

SENATE MEETING PUBLIC SESSION AGENDA

August 26, 2015
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

1.0 S-201508.01

Approval of the Agenda †

Page 1 That the agenda for the August 26, 2015 Public Session of Senate be approved as presented.

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

2.0 S-201508.02

Approval of Senate Minutes

Page 5 That the minutes of the June 24, 2015 Public Session of Senate be approved as presented.

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

4.0 President's Report Dr. Weeks

5.0 Report of the Provost Dr. Krane

6.0 Report of the Registrar Mr. Hanschen

7.0 Question Period Dr. Weeks

8.0 Removal of Motions from the Consent Agenda (no consent items) Dr. Weeks

9.0 Committee Reports

9.1 Senate Committee on Academic Affairs Dr. Krane

"For Approval" Items:

Regular **S-201508.03**

New Course Approval - POLS 380-3 Law and Indigenous Peoples

Page 43 That, on the recommendation of the Senate Committee on Academic Affairs, the new course, POLS 380-3 Law and Indigenous Peoples, be approved as proposed.
Proposed semester of first offering: January 2016

Regular **S-201508.04**
New Academic Program Proposal - Aboriginal Child and Youth Mental Health Graduate Certificate

Page 49 That, on the recommendation of the Senate Committee on Academic Affairs, the new program Aboriginal Child and Youth Mental Health Graduate Certificate be approved as proposed.
Proposed Start Date: January 2016

Regular **S-201508.05**
Memorandum of Understanding between the University of Northern British Columbia (UNBC), Tahltan Central Council (TCC), Northern Lights College, and Northwest Community College to support the TahltanWorks strategy

Page 54 That, on the recommendation of the Senate Committee on Academic Affairs, the motion to approve the Memorandum of Understanding between the University of Northern British Columbia (UNBC), Tahltan Central Council (TCC), Northern Lights College, and Northwest Community College to support the TahltanWorks strategy be approved as proposed.
Effective Date: September 2015

9.2 Senate Committee on Admissions and Degrees

Dr. Owen

“For Approval” Items:

Regular **S-201508.06**
Change to English Language Requirements for Admission - Master of Engineering in Integrated Wood Design

Page 59 That, on the recommendation of the Senate Committee on Admissions and Degrees, the change to English Language Requirements for Admission to the Master of Engineering in Integrated Wood Design Program be approved as proposed.
Effective date: As soon as approved by Senate

Regular **S-201508.07**
Change to English Language Requirements for Admission - Northern Collaborative Baccalaureate Nursing Program

Page 61 That, on the recommendation of the Senate Committee on Admissions and Degrees, the change to the English Language Requirement on page 24 of the 2014-15 calendar be approved as proposed.
Effective date: September 2016

Regular **S-201508.08**
Change to Admission Requirements - Northern Collaborative Baccalaureate Nursing Program

Page 65 That, on the recommendation of the Senate Committee on Admissions and Degrees, the change to the admission requirements for the NCBNP listed on page 169 of the 2014-15 calendar be approved as proposed.
Effective date: September 2016

9.3 Steering Committee of Senate

Dr. Weeks

Regular **S-201508.09**
New Policy - the Selection Procedures for the Search Committee for the Associate Vice-President Academic and Vice-Provost

Page 68 In accordance with the University Act Section 27 (2)(f) and further to Board of Governors Motion 2015HRC08.05.02, that Senate approve the Selection Procedures for the Search Committee for the Associate Vice-President Academic and Vice-Provost.

9.4 Senate Committee on Scholarships and Bursaries *(no material)*

Dr. Owen

9.5 Senate Committee on the University Budget *(no material)*

Dr. Whitcombe

“For Approval” Items:

Regular

S-201508.10**Membership Changes to Senate Committees** *(no material)*

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

Effective date: Immediately upon approval by Senate

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

CANDIDATE**STEERING COMMITTEE OF SENATE**

Student Senator

Ms. Mercedes Ouellet

SENATE COMMITTEE ON ACADEMIC APPEALS (SCAA)

Lay Senator (03/31/2018)

Ms. Pam Tobin

SCAAF ART ACQUISITION SUBCOMITTEE (SAAS)

Faculty Member knowledgeable in archaeology,
 visual arts, archives or heritage conservation (03/31/2018)

Dr. Maryna Romanets

Ad hoc expert (03/31/2018)

Dr. Farid Rahemtulla

SENATE COMMITTEE ON FIRST NATIONS AND ABORIGINAL PEOPLES (SCFNAP)

Faculty Senator (03/31/2017)

Dr. Kevin Keen

SENATE COMMITTEE ON THE UNIVERSITY BUDGET

Exempt Staff Representative, appointed by the Exempt Group

Ms. Jennifer Keryluik

SENATE COMMITTEE ON STUDENT DISCIPLINE APPEALS

Member of the administrative staff

Mr. Kevin Stewart

Graduate Student

Ms. Sara Pyke

“For Information” Items:**Appointment of Faculty Member to the Search Committee for the Vice-President Administration and Finance**

Faculty Member

Dr. Kevin Keen

Appointment of Faculty Members to the Search Committee for the Vice-President External Relations

CASHS Faculty Member

Dr. Andrew Kitchenham

CSAM Faculty Member

Dr. Jennifer Hyndman

10.0 Approval of Motions on the Consent Agenda *(no consent items)***Dr. Weeks****11.0 Other Business**

12.0 **Information** *(no material)*

13.0 **S-201508.11**
Adjournment

That the Senate meeting be adjourned.

Motion Number (assigned by
Steering Committee of Senate): S-201508.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That, on the recommendation of the Senate Committee on Academic Affairs, the new course, POLS 380-3 Law and Indigenous Peoples, be approved as follows:

A. Description of the Course

This is a course in international and domestic law pertaining to Indigenous peoples. It will be cross-listed with an existing course, FNST 350-3 Law and Indigenous Peoples.

1. **Proposed semester of first offering:** January 2016.
2. **Academic Program:** Political Science
3. **Course Subject, Number and Credit hours:** POLS 380-3
4. **Course Title:** Law and Indigenous Peoples
5. **Goal(s) of Course:** The course will provide students with a survey of issues of international and domestic law pertaining to Indigenous peoples.
6. **Calendar Course Description:**

This course provides an introduction to Indigenous peoples' rights in international and domestic law and examines the key legal and political instruments and issues associated with Indigenous peoples' rights and interests. Topics may include but are not limited to human rights, resource development, global pressures, intellectual property, customary law, traditional knowledge, dispute resolution, treaties and Supreme Court cases. The course is based on the methodological and theoretical foundations of comparative constitutional law, international law, Indigenous law and legal anthropology.

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

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

** 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: POLS 220-3, FNST 250-3 and FNST 350-3

13. Course Equivalencies: FNST 350-3

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

15. Course to be offered: each semester _____

each year X

alternating years _____

16. Proposed text / readings:

1. Gudmundur Alfredsson, "Human Rights and Indigenous Rights," in Natalia Loukacheva (ed.), *Polar Law Textbook*, Copenhagen: Nordic Council of Ministers, 2010.

2. *Indigenous Peoples and the United Nations Human Rights System*, Fact Sheet No. 9, 2nd rev., UN Human Rights Office of the High Commissioner, NY, 2013.

3. Benedict Kingsbury, "Reconciling Five Competing Conceptual Structures of Indigenous Peoples' Claims in International and Comparative Law," (2001) *NY U J of Int'l Law and Politics*, 34:189-250.

4. *1989 ILO Convention No. 169 Concerning Indigenous and Tribal Populations in Independent Countries*

5. *2007 UN General Assembly Declaration on the Rights of Indigenous Peoples*

6. John Borrows, "Justice Within: Indigenous Legal Traditions," Discussion Paper, Law Commission of Canada, 2006

B. Significance Within Academic Program

The course will provide students with upper division credits toward all Political Science and Joint Political Science majors. It will give students a comprehensive background of knowledge in an increasingly important area of Canadian and international politics and law.

1. Anticipated enrolment 20

2. If there is a proposed enrolment limit, state the limit and explain: n/a
 3. Required for: Major: _____ Minor: _____ Other: _____
 4. Elective in: Major: Political Science Minor: _____ Other: _____
 5. Course required by another major/minor: none
-

6. Course required or recommended by an accrediting agency: none
7. Toward what degrees will the course be accepted for credit? all UNBC undergraduate degrees
8. What other courses are being proposed within the Program this year?

POLS 480-3 Law and Politics in the Arctic
POLS 680-3 Law and Politics in the Arctic
9. What courses are being deleted from the Program this year? none

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: The course is being developed in consultation with the Department of First Nations Studies and will overlap with their FNST 350-3, with which it will be cross-listed.
2. Is a preclusion required? Yes X No _____
3. If there is an overlap, and no preclusion is required, please explain why not: n/a
4. Has this overlap been discussed with the Program concerned? Yes X No _____
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ No X
If yes, please describe requirements: n/a
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

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
 - i. College Staffing: none
 - ii. Space (classroom, laboratory, storage, etc.): one classroom per year
-

iii: **Library Holdings:** See attached form

iv. **Computer (time, hardware, software):** none

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:** The course will be taught by a Canada Research Chair with specialty in the area who has joined the Department of Political Science recently.

3. **Attachment Pages (in addition to required “Library Holdings” Form):** _____ pages

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

1. **College(s):** Arts, Social and Health Sciences

2. **College Council Motion Number(s):** Omnibus Motion: CASHSCC2015.04.16.03

3. **College Council Approval Date(s):** April 16, 2015

4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFNAP201506.01

5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** June 10, 2015

**INFORMATION TO BE COMPLETED BY RECORDING SECRETARY AFTER SENATE
COMMITTEE ON ACADEMIC AFFAIRS MEETING**

Brief Summary of Committee Debate:

Motion No.: SCAAF201507.04

Moved by: B. Schorcht

Seconded by: A. Kehler

Committee Decision: CARRIED, with the addition of the SCFNAP motion number added to the motion form.

Approved by SCAAF: July 2, 2015

Date



Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Library Holdings Form
(to be submitted with SCAAF New Course Approval Motion Form)

PROPOSED NEW COURSE: POLS 380-3 Law and Indigenous Peoples

Library Holdings:

a) Are current library holdings adequate? Yes 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?



University Librarian (or designate) signature
Debra McCall



Date
11 FEB 2015

Motion Number (assigned by
Steering Committee of Senate): S-201508.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That, on the recommendation of the Senate Committee on Academic Affairs, the new program Aboriginal Child and Youth Mental Health Graduate Certificate be approved as proposed.

A. General Information

Program Title: Aboriginal Child and Youth Mental Health Graduate Certificate

Program Objectives: To provide a certificate program that can be accessed for career development for social workers; these courses will also be available as electives for MSW students and other graduate students.

Credential upon Completion of the Program: Aboriginal Child and Youth Mental Health Graduate Certificate

Program Offering the Degree: School of Social Work

Proposed Start Date: January 2016

Suggested Institutional Priority:

Within the School of Social Work, this program has high priority. Previously offered as a post graduate certificate at the honours level, it was recommended by the School of Social Work Community Advisory Committee (representing all regions of northern BC) that the certificate be reconfigured as an online, graduate-level certificate accessible to social workers across the province who are seeking opportunities for professional development (a new requirement of the College of Social Workers) as well as professionals from related disciplines.

Relationship of Proposed Program to the Mandate of the Institution:

Because it will be offered exclusively on-line, this program will be available for delivery to students throughout the UNBC Region and beyond. Given its First Nations/northern focus, it fulfils UNBC's mandate of being "in and for the North" and its commitment to "serve the needs of northern people and significantly amongst northern people, First Nations People".

Implications for the Cooperative Education Option: None

Specialties within Program:

In particular, this Certificate will provide the education and skills necessary to work with children and youth who are experiencing significant mental health issues or are at high risk.

Related Programs at Other Institutions:

Thompson Rivers University offers a graduate program titled “Child and Youth Mental Health”; however, this program does not have an Aboriginal or northern focus.

Relation to Existing Programs:

This program will also provide additional elective options for MSW students as well as students from other graduate programs.

Articulation Arrangement: None

Consultations with Other Institutions: None

B. Program Description**Aboriginal Child and Youth Mental Health Graduate Certificate**

The Certificate is designed for students who seek to practice in the area of Aboriginal child and youth mental health with a focus on working in northern and remote communities. In particular, this Certificate will provide the education and skills necessary to work with children and youth who are experiencing significant mental health issues or are at high risk. The certificate consists of 18 credit hours of 600-level course work.

Admission

The Aboriginal Child and Youth Mental Health Graduate Certificate program is open to Bachelor of Social Work and Bachelor of Child and Youth Care graduates. Those with related Bachelor-level degrees may also be eligible to apply, subject to the approval of the Chair of the School of Social Work. Those with a Master of Social Work or related Master’s-level degree are also eligible to apply.

Graduate students in social work and other disciplines may take individual certificate courses as electives subject to approval of the Chair of the School of Social Work. Students wishing to audit coursework in the Certificate program may also do so subject to the approval of the Chair of the School of Social Work and to UNBC admitting and auditing regulations and policies set out in the graduate academic calendar. Courses taken for audit only do not earn academic credit.

Note: Students are required to undergo a criminal records search prior to being admitted as set out in the regulations and policies of the graduate academic calendar.

Admission into the Certificate program is limited and requires the recommendation of the Chair of the School of Social Work.

Standards of Professional Conduct

All students are expected to abide by professional standards as set forth by the Canadian Association for Social Work Education (CASWE) and the relevant Social Work Codes of Ethics. Violation of professional standards may result in suspension or dismissal from the program or the educational institution.

Qualification for Certificate

To fulfill the requirements of graduation, the student must:

- attain a minimum Cumulative GPA of 2.67 (B-) on courses for credit towards the Certificate
- complete all course requirements for the Certificate

Certificate Requirements

SOCW 670-3 Aboriginal Peoples in Canada: Past/Present/Future

SOCW 671-3 Reflections on Practice: Child/Youth Mental Health

SOCW 672-3 Social Work/Counselling Skills with Children/Youth

SOCW 673-3 Mental Illness and Addictions Among Children/Youth

SOCW 674-3 Crisis Work With Children/Youth: Restoring Balance

SOCW 675-3 Community-based Prevention: Creating Balance

C. Need for Program

Enrolment Projections: Approximately 8-16 students per course

Cultural, Social and Economic Needs:

Cultural: Aboriginal people are generally over-represented in receiving services from the helping professions, including social work. This program will offer insight into the cultural needs of Aboriginal children and youth so that those working with them will be able to do so in a way that is culturally respectful.

Social/Economic: This program has been developed with the working professional in mind and will provide an avenue for career development. Recently, it was announced that social workers who want to maintain their professional designation as registered social workers will need to complete 40 hours of professional development each year. This program has the potential to meet the needs arising from that requirement as well.

Labour Market Demands: The BC government predicts that between 2012 and 2022, there will be 118,000 job openings in “Education, Law and Social, Community, and Government services”, with 71% of those jobs resulting from retirement and 29% resulting from newly expanded positions (<https://www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/BC-LM-Outlook-2012-2022.pdf>). We believe that this program will enhance our ability to help meet those growing labour market demands.

Other Benefits: This program will provide additional elective choices for graduate students.

D. Faculty

Faculty list:

This program will be taught by existing faculty and appropriate sessional instructors.

Expected Teaching Loads: 1 course/semester over 6 semesters

Research Funding: None

E. Program Delivery

Distance Learning Components: The courses related to this program will be offered exclusively on-line.

Class Size and Structure: Approximately 8-16 students per on-line course.

Experiential Learning: None

F. Program Resources

Administrative Requirements: A half-time support staff person will be hired by the School of Social Work to support this program and assume related responsibilities as required.

Operating Requirements: None

Capital Requirements: None

Start-up Costs: The School of Social Work currently has funds set aside for start-up costs; these funds originated from a partnership with the Ministry of Children and Family Development when the “honours” level version of the certificate was developed.

Special Resource Requirements: None

G. Library Resource Requirements (See attached form)

H. Evaluation

Academic Quality of Program: Student evaluations at the end of each course

Methods of Internal Institutional Review: Student evaluations at the end of each course

Relevant External Program Experts: None

I. Miscellaneous

Special Features:

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

J. Authorization

College: Arts, Social and Health Sciences

College Council Motion Number: CONSENT MOTION: CASHSCC.2015.05.21.03

College Council Approval Date: May 21, 2015

Senate Committee on First Nations and Aboriginal Peoples: SCFNAP 201505.04

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201507.03

Moved by: W. Schwab

Seconded by: B. Schorcht

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

Approved by SCAAF: July 2, 2015

Date



Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201508.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the motion to approve the Memorandum of Understanding between the University of Northern British Columbia (UNBC), Tahltan Central Council (TCC), Northern Lights College, and Northwest Community College to support the TahltanWorks strategy be approved as proposed

UNBC Continuing Studies has been working with Tahltan Central Council (TCC), Northern Lights College (NLC), and Northwest Community College (NWCC) to plan and provide training needs identified by the Tahltan Works Strategy.). Initially TCC asked NWCC and NLC to sign a MOU, committing to a productive working relationship in their efforts.

UNBC has also been asked to be part of the MOU. The Continuing Studies department would like to present the MOU to SCAAF to have it moved forward for approval at Senate. This will allow all parties to proceed with providing training as identified by the Tahltan Works Strategy (background information attached).

Effective Date: September 2015

Rationale:

UNBC Continuing Studies has been working with Tahltan Central Council (TCC), Northern Lights College (NLC), and Northwest Community College (NWCC) to plan and provide training needs identified by the Tahltan Works Strategy (background information attached). Initially TCC asked NWCC and NLC to sign a MOU, committing to a productive working relationship in their efforts. TCC then asked UNBC to be a part of the MOU, prior to moving forward with training.

TCC is keen to finalize the attached MOU. Continuing Studies submitted the MOU to the Senate Committee on First Nations and Aboriginal Peoples (SCFNAP), where it was proposed that the MOU be presented for feedback to College Councils and then presented at SCAAF with a motion to proceed to Senate for approval. The MOU was presented to College Councils in May and June; no feedback was offered.

Motion proposed by: Lisa Haslett

Academic Program: UNBC Continuing Studies

Implications for Other Programs / Faculties? None

College: not applicable

College Council / Committee Motion Number: not applicable

College Council / Committee Approval Date: not applicable

Attachment Pages (if applicable): 3 pages

- 4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFNAP201507.01
- 5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** July 8, 2015 (electronic meeting)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201507.05

Moved by: B. Schorcht

Seconded by: W. Schwab

Committee Decision: Carried, on the condition it be presented to SCFNAP for approval.

Approved by SCAAF: July 2, 2015
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Memorandum of Understanding

Between

Tahltan Central Council (TCC)
and
University of Northern British Columbia (UNBC)
and
Northern Lights College
and
Northwest Community College

This Memorandum of Understanding (MOU) sets for the terms and understanding between the TCC, UNBC, Northern Lights College, and Northwest Community College to support the *TahltanWorks* strategy and commit to a productive working relationship, with the goal of ensuring education programs are delivered in the Stikine region to meet the education and training needs of the Tahltan.

Background

- There are approximately 500 Tahltans working in the exploration and construction phases of several projects, principally the Red Chris mine, Northwest Transmission Line and AltaGas projects. The TahltanWorks strategy seeks to enable these Tahltans and others to maintain or take on employment with these projects as they shift into operation phases, offering career opportunities with better stability and pay. With an underlying goal of supporting the long-term social and economic well being of the Tahltan community, the strategy will also prepare Tahltans for careers in fields including health, education and local government.
- For Tahltans, shifting from being job-focused to being career-focused requires education and training to meet regional industry demand for skilled labour. The TahltanWorks strategy will invest in human capital to develop a highly skilled and marketable work force. The strategy will bring economic returns to the region and the province as a whole by enhancing and developing the skills of the local labour supply to support mining and energy projects, as well as spin off and support industries, for the long term. Key to the strategy's success is the delivery of accessible, high-quality education and training that enables Tahltans' meaningful participation in the BC economy; something that will not be possible without the cooperation of northern BC education providers (UNBC, Northern Lights College, and Northwest Community College).

Purpose

This MOU will advance one of the key goals of the *TahltanWorks* strategy, namely:

To offer local career-focused education and training programs and services, which generate opportunities and facilitate access to long-term jobs for Tahltan people.

The above goal will be accomplished by the partners involved in this agreement as they work according to the following principles:

- There should be open and transparent communication between education providers and the TCC with regards to education and training delivery related to the *TahltanWorks* strategy.
- Irrespective of jurisdiction, the education provider with the highest capacity to meet specified needs ought to work with the TCC to deliver services on a program-by-program basis.
- Realizing that their cooperation is critical to the realization of the goals of the *TahltanWorks* strategy and the BC Jobs Plan, Northern Lights College and Northwest Community College will cooperate on the delivery of programming and infrastructure needed for that delivery in the Stikine region.
- All parties to this MOU should strive to maintain and develop positive relationships with other *TahltanWorks* strategy partners including the *TahltanWorks* team, the Iskut Band, the Tahltan Band, School District 87, the Industry Training Authority, and the Tahltan Nation Development Corporation.
- The TCC should continually develop partnerships that will facilitate education and training in the Stikine region, including those related to apprenticeships, space and other resources.

Funding

This MOU is not a commitment of funds.

Duration

This MOU may be modified by mutual consent of authorized officials from the TCC, UNBC, Northern Lights College, and Northwest Community College. This MOU shall become effective upon signature by the authorized officials from the TCC, UNBC, Northern Lights College, and Northwest Community College and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from the TCC, UNBC, Northern Lights College, and the Northwest Community College this MOU shall end on January 1st 2017.

Contact Information

Tahltan Central Council

Chad Day

President

250-771-3274

president@tahltan.org

University of Northern British Columbia

(Partner representative)

(Position)

(Telephone)

(E-mail)

Northern Lights College
(Partner representative)
(Position)
(Telephone)
(E-mail)

Northwest Community College
Gerry Gauthier
VP Education
250-638-5471
ggauthier@nwcc.bc.ca

_____ Date:
(Partner signature)
(Partner name, organization, position)

_____ Date:
(Partner signature)
Dr. Daniel Weeks,
University of northern British Columbia
President & Vice Chancellor

_____ Date:
(Partner signature)
(Partner name, organization, position)

_____ Date:
Gerry Gauthier
Northwest Community College
VP Education

Motion Number (assigned by
Steering Committee of Senate): S-201508.06

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to English Language Requirements for Admission to the Master of Engineering in Integrated Wood Design Program be approved as proposed.

1. **Effective date:** As soon as approved by Senate.
2. **Rationale for the proposed revisions:** The Master of Engineering (MEng) in Integrated Wood Design is a new graduate program at UNBC and will likely be a highly competitive program for admission of students. Because this is a one year intensive course and there is no time to catch up, and the terminology used in the coursework is very specific to the program, an excellent comprehension of the English Language is required to allow students to deal with engineering design.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

The program is awaiting approval by the Minister of Advanced Education so is presently not included in the Calendar. There is no "entry" to reproduce.

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

In addition to the English Language Requirements outlined in Section 1.1 of the calendar, for entry into the MEng degree program one of the tests listed below must have been taken within the last 24 months at the time of application. In order to be considered valid, these scores must be sent directly from the testing agency/institution to the Office of the Registrar. No test waiver is allowed for the admission to the Master of Engineering.

Score requirements must meet one of the following criteria:

IELTS (International English Language Testing System) score of at least 7.0 overall, with not less than 6.5 in any of the four modules.

TOEFL (Test of English as a Foreign Language) score of 100 in the internet-based test, with not than 25 in any of the Reading, Listening, Writing or Speaking components; or equivalent other TOEFL score.

LPI (Language Proficiency Index) score of 6 (essay score of at least 36).

6. **Authorization:**

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

College: Science and Management

College Council Motion Number: CSAMCC Omnibus Motion 2015:05:14:04

College Council Approval Date: May 14, 2015

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

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

7. **Other Information**

Attachment Pages: # pages

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

Brief Summary of Committee Debate:

Motion No.: SCAD201507.04

Moved by: P. Flagel

Seconded by: M. Ouellet

Committee Decision: CARRIED.

Approved by SCAD: July 13, 2015
Date


Acting Chair's Signature

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

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the English Language Requirement on page 24 of the 2014-15 calendar be approved as proposed.

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

English Language Requirements

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

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

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

- TOEFL (Test of English as a Foreign Language) score of 88 or higher in the internet-based test, with not less than 20 in each of the Reading, Listening, Writing or Speaking components; Score of at least 230 in the computer based or at least 570 in the paper based test. UNBC's institutional TOEFL code is 0320.
- IELTS (International English Language Testing System) score of at least 6.5 overall, with not less than 6.0 in any of the four modules.
- LPI (Language Proficiency Index) score of at least 5.
- A final grade of 2.00 (C) or better in the UNBC English Language Studies 50 Component 1 and 2.
- A final grade of 70% or better in English 12 from the British Columbia secondary system.
- A final grade of 75% (B) or better in a University Transferable English course.
- A final grade of 4 or better in Advance Placement (AP) English Literature & Composition or AP Literature & Composition.

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

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

2. Proposed revision with changes underlined and deletions indicated clearly:

English Language Requirements

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

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

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- IELTS (International English Language Testing System) score of at least 6.5 overall, with not less than 6.0 in any of the four modules.
- LPI (Language Proficiency Index) score of at least 5.
- A final grade of 2.00 (C) or better in the UNBC English Language Studies 50 Component 1 and 2.
- A final grade of 70% or better in English 12 from the British Columbia secondary system.
- A final grade of 75% (B) or better in a University Transferable English course.
- A final grade of 4 or better in Advance Placement (AP) English Literature & Composition or AP Literature & Composition.
- A final grade of 5 or better in International Baccalaureate (IB) English A1 or A2 (higher or subsidiary level).
- CELPIP Academic Test score of 4H or higher in each of the Reading, Listening, Writing, and Speaking components

- CAEL (Canadian Academic English Language) Assessment score of at least 70
- University of Cambridge ESOL grade B on the Certificate of Advanced English (CAE).
- Comparable results in any other internationally recognized English Language Assessment test considered as equivalent to TOEFL or IELTS.

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

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

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

3. Rationale for the proposed revisions:

Nursing students must meet the Requisite Skills and Abilities as set forth by CRNBC. One of the criteria is Communication. Communication includes (as per CRNBC):

- Speak and understand spoken English well enough to avoid mixing up words and meanings
- Write and understand written English well enough to avoid mixing up words and meanings
- Recognize own non-verbal signals and interpret those received from others while considering individual difference in expression and associated meaning

The School of Nursing is finding that some students in the NCBNP whose first language is not English are having difficulty communicating in both their theory courses as well as clinical courses when they reach Year 3, sometimes even failing a Year 4 practicum due to not being able to communicate appropriately with other health team members or with clients.

It was found that one of the college courses students are currently using to meet the English Language Requirement does not have a final exam, therefore is not a good indicator of the student's actual English proficiency (i.e. a student can use spell-check or have someone else edit the essays for them). The NCBNP's experience has been that TOEFL does not seem to be a good indicator of proficiency when it comes to verbal and non-verbal communication for Nursing students.

The standards that CRNBC sets out for their English proficiency should be the same as what the students are required to meet for admission, since students will need to meet this standard in order to be registered with CRNBC when they graduate.

The requirement is not needed for admission to the other programs in the School of Nursing, since one of the admission criteria for the other programs is that students must be registered with CRNBC, therefore they have already met the requirement.

4. Effective date: September 2016

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

6. Authorization:

Program / Academic / Administrative Unit: School of Nursing

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: CONSENT MOTION: CASHSCC.2015.05.21.03

College Council Approval Date: May 21, 2015

7. Other Information

Attachment Pages: _____ pages

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

Brief Summary of Committee Debate:

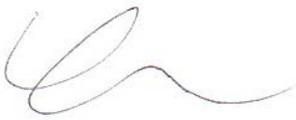
Motion No.: SCAD201507.05

Moved by: I. Olasanmi

Seconded by: P. Flagel

Committee Decision: CARRIED.

Approved by SCAD: July 13, 2015
Date



Acting Chair's Signature

For recommendation to ✓, or information of _____ Senate.

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the admission requirements for the NCBNP listed on page 169 of the 2014-15 calendar be approved as proposed.

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

Admission Requirements

Self-identified Aboriginal applicants who meet or exceed the minimum requirements for admission to the program will be given priority for up to twenty percent (20%) of the first-year seats for the Northern Collaborative Baccalaureate Nursing Program (NCBNP).

Students must apply at the collaborative colleges: The College of New Caledonia in Prince George or Quesnel, or Northwest Community College in Terrace. Admission is based on academic qualifications and available space. Priority admission will be given to students who meet admission criteria (see Admissions Section in this calendar) and apply by the deadline of March 31. Applications received after the deadline may be reviewed based on available space in the program.

Applicants must:

- meet UNBC admission requirements, and
- have completed the equivalent of the following BC secondary school courses with a minimum C+ (67%) in each course:
 - one of Foundations of Mathematics 11, Pre-calculus 11, or Principles of Math 11
 - Chemistry 11
 - English 12
- have completed the equivalent of Biology 12 with a minimum B (73%) within 5 years prior to the semester of admission to the NCBNP

2. Proposed revision with changes underlined and deletions indicated clearly:

Admission Requirements

Self-identified Aboriginal applicants who meet or exceed the minimum requirements for admission to the program will be given priority for up to twenty percent (20%) of the first-year seats for the Northern Collaborative Baccalaureate Nursing Program (NCBNP).

Students must apply at the collaborative colleges: The College of New Caledonia in Prince George or Quesnel, or Northwest Community College in Terrace. Admission is based on academic qualifications and available space. Priority admission will be given to students who meet admission criteria (see Admissions Section in this calendar) and apply by the deadline of March 31. Applications received after the deadline may be reviewed based on available space in the program.

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 - one of Foundations of Mathematics 11, Pre-calculus 11, or Principles of Math 11
 - Chemistry 11
 - English 12
- have completed the equivalent of Biology 12 with a minimum B (73%) within 5 years prior to the semester of admission to the NCBNP

Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. For the NCBNP, the following are required for admission:

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

3. Rationale for the proposed revisions:

Nursing students must meet the Requisite Skills and Abilities as set forth by CRNBC. One of the criteria is Communication. Communication includes (as per CRNBC):

- Speak and understand spoken English well enough to avoid mixing up words and meanings
- Write and understand written English well enough to avoid mixing up words and meanings
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The School of Nursing is finding that some students in the NCBNP whose first language is not English are having difficulty communicating in both their theory courses as well as clinical courses when they reach Year 3, sometimes even failing a Year 4 practicum due to not being able to communicate appropriately with other health team members or with clients.

It was found that one of the college courses students are currently using to meet the English Language Requirement does not have a final exam, therefore is not a good indicator of the student's actual English proficiency (i.e. a student can use spell-check or have someone else edit the essays for them). The NCBNP's experience has been that TOEFL does not seem to be a good indicator of proficiency when it comes to verbal and non-verbal communication for Nursing students.

The standards that CRNBC sets out for their English proficiency should be the same as what the students are required to meet for admission, since students will need to meet this standard in order to be registered with CRNBC when they graduate.

The requirement is not needed for admission to the other programs in the School of Nursing, since one of the admission criteria for the other programs is that students must be registered with CRNBC, therefore they have already met the requirement.

4. **Effective date:** September 2016

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

6. **Authorization:**

Program / Academic / Administrative Unit: School of Nursing

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: CONSENT MOTION: CASHSCC.2015.05.21.03

College Council Approval Date: May 21, 2015

7. **Other Information**

Attachment Pages: _____ pages

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

Brief Summary of Committee Debate:

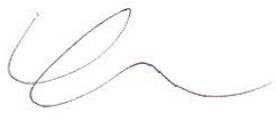
Motion No.: SCAD201507.06

Moved by: I. Olasanmi

Seconded by: P. Flagel

Committee Decision: CARRIED.

Approved by SCAD: July 13, 2015
Date


Acting Chair's Signature

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



Motion Number (assigned by SCS): S-201508.09

STEERING COMMITTEE OF SENATE (SCS)

PROPOSED MOTION

Motion: In accordance with the University Act Section 27 (2)(f) and further to Board of Governors Motion 2015HRC08.05.02, that Senate approve the Selection Procedures for the Search Committee for the Associate Vice-President Academic and Vice-Provost.

Effective Date: August 26, 2015

Proposed by: William Krane

Faculty / Academic Department: VP Academic and Provost

Implications for Other Programs / Faculties: N/A

Rationale: This position was established by the Board of Governors in support of the President's plan for reorganizing the University's senior administration. Under the University Act, the attendant selection procedures require Senate's approval.

Faculty Council / Committee Motion: N/A **Date:** N/A

Date: August 12, 2015

TO BE COMPLETED AFTER SCS MEETING

Brief Summary of Committee Debate:

Motion No.: SCS201508.03

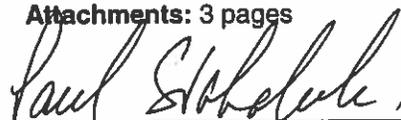
Moved by: Krane

Seconded by: Ouellet

Committee Decision: CARRIED.

Attachments: 3 pages

Approved by SCS: August 18, 2015
Date


Acting Chair's Signature

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

SUBJECT: SELECTION PROCEDURES FOR THE SEARCH COMMITTEE FOR THE ASSOCIATE VICE-PRESIDENT ACADEMIC AND VICE-PROVOST**1. Terms of Reference for the Search Committee**

- To review the position of Associate Vice-President Academic and Vice-Provost established by the Vice-President Academic and Provost
- To review the qualification and qualities desired of candidates
- To establish a short list of candidates
- To recommend to the Vice-President Academic and Provost a prioritized ranking of short listed candidates

2. Search Committee Membership (9 Voting Members)

- Vice-President Academic and Provost (Chair)
- 2 Deans
- Director, Human Resources (non-voting)
- 2 Faculty Members with tenure or tenure-track appointments, appointed by Senate, one from each College
- 1 Senior Academic Director, reporting directly to the Vice-President Academic and Provost
- 1 Staff member (appointed by the Chair of the Search Committee)
- 2 Students*:
 - Graduate Student
 - Undergraduate Student

* Efforts will be made to ensure that in the appointment and selection of the students, there is consideration to appoint a First Nation's student.

3. Chair

- Vice-President Academic and Provost

4. Process

- The search will be an open process unless otherwise directed by the Board.
- Senior administrators and Chairs will be afforded the opportunity to meet the candidates in an informal session.
- The candidates will attend a public forum to discuss their candidacy.
- The recommendation of the Vice-President Academic and Provost shall be directed to the President, who will in turn present the case for appointment to the Board of Governors for approval.
- The search will be conducted in accordance with the principles established in the UNBC Policy - Appointment of Senior Academic Administrative Officers of the University and of Faculty.

BOARD OF GOVERNORS
Human Resources Committee – In/Camera - MINUTES
August 5, 2015

ELECTRONIC MOTION – Deadline: 3:00 pm, August 10, 2015

Please submit your votes via email to denise.nagy@unbc.ca by the deadline noted above.

Membership:

Carolee Clyne
John MacDonald
Ryan Matheson (ex-officio, non-voting)
Judy Mason – Chair
Harry Nyce Sr.
Jonathan Swainger
Daniel Weeks

Barb Daigle, Interim Vice-President Administration & Finance (non-voting)
William Krane, Vice-President Academic & Provost (non-voting)
Denise Nagy, Executive Assistant Board of Governors (support)

1. Associate Vice-President Academic and Vice-Provost position (approval) – B. Krane

MOTION: 2015HRC08.05.01

That, on behalf of the Board of Governors, the Human Resources Committee approve the creation of the position of Associate Vice-President Academic and Vice-Provost, as presented in the job/position description.

CARRIED

MOTION: 2015HRC08.05.02

That, on behalf of the Board of Governors, the Human Resources Committee submit the Selection Procedures for the Search Committee for the Associate Vice-President Academic and Vice-Provost, as presented, to Senate for approval.

CARRIED

Position Description:
Associate Vice-President Academic and Vice-Provost

The Associate Vice-President Academic and Vice-Provost (AVPA/VP), reporting to the Vice-President Academic and Provost (VPA/P), coordinates academic relations activities, the quality assurance of academic programs, and space analysis, planning and management for the University. The incumbent is expected to provide oversight and leadership on strategic academic analysis and planning in these areas by assisting the President, VPA/P, Deans, and other senior academic administrators in negotiating with the Faculty Association (FA), maintaining a healthy working relationship with the FA in the administration of the Faculty Agreement, developing and applying standards and processes for the evaluation of academic units through external reviews (and supporting accreditation processes where applicable), ensuring fairness and balance in the application of systems of evaluation, implementing recommendations resulting from such reviews, coordinating the analysis and planning of academic space, and implementing space plans that support institutional priorities. The AVPA/VP must keep fully informed on all aspects of academic programs, policies, and personnel, as well as operating and capital budgets since s/he serves as Acting VPA/P as required. Upon approval, the AVPA/VP will also serve as a non-voting member of Senate.

Principal Duties and Responsibilities:

1. Negotiate and administer all aspects of the Faculty Agreement between the Board of Governors and the Faculty Association, in collaboration with the Vice-President, Finance and Operations.
2. Oversee systems of evaluation and their application to the Departments and Schools of the University and serve as the institutional contact for the Degree Quality Assessment Board.
3. Coordinate with the Space Allocation Committee and Facilities on the allocation of academic space within the University and on all major and minor capital projects within the VPA/P portfolio.
4. Provide advice to the VPA/P on all matters pertaining to strategic academic analysis, planning, and implementation.
5. Participate on internal and external committees that address issues relevant to the AVPA/VP's position and duties.
6. Take on other duties assigned by the VPA/P.
7. Upon approval, serve as a non-voting member of Senate and a member of other Senate committees as required.