

**SENATE MEETING
PUBLIC SESSION
AGENDA**

November 25, 2015
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

1.0 S-201511.01

Approval of the Agenda †

Page 1 That the agenda for the November 25, 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-201511.02

Approval of Senate Minutes

Page 4 That the minutes of the October 28, 2015 Public Session of Senate be approved as presented.

3.0 Business Arising from Previous Minutes of Senate

4.0	President's Report	Dr. Weeks
5.0	Report of the Provost	Dr. Ryan
6.0	Report of the Registrar	Mr. Hanschen
7.0	Question Period	Dr. Weeks
8.0	Removal of Motions from the Consent Agenda	Dr. Weeks
9.0	Committee Reports	
9.1	Senate Committee on Academic Affairs	Dr. Ryan

"For Approval" Items:

Consent **S-201511.03**

Changes to Program Calendar Description - Aboriginal Community Resource Planning Certificate

Page 23 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to certificate description for Aboriginal Community Resource Planning on page 129 of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: January 2016

- Consent **S-201511.04**
Changes to Course Prerequisite - FNST 302-3 First Nations Health and Healing
Page 26 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to course prerequisite for FNST 302-3 First Nations Health and Healing on page 342 of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: January 2016
- 9.1.1 Presentation of the Phase I Academic Planning Report** **Dr. Ryan**
- Page 28 The Phase I Academic Planning Report has been included in the meeting package for review.
- Regular **S-201511.05**
Approval of the Recommendations made within the document “Developing a New Academic Plan – Phase I”
Page 74 That, on the recommendation of the Senate Committee on Academic Affairs, Senate approve the Recommendations made within the document “Developing a New Academic Plan – Phase I”
Effective Date: Upon Approval by Senate
- 9.2 Senate Committee on First Nations and Aboriginal Peoples** **Dr. Ryan**
- 9.3 Senate Committee on Scholarships and Bursaries** **Dr. Owen**
- “For Information” Items:**
- SCSB20151028.03**
Revision to Helen Thurwell Scholarship
Page 75 That the revised Award Guide Description for the Helen Thurwell Scholarship be approved.
Effective Date: 2016-2017 Academic Year
- 9.4 Senate Committee on Nominations (SCN)** **Dr. Koehn**
- “For Information” Items:**
- Faculty Senator Elected to Senate for position beginning immediately:**
- Faculty Senator – CSAM (until March 31, 2017) **Dr. David Casperson**
- Faculty Senator Elected to Senate by acclamation for position beginning immediately:**
- Faculty Senator – CASHS (until March 31, 2018) **Dr. Stan Beeler**
- Faculty Senator Elected to Senate by acclamation for position beginning January 1, 2016:**
- Faculty Senator – CASHS (until March 31, 2016) **Ms. Rheanna Robinson**
- 9.5 Senate Committee on the University Budget** **Dr. Whitcombe**
- 10.0 S-201511.06**
Approval of Motions on the Consent Agenda **Dr. Weeks**
That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.
- 11.0 Other Business** *(no material)*
- 12.0 Information** *(no material)*
- 13.0 S-201511.07**
Move to In Camera Session
That the meeting move In Camera.

14.0

S-201511.11

Adjournment

That the Senate meeting be adjourned.

Motion Number (assigned by
Steering Committee of Senate): S-201511.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to certificate description for Aboriginal Community Resource Planning on page 129 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** January 2016
2. **Rationale for the proposed revisions:**
Correction of name used to describe Environmental Planning.
3. **Implications of the changes for other programs, etc., if applicable:**
None

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

**Aboriginal Community Resource
Planning**

The Aboriginal Community Resource Planning Certificate (ACP) consists of 10 courses (minimum 30 credit hours) drawn primarily from First Nations Studies and Environmental Studies, with offerings from Geography, Commerce, Resource Recreation and Tourism, and Natural Resources and Environmental Management. The courses from First Nations Studies provide students with foundations in First Nations in Canada, cultures and languages, internal and external issues, First Nations environmental philosophies, and the courses from Environmental Studies provide foundations in the principles of traditional planning. The program is generic in nature so that the knowledge can be transferred to different community settings, as well as to the variety of situations that students will encounter throughout their lives.

Two important purposes of the Certificate are, first, to provide requisite education to assist individuals involved in the resource planning in First Nations communities and, second, to provide expanded educational opportunities at the university level for students who are not in a position to commit to a four year program of study. Students must meet with a First Nations Studies undergraduate student advisor prior to starting this program.

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

**Aboriginal Community Resource
Planning**

The Aboriginal Community Resource Planning Certificate (ACP) consists of 10 courses (minimum 30 credit hours) drawn primarily from First Nations Studies and Environmental ~~Studies~~ Planning, with offerings

from Geography, Commerce, ~~Resource~~ **Outdoor** Recreation and Tourism, and Natural Resources and Environmental Management. The courses from First Nations Studies provide students with foundations in First Nations in Canada, cultures and languages, internal and external issues, **and** First Nations environmental philosophies, ~~and the~~ **The** courses from Environmental ~~Studies~~ **Planning** provide foundations in the principles of traditional planning. The program is generic in nature so that the knowledge can be transferred to different community settings, as well as to the variety of situations that students will encounter throughout their lives.

Two important purposes of the ~~C~~certificate are, first, to provide requisite education to assist individuals involved in the resource planning in First Nations communities and, second, to provide expanded educational opportunities at the university level for students who are not in a position to commit to a four-year program of study. Students must meet with a First Nations Studies undergraduate student advisor prior to starting this program.

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

Program / Academic / Administrative Unit: FNST

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2015.10.15.04

College Council Approval Date: October 15, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: n/a

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: n/a

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING		
Brief Summary of Committee Debate:		
Motion No.:	SCAAF201511.03	
Moved by:	D. Wessel Lightfoot	Seconded by: S. Chen
Committee Decision:	CARRIED, with editorial revisions as recommended by the SCCC.	
Approved by SCAAF:	<u>November 4, 2015</u>	
	Date	Chair's Signature
For recommendation to <u> ✓ </u>, or information of _____ Senate.		

First Nations Studies (FNST) Proposed Changes to Calendar

Executive Summary

Aboriginal Community Resource Planning Certificate

The label “Environmental Studies” is incorrect. It should read “Environmental Planning.”

FNST 302

FNST 100 is being added as a pre-requisite to this course. We believe an understanding of the foundational knowledge presented in FNST 100 is an essential basis on which to build an understanding of First Nations Health and Healing.

Motion Number (assigned by
Steering Committee of Senate): S-201511.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to course prerequisite for FNST 302-3 First Nations Health and Healing on page 342 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** January 2016

2. **Rationale for the proposed revisions:**

FNST 100 is a foundational course that provides necessary background knowledge for this course.

3. **Implications of the changes for other programs, etc., if applicable:**

None

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

FNST 302-3 First Nations Health and Healing This is a seminar on the concepts of health and healing including a review of major published materials. Representatives of First Nations communities and organizations participate in the seminar.

Prerequisites: Upper-division standing

Precluded: NURS 205-3

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

FNST 302-3 First Nations Health and Healing This ~~is a seminar~~ focuses on the concepts of health and healing and includes ~~including~~ a review of major published materials. Representatives of First Nations communities and organizations participate in the seminar.

Prerequisites: Upper-division standing and FNST 100-3 or permission of chair

Precluded: NURS 205-3

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: FNST

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2015.10.15.03

College Council Approval Date: October 15, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: n/a

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: n/a

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201511.04

Moved by: K. Smith

Seconded by: B. Owen

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

Approved by SCAAF: November 4, 2015
Date



Chair's Signature

For recommendation to ✓, or information of _____ Senate.



DEVELOPING A NEW ACADEMIC PLAN – PHASE I “PLANNING FRAMEWORK”

NOVEMBER 16, 2015

DRAFT

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Towards Developing A New Academic Plan

1. Introduction

In its first 25 years of existence, the University of Northern British Columbia has emerged as a national leader; a research-intensive University that excels in its teaching and service to the communities it serves. Our students and faculty are actively researching and learning about sustainable resource development, energy production and export, health-care delivery, climate change, First Nations communities and cultures, international trade, economic development, biodiversity, food security, and more. These complex issues are important for Canada and the world, and UNBC is uniquely positioned in the heart of where these conversations are taking place.

UNBC enters its second quarter century having achieved significant national recognition. It was recently named the #1 University in its category in the annual Maclean's Magazine university rankings. With a student population of approximately 4,000 and an alumni community almost 12,000 strong, UNBC is helping transform Northern BC – we are creating graduates who are the leaders, entrepreneurs, health care workers, teachers and all manner of professionals who are reshaping this critical part of the province.

Now is the time to prepare for our next quarter century. We face some challenges, including a declining student population and decreasing resources. Therefore, it is critical we identify strengths and priorities in order to take advantage of the opportunities available in our vast region and begin now to plan for a sustainable future. We must maintain and enhance UNBC's reputation not only as an institution of distinction, but as a distinct institution of higher learning, research, teaching, and student experience.

2. UNBC Community Engagement – Overview of Process

A robust, UNBC community engagement plan was developed and implemented to ensure that everyone in the UNBC community who wished to be involved could be meaningfully involved. A number of groups were identified who needed to be specifically engaged: faculty, CUPE staff, exempt staff, Graduate students, Undergraduate students, all levels of UNBC administration, post-doctoral fellows, research managers, research associates and both governance bodies (Board of Governors and Senate). It was determined that students, staff and faculty at all regional campuses (Quesnel, Terrace, Prince Rupert, Fort St. John and the Wilp Wilxo'oskwahl Nisga'a (WWNI)) would specifically be engaged face-to-face on their campuses.

To ensure that people could fully participate, a number of different engagement techniques were utilized. Seven Prince George campus graffiti wall engagements were organized; some open sessions, and others specifically for the groups mentioned above. Every member of the UNBC community had opportunities to participate in graffiti walls on the Mission, Mandate, Values and Goal statements. A graffiti wall event was held in each regional campus. In addition, faculty, CUPE, exempt staff and administrators had opportunities to provide feedback via e-mail or hard copy responses.

To begin the overall engagement strategy, we involved the community around the subject of UNBC's various Mission, Mandate, Values and Goal statements, as this was a subject on which all members of the UNBC community could offer feedback. In addition, two engagement sessions were held to collect ideas around the Collaborative Team subjects: Student Experience and Pedagogy, Academic Structure, Enrollment Initiatives, and Academic Administrative Organization Structure. These employed a combination of graffiti walls, dotmocracies, and mental maps to elicit ideas.

Additionally the collaborative teams utilized surveys to target populations on a variety of questions. Each Collaborative Team sent out preliminary surveys to test their questions employing randomly selected members of the UNBC community, followed by a larger round of surveys to the community as a whole. The data from all of the surveys, along with relevant materials from the engagement around Mission, Mandate, Values and Goals, were utilized by the collaborative teams in preparing their overarching recommendations.

The overall engagements and surveys were envisioned as an iterative process: all raw data collected has been made available to the UNBC community for review and evaluation. All draft recommendations have also been returned as drafts for review by the community through various targeted meetings (President's Executive Council, President's Council, joint College Council meeting) and a graffiti wall open to all members of the community.

One of the areas identified to include in the external community engagement for UNBC Academic Planning are the Aboriginal communities and Nations within the UNBC region. Due to the scope and time requirements needed to achieve this, discussions with Aboriginal communities about the Mission, Mandate, Values and Goals for UNBC has already begun. To date, visits with the Northwest, Central,

and South Central communities have been initiated and as the Academic Planning process moves forward more completely in Phase II, visits to Aboriginal communities with Nation representatives will continue. These important and necessary engagements will make marked contributions to the future planning of UNBC for the region, communities, and people the institution serves.

The APC strived to ensure that all members of the UNBC community wishing to participate have had the opportunity to participate.

3. Phase I “Planning Framework”

In June of 2015, our Provost initiated the development of a new Academic Plan to be created in two phases. The first phase, now complete, included a review of previous UNBC Academic Plans, and engagement with the UNBC community to create a planning framework. This framework is our “plan to plan” or “road map” to guide the development of our new Academic Plan. It also recognizes that research is an important component of our Academic Mission and thus implies it is included in the Academic Planning process. Additionally, the refreshing of the Strategic Research Framework will dovetail with Phase II of the Academic Plan as part of the University’s integrated planning.

During Phase I, the Academic Planning Committee (APC) engaged with the institutional community. We sought and received extensive input on process and best-planning practices from all sectors: faculty, staff, students, community members from Prince George, from the Regions, and from Aboriginal groups. This input and the resulting recommendations will inform and guide the substantive planning activities in Phase II.

In brief, the APC identified two necessary core components for success in Phase II:

1. Recognition that the Phase I action planning groups were assembled with functionality as the key consideration, to accomplish necessary background work. During Phase II, the action planning groups established by the Senate Committee on Academic Affairs (SCAAF) will need to reflect a more integrated selection process that ensures full and rich consideration of both general and specific proposals.
2. All sub committees tasked with developing components of the Plan in Phase II, must be guided by the voice of the community throughout the planning process.

The following are the overarching recommendations to Senate in the establishment of Phase II:

Recommendation 1:

The Academic Planning Committee recommends that Senate adopt the following core principles in the creation of the UNBC Academic Plan.

R1.1 Adopting and exemplifying the core principles:

- **En cha huná**
At the core of UNBC is our motto “*En cha huná*” – “everything lives” or “respect for all forms of life” - which speaks to the relationships of people and recognizes dignity and respect for all (ourselves and our community);
- **Respect**
UNBC strives to be a respectful working and learning environment for all members of the University community and beyond;
- **Diversity**
UNBC serves the North, which includes a diversity of people, cultures, learning styles, and

places. We embrace this diversity and support it by seeking out opportunities to serve all Northern communities, and by expanding our awareness, acceptance and inclusiveness of Indigenization, Aboriginal cultures and communities, our rural communities, and our global community;

- **Student experience**

UNBC provides an environment in which students, Undergraduate and Graduate, have opportunities to learn from top rated faculty in excellent programs, engaging in experiential learning within a global perspective;

- **Innovation and research**

Innovation and research drives our University. We strive to provide an environment that promotes and celebrates innovation that is vibrant, cutting-edge, curiosity driven and contributes to important research;

- **Quality of teaching, research, student support and service**

UNBC strives to be the best in teaching, research and service and to differentiate ourselves from other institutions based on these core values;

- **Internationalization**

UNBC embraces diversity by celebrating and welcoming the international community; this facilitates the growth of our students, faculty and staff, and helps to bring a true global perspective to the North; and

- **Sustainability**

UNBC is a leader in sustainability.

Recommendation 2:

That Senate directs SCAAF to establish appropriate action planning groups by January 27, 2016. These action planning groups consist of elected and appointed representatives with due consideration to the skills and knowledge required to complete the task.

R2.1 Task the action planning groups:

- to develop actionable recommendations and measures of success that provide guidance to the UNBC community, administration, faculty and staff to fulfill the UNBC Academic planning process and create a long-term sustainable future for the University;
- to mobilize interest and expertise from the University community;
- to work towards a draft report by September 2016 in which all recommendations by the action planning groups have been considered for their budget impact in order to inform the 2017/18 budget;
- to prepare Action Plans that:
 - are considerate of and informed by the community input and data;
 - are concise with definite goals and priorities that are achievable and support the

Academic Mission of UNBC;

- clearly document objectives and actionable outcomes with measurable standards for success;
- identify timelines, future needs, define short- and longer-term institutional academic priorities, and develop a strategic plan for implementing and supporting the UNBC Academic Plan;

R.2.2 Establish the need for the action planning groups to report to SCAAF on a monthly basis on progress and meeting milestones, beginning with a draft Terms of Reference for each committee and the proposed work plan, for presentation in the first month;

- SCAAF to report to Senate at each meeting on the progress toward meeting identified milestones;

R.2.3 Clarify the need to continue to deliver transparent information and communications that:

- engage the UNBC community and its Regions through continuous access to information, updates and reports;
- invite the UNBC community and its Regions to provide feedback throughout the development of the Phase II Academic Plan;
- continue to communicate on a regular basis on progress to the UNBC community through multiple channels, including the APC SharePoint site;

R.2.4 The action planning groups need to collaborate and determine the priority sequence of planning and timelines in discussions with SCAAF;

R.2.5 The action planning groups should draw on the data from Phase I consultation but also identify gaps where further consultation is required;

R.2.6 The need to develop actionable recommendations, based on input from all phases of the Academic Planning process, consisting of academic priorities and measures of success for approval by Senate; and

R.2.7 The need to identify resources (people, finances and data) that are required to complete the planning within the established timeframe. These resources could include research assistants, analysts, project manager, IT support, etc.

4. UNBC Academic Planning Committee Report Recommendations

The following recommendations reflect common and recurrent themes that the committee heard during consultation with the University community. The committee believes that our findings and recommendations derived from the feedback data represent the voice of constituents who chose to participate in Phase I data gathering.

4.1. Academic Structure Collaborative Team

Scope:

The Academic Structure of UNBC is complex, in part because it exists at a number of levels. There are academic departments, such as English and Chemistry, and academic programs such as Integrated Analytical Skills and Knowledge (IASK) and Biochemistry and Molecular Biology. Additionally many programs do not map neatly onto departments. The overall academic and administrative organizational structure has significant impact on the delivery of programs to students for faculty, staff, and students alike.

Consultation:

We have engaged in a number of activities including a pre-test survey to randomly selected faculty and staff members, a broader survey to everyone at UNBC, consultations with various groups, and through the public engagement sessions conducted on campus and throughout the Regions.

What we heard:

The UNBC community engagement sessions provided a number of important points for consideration. A synopsis of the major themes regarding academic structure is as follows:

- the need for clarity of academic structure in order to best present and promote UNBC as an organization to the world and to support faculty, staff and students;
- identifying the appropriate degree of change necessary to meet our commitment to quality;
- the importance of addressing confusion between formal academic structure and academic administrative organizational structure;
- the need to address the prevalence in the present model of many smaller units;
- the need to address a lack of intersection between research / teaching interests;
- the need to integrate the Northern Medical Program in a meaningful way into the overall academic structure;

- the need to integrate the regional campuses and programs into the academic structure more fully and meaningfully;
- the importance of the integration of teaching and research across programmatic boundaries as exemplified by the original founding faculties;
- the importance of cultivating interdisciplinarity that differentiates UNBC from other institutions, as originally envisaged;
- the importance of integrating professional programs (e.g. Business, Education, Nursing, Social Work) in recognition of their unique needs and attributes; and
- the need for a logical, functional academic structure that can promote programs/degrees in order to attract and retain students.

Recommendations:

Given what the Academic Structure Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions and surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 3:

That Senate consider the Academic Structure of UNBC with respect to the college, program, and academic unit or department level, and determine if changes to the present structure are warranted.

R3.1 Assess what is and what is not currently working in the Academic structure and determine whether further investigation into alternative models is required:

- Create an inventory of academic structures and/or models of comparator institutions;

R3.2 Work in collaboration with the Academic Administrative Organization Collaborative Team in order to accommodate intersecting teaching and research priorities; and

R3.3 Through University-wide consultation, construct possible models for Academic Structure to be used as the basis for further dialogue.

Relevant Materials:

1. APPENDIX A: Report of Sub-Committee of the SCAAF Extraordinary Meeting (Sept 2014)

<https://our.unbc.ca/sites/IntegratedPlanning/iup/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/OtherReports/2014%20September%20SCAAF%20Extraordinary%20Meeting%20Package.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FOtherReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1>

2. APPENDIX B: UNBC Community Engagement Feedback (Phase I) Summary

<https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/2015%20October%2023%20Academic%20Structure%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1>

4.2. Enrolment Initiatives Collaborative Team

Scope:

The Enrolment Initiatives Collaborative Team addressed the issue of enrolment planning which includes recruitment, retention and completion. We understand enrolment to be a multifaceted and complex task that addresses the full range of student participation at the University from prospects to alumni.

Consultation:

The consultation was conducted using the following methods:

- Multiple survey questionnaires that were distributed to the University community; and
- A number of graffiti wall engagements to collect feedback from Undergraduate students, Graduate students, faculty, and staff.

What we heard:

Our approach yielded results on the profile of the student population and the following themes emerged from our community engagement:

- the majority of respondents felt the University should increase its student population at both the Undergraduate and Graduate level, and particularly our regional presence;
- the importance of not only recruiting new students but retaining students through degree completion;
- the importance of addressing issues of degree completion both in terms of numbers and time relative to our current record which is below national norms;
- that when considering the international market, the importance of being cognizant of issues such as visa applications which can often make it difficult to attract good students, particularly at the Graduate level;
- the need to address our admission processes, which are perceived to be both slow and cumbersome, particularly at the Graduate level;
- the need to address a sense of isolation and a lack of support for students, staff, and faculty at regional campuses;
- the need to review the University's marketing plan to suit our diverse population;
- the importance of recognizing the unique needs of Undergraduate, Graduate, and other diverse student groups; and
- the need for more instructional options to enhance degree completion.

Recommendations:

Given what the Enrolment Initiatives Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 4:

That UNBC develop an enrolment plan as a document to be updated periodically taking into account strategies for recruitment, retention and completion. This plan will be part of the overall University Academic Plan but will need to be updated annually to reflect changing circumstances.

R4.1 Identify the key stakeholders responsible for implementing, maintaining and reporting on an enrolment plan;

R4.2 Provide historical and current data on issues related to enrolments, including existing patterns in courses and degrees (both majors and minors):

- Create an institution-wide searchable database of historical enrolments and develop appropriate analytical summaries from which Senate will be able to make recommendations to the Board of Governors regarding our student profile (e.g. domestic, international, Aboriginal, regional, Undergraduate and Graduate enrolments);
- Develop and utilize this database and statistical modeling to manage current data and future enrolments and set appropriate admission levels;
- Develop such models to allow an effective ongoing enrolment and marketing plan;
- Develop better metrics for regional and international students;

R4.3 Evaluate all stages of enrolment – recruitment, retention and completion – within the institution (in its broadest sense) and determine the efficacy of present strategies;

R4.4 Assist academic units in managing their teaching resources to better align course offerings with enrolment demands and targets and to meet student expectations;

R4.5 Develop processes by which measurements of both retention and completion can be made within degree programs;

R4.6 Create regular reports on the effectiveness of the all of the University’s enrolment strategies:

- recruitment of new students at both Undergraduate and Graduate level;
- recruitment of international, of regional, and of Aboriginal students;
- retention of students at all levels and throughout the University;
- completion of students within their degree programs;
- building and maintaining relationships with Alumni; and

R4.7 Explore how the recommendations of any enrolment plan could be appropriately funded.

Relevant Materials:

1. APPENDIX A: UNBC Community Engagement Feedback

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/EPWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/EPWG/Shared%20Documents/2015%20October%2023%20Enrolment%20Initiatives%20Collaborative%20Team%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsite%2FIntegratedPlanning%2Facademicplanning%2FEPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

2. APPENDIX B: Hanover Report 2008 - 2010

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/StudentReports/2015%20May%20Student%20Pathways%20Analysis%20-%20University%20of%20Northern%20British%20Columbia.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FStudentReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/StudentReports/2015%20August%20Student%20Pathways%20Cohort%20Analysis%20-%20University%20of%20Northern%20British%20Columbia.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FStudentReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4.3. Faculty Renewal and Development Collaborative Team

Scope:

The term Faculty is used here to denote all the groups covered under the UNBC Faculty Agreement. The Faculty Renewal and Development Collaborative Team worked to understand issues of Faculty renewal, development, replacement and retention at UNBC. Here, the term renewal refers to the replacement of faculty that have retired from or left UNBC, but also speaks to the rejuvenation and reinvigoration of faculty members.

Consultation:

The consultation was conducted using the following methods:

- A review of UNBC's internal documents;
- A survey of strategies used by selected universities (e.g. Memorial, Lakehead, SFU) and some companies (e.g. Apple, Google, Facebook) to develop and replace faculty / employees; and
- A survey questionnaire that was distributed first to a pre-test group and subsequently in a modified form to all current faculty at UNBC.

What we heard:

The responses received through the review process and in the survey feedback identified a number of issues related to Faculty Renewal and Development:

- the need to address concerns that faculty might have in engaging in the wider Academic Planning processes;
- the need to recognize the contribution that faculty have made in creating the success of the University to date, and to reassure faculty that current faculty will be retained if the configuration of the University changes in implementing the Academic Plan;
- the need to develop an organizational structure that supports and promotes the development of our faculty in the areas of teaching, research and leadership;
- the need to address concerns related to the amount of teaching done by sessional versus appointed faculty;
- the need for renewal planning (with regard to retirements) that supports the overall UNBC Academic Plan, and have this updated regularly as the plan evolves;
- the need to ensure smooth transitions and mentoring opportunities between retiring and replacement faculty members;
- the various supports for development that are currently offered to faculty are spread over many units and can be difficult for faculty to discover or keep track of;

- the need to find ways to support “wellness” and work-life balance initiatives for faculty; and
- the need to provide more health and wellness opportunities for faculty.

Recommendations:

Given what the Faculty Renewal and Development Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 5:

That ongoing faculty development be given high priority as part of the overall University Plan and the UNBC Integrated Planning process. To facilitate this recommendation, any plan going forward should include a consideration of these strategies for responding to the themes that emerged from the consultation:

- R5.1** Create an institutional community in which faculty can feel respected and secure;
- R5.2** Conduct an environmental scan detailing the current faculty complement and how it is utilized for the teaching, scholarship and service needs of the University;
- R5.3** Understand current faculty workload across the institution, and consider how and where this might be modified;
- R5.4** Address concerns regarding reliance on non-tenure employed faculty;
- R5.5** Create structures to have more transparency about future directions for faculty hiring;
- R5.6** Create a transparent plan for future direction in faculty replacement and hiring trends as a living document to give strategic direction to administrators, faculty and the community;
- R5.7** Examine models for supporting faculty in career progression, in all the areas of faculty work;
- R5.8** Develop an ongoing training structure for career progression in pedagogy, scholarship and leadership as an integral part of supporting faculty in achieving their personal goals as well as the goals of the University; and
- R5.9** Align University administrative functions to better support faculty needs.

Relevant Materials:

1. APPENDIX A: UNBC Faculty Renewal and Development Collaborative Team Survey Feedback Summary

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20October%2023%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4.4. Student Experience & Pedagogy Collaborative Team

Scope:

Student experience was holistically defined to include both classroom and student life issues. With the understanding that students are an essential part of UNBC as an institution of higher learning, the student experience must be a major focus in the new Academic Plan. Student experience at UNBC necessarily includes pedagogy: What are UNBC students learning and how are they learning it?

Consultation:

The Student Experience & Pedagogy Collaborative Team engaged the UNBC community using a variety of methods during August/September 2015:

- A survey questionnaire that was distributed to the Provost's Committee on Pedagogical Practices (PCPP);
- A number of graffiti wall engagements to collect feedback from Undergraduate students, Graduate students, faculty, staff and parents; and
- A number of informal one-on-one discussions with colleagues (both with members of the PCPP and more broadly).

What we heard:

The following themes emerged during our community engagement:

- the importance of the first-year experience (e.g. Orientation, IASK);
- the crucial role that experiential learning, co-op and service learning should play at UNBC;
- the importance of excellence in teaching and recognition thereof;
- the necessity of community-building;
- the need to include Graduate students and their experiences in our assessments;
- the need for flexible scheduling options;
- the need for support for innovative use of technology in the classroom along with recognition and discussion of faculty technology needs;
- the need to connect students, faculty and staff through leadership and mentorship opportunities;
- the importance of accessibility to education, to student grants, to professional development opportunities;
- the need to practice scholarly-informed teaching;
- the need for appropriate space that addresses different forms or types of teaching and learning (e.g. campus life); and
- the need to engage supports outside the classroom to enhance the learning experience (e.g. Orientation, Academic Success Centre, Access Resource Centre, etc.).

Recommendations:

Given what the Student Experience and Pedagogy Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions and surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 6:

That UNBC develop an integrated plan for learning informed by previous work done at UNBC regarding scholarship, teaching and learning.

- R6.1** Develop options for flexible scheduling that provides opportunities for learning inside and outside the classroom;
- R6.2** Evaluate the design of campus spaces for purposeful and effective learning, and prepare a space optimization report in concert with Phase II of the Academic Planning process;
- R6.3** Determine capacity to embed the full suite of student services (e.g. Academic Success Centre, Access Resource Centre, embedded librarian) into the classroom;
- R6.4** Examine options for effective, innovative and coherent use of technology; and
- R6.5** Model evidence-based decision-making and incorporation of existing research (e.g. National Survey of Student Engagement (NSSE) Report).

Recommendation 7:

That the Academic Plan contains recommendations regarding the assessment and adoption of Graduate and Undergraduate high impact teaching and learning practices, including a plan for their implementation. The plan should include, but not be limited to the following high impact practices:

- R7.1** Undergraduate and Graduate research experience;
- R7.2** Experiential learning, co-op and service learning;
- R7.3** First Year experience;
- R7.4** Mentoring, student leadership and peer support;
- R7.5** Undergraduate and Graduate professional skills development;
- R7.6** Indigenous and Aboriginal pedagogies and ways of knowing;

R7.7 Expanded support of learning options at local, regional, national and global levels;

R7.8 Promotion of high impact practices that support student retention efforts; and

R7.9 Identification and coordination of current practices and integration of existing groups addressing student experience and pedagogical issues (e.g. PCPP).

Recommendation 8:

That the Academic Plan holistically addresses academic, social and personal development and well-being for students, faculty and staff with a focus on community and capacity building.

R8.1 Include whole-of-University and whole-of-student perspectives (faculty, students and staff - inside and outside the classroom);

R8.2 Ensure that the academic support for students, faculty and staff be an integral part of the Academic Plan, and be equitably distributed across the Regions;

R8.3 Ensure that the student support initiatives increase both physical and virtual accessibility in Prince George and in the Regions;

R8.4 Ensure that during Phase II, the Academic Planning process undertakes an assessment of UNBC's recognition and support of teaching relative to comparator institutions;

R8.5 Ensure that the Academic Planning process considers spatial constraints and options for living and learning;

R8.6 Develop an Academic Plan that ensures as an integral goal the employment of good communication strategies regarding academic, social and personal development of faculty, students, alumni and staff; and

R8.7 Build a common understanding and unity in diversity.

Relevant Materials:

1. APPENDIX A: Community Engagement data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/2015%20October%2023%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&

[DefaultItemOpen=1](#)

2. APPENDIX B: NSSE Report

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/FacultyReports/2014%20NSSE%20FSSE%20Report.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FFacultyReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

3. APPENDIX C: High impact practices link

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/FacultyReports/2008%20High%20Impact%20Educational%20Practices.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FFacultyReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4. APPENDIX D: PCPP Survey executive summary

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/FacultyReports/2014%20December%20Provost%27s%20Committee%20on%20Pedagogical%20Practices%20Survey%20Results.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FFacultyReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4.5. Academic Administrative Organization Collaborative Team

Scope:

The Academic Administrative Organization (AAO) Collaborative Team was established to focus on the activities delivered by the administrative units that are under the purview of the Vice-President Academic and Provost and that are in place to provide support to the students and academic units of the University (*refer to Appendix A – Academic Administrative Organization Organizational Chart*).

This Committee began as the Administrative Support and Organization Collaborative Team; however, the members of the team felt this did not reflect the intent of the committee and subsequently changed the name to the Academic Administrative Organization Collaborative Team.

Consultation:

The AAO engaged with the Deans and Directors who report to the Vice-President Academic & Provost through a series of survey questions about their units. The team used the information gathered to illustrate the current academic administrative organization of the University through organizational charts, including diagrams of the University's current Senate and Senate Committee structure (*refer to Appendix A - Academic Administrative Organization Organizational Chart and Appendix B – UNBC Senate and Senate Committee Structure Diagrams*).

The AAO Team also participated in the University-wide academic planning engagement sessions to gather feedback on the University community's perceptions of our current academic administrative organization, to elicit feedback from all of our constituencies, and to identify gaps that may be considered in our current organizational structure.

What we heard:

A number of themes arose during the consultation process with the University community:

- the need to develop an organizational structure that supports and promotes the development of our faculty in both teaching and research;
- the need to provide central points of contact and enhanced services for our students;
- the need to develop, support and integrate employees into the academic structure in order to ensure collaborative approaches to services;
- the need to build an organizational structure that promotes open, inclusive and timely communication and decision making at all levels;
- the need to examine a variety of models of academic advising and / or academic support for their fit within the University's structure;

- the need to have better accessibility to data to make informed decisions for planning, research and marketing at all levels;
- the strengthening (or rebuilding) of the relationship and communication between all levels; and
- the need to re-establish an effective co-op program with the introduction of courses relevant to employers' needs and enhanced career services for our students.

Recommendations:

Given what the Academic Administrative Organization Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions and surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 9:

That UNBC determine the appropriate Academic Administrative Organization that must be in place to support the goals of a comprehensive UNBC Academic Plan.

R9.1 Create an open and transparent process to develop an academic administrative structure;

R9.2 Ensure the right positions are in the right place at the right time to achieve the goals of a UNBC Academic Plan;

R9.3 Ensure any plan put in place for the Academic / Administrative structure enhances and provides appropriate support for our students;

R9.4 Evaluate the Academic governance structures (e.g. Senate committees, College Councils) to determine whether the current structure is appropriate to achieve the goals of a UNBC Academic Plan in an efficient and effective manner; and

R9.5 Use University-agreed-upon metrics within an Academic Plan to measure the effectiveness of organizational realignment.

Relevant Materials:

1. APPENDIX A: UNBC Academic Administrative Organization Organizational Charts

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/UNBCReports/2014%20-%202015%20Draft%20UNBC%20Org%20Charts%20-%20Currently%20under%20Review.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FUNBCReports%2FForms%2FAllItems%2Easpx%3F%26%26p%5FSortBehavior%3D0%26p%5FFileLeafRef%3D2014%2520Initiatives%2520Prince%2520George%2520Workforce%2520Intelligence%2520Study%2520Final%2520ReportV2%252epdf%26%26PageFirstRow%3D1%26%26View%3D%7B813E19A5%2D343C%2D4BA9%2DA5FF%2D5E55D3AE66E5%7D&DefaultItemOpen=1&DefaultItemOpen=1

2. APPENDIX B: UNBC Senate & Senate Committee Structure Diagrams

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/OtherReports/2015%20UNBC%20Senate%20and%20Senate%20Committees.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FOtherReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/OtherReports/2015%20Diagram%20-%20UNBC%20Senate%20and%20Senate%20Committees.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FOtherReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

3. APPENDIX C: UNBC Community Engagement Feedback Summary

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/Academic%20Administrative%20Organization%20Structure%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

5. Phase II “Action in Planning”

Phase II will review the breadth of input from the community and the recommendations that are the result of Phase I, as well as obtain additional information as required and develop Academic priorities with actionable goals and measures of success. These will guide UNBC’s activities in subsequent years, while supporting a successful second quarter century and a long-term sustainable future.

6. Plan Accountability

Planning accountability is the responsibility of all University members who are involved in the planning process and delivering the outcomes. Buy-in from the UNBC community is and continues to be critical to the development and successful implementation of the next Academic Plan. In particular, the need to ensure the transparency of process and engagement of the UNBC community in Phase II continues.

7. Plan Approval

The Academic Plan priorities, actionable recommendations and measurable outcomes are the responsibility of Senate. The financial/budgetary responsibility is the responsibility of the Board of Governors.

8. Next Steps – Integrated University Planning Process

While this document deals mostly with the strategic plan for our academic endeavors, the plan will become the overarching strategy for the next phase of integrating the Administrative Plan and Research Plan. In other words, the Administrative and Research Plans will respond to the Academic Plan and become part of the long-term unified approach to UNBC's sustainability in the future. This integrated planning process will inform the budget process in 2016/17 and beyond.

It is critical that we move forward and focus on building and leading the cultural change over time. We invite the UNBC community to participate in the Academic Planning process and implementation of decisions that will help create a sustainable environment in which the University can continue to excel.

9. Academic Planning Phase I Acknowledgements

It is important to acknowledge and celebrate the hard work and significant effort that was expended by the Academic Planning Committee:

- Bill Krane, Vice-President Academic and Provost
- Dan Ryan, Acting Vice-President Academic and Provost
- Greg Condon, Chief Information Officer
- Mark Dale, Dean, Regional Programs
- Tina Fraser, Associate Professor, EDUC (CASHS)
- Erik Jensen, Acting Dean, College of Science and Management
- Troy Hanschen, University Registrar
- Angela Kehler, Northern Undergraduate Student Society
- Bill Owen, Vice-Provost, Student Engagement
- Andrea Palmer, UNBC Alumni
- Geoff Payne, Interim Vice-President Research
- Jessy Rajan, President, Graduate Student Society
- Roy Rea, Senior Lab Instructor, Ecosystem Science and Management, College of Science and Management
- Rheanna Robinson, Senior Advisor to the President
- Blanca Schorcht, Dean, College of Arts, Social and Health Sciences
- Heather Smith, Director, Centre for Teaching, Learning and Technology
- Kevin Smith, Dean, Graduate Programs
- Shannon Wagner, Professor, School of Health Sciences
- Todd Whitcombe, Associate Professor, Chemistry, Environmental Science, and Environmental Engineering
- Allan Wilson, University Librarian

Contributing Members:

- Amy Blanding, Research Assistant
- Brooke Boswell, Research Assistant
- Barb Daigle, Interim Vice-President Administration and Finance and Director of Human Resources
- Lisa Dickson, Associate Professor, ENGL (CASHS)
- Pamela Flagel, Associate Registrar Enrolment Services
- Kyrke Gaudreau, Sustainability Manager
- Heidi Lawson, Assistant Registrar Records/Operations
- Tracy Summerville, Associate Professor, POLS (CASHS)
- Gary Wilson, Professor, POLS (CASHS)
- Matt Wood, Manager Communications and Media Relations
- Provost's Committee on Pedagogical Practices

Community Engagement Coordinator:
Annie Booth, Professor, ENVS (CSAM)

Project Manager:
Bernadette Patenaude, Director, Integrated University Planning

Project Support:
Brenda Sitter, Executive Assistant, Vice-President Academic and Provost

Appendix 1 Academic Planning Committee (APC) Terms of Reference

The Academic Planning Committee Terms of Reference are located in the Academic Planning Committee SharePoint site:

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?source=/sites/IntegratedPlanning/academicplanning/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic%20Planning%20Committee%20version%202.2.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 2 Academic Planning Committee Phase I and II High Level Timeline

The Academic Planning Process High Level Timeline is located in Academic Planning Committee SharePoint site:

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?source=/sites/IntegratedPlanning/academicplanning/Shared%20Documents/2015%20July%2028%20Academic%20Planning%20Process%20High%20Level%20Time%20Line%20Final%20v1.4.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 3 Academic Planning Committee Detailed Phase I Schedule

The detailed Phase I Schedule of the Academic Planning Committee deliverables, presentations and UNBC community engagements are located in the Academic Planning Committee SharePoint site:

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Shared%20Documents/2015%20October%2019%20Calendar%20style%20timeline%201.10.xlsx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 4 Academic Planning Committee Background Reports and Documentation

The following list of reports and documentation provided the Academic Planning Committee with a comprehensive database of work that had already been completed since 1988. This background information is available to the University of Northern British Columbia's community for current and future planning. It will continue to be updated as new reports become available.

<https://our.unbc.ca/sites/IntegratedPlanning/iup/SitePages/Home.aspx>

Appendix 5 Academic Structure Collaborative Team

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic%20Structure%20Collaborative%20Team%20Final%201.3.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/2015%20August%2027%20Draft%20Academic%20Structure%20Collaborative%20Team%20Draft%20Questions%20Survey%201.1.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – UNBC Community

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/September%202015%20Academic%20Structure%20Collaborative%20Team%20Final%20Survey%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/Academic%20Structure%20Collaborative%20Team%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 6 Enrolment Initiatives Collaborative Team

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/EPWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/EPWG/Shared%20Documents/Enrolment%20Initiative%20Questions%20for%20Initial%20Engagement%20August%202021,%202015.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FEPWG%2FSitePages%2FHome%2Easpx%3FInitialTabId%3DRibbon%252EDocument%26VisibilityContext%3DWSSTabPersistence&DefaultItemOpen=1&DefaultItemOpen=1

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/EPWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/EPWG/Shared%20Documents/Enrolment%20Initiative%20Questions%20for%20Initial%20Engagement%20August%202021,%202015.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FEPWG%2FSitePages%2FHome%2Easpx%3FInitialTabId%3DRibbon%252EDocument%26VisibilityContext%3DWSSTabPersistence&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/Enrolment%20Initiatives%20Collaborative%20Team%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 7 Faculty Renewal and Development Collaborative Team

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/Terms%20of%20Reference%20-%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Final%20v%201.5.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20September%2013%20Email%20Communciations%20Final%20Questions%20for%20Faculty%20Renewal%20and%20Development%20Initial%20Engagement%20Process%20v%201.1.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – UNBC Community

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20September%2013%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Final%20Survey%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20October%2023%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 8 Student Experience and Pedagogy

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/Terms%20of%20Reference%20-%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Final%202.0.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – UNBC Community

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/2015%20August%2028%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Survey%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FShared%2520Documents%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/2015%20October%2023%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 9 Academic Administrative Organization Collaborative Team

Terms of Reference

[https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic-Administrative%20Organization%20Collaborative%20Team%20\(Final%20v%203\).docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1](https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic-Administrative%20Organization%20Collaborative%20Team%20(Final%20v%203).docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1)

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/August%2020%202015%20Academic%20Administrative%20Organization%20Collaborative%20Team%20Draft%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20September%20Academic%20Administrative%20Organization%20Ven%20Diagram%20for%20Public%20Engagement.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20October%2025%20Academic%20Administrative%20Organization%20Structure%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 10 UNBC Community Engagement Process

A summary of the UNBC Community Engagement sessions follows:

- August 24, 2015 (1-3 pm) - CUPE Graffiti Wall
- August 25, 2015 (1-3 pm) – Faculty/Post-Doctoral Fellows/Research Managers Graffiti Wall
- August 26, 2015 (9-11 am) – CUPE Graffiti Wall
- September 1, 2015 (1-3 pm) – Exempt/Administration Graffiti Wall
- September 2, 2015 (1-3 pm) – CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt Graffiti Wall
- September 3, 2015 (9-11 am) – Faculty Graffiti Wall
- September 8, 2015 (11 – 1 pm) – Student Orientation Graffiti Wall
- September 9, 2015 (1-3 pm) – Student Graffiti Wall
- September 11, 2015 (7:45 – 8 am) – Board of Governors Modified Graffiti Wall (Travel to Fort St. John)
- September 11, 2015 (12 – 1:30 pm) – UNBC/Northern Lights College Campus
- September 16, 2015 (3:30 – 5 pm) – Extraordinary Senate Engagement Graffiti Wall
- September 17, 2015 (2:30 – 4 pm) – CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt Graffiti Wall
- September 21, 2015 (9-11 am) - CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt Graffiti Wall
- September 21, 2015 (12 – 1 pm) – Northern Medical Student Graffiti Wall
- September 23, 2015 (9 – 10 am) – North Cariboo Community College Graffiti Wall
- September 24, 2015 (11 am – 1 pm) – UNBC Prince Rupert Campus/Northwest Community College
- September 25, 2015 (11:30 am – 1:30 pm) – UNBC Terrace Campus/Northwest Community College
- September 28, 2015 (9:30 – 11:30 am) – New Aiyansh WWN Graffiti Wall
- October 30, 2015 (11 – 1 pm) - CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt World Cafe – Phase I Draft Report

What we heard:

Members of the UNBC community indicated their preferred choice of sharing feedback is in an open environment (e.g. Graffiti Wall, World Café).

A summary of the total number of unique participants follows:

Open UNBC Community engagement sessions	Summary of unique participants
UNBC Prince George - Mission, Mandate, Values and Goals and APC Collaborative Team Questions	218
UNBC Quesnel, Prince Rupert, Terrace, Fort St. John and Wilp Wilxo'oskwhl Nisga'a (WWNI) - Mission, Mandate, Values and Goals and	86

APC Collaborative Team Questions	
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The following surveys were circulated via email to the UNBC Community and posted to the Academic Planning Website and SharePoint Site for general accessibility. In addition, the surveys were sent to specific UNBC Community members for response.

Surveys	Summary of unique responses received
UNBC Mission, Mandate Values and Goals Survey	27
Academic Structure Collaborative Team Survey	33
Faculty Renewal and Development Collaborative Team Survey Distributed via email to Tenure and Tenure-Track Faculty, Librarians and SLIs (approximately 79).	27
Academic Administrative Collaborative Team Survey Distributed via email to Administrative Academic Leads of units reporting directly to the Vice-President Academic and Provost (e.g. Student Success Centre, Information Technology and Services)	11
Enrolment Initiatives Collaborative Team Survey Distributed via email to the Office of the Registrar and the Student Recruitment and Conversion Advisory Committee (approximately 39)	9
Student Experience and Pedagogy Survey Distributed via email to the Provost's Committee on Pedagogical Practices (approximately 70)	37

Mission, Mandate, Values and Goals – UNBC Community Responses (Raw Data)

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/October%2023%202015%20Draft%20UNBC%20Community%20Responses%20-%20Consolidated%20Mission%20Vision%20Values%20Version%201.1.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Mission, Mandate, Values and Goals – UNBC Community Statements

Mission, Vision, Values and Goals Statements	
<p>Question 1: We excel in our teaching, our research and our service as well as in the management of the university. We are innovative in all of these efforts. We aspire to the highest standards in all that we do. (Value)</p> <p>UNBC champions intellectual freedom, academic inquiry, learning for its own sake, access to information, learning through applied learning initiatives and the development of new knowledge. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 2: UNBC aspires to intellectual and moral leadership in society. This is a role, which the university must earn through the rigorous development of its ideas, through the integrity of its actions, through the trust merited by its officials, through the effectiveness of the services it provides, and through the institutional respect, it commands within the community. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 3: The mission of the University of Northern British Columbia is to provide excellent academic programs and services for its undergraduate, professional, and graduate students so that they are prepared for roles that will improve the quality of life for the peoples of Northern British Columbia, the rest of the province, Canada, and beyond. The university’s core academic values of excellence, inclusiveness, curiosity and creativity, and responsiveness underpin its mission. (Mission-AVI)</p> <p>To be a student-centered, research-intensive university uniquely Northern and personal in character, responsive to the region it serves, of national and international acclaim. (Vision)</p> <p>Is the still who we are at UNBC? Why?</p>	
<p>Question 4: We will develop our community of graduate students and postdoctoral fellows. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 5: UNBC’s program and course offerings are based on the needs and preferences of students, the community and society. (Values)</p> <p>Students will be provided an educational environment marked by its student centeredness, relevance, and pedagogy that optimizes learning. (Mission – AVI)</p>	

<p>Is this still who we are at UNBC? Why?</p>	
<p>Question 6: Teaching excellence is a critical factor in effective student learning and in the transmission of knowledge to the next generation. The quality of the teaching and learning environment is essential to the continuing strength and growth of UNBC. Excellence in teaching requires a university environment that fosters and facilitates teaching and acknowledges and rewards success. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 7: We value our community. We care passionately for the people that make up the UNBC community. We aspire to sustain our culture of mutual respect. We strive to engage students, faculty and staff in all aspects of university life. (Value)</p> <p>The university is committed to promoting and increasing diversity among its students, staff, and faculty...UNBC is also committed to ensuring fairness in matters relating to gender and social equity, particularly with respect to academic opportunity. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 8: What are we missing? What should be added?</p>	
<p>Question 9: We are an active community of scholars, diverse in interests and outstanding in achievement. Creating knowledge and applying it to the needs of our communities are equally important. (Mission)</p> <p>Knowledge creation is central to the mission and mandate of a university. Excellence in knowledge creation requires a university environment that fosters and facilitates research and scholarship and appropriately acknowledges and rewards success. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 10: We exercise good governance in the management of the university. In our practices, we are effective, transparent and compassionate. (Value)</p> <p>UNBC is also committed to exemplary standards in service quality, operating effectiveness and public accountability. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 11: As Canada's Green University, to be a leader in renewable energy. (Goal)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 12: We will strengthen our support to our alumni around the world. We engage</p>	

<p>alumni in meaningful ways, informing them of university affairs. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 13: “We support the success of our researchers. We provide the best possible infrastructure and support for our researchers. (Mission)</p> <p>Success in research is integral to the personal and professional satisfaction of being part of a research-intensive university. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 14: The University of Northern British Columbia is unique in its northern and regional mandate. It is a university “in and for the north” and it is committed to serve the needs of northern people and significantly amongst northern people, First Nations people. (Vision)</p> <p>In particular, the university is committed to providing regional students with a standard of educational and student services equivalent to that of its central campus. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 15 Assist in the transition of the northern economy. Support the economic, cultural, social and environmental evolution of the north. (Mission)</p> <p>We are relevant to northern British Columbia and other like regions in the world. (Value)</p> <p>We value the contribution of indigenous peoples in British Columbia and around the world. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 16: Building on our successes, we will be among the best in the following areas: Environment and Natural Resources; First Nations and Indigenous Issues, Health, and Quality of Life; Northern community Sustainability and Development. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 17 UNBC Faculty/Staff: How does being a regional campus affect your UNBC experience?</p>	
<p>Question 18: Students: How does being a regional campus affect your UNBC experience?</p>	
<p>Question 19 How do we best engage with our regional campuses at UNBC? What would work for you?</p>	

Question 20 What do you want from your UNBC experience?	
Question 21: How do we best engage with our UNBC students? What would work for you?	
Question 22: How does being at a regional campus affect UNBC experience?	

DRAFT FOR SENATE

Motion Number (assigned by
Steering Committee of Senate): S-201511.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That, on the recommendation of the Senate Committee on Academic Affairs, Senate approve the Recommendations made within the document “Developing a New Academic Plan – Phase I”

Effective Date: Upon Approval by Senate

Rationale: In June of 2015, the Vice-President Academic & Provost initiated the development of a new Academic Plan that is to be created in two phases. The first phase, which has reached completion, includes a series of recommendations that are designed to create a planning framework for Phase II of the planning process. This framework is our “road map” to guide the development of our new Academic Plan. Phase II of the academic planning process will begin upon approval by Senate of the Phase I recommendations that are included within the attached document.

Motion proposed by: Dr. Dan Ryan, Chair – Senate Committee on Academic Affairs

Academic Program: Not Applicable

Implications for Other Programs / Faculties? Yes

College: Not Applicable

College Council / Committee Motion Number: Not Applicable

College Council / Committee Approval Date: Not Applicable

Attachment Pages (if applicable): 46 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF20151116.03

Moved by: M. Dale

Seconded by: K. Smith

Committee Decision: CARRIED as amended.

Approved by SCAAF: November 16, 2015



Date

Chair’s Signature

For recommendation to ✓, or information of _____ Senate.



Motion Number (assigned by SCS): SCSB20151028.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Awards Guide Description for the Helen Thurwell Scholarship be approved.

Effective Date: 2016-2017 Academic Year

Rationale: To revise the Helen Thurwell Scholarship commencing the 2016-2017 Academic Year with alterations to the Value section as follows:

Value: ~~\$20,000~~ ~~\$25,000~~ ~~(\$5,000~~ \$6,250 per year x 4 years. This award is renewable for three (3) years, subject to the recipient maintaining academic proficiency.)

Proposed By: Jennifer Hicke, Administrator - Development Awards

External Relations Contact: Jennifer Hicke, Administrator - Development Awards

Faculty/Academic Department: N/A

Date: October 28, 2015

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate:

Motion No.: SCSB20151028.03

Moved by: Erasmus

Seconded by: Palmer

Committee Decision: CARRIED

Attachments: 1 page

Approved by SCSB: October 28, 2015
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: Helen Thurwell Scholarship

Awards Guide Description/Intent:

Donor: Vernon and Jacqueline Forster

Value: ~~\$20,000~~ \$25,000 (~~\$5,000~~ \$6,250 per year x 4 years. This award is renewable for three (3) years, subject to the recipient maintaining academic proficiency.)

Number: One

Award Type: Scholarship

Eligibility: Available to a full time undergraduate female student with demonstrated school/community involvement and proven academic excellence. Recipient must be a resident of northern British Columbia.

Application Instructions: Fill out all sections of the Awards Application form and attach your Resume and a letter outlining your school/community involvement.

Effective Date: Endowed 1993

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