student Senator (03/31/2019)  
Faculty Senator (03/31/2021)  
Faculty Senator (03/31/2021)

Trevor Ritchie  
David Casperson  
Vacant

**SENATE COMMITTEE ON ACADEMIC APPEALS**

Faculty Senator — CASHS (03/31/2021)  
Graduate Student Senator (03/31/2019)  
Student Senator (Aboriginal if possible) (03/31/2019)  
Lay Senator (03/31/2021)

Tammy Klassen-Ross  
Kristen Hirsh-Pearson  
Vacant  
Vacant

**SENATE COMMITTEE ON ADMISSIONS AND DEGREES**

Faculty Member — CSAM (03/31/2021)  
Faculty Member — Professional Program (03/31/2021)  
Faculty Member (03/31/2021)  
Graduate Student (03/31/2019)  
Undergraduate Student (03/31/2019)  
Faculty Member — CASHS (03/31/2021)

Elie Korkmaz  
Glen Schmidt  
Reza Chowdhury  
Megan Noble  
Corey Bonner  
Vacant

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

Faculty Senator (03/31/2021)  
Faculty Senator (03/31/2021)  
Faculty Member — CSAM (03/31/2021)  
Graduate Student — CASHS (03/31/2019)  
Graduate Student — CSAM (03/31/2019)  
Undergraduate Student — CASHS (03/31/2019)  
Undergraduate Student — CSAM (03/31/2019)  
Lay Senator (03/31/2021)  
Regional Senator (03/31/2021)

Elie Korkmaz  
Tammy Klassen-Ross  
Pranesh Kumar  
Furqana Khan  
Richard Foo  
Gabrielle Jacob  
Corey Bonner  
Vacant  
Vacant

**SCAAF ART ACQUISITION SUBCOMMITTEE**

Faculty Member knowledgeable in archaeology,  
visual arts, archives or heritage conservation (03/31/2021)

Maryna Romanets

UNBC Faculty Member from the UNBC Arts  
Council (03/31/2021)

Zoë Meletis

**SCAAF CONTINUING STUDIES CREDIT COMMITTEE**

Faculty Member — CASHS (03/31/2021)	Vacant
Faculty Member — CSAM (03/31/2021)	Vacant
Undergraduate Student (03/31/2019)	Vacant
Graduate Student (03/31/2019)	Vacant

**SCAAF SUBCOMMITTEE ON ACADEMIC SCHEDULING**

Graduate Student (03/31/2019)	Trevor Ritchie
Undergraduate Student (03/31/2019)	Vacant

**SENATE COMMITTEE ON FIRST NATIONS AND ABORIGINAL PEOPLES**

Faculty Member — CSAM (03/31/2021)	Scott Green
Full-Time Aboriginal Student (03/31/2019)	Vacant
Aboriginal Lay Senator or Aboriginal Regional Senator (03/31/2021)	Vacant

**SENATE COMMITTEE ON HONORARY DEGREES AND OTHER FORMS OF SPECIAL RECOGNITION**

Faculty Senator — CSAM (03/31/2021)	Alina Constantin
Student Senator (03/31/2019)	Kristen Hirsh-Pearson
Lay Senator (a member of the Alumni Association) (03/31/2021)	Andrea Palmer
Faculty Senator — CASHS (03/31/2021)	Vacant

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES**

Graduate Student (03/31/2019)	Furqana Khan
Undergraduate Student (03/31/2019)	Abass Adebayo Idris
Student Senator (03/31/2019)	Hailey Massingham
Faculty Senator — CASHS (03/31/2021)	Vacant
Faculty Senator — CASHS (03/31/2020)	Vacant
Faculty Senator — CSAM (03/31/2021)	Vacant

**SENATE COMMITTEE ON THE UNIVERSITY BUDGET**

Faculty Member (03/31/2021)	Alina Constantin
Graduate Student (03/31/2019)	Anthony I Okechukwu
Undergraduate Student (03/31/2019)	Emilio Caputo
Student Senator (03/31/2019)	Abass Adebayo Idris
Faculty Senator — CASHS (03/31/2021)	Vacant

**SENATE COMMITTEE ON STUDENT DISCIPLINE APPEALS**

Faculty Senator — CASHS (03/31/2021)	Tammy Klassen-Ross
Faculty Senator — CSAM (03/31/2021)	Julia Klick Wimmers
Graduate Student (03/31/2019)	Kristen Hirsh-Pearson
Undergraduate Student (03/31/2019)	Hailey Massingham
First Nations Student (03/31/2019)	Vacant
Administrative Staff Member (03/31/2021)	Vacant

**Motion**

Menounos

In accordance with Senate regulation 3(w) iii, that the Senate session extend beyond 5:30 p.m.

CARRIED

**“For Information” Items:**

**Faculty Senators elected by acclamation to Senate for positions beginning April 1, 2018:**

Faculty Member — CASHS (03/31/2021)	Robert Budde
Faculty Member — CASHS (03/31/2021)	Tammy Klassen-Ross
Faculty Member — CASHS (03/31/2021)	Tracy Summerville
Faculty Member — CASHS (03/31/2021)	Catherine Whalen
Faculty Member — CSAM (03/31/2021)	Alina-Geta Constantin
Faculty Member — CSAM (03/31/2021)	Ian Hartley
Faculty Member — CSAM (03/31/2021)	Peter Jackson
Faculty Member — CSAM (03/31/2021)	Elie Korkmaz
Faculty Member — CSAM (03/31/2021)	Thomas Tannert
Faculty Member at Large (03/31/2021)	Julia Wimmers-Klick

**Student Senators elected to Senate for positions beginning April 1, 2018:**

Student — Undergraduate (03/31/2019)	Corey Bonner
Student — Undergraduate (03/31/2019)	Emilio Caputo
Student — Undergraduate (03/31/2019)	Helga Holler-Busch
Student — Undergraduate (03/31/2019)	Abass Adebayo Idris
Student — Undergraduate (03/31/2019)	Gabrielle Jacob
Student — Undergraduate (03/31/2019)	Hailey Massingham
Student — Graduate (03/31/2019)	Kristen Hirsh-Person
Student — Graduate (03/31/2019)	Furquana Khan
Student — Graduate (03/31/2019)	Anthony I Okechukwu
Student — Graduate (03/31/2019)	Trevor Ritchie

**Lay Senators elected to Senate for positions beginning April 1, 2018:**

Lay Senator (03/31/2021)	Dhruv Desai
Lay Senator (03/31/2021)	Andrea Palmer
Lay Senator (03/31/2021)	Mike Peterson

**Other Representatives Not Otherwise Elected or Appointed to Senate (non-voting) beginning April 1, 2018:**

President, NUGSS (non-voting)	Ethan Fredeen
President, NBCGSS (non-voting)	MD Abdul Momen

**SCAAF Subcommittee on Curriculum and Calendar**

Faculty Member, designate of Dean of CASHS (03/31/2021)	Lisa Dickson
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**11.7 Steering Committee of Senate**

**Dr. Weeks**

**S-201803.36**

**Changes to the Terms of Reference and Membership of the Senate Committee on Honorary Degrees and Other Forms of Special Recognition**

That, on the recommendation of the Steering Committee of Senate, the terms of reference and membership for the Senate Committee on Honorary Degrees and Other Forms of Special Recognition be approved as proposed.

Effective Date: Upon the approval of Senate

President Weeks suggested withdrawing this Motion as elements of the *Chancellor Nomination, Selection and Appointment Procedures* are imbedded in the Senate Committee on Honorary Degrees and Other Forms of Special Recognition Terms of Reference and the revised procedures have not yet been finalized by the Board of Governors.

The President withdrew Motion S-201803.36.

**12.0 Information**

None

**13.0 Other Business**

**12.1 Election of the Vice Chair**

An open nomination and balloted election process was conducted and Dr. Summerville was elected as Vice Chair of Senate effective at the adjournment of the March Senate meeting.

**12.2 Chancellor Nomination, Selection and Appointment Procedures**

**Ms. Sanford**

The University Secretary reviewed proposed draft *Chancellor Nomination, Selection and Appointment Procedures*. There was a general discussion on the proposed provisions. Several Senators expressed concern that the whole of Senate should be consulted on the short listed candidates in-camera. A Senator also suggested that there be a cooling off period for political appointees. The President asked Senators to provide any other feedback in writing to the University Secretary. The Procedures and any feedback will be brought back to the Board of Governors.

**14.0 S-201803.37**

**Move to In Camera Session**

Mandy

That the meeting move In Camera.

CARRIED

**15.0 S-201803.44**

**Adjournment**

Horianopoulos

That the Senate meeting be adjourned.

CARRIED

The meeting ended at 6:15 p.m.

## Appendix I

### Teaching Space Optimization Committee Mandate

- The Teaching Space Optimization Committee (TSOC) has the following mandate: "The TSOC will review, research, authorize and/or recommend, and report on changes which optimize UNBC teaching spaces for the delivery of our programs".
- We have the ability to authorize 'minor changes'. Minor changes are those that can be made within the budget of the committee and does not affect the infrastructure of the room (i.e., no wall moving, changing of fixed seating, removal of pillars, and so on).
- We have the ability to recommend 'major changes' to the Space Allocation Committee. Major changes are those that require changes to the infrastructure of the room (e.g., walls, pillars, fixed seating, and the like).

### Committee membership:

Director of CTLT – Co-chair with faculty member  
 2 CSAM Faculty members  
 2 CASHS Faculty members  
 NBCGSS Rep  
 NUGSS Rep  
 Director of Facilities  
 Dean of CASHS  
 Dean of CSAM  
 Capital Projects/Space Allocation Coordinator  
 Registrar (ongoing guest)  
 CIO or member of ITS staff (regular guests)

### TSOC Outreach and Other Activities have included:

December 2017 Committee walk around to review spaces in library  
 Open House for UNBC Community – February 2, 2017  
 Open House for UNBC Community – November 4, 2015  
 Public Outreach for feedback on recommendations and committee members to college councils – October, 2013  
 TSOC Survey of faculty and staff related to teaching space – March 2012

### Actions to Date

Room Number	Complaint	Action	Completed Date
07-150	Room is dark	Painted and mural added	16-Aug
05-156/157		Merged into one classroom	14-Aug
Campus Wide	Projection screens cover white boards	Projection screen and whiterboard alterations have been completed	15-Oct
Campus Wide	Furniture is old and tired	New furniture has been purchased	14-Dec
Campus Wide	Wireless issues	40 additional access points added	13-Feb
Campus Wide	Not enough projectors	Each classroom now has a projector	13-Feb
Campus Wide	Not enough blackboard and white board room	Smart boards to be installed	16-Feb

Campus Wide	Additional Whiteboards needed	White boards ordered	13-Apr
07-150	Room is Dark	New LED lights installed	12-May
07-152	Room is Dark	New LED lights installed	12-May
07-158	Room is Dark	New LED lights installed	12-May
07-212	Room is Dark	New LED lights installed	12-May
07-238	Room is Dark	New LED lights installed	12-May
10-2522	Light switch is damaged Shock hazard	Has been repaired	12-May
07-212	Light switch damaged	Has been replaced	12-May
07-150	Fix Light switch	Has been repaired	12-May
Library	Wireless - Issues connecting to the wireless when conducting class research.	Alert CIO	
10-2522	Tables and Chairs Broken and run down; piled in the back of the room.	Removed or repaired	
	Fixed computer/projectors in every classroom	Work in progress	
Building 07-08	Outlets – not enough outlets to meet the needs of students with laptops	Difficult to retro-fit rooms, especially those with cement walls. Will note this in future design plans.	
Campus wide	Number of Lecturns	Plan to ask faculty how many use/need lecturns to ensure we meet their needs.	
07-212 Lecture Theatre	Projection screens cover white boards	A/V Upgrades - Vertical Black board	In progress
05-157	Not enough blackboard and white board room. Screens too small	Whiteboard/Screens Added. New tables on casters added to this room. New larger screens have arrived and will be installed during Springbreak 2018	17-Mar
08-129	HVAC too noisy	Repaired by Facilities	17-Jun
Tablet Arm Chairs	Worn and need replacing	New Tablet arm chairs ordered Jan 2018	Awaiting Arrival
Screen and Projector Issues in Library Building	some screens need to be moved others repaired	All IT issues will be addressed summer of 2018	
05-177	Room Echoes	Facilities to source sound panels	

# Teaching Space Optimization Committee

**Presentation to UNBC Senate, March 28, 2018.**

**Dr. Heather Smith and Mr. Douglas Kean**

# Acknowledgement of Territory

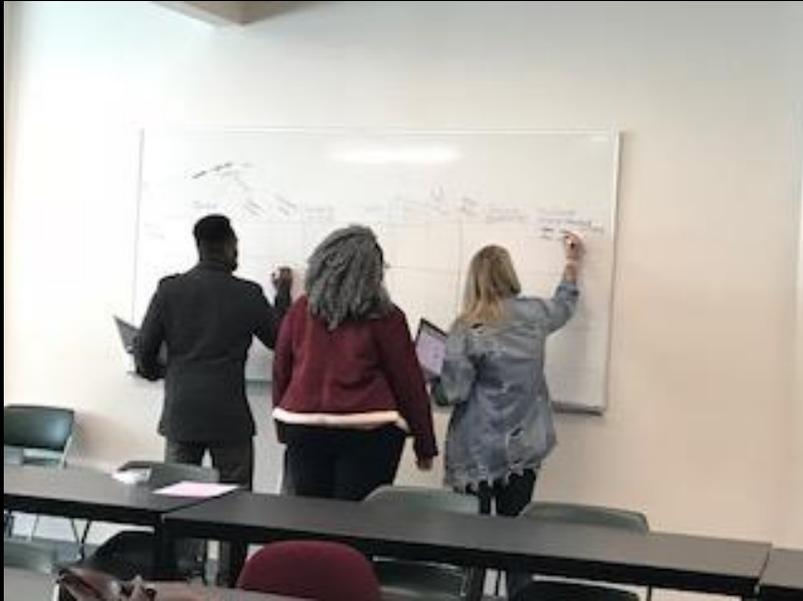
# Overview

- **Mandate**
- **Membership**
- **Outreach Activities**
- **Actions to Date**
- **My Favorite Classroom: 5-157**
- **Questions from Senate**

# Mandate and Membership



# Outreach, Actions and My Favorite Classroom



# Interactive Teaching Classroom – Queen's University



# Questions From Senate

- **How are decisions about design of teaching space made?**
- **Whether and how input about changing pedagogy informs design?**
- **How /where teaching space optimization fits, in terms of priorities in University and Facilities budget planning?**

**Questions and Thanks!**

## Appendix II

Question for Senate:

What are the deciles of tenure and tenure-track faculty ages? More concretely, what is the age that only 10% of our tenure and tenure-track faculty is older than? What is the age that the youngest 10% of our (tenure and tenure-track) faculty are younger than? ... and so on.

Table 1. Decile Age Distribution of Tenured and Tenure-Track Faculty at UNBC based on Annual Stats Can Reporting for 2016

Decile	Age in 2018	Comment
0.0	33	Youngest
0.1	41	10% are Younger – 90% are Older
0.2	46	20% are Younger
0.3	50	
0.4	52	
0.5	55	
0.6	57	
0.7	60	
0.8	62	
0.9	65	90% are Younger – 10% are Older
1.0	73	Oldest