

**SENATE MEETING
PUBLIC SESSION
AGENDA**

February 24, 2016
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

1.0 S-201602.01

Approval of the Agenda †

Page 1 That the agenda for the February 24, 2016 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-201601.02

Approval of Senate Minutes

Page 5 That the minutes of the January 27, 2016 Public Session of Senate be approved as presented.

3.0 Business Arising from Previous Minutes of Senate

3.1 Senate Committee on Academic Affairs

Dr. Ryan

“For Approval” Items:

Regular **S-201511.05**
Approval of the Recommendations made within the document “Developing a New Academic Plan – Phase I”

Page 34 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

Page 35 An updated copy of the “Developing a New Academic Plan - Phase I Planning Framework” has been included.

Page 80 An Amendment Map to identify the changes that have been made to the “Developing a New Academic Plan - Phase I Planning Framework” document has been included for information.

3.2 Senate Committee on Academic Affairs

Dr. Ryan

Report on the composition of the working groups from the recommendations in the document “Developing a New Academic Plan – Phase I.”

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:

Regular	<u>S-201602.03</u> New Academic Program Approval - the Associate of Arts Degree and Associate of Science Degree
Page 86	That, on the recommendation of the Senate Committee on Academic Affairs, the Associate of Arts Degree and Associate of Science Degree be approved as proposed. Proposed Start Date: September 2016
Page 91	A Summary of revisions to Elective Courses for the School of Health Sciences Masters Programs has been included for information.
Regular	<u>S-201602.04</u> Changes to Program Requirements – MA Disability Management
Page 92	That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to program requirements for MA - Disability Management list of electives, on page 53 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 graduate calendar, be approved as proposed. Effective date: September 2016
Regular	<u>S-201602.05</u> Changes to Program Requirements – MSc Health Sciences
Page 94	That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to program requirements for MSc – Health Sciences list of electives, on page 66 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 graduate calendar, be approved as proposed. Effective date: September 2016
Consent	<u>S-201602.06</u> Change to Course Preclusion - HHSC 601 Principles of Epidemiology
Page 96	That, on the recommendation of the Senate Committee on Academic Affairs, the change to the course preclusion for HHSC 601 Principles of Epidemiology, on page 126 in the PDF calendar accessible on the UNBC web page of the 2015/2016 graduate calendar, be approved as proposed. Effective date: September 2016
Consent	<u>S-201602.07</u> Change(s) to Course Number, Course Title and Course Prerequisite - HHSC 350 Introduction to Epidemiology
Page 98	That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course number, course title and course prerequisite for HHSC 350 Introduction to Epidemiology, on page 253 in the PDF calendar accessible on the UNBC web page of the 2015/2016 undergraduate calendar, be approved as proposed. Effective date: September 2016

- Regular **S-201602.08**
Change to Program Requirements - Bachelor of Health Sciences
Page 100 That, on the recommendation of the Senate Committee on Academic Affairs, the change to the program requirements for the Bachelor of Health Sciences program, on page 145 (in PDF calendar of the 2015/2016 undergraduate calendar, be approved as proposed.
Effective date: September 2016
- Regular **S-201602.09**
New Course Approval - ENSC 250-2 Introduction to Environmental Data Analysis
Page 103 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ENSC 250-2 (Introduction to Environmental Data Analysis) be approved as follows.
Proposed semester of first offering: Winter 2017
- Regular **S-201602.10**
Approval of the Agreement of Cooperation between UNBC and Zhengzhou University (ZZU), China
Page 108 That, on the recommendation of the Senate Committee on Academic Affairs, the motion to approve the Agreement of Cooperation between UNBC and Zhengzhou University (ZZU), China be approved as proposed.
Effective Date: Upon the approval of Senate

“For Information” Item:

- SCAAF201602.09**
Template for Pathway Agreements
Page 116 That SCAAF approve the Template for Pathway Agreement and forward it to Senate for information.
Effective Date: February 3, 2016

- 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:

- SCSB20160127.03**
Aboriginal Student Support Bursary
Page 126 That the new Terms and Conditions for the Aboriginal Student Support Bursary be approved.
Effective Date: 2016-2017 Academic Year

- SCSB20160127.04**
Susan Stevenson Memorial Award
Page 128 That the new Terms and Conditions for the Susan Stevenson Memorial Award be approved.
Effective Date: 2016-2017 Academic Year

- 9.4 Senate Committee on Nominations (SCN) Dr. David Casperson**

“For Approval” Items:

- Regular **S-201602.11**
Membership Changes to Senate Committees
That, on the recommendation of the Senate Committee on Nominations, and barring further nominations from the floor of Senate, the following candidate, who has 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 **CANDIDATE**
(except as otherwise noted, all terms begin immediately)

SENATE COMMITTEE ON FIRST NATIONS AND ABORIGINAL PEOPLES

First Nations Representative — Member at Large (03/31/2019)

Ms. Rena Zatorski

- 9.5 Senate Committee on the University Budget** **Dr. Whitcombe**
- 10.0 S-201602.12**
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**
- S-201602.13** **Dr. Murphy**
That Senate lacks confidence in the leadership of the Board of Governors Chair.
- S-201602.14** **Dr. Murphy**
That Senate request that the Lieutenant Governor in Council replace the Chair of the UNBC Board of Governors.
- S-201602.15** **Dr. Keen**
That the Chair of the Senate Committee on Academic Affairs report to Senate the status and financial cost of each External Program Review initiated since 1 January 2014 at the March 2016 meeting of Senate.
- S-201602.16** **Dr. Keen**
That the Chair of the Senate Committee on Academic Affairs report to Senate the existing procedure for External Program Reviews and a consideration of whether this needs to be formalized in writing through a Policy recommended to the Board of Governors by Senate at the March 2016 meeting of Senate.
- 12.0 Information (no material)**
- 13.0 S-201602.17**
Move to In Camera Session
That the meeting move In Camera.
- 14.0 S-201602.22**
Adjournment
That the Senate meeting be adjourned.

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.**



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

FEBRUARY 19, 2016

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:

That the Academic Planning Committee recommend that Senate adopt the following core principles/values in the creation of the UNBC Plan:

- ***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 direct SCAAF to propose a composition and a selection process for establishing appropriate action planning groups for approval. These action planning groups will be based on recommendations 3, 4, 5, 6 and 10. The groups will consist of elected and appointed representatives. The skills and knowledge required to complete the tasks of each individual action planning group will be given due consideration in the selection process.

R2.1 Task the action planning groups 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; and

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.

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, academic unit or department level, and determine if changes to the present structure are warranted; that Senate direct SCAAF to create a working group to implement Recommendation 3; and the working group consider the strategies for responding to the themes that emerged from the University community and identify gaps where further consultation is required.

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 planning process but will need to be updated as necessary to reflect changing circumstances. Senate direct SCAAF to create a working group to contribute to the implementation of Recommendation 4; and the working group consider the strategies for responding to the themes that emerged from the University community and identify gaps where further consultation is required.

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 UNBC develop a plan for faculty renewal and development and that this plan be given high priority as part of the overall UNBC planning process; that Senate direct SCAAF to create a working group to contribute to the implementation of Recommendation 5; and the working group consider the strategies for responding to the themes that emerged from the University community consultations and identify gaps where further consultation is required.

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 issues of interest and concern to non-tenured and non-tenure track faculty employed at UNBC and their implications to the university as a whole;

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 Senate direct SCAAF to create a working group to contribute to the implementation of Recommendations 7, 8 and 9; and the working group consider the strategies for responding to the themes that emerged from the University community and identify gaps where further consultation is required.

Recommendation 7:

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

- R7.1** Develop options for flexible scheduling that provides opportunities for learning inside and outside the classroom;
- R7.2** 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;
- R7.3** Determine capacity to embed the full suite of student services (e.g. Academic Success Centre, Access Resource Centre, embedded librarian) into the classroom;
- R7.4** Examine options for effective, innovative and coherent use of technology; and
- R7.5** Model evidence-based decision-making and incorporation of existing research into the planning process (or planning document) and to ensure the wider dissemination of this material across the University (e.g. National Survey of Student Engagement (NSSE) Report).

Recommendation 8:

That the Academic Plan contain recommendations regarding the assessment and adoption of Graduate and Undergraduate high impact teaching and learning practices, including a plan for their implementation.

- R8.1** Undergraduate research experience;
- R8.2** Graduate research experience;
- R8.3** Experiential learning, co-op and service learning;

- R8.4** First Year experience;
- R8.5** International student experience;
- R8.6** Mentoring, student leadership and peer support;
- R8.7** Undergraduate and Graduate professional skills development;
- R8.8** Indigenous and Aboriginal pedagogies and ways of knowing;
- R8.9** Expanded support of learning options at local, regional, national and global levels;
- R8.10** Promotion of high impact practices that support student retention efforts; and
- R8.11** Identification and coordination of current practices and integration of existing groups addressing student experience and pedagogical issues (e.g. PCPP).

Recommendation 9:

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.

- R9.1** Include whole-of-University and whole-of-student perspectives (faculty, students and staff - inside and outside the classroom);
- R9.2** 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;
- R9.3** Ensure that the student support initiatives increase both physical and virtual accessibility in Prince George and in the Regions;
- R9.4** Ensure that during Phase II, the Academic Planning process undertakes an assessment of UNBC's recognition and support of teaching relative to comparator institutions;
- R9.5** Ensure that the Academic Planning process considers spatial constraints and options for living and learning;
- R9.6** 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
- R9.7** 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 10:

That UNBC determines the appropriate Academic Administrative Organization that must be in place to support the goals of a comprehensive UNBC Academic Plan. That Senate directs SCAAF to create a working group to contribute to the implementation of Recommendation 10; and that the working group considers the strategies for responding to the themes that emerged from the University community and identifies gaps where further consultation is required.

R10.1 Create an open and transparent process to develop an academic administrative structure;

R10.2 Ensure the right positions are in the right place at the right time to achieve the goals of a UNBC Academic Plan;

R10.3 Ensure any plan put in place for the Academic / Administrative structure enhances and provides appropriate support for our students;

R10.4 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

R10.5 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 PHASE I - Academic Planning Framework
Amendments Map**

Section	Recommendation	Senate - November 25, 2015	Senate December 12, 2015	Senate January 25, 2016	Senate February 24, 2016
		<p>Senate - MOTION S-201511.05 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 Postponed, until the Senate meeting on December 9, 2015</p> <p>Senate - MOTION S-201511.04.01 Committee of the Whole - Motion to Convene That Senate move into Committee of the Whole for the purpose of having a broad discussion about the Phase I Academic Planning Report CARRIED</p> <p>Senate - MOTION S201511.05 Approval of the Recommendation made within the document "Developing a New Academic Plan - Phase I" Effective Date: Upon Approval by Senate Postponed, until the Senate meeting on December 9, 2015</p>	<p>Senate - MOTION S-201511.05 Senate - DECISION To review and approve Phase I Academic Planning Report Recommendations by general consent, one by one, with the option once completed to go back and fine tune recommendations based on other revisions made.</p> <p>Senate - MOTION TO POSTPONE To postpone further discussion on Senate motion S-201511.05 Approval of the Recommendations made within the document "Development a New Academic Plan - Phase I" until the next regular meeting of Senate. CARRIED</p>		<p>Senate - Motion for consideration: That, on the recommendation of the Senate Committee on Academic Affairs, Senate adopt Recommendations 1 through 10 made within the document "Developing a New Academic Plan - Phase I".</p>
Section 3: Phase I "Planning Framework"					
	Recommendation 1	The Academic Planning Committee recommends that Senate adopt the following core principles in the creation of the UNBC Academic Plan.	Senate - GENERAL CONSENT		<p>Senate - GENERAL CONSENT (December 12, 2015 Meeting) That Senate adopts Recommendation 1: That the Academic Planning Committee recommend that Senate adopt the following core principles/values in the creation of the UNBC Plan:</p> <p>R1.1</p>

**Draft PHASE I - Academic Planning Framework
Amendments Map**

Section	Recommendation	Senate - November 25, 2015	Senate December 12, 2015	Senate January 25, 2016	Senate February 24, 2016
	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.	<p>Senate - MOTION That the discussion on Recommendation 2 from the Phase I Academic Planning Report be postponed until the other recommendations have been discussed. CARRIED</p>	<p>Senate - AMENDMENT At the beginning of Recommendation 2 to prepend the words: "That Senate direct SCAAF to propose working group compositions and selection procedures for Senate approval; and, once approved,"</p> <p>Senate - AMENDMENT That a period be placed after "groups" in the first sentence of the main text and "by January 27, 2016 be removed.</p>	<p>REVISED RECOMMENDATION: That Senate adopt Recommendation 2: That Senate direct SCAAF to propose a composition and a selection process for establishing appropriate action planning groups for approval. These action planning groups will be based on recommendations 3, 4, 5, 6 and 10. The groups will consist of elected and appointed representatives. The skills and knowledge required to complete the tasks of each individual action planning group will be given due consideration in the selection process.</p>
	Recommendations 2.1 to 2.7			<p>Senate - AMENDMENTS To Sub-Recommendations R2.1 - R2.7 That all the sub-recommendations under Recommendation 2 be struck, with the exception of R2.1 bullet 3 and R2.2 bullet 1; R2.5 - Something similar to this statement could be used as a rider somewhere at the beginning as all the planning groups should draw upon the data and; R2.5 change "draw on" to "consider"</p>	
Section 4: UNBC Academic Planning Committee Recommendations					

**Draft PHASE I - Academic Planning Framework
Amendments Map**

Section	Recommendation	Senate - November 25, 2015	Senate December 12, 2015	Senate January 25, 2016	Senate February 24, 2016
Section 4.1 Academic Structure Collaborative Team	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.	<p>Senate - AMENDMENT To strike the final period after "warranted" in the main part of the text, and to replace it with: that Senate direct SCAAF to create a working group to implement Recommendation 3; and that the working group be charged to:</p> <p>CARRIED</p> <p>REVISED RECOMMENDATION: 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; that Senate directs SCAAF to create a working group to implement Recommendation 3; and that the working group be charged to:</p>		<p>REVISED RECOMMENDATION: That Senate adopt Recommendation 3: That Senate consider the Academic Structure of UNBC with respect to the college, program, academic unit or department level, and determines if changes to the present structure are warranted; that Senate direct SCAAF to create a working group to implement Recommendation 3; and the working group consider the strategies for responding to the themes that emerged from the University community and identify gaps where further consultation is required.</p>
Section 4.2 Enrolment Initiatives Collaborative Team	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.	<p>Senate - AMENDMENT To strike the final period after "circumstances" in the main part of the text, and to replace it with: ; and that Senate direct SCAAF to create a working group to implement this Recommendation.</p> <p>CARRIED</p> <p>REVISED RECOMMENDATION: That UNBC develops an enrolment 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 planning process but will need to be updated annually to reflect changing circumstances; and that Senate directs SCAAF to create a working group to implement Recommendation 4; and that the working group be charged to:</p>		<p>REVISED RECOMMENDATION: That Senate adopt 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 planning process but will need to be updated as necessary to reflect changing circumstances. Senate direct SCAAF to create a working group to contribute to the implementation of Recommendation 4; and the working group consider the strategies for responding to the themes that emerged from the University community and identify gaps where further consultation is required.</p>

**Draft PHASE I - Academic Planning Framework
Amendments Map**

Section	Recommendation	Senate - November 25, 2015	Senate December 12, 2015	Senate January 25, 2016	Senate February 24, 2016
Section 4.3 Faculty Renewal and Development Collaborative Team	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:	<p>Senate - MOTION To insert between the first and second sentences: That Senate directs SCAAF to create a working group to implement this Recommendation. CARRIED</p> <p>REVISED RECOMMENDATION: That ongoing faculty development be given high priority as part of the overall University Plan and the UNBC Integrated Planning process. That Senate directs SCAAF to create a working group to implement this Recommendation. 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:</p>		<p>REVISED RECOMMENDATION: That Senate adopt Recommendation 5: That UNBC develop a plan for faculty renewal and development and that this plan be given high priority as part of the overall 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; that Senate direct SCAAF to create a working group to contribute to the implementation of Recommendation 5; and the working group consider the strategies for responding to the themes that emerged from the University community consultations and identify gaps where further consultation is required:</p>
	Sub-recommendation 5.4	Address concerns regarding reliance on non-tenure employed faculty	<p>REVISED RECOMMENDATION: Address concerns regarding reliance on non-tenure and non-tenure track employed faculty</p>		<p>REVISED RECOMMENDATION: Address concerns regarding reliance on non-tenure employed faculty; Address issues of interest and concern to non-tenured and non-tenure track faculty employed at UNBC and consider the implications of these issues for the university as a whole.</p>
Section 4.4 Student Experience & Pedagogy Collaborative Team					<p>REVISED RECOMMENDATION 6 [previously 6, 7, 8] That Senate adopt Recommendations 6, 7, 8 and 9: That Senate direct SCAAF to create a working group to contribute to the implementation of Recommendations 7, 8 and 9; and the working group consider the strategies for responding to the themes that emerged from the University community and identify gaps where further consultation is required.</p>

**Draft PHASE I - Academic Planning Framework
Amendments Map**

Section	Recommendation	Senate - November 25, 2015	Senate December 12, 2015	Senate January 25, 2016	Senate February 24, 2016
	Recommendation 6	That UNBC develop an integrated plan for learning informed by previous work done at UNBC regarding scholarship, teaching and learning.	<p>Senate - AMENDMENT To strike the comma between "scholarship and teaching" in the main part of the text, and to replace it with "of"</p> <p>REVISED RECOMMENDATION: That UNBC develops an integrated plan for learning informed by previous work done at UNBC regarding scholarship, of teaching and learning.</p>		Recommendation 7 [previously 6] That UNBC develop an integrated plan for learning informed by previous work done at UNBC regarding scholarship, of teaching and learning.
	Sub-recommendation R6.5		<p>Senate - AMENDMENT To modify Sub-Recommendation R6.5 to include the following, "... incorporation of existing research into the planning process (or planning document) and to ensure the wider dissemination of this material across the University (e.g. National Survey of Student Engagement (NSSE) Report). CARRIED</p> <p>REVISED RECOMMENDATION: Model evidence-based decision-making and incorporation of existing research into the planning process and to ensure the wider dissemination of this material across the University (e.g. National Survey of Student Engagement (NSSE) Report).</p>		
	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:			Recommendation 8 [previously 7] That the Academic Plan contain 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:
	Sub-recommendations R7.1, R7.2 and R7.3. Renumbering of the remaining Sub-recommendations accordingly.		<p>Senate - AMENDMENT To divide R7.1 into Undergraduate research experience and Graduate research experience into two different sub-recommendations. CARRIED</p> <p>REVISED RECOMMENDATION: R7.1 Undergraduate and Graduate research experience; R7.2 Graduate research experience; R7.5 International student experience;</p>		

**Draft PHASE I - Academic Planning Framework
Amendments Map**

Section	Recommendation	Senate - November 25, 2015	Senate December 12, 2015	Senate January 25, 2016	Senate February 24, 2016
	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.			Recommendation 9 [previously 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.
Section 4.5 Academic Administrative Organization Collaborative Team	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.		<p>Senate - AMENDMENT To strike the final period after "Plan" in the main part of the text, and replace it with: "and that Senate will direct SCAAF to create a working group that will assist the Provost in implementing Recommendation 9 with due consideration given to:" CARRIED</p>	<p>REVISED RECOMMENDATION 10 [previously 9] [see Note 1]: That UNBC determine the appropriate Academic Administrative Organization that must be in place to support the goals of a comprehensive UNBC Academic Plan. That Senate direct SCAAF to create a working group to contribute to the implementation of Recommendation 10; and the working group consider the strategies for responding to the themes that emerged from the University community and identify gaps where further consultation is required.</p>

Explanation Note 1: The Academic Administration Organization represents the UNBC departments/units that report directly to the Vice-President Academic and Provost and are reflected in the following list:

- * Centre for Teaching, Learning and Technology
- * Geoffrey R. Weller Library
- * Information Technology Services
- * Northern Medical Program
- * Office of the Registrar
- * Student Engagement
- * Offices of the Deans (College of Arts, Social and Health Sciences, College of Science and Management, Graduate Programs and Regional Operations)

Motion Number (assigned by
Steering Committee of Senate): S-201602.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the Associate of Arts Degree and Associate of Science Degree be approved as proposed.

A. General Information

Program Title: Not Applicable

Program Objectives: To provide a high quality academic credential in two, rather than four years, providing students with the basis for a range of future degree programs.

Credential upon Completion of the Program: Associate of Arts Degree or Associate of Science Degree

Program Offering the Degree: College of Arts, Social, and Health Sciences, and College of Science and Management

Proposed Start Date: September 2016

Suggested Institutional Priority: High

Relationship of Proposed Program to the Mandate of the Institution: Provides a practical academic credential for students in Northern British Columbia, who may not be prepared or able to commit to four years of study. This fulfills UNBC's mandate of access to post-secondary education for students in smaller communities in Northern BC.

Implications for the Cooperative Education Option: N/A

Specialties within Program: N/A

Related Programs at Other Institutions: The curriculum of the Associate of Arts and Science Degrees are administered provincially and are offered at a number of BC Colleges and Universities.

Relation to Existing Programs: All Arts and Science based degree programs.

Articulation Arrangement: As per the British Columbia Council on Admissions and Transfer and the BC Transfer Guide.

Consultations with Other Institutions: This proposal has been discussed with the three northern colleges (Northern Lights College, Northwest Community College, and College of New Caledonia) who are interested in providing some or all of the 1st year courses for this credential.

B. Program Description

General Calendar Description: The Associate of Arts and Associate of Science Degrees are provincial credentials offered by many institutions in the BC Transfer System. The Associate Degree is designed to provide an educational experience that prepares students for life as an educated person, and to lay a solid foundation for further study.

The Associate Degree curriculum comprises two years of university level study in a variety of academic areas. Students are required to complete a broad range of course offerings balanced with in-depth study in specific disciplines. Since many students will continue their studies, the requirements are sufficiently flexible to enable students to complete the required prerequisites for upper level course work in their intended major.

Curriculum:

Associate of Arts Degree

General Requirements

60 credit hours of first- and second-year courses. These must include a minimum of 18 credit hours in Arts at the second-year level taken in two or more subject areas.

Specific Requirements

- A. 6 credit hours in first-year English; and
- B. 9 credit hours in Science which shall include at least:
 - 3 credit hours in Mathematics, Computing Science or Statistics (Statistics courses taught in subject areas such as Business, Commerce, Economics, Psychology, etc. may also be used to meet this requirement);
 - 3 credit hours in a laboratory science, and
- C. 36 credit hours in Arts which shall include:
 - 6 credit hours in the Social Sciences;
 - 6 credit hours in Humanities (including the Creative and Performing Arts) other than English;
 - 24 additional credit hours in Arts, and
- D. 9 credit hours in Arts, Science, or other areas.

Associate of Science Degree

General Requirements

60 credit hours of first- and second-year courses. These must include a minimum of 18 credit hours in Science at the second-year level taken in two or more subject areas.

Specific Requirements

- A. 6 credit hours in first-year English; and
- B. 6 credit hours in Mathematics which shall include at least 3 credit hours in Calculus; and
- C. 36 credit hours in Science, which shall include at least 3 credit hours in a laboratory science; and
- D. 6 credit hours in Arts other than English (excluding Mathematics and laboratory-based science courses); and

E. 6 credit hours in Arts, Science, or other areas.

Requirements for Both Degrees

1. All general and specific requirements must be met but an institution may set higher standards or additional requirements over and above these general and specific requirements.
2. No course can be used to meet more than one of the specific requirements.
3. An average overall grade of "C" (Cumulative GPA of 2.00 or its equivalent) calculated on all courses counting towards the Associate Degree must be achieved.
4. The number of credit hours awarded for any particular course are determined by the institution granting the Associate Degree. Although the number of credit hours awarded for any particular course may vary from institution to institution, it is expected that a student will have completed the equivalent of approximately twenty 3-credit-hour courses to fulfill the degree requirements.

C. Need for Program

Enrolment Projections: Incoming to 40 students per year primarily at regional centres.

Cultural, Social and Economic Needs: A gateway for students in small communities into post-secondary education with an achievable goal in a practical timeframe.

Labour Market Demands: Supports skills development but does not provide direct labour market entry.

Other Benefits: Development of engagement with communities and sustainable partnerships with First Nations.

D. Faculty

Faculty list: These credentials are composed of courses we already provide in basic Arts and Sciences in 1st and 2nd year.

Expected Teaching Loads:

Research Funding:

E. Program Delivery

Distance Learning Components: Many courses are expected to be face to face, but web and distance learning courses already developed are expected to be part of this program.

Class Size and Structure: Expected to have small cohorts 8-12 students.

Experiential Learning: Expected to be minor, as this is a basic academic core program at the junior level.

F. Program Resources

Administrative Requirements:

Library Resource Requirements Form
(to be submitted with SCAAF New Academic Program Proposal Motion Form)

NEW ACADEMIC CREDENTIAL PROPOSAL: Associate of Arts Degree and Associate of Science Degree

G. Library Resource Requirements (to be completed by Librarians)

As these degrees are composed of courses that are already supported by the library, there should be minimal additional resources required. Since these degrees are projected to be of interest to regional students, it is likely that 2nd and 3rd copies of some items may be necessary. Ideally, increased demand would be accommodated with ebooks when they are available.

Any additional items required can be accommodated within the existing Library Acquisitions budget.

1. Space Requirements:

- a) holdings:
- b) study / work:

2. Library Administrative Support Requirements:

Since these degrees are projected to be of interest to regional students, it is likely there will be increased demand for shipping of library materials to distance students, as well as an increased demand for research assistance and/or library instruction.

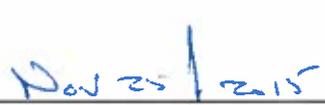
The Library will do it's best to accommodate any additional requests. However, depending on the time of year, there may be a delay due to volume.

3. Capital Requirements (other than new course-specific):

4. Holdings Requirements (List all new courses that carry new holdings requirements, and include total cost):



University Librarian (or designate) signature



Date

**Summary of revisions to Elective Courses
for the School of Health Sciences Masters Programs**

The two motions describe updates to the list of proposed elective courses that are listed in the calendar as suggestions for students to consider taking in the MSc – Health Sciences and MA – Disability Management. These updates have been informed by a review of the elective courses taken by students in these programs enrolled in the past five years. The revised listings include additions of possible elective courses that have been regularly taken by students but were not previously listed in the calendar, as well as deletions of courses that have not been taken by students enrolled over the last five years.

The two associated motions are:

MSc – Health Sciences

That the change(s) to program requirements for MSc – Health Sciences list of electives, on page 66 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 graduate calendar, be approved as proposed.

MA – Disability Management

That the change(s) to program requirements for MA - Disability Management list of electives, on page 53 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 graduate calendar, be approved as proposed.

Motion Number (assigned by
Steering Committee of Senate): S-201602.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to program requirements for MA - Disability Management list of electives, on page 53 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 graduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Updating the list of electives to reflect courses available
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Elective Courses

Candidates must complete a minimum of 9 credit hours from the following list.

COMM 630-3 Organizational Studies
COMM 631-3 Labour Management Relations
DISM 720-3 Special Topics
DISM 798-(3-6) Directed Studies
ECON 610-3 Health Economics
ECON 611-3 Cost Benefit Analysis
EDUC 613-3 Interpersonal Counselling Skills
HHSC 602-3 Organization and Financing of Canadian Health Care
POLS 603-3 Social and Health Policy in the Context of Health and Health Care
PSYC 620-3 Health Psychology
PSYC 720-3 Cross-Cultural Communication in Health Care Settings
SOCW 605-3 Community Work/Politics of Change
SOCW 698-3 Special Topics

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

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

Elective Courses

Candidates must complete a minimum of 9 credit hours from the following list.

~~COMM 630-3 Organizational Studies~~
~~COMM 631-3 Labour Management Relations~~
DISM 720-3 Special Topics
DISM 798-(3-6) Directed Studies
ECON 610-3 Health Economics
ECON 611-3 Cost Benefit Analysis
EDUC 613-3 Interpersonal Counselling Skills
HHSC 602-3 Organization and Financing of Canadian Health Care
POLS 603-3 Social and Health Policy in the Context of Health and Health Care
PSYC 620-3 Health Psychology

PSYC 720-3 Cross-Cultural Communication in Health Care Settings
SOCW 605-3 Community Work/Politics of Change
SOCW 698-3 Special Topics

Other courses may be substituted or added with the approval of the student's Supervisory Committee.

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

Program / Academic / Administrative Unit: School of Health Sciences

College: College of Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2016.01.21.03

College Council Approval Date: January 21, 2016

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

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.: SCAAF201602.03

Moved by: T. Whitcombe

Seconded by: K. Smith

Committee Decision: CARRIED.

Approved by SCAAF: February 3, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201602.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to program requirements for MSc – Health Sciences list of electives, on page 66 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 graduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Updating the list of electives to reflect courses available
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Additional Course Requirements

Two courses (6 credit hours), chosen in consultation with the advisor.

Examples of courses taken by our students are:

HHSC 602-3 Organization and Financing of Canadian Health Care
HHSC 603-3 Community Research Methods
ECON 610-3 Health Economics
EDUC 603-4 Advanced Quantitative Data Analysis
GEOG 628-3 Advanced Medical Geography
PSYC 605-4 Quantitative Methods II
PSYC 620-3 Health Psychology
PSYC 720-3 Cross-Cultural Communication in Health Care Settings
SOCW 610-3 Wellness: Alternate Approaches
NURS 701-6 Advanced Clinical Practice in Community Health Nursing
NURS 702-6 Continuing Community Care
NURS 703-3 Health Program Planning, Community Development and Evaluation

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

Additional Course Requirements

Two courses (6 credit hours), chosen in consultation with the advisor.

Examples of courses taken by our students are:

DISM 609-3: Professional Ethics in Health Care Management
ECON 610-3 Health Economics
GEOG 628-3 Advanced Medical Geography
HHSC 602-3 Organization and Financing of Canadian Health Care
HHSC 603-3 Community Research Methods
HHSC 604-3: The Health of First Nations People
HHSC 606-3: Health Promotion
~~ECON 610-3 Health Economics~~
~~EDUC 603-4 Advanced Quantitative Data Analysis~~
~~GEOG 628-3 Advanced Medical Geography~~
NURS 604-3: The Healing and Well-being of Indigenous Peoples

~~NURS 701-6 Advanced Clinical Practice in Community Health Nursing~~
~~NURS 703-3 Health Program Planning, Community Development and Evaluation~~
~~POLS 603-3: Social and Health Policy in the Context of Health and Health Care~~
~~PSYC 605-4 Quantitative Methods II~~
~~PSYC 620-3 Health Psychology~~
~~PSYC 720-3 Cross-Cultural Communication in Health Care Settings~~
~~SOCW 610-3 Wellness: Alternate Approaches~~
~~NURS 701-6 Advanced Clinical Practice in Community Health Nursing~~
~~NURS 702-6 Continuing Community Care~~
~~NURS 703-3 Health Program Planning, Community Development and Evaluation~~

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

Program / Academic / Administrative Unit: School of Health Sciences

College: College of Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2016.01.21.03

College Council Approval Date: January 21, 2016

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

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.: SCAAF SCAAF201602.04

Moved by: I. Hartley **Seconded by:** B. Schorcht

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

Approved by SCAAF: February 3, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201602.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course preclusion for HHSC 601 Principles of Epidemiology, on page 126 in the PDF calendar accessible on the UNBC web page of the 2015/2016 graduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Course is being taught at the 600 level and being cross listed with HHSC 401 undergraduate course.
3. **Implications of the changes for other programs, etc., if applicable:** provides broader accessibility to students at both graduate and undergraduate level and better utilizes teaching resources.
4. **Reproduction of current Calendar entry for the item to be revised:**

HHSC 601-3 Principles of Epidemiology Epidemiological principles applicable to infectious and non-infectious diseases: occurrence and distribution; factors underlying distribution of disease; host-agent environment complex; principles underlying etiology and causation.
5. **Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:**

HHSC 601-3 Principles of Epidemiology Epidemiological principles applicable to infectious and non-infectious diseases are discussed: occurrence and distribution; factors underlying distribution of disease; host-agent environment complex and; principles underlying etiology and causation.

Precluded: HHSC 401-3, NURS 306-3

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

Program / Academic / Administrative Unit: School of Health Sciences

College: College of Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2016.01.21.03

College Council Approval Date: January 21, 2016

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

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

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.: SCAAF201602.05

Moved by: K. Smith

Seconded by: B. Schorcht

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

Approved by SCAAF: February 3, 2016
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201602.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course number, course title and course prerequisite for HHSC 350 Introduction to Epidemiology, on page 253 in the PDF calendar accessible on the UNBC web page of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Course is being taught at the 400 level and being cross listed with HHSC 601 graduate course.
3. **Implications of the changes for other programs, etc., if applicable:** provides broader accessibility to students at both graduate and undergraduate level and better utilizes teaching resources.

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

HHSC 350-3 Introduction to Epidemiology This course applies epidemiological principles in the examination of patterns of disease and disability among populations, particularly those in northern latitudes. It introduces students to the interpretation of vital statistics, the critique of cross-sectional, case-control and cohort design and the principles of screening.

Prerequisites: Upper-level standing in the BHSc program

Precluded: NURS 306-3

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

HHSC 350 ~~401-3 Introduction to~~ Principles of Epidemiology This course applies epidemiological principles in the examination of patterns of disease and disability among populations, particularly those in northern latitudes. It introduces students to the interpretation of vital statistics, the critique of ~~cross-sectional, case-control and cohort~~ epidemiological study design and the principles of screening.

Prerequisites: Upper-level standing in the BHSc program or upper-level standing and enrolment in the Statistics Minor

Precluded: NURS 306-3, or HHSC 350-3, or HHSC 601-3

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

Program / Academic / Administrative Unit: School of Health Sciences

College: College of Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2016.01.21.03

College Council Approval Date: January 21, 2016

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

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

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.: SCAAF201602.06

Moved by: A. Kehler

Seconded by: T Whitcombe

Committee Decision: CARRIED.

Approved by SCAAF: February 3, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201602.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the program requirements for the Bachelor of Health Sciences program, on page 145 (in PDF calendar of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** To reflect the change in course number for HHSC 350 to HHSC 401
3. **Implications of the changes for other programs, etc., if applicable:** none
4. **Reproduction of current Calendar entry for the item to be revised:**

Common Requirements: All Majors

In order to meet the graduation requirements for a BHSc all students must successfully complete the following common requirements consisting of 64 credit hours. It is recommended that students take the courses listed below in the year of study indicated:

1st year - 20 credit hours

BIOL 103-3 Introductory Biology I
BIOL 104-3 Introductory Biology II
BIOL 123-1 Introductory Biology I Laboratory
BIOL 124-1 Introductory Biology II Laboratory
FNST 100-3 The Aboriginal Peoples of Canada
HHSC 101-3 Introduction to Health Science I: Issues and Controversies
HHSC 103-3 Health Care Systems
HHSC 105-3 Functional Anatomy

2nd year - 18 credit hours

BIOL 203-3 Microbiology
HHSC 201-3 Ethics and Law in Health Care
HHSC 311-3 Nutrition
PSYC 101-3 Psychology as a Science
PSYC 102-3 Psychology and Human Problems
STAT 240-3 Basic Statistics
or ECON 205-3 Statistics for the Social and Management Sciences

3rd year - 20 credit hours

FNST 302-3 First Nations Health and Healing
HHSC 305-3 Human Physiology I
HHSC 325-1 Human Physiology I Lab
HHSC 306-3 Human Physiology II
HHSC 326-1 Human Physiology II Lab
HHSC 350-3 Introduction to Epidemiology
HHSC 351-3 Research Design and Methods for Health Sciences
PSYC 309-3 Introduction to Health Psychology

4th year - 6 credit hours

HHSC 471-3 Aboriginal Health and Chronic Disease
PSYC 345-3 Lifespan Development
or SOCW 421-3 Human Growth and Development

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

Common Requirements: All Majors

In order to meet the graduation requirements for a BHSc all students must successfully complete the following common requirements consisting of 64 credit hours. It is recommended that students take the courses listed below in the year of study indicated:

1st year - 20 credit hours

BIOL 103-3 Introductory Biology I
BIOL 104-3 Introductory Biology II
BIOL 123-1 Introductory Biology I Laboratory
BIOL 124-1 Introductory Biology II Laboratory
FNST 100-3 The Aboriginal Peoples of Canada
HHSC 101-3 Introduction to Health Science I: Issues and Controversies
HHSC 103-3 Health Care Systems
HHSC 105-3 Functional Anatomy

2nd year - 18 credit hours

BIOL 203-3 Microbiology
HHSC 201-3 Ethics and Law in Health Care
HHSC 311-3 Nutrition
PSYC 101-3 Psychology as a Science
PSYC 102-3 Psychology and Human Problems
STAT 240-3 Basic Statistics
or ECON 205-3 Statistics for the Social and Management Sciences

3rd year - ~~20~~ 17 credit hours

FNST 302-3 First Nations Health and Healing
HHSC 305-3 Human Physiology I
HHSC 325-1 Human Physiology I Lab
HHSC 306-3 Human Physiology II
HHSC 326-1 Human Physiology II Lab
~~HHSC 350-3 Introduction to Epidemiology~~
HHSC 351-3 Research Design and Methods for Health Sciences
PSYC 309-3 Introduction to Health Psychology

4th year - ~~96~~ credit hours

HHSC 401-3 Principles of Epidemiology
HHSC 471-3 Aboriginal Health and Chronic Disease
PSYC 345-3 Lifespan Development
or SOCW 421-3 Human Growth and Development

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

Program / Academic / Administrative Unit: School of Health Sciences

College: College of Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2016.01.21.03

College Council Approval Date: January 21, 2016

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: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201602.07

Moved by: T. Whitcombe

Seconded by: K. Smith

Committee Decision: CARRIED.

Approved by SCAAF: February 3, 2016
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201602.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENSC 250-2 (Introduction to Environmental Data Analysis) be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** Winter 2017
2. **Academic Program:** Environmental Science
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENSC 250-2
4. **Course Title:** Introduction to Environmental Data Analysis
5. **Goal(s) of Course:**

This course will train students to write computer programs in R to manage, analyze and visualize environmental and geophysical data. It will prepare students for upper-division courses that will use these skills, especially ENSC 450 "Environmental and Geophysical Data Analysis", a required course for the Environmental Science major. This course addresses the fundamentals of computer programming using R and its application to Environmental and Geophysical Data Analysis.

6. Calendar Course Description:

This course introduces the principles and practice of developing computer programs to analyze and visualize environmental data. Topics include input and output of data, formatting data, accessing and using package libraries, writing functions, profiling and documenting code, and developing algorithms for environmental data analysis. Example datasets and problems from the geophysical and environmental sciences provide working examples. This course consists of lectures and labs with an emphasis on the development of practical skills in the lab.

7. **Credit Hours:** 2 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* _____ No X

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

8. Contact Hours (per week):

Lecture 1

Seminar 0

Laboratory 3

Other (please specify) _____

9. Prerequisites (taken prior): MATH 100 and 101, or MATH 152

10. Prerequisites with concurrency (taken prior or simultaneously): STAT 240 or 371

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

12. Preclusions: none

13. Course Equivalencies: none

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

15. Course to be offered: each semester _____
each year X
alternating years _____

16. Proposed text / readings:

1. An Introduction to R (free access <http://cran.r-project.org/doc/manuals/r-release/R-intro.html>)
2. Phil Spector, Data Manipulation with R, Springer, 2008

B. Significance Within Academic Program

1. Anticipated enrolment 20

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

3. Required for: Major: Environmental Science Minor: _____ Other: _____

4. Elective in: Major: Geography, Environmental Engineering Minor: _____

5. Course required by another major/minor: none

6. Course required or recommended by an accrediting agency:

7. Toward what degrees will the course be accepted for credit? Environmental Science

8. What other courses are being proposed within the Program this year? None

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:** Not applicable.

2. **Is a preclusion required?** Yes _____ No X

3. **If there is an overlap, and no preclusion is required, please explain why not:**

No other courses directly overlap with this proposed course. There are CPSC courses about computer programming, however these courses focus on theoretical principles of programming with advanced languages such as C, C++, or Java, etc. This course introduces a widely-used language in geophysical and environmental field, with emphasis on the application of R for the analysis environmental and geophysical data.

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:

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:** Youmin Tang, YouQin Wang. (Peter Jackson and Stephen Déry will assist in developing curricula and labs for first offering.)

ii. **Space (classroom, laboratory, storage, etc.):** none

iii: **Library Holdings:** none.

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

E. Additional Attached Materials

F. Other Considerations

1. **First Nations Content*:** Yes** _____ No X

* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

**If “yes,” refer the motion to the Senate Committee on First Nations and Aboriginal Peoples prior to SCAAF.

2. **Other Information: Attachment Pages (in addition to required “Library Holdings” Form):**

The UNBC library has sufficient reference books about basic statistics and statistical applications in geophysical sciences such as atmospheric sciences, oceanography, geography, etc. (also see attached form), as well as about computer programming.

- iv. Computer (time, hardware, software):

A computer lab will be required for this course. The lab time is 3 hours/per week. The computational resource in current UNBC computer labs is sufficient for this course. There is no specific requirement for the hardware. The free statistical software R will be used for lab components.

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

1. **College(s):** Science & Management
2. **College Council Motion Number(s):** CSAMCC 2016:01:14:03
3. **College Council Approval Date(s):** January 14, 2016
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201602.08

Moved by: I. Hartley

Seconded by: B. Schorcht

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

Approved by SCAAF: February 3, 2016

Date


Chair's Signature

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

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

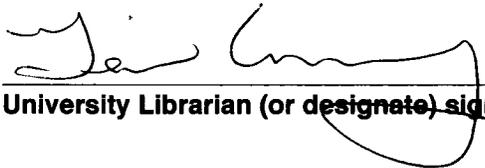
PROPOSED NEW COURSE: ENSC 250-2 (Introduction to Environmental Data Analysis)

Library Holdings (to be completed by the appropriate Librarian):

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

Jan 18 / 16

Date

Motion Number (assigned by
Steering Committee of Senate): S-201602.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the motion to approve the Agreement of Cooperation between UNBC and Zhengzhou University (ZZU), China be approved as proposed.

Effective Date: Upon the approval of Senate

Rationale: Zhengzhou University is a comprehensive University in Zhengzhou, Henan Province, China that is interested in starting collaboration discussions. An MOU was signed with Zhengzhou University and UNBC in July 2015.

The proposed agreement was designed jointly by the School of Business and International Education to develop an articulated 2+2 agreement in Bachelor of Commerce, Accounting and Finance majors. Both programs agree to formalize an agreement wherein students from ZZU in either the Finance or Accounting program will be granted acceptance to UNBC to declare a major in the Bachelor of Commerce program in the above majors. The first two years will be taught at ZZU with the students transferring to UNBC for their final years. Upon entry to UNBC, ZZU students will become UNBC students and credentials shall be awarded by UNBC upon successful completion of UNBC's degree requirements. The program is beneficial to UNBC by recruiting qualified international students from China to attend UNBC.

Both programs have agreed to develop a new integrated curriculum agreement blending the curricula from both institutions and delivering the program to a cohort of Chinese students.

Motion proposed by: Dr. Steven Cronshaw, Chair, School of Business and Sylvester Chen, Director, International Education

Academic Program: n/a

Implications for Other Programs / Faculties? None

College: CSAM

College Council / Committee Motion Number: CSAMCC 2016:02:11:02

College Council / Committee Approval Date: February 11, 2016

Attachment Pages (if applicable): 8 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201602.10

Moved by: E. Jensen **Seconded by:** B. Schorcht

Committee Decision: CARRIED, with editorial changes to the agreement.

Approved by SCAAF: February 3, 2016
Date



Chair's Signature

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

Memorandum

To:

From:

Date: December 16, 2015

Re: Transfer from Zhenghou University to University of Northern BC School of Business

This memo proposes that the following recognition of transfer course work between the University of Northern British Columbia and Zhenghou University. Graduates who successfully complete the approved courses listed below and declare a major in the School of Business, achieve a certain admission gpa, IELTS 6.5 etc

The attached worksheet contains transfer information on courses from Zhenghou University that have gone through the articulation process and awarded credit.

This agreement will be effective September 2016, but will be applicable to applicants who have completed these specific courses within the past two academic years.

DRAFT COPY

Appendix 1. Transfer worksheet. The following list of course equivalents will appear on the transfer credit summary for students who have successfully completed the course work from Zhenghou and meet University of Northern British Columbia Admission requirements.

Zhenghou Course title	UNBC Equivalence	UNBC course title
Statistics	STAT 1XX (3)	Unassigned STAT 100 level
Mgmt Accounting	COMM 2XX (3)	Unassigned COMM 200 level
Accounting	COMM 2XX (3)	Unassigned COMM 200 level
Financial Management	COMM 220 (3)	Financial Management I
Tax Law	COMM 2XX (3)	Unassigned COMM 200 level
Economic Law	ECON 1XX (3)	Unassigned ECON 100 level
Information Economics	ECON 3XX (3)	Unassigned ECON 300 level
International Economic	ECON 308 (3)	International Economics Relations
Political Econometric	ECON 312 (3)	Introduction to Econometrics
Money and Banking	ECON 3XX (3)	Unassigned ECON 300 level
Macroeconomics	ECON 101 (3)	Macroeconomics
Microeconomics	ECON 100 (3)	Microeconomics
Political Economics	ECON 2XX (3)	Unassigned ECON 200 level
Organizational Beh Sci	COMM 3XX (3)	Unassigned COMM 300 level
Principles of Mgmt	COMM 2XX (3)	Unassigned COMM 200 level
Calculus	MATH 1XX (3)	Unassigned MATH 100 level ^b
Calculus B (II)	MATH 2XX (3)	Unassigned MATH 200 level
Linear Algebra	MATH 1XX (3)	Unassigned MATH 100 level ^b

Transfer credit total: 54 credit hours

1 Course equivalencies were determined based on the following criteria:

- a) Course(s) articulated in BCCAT or previous standard established in other block agreements from the same college/university**
- b) Approval from appropriate professor or chair acknowledging course equivalency**
 - MATH 1XX-3 “Calculus” will be used to fulfil MATH 152 for Business majors only
 - MATH 1XX-3 “Linear Algebra” will be used to fulfil MATH 150 for Business majors only

2 If student(s) from Zhenghou University make the decision to change their major from a Business major, all waivers/substitutions will be removed from their student record.

An Agreement of Cooperation Between
Zhengzhou University, China
and
the University of Northern British Columbia, Canada
School of Business

I. Preamble

Zhengzhou University (ZZU) and the University of Northern British Columbia (UNBC) enter into this agreement to promote collegial relations and academic cooperation between the two institutions. Each university will make every effort to foster cooperation in the following areas, based upon the principles of academic integrity, equality and reciprocity:

- a) developing a joint/articulated program, beginning with School of Business in the areas of Accounting and Finance;
- b) the exchange of students;
- c) the exchange of faculty for the purpose of teaching, research and other scholarly activity;
- d) the conduct of cooperative and comparative research programs, with both sides having equal access to the results of such work;
- e) the exchange of information, including scientific and scholarly publications, bibliographic and reference materials, teaching aids, and curricula;
- f) joint participation in scientific conferences, symposia and congresses;
- g) *and* other mutually agreeable undertakings.

Without in any way limiting the scope of the agreement, the two universities are especially interested in fostering cooperative examination of issues related to the field of Business, specifically in the subject areas of Finance and Accounting.

II. Articulation Programs - School of Business

A. Overview:

UNBC and ZZU agree to the formalization of an articulation program wherein after completing their second year, students from ZZU in either the Finance or Accounting program will be granted acceptance to UNBC in the Bachelor of Commerce Finance or Accounting or Honours major to complete their degree at UNBC upon meeting the admission requirements of UNBC.

The Chair of the UNBC School of Business and the Dean of the ZZU School of Business will consult regarding course offerings in Finance and Accounting across both institutions to ensure that the course offerings in the 1st and 2nd years at ZZU prepare their students adequately for their continuation in the 3rd and 4th year at UNBC.

B. Admission Requirements

Each applicant from ZZU to UNBC is subject to the admission requirements of UNBC. Students from ZZU who apply through the articulation program will be admitted as BComm students in either Finance or Accounting or Honours majors. Admission requirements are outlined in the current undergraduate academic calendar at UNBC.

C. English Language Requirements

In order to be admitted to UNBC, each applicant from ZZU must provide proof of English Language proficiency as outlined in the current undergraduate academic calendar at UNBC.

In the event that a student does not meet the English language requirement at UNBC but meets the academic requirements, conditional acceptance to UNBC through UNBC's English Language Studies program may be granted. Credits obtained from the successful completion of the English Language Studies program are eligible for elective credits toward a student's degree program upon registration at UNBC as an undergraduate student.-

D. Program Requirements and Articulations

Students from ZZU entering their 3rd year of study in business at UNBC will require the equivalent of the first two years of study in the BCOMM Program. These programs of study in the Accounting and Finance or Honours Majors at UNBC for the first two years are laid out in the UNBC Undergraduate Calendar.

Course requirements for the BCOMM at UNBC may change from time to time, and UNBC will inform ZZU of any anticipated changes and provide them with new course information in a timely manner needed for ZZU to adjust its offerings in the first two years of study in Accounting and Finance to ensure a smooth flow of students between ZZU and UNBC.

E. Integrated Curriculum

Both parties agree to collaborate on creating an integrated curriculum program in Business and delivering the program to a cohort of students. Enrolment to the integrated program will be included in the national program of regular colleges and universities of the People's Republic of China. The entry point of the program is in sync with all the regular universities' enrolment in China.

The purpose of the integrated curriculum program is to harmonize the Business programs at both institutions. Reasonable efforts to match curriculum shall be made by both institutions. Any specific agreements with regard to resource allocation shall be outlined in a separate agreement.

Students, who have finished their 2 years studies at ZZU and satisfied the admissions and English language proficiency requirements of UNBC, may pursue their undergraduate studies at UNBC.

F. Academic Program and Student Life

Each party to this agreement agrees to provide appropriate advisory and other academic services to students in this program. Each institution also agrees to work toward the integration of students into student life at UNBC. Each university will appoint an administrator or coordinator for this program who will serve as a contact person for the students while they are at either institution. If student(s) from ZZU make the decision to change their major from a Business major, all waivers/substitutions/transfer will be re-assessed.

G. Fees and Expenses

Students participating in this program, while studying at ZZU, shall pay all required tuition, fees and charges as required by their home university.

Students participating in this program, while studying at UNBC, shall pay all required tuition, fees and charges as required by UNBC.

Travel arrangements, expenses and the acquisition of all necessary student visas, residence permits, health insurance and the like are the responsibility of each student. All participating students are required to have adequate health insurance coverage and provide proof of medical and immigration documents to UNBC.

Accommodation expenses and arrangements are the responsibility of the student. UNBC agrees to assist students from ZZU by providing information about housing options to the student or coordinator directly.

ZZU and UNBC will negotiate teaching loads, tuition sharing and expenses incurred by both institutions in a separate amendment to this agreement.

H. Credentials Granted

Each successful participant in the articulation program will receive, upon completion of their degree requirements, a parchment from the University of Northern British Columbia in Bachelor of Commerce – Finance or Bachelor of Commerce – Accounting with all of the rights and privileges granted by the degree. Successful students are eligible to convocate in the UNBC Convocation and Conferring of degrees ceremony.

Students enrolled in the integrated curriculum program would have the option to attend ZZU for two (2) years and then transfer to UNBC for their remaining two (2) years or to complete the entirety of their program at ZZU. Upon transferring to UNBC, and completing their degree requirements, students are eligible to receive UNBC credential.

If a student attends ZZU for the entire four-year degree, ZZU is the issuing authority for any credentials granted.

III. Scientific and Faculty Exchanges

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint research interests and enhance student education, each university agrees to welcome visiting faculty members and research fellows from the other institution. While neither institution is obliged to provide financial support for such visitors, each agrees to make every effort to furnish visiting faculty with access to university facilities (office space, reasonable administrative support and library privileges) provided that such facilities are available. If such facilities are not available, the host institution must inform the partner institution prior to agreeing to receive any visiting faculty.

In the event that visiting faculty/scholars/researchers are invited to teach a regularly scheduled course, this will be subject to a separate agreement being entered into.

IV. Student Exchanges

Recognizing the importance of student mobility, each university agrees to explore the possibility of a student exchange agreement. In the event that a student exchange agreement is sought from both institutions, this will be subject to a separate agreement being entered into.

V. Duration and Administration of the Agreement

The terms and conditions of this agreement will remain in effect for five (5) years, subject to annual review and modification by agreement of both universities. Either university may terminate the agreement by providing the other university with written notice at least six (6) months prior to the suggested date of termination. If either party terminates this agreement, each party agrees to carry out any obligations and responsibilities assumed prior to the termination date.

The appointed administrator or coordinator for this program at each University is responsible for overseeing the program's implementation and success. The appointed administrators will report to their respective governing bodies as required.

Dr. Daniel Weeks
President & Vice Chancellor

Dr. Liu Jiongtian, President

Date: _____
For the University of Northern British Columbia

Date: _____
For Zhengzhou University

Motion Number (assigned by
Steering Committee of Senate): SCAAF201602.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the template for Pathway Agreements be approved as proposed.

Effective Date: Upon the approval of Senate

Rationale: ELS is a cost recovery operation, which aims to feed its graduates into the UNBC undergraduate programs, and contribute to the general operating budget of the University. Pathway recruitment practice is the most cost-effective way of recruiting diverse international students into ELS. Having students from these pathway schools complete their final levels of English language study at UNBC ensures the English language requirement is fulfilled prior to entry into first-year undergraduate studies at UNBC.

Presently, ELS enrolment is critically undersubscribed, as such, establishing pathway recruitment with English language feeder schools is imperative for the viability of English Language Studies (ELS) at UNBC. Pathways provide ready access to a steady stream of qualified international students. These schools are well-established private English language providers, which will train students up to the equivalency of the UNBC ELS 30, at which point they will be admitted to ELS 40, our second highest level.

Only students meeting UNBC's academic admission requirements with the exception of the English language requirement will be considered for acceptance to ELS and conditional acceptance UNBC (referred to a dual admission). Students will then complete ELS' final two levels (40 and 50) before entering undergraduate studies at UNBC.

Motion proposed by: Sylvester Chen, Director, International Education

Academic Program: n/a

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): 8 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201602.09

Moved by: B. Schorcht

Seconded by: I. Hartley

Committee Decision: CARRIED, with editorial changes to the agreement.

Approved by SCAAF: February 3, 2016
Date



Chair's Signature

For recommendation to _____, or information of _____ Senate.

**Pathway Agreement
Between
The University of Northern British Columbia**

**And
(Insert Pathway School)**

The University of Northern British Columbia (hereinafter referred to as “UNBC”) has made this Pathway Agreement (hereinafter referred to as the “Agreement”) with **Pathway School** (hereinafter referred to as “PS”), which allows students graduating from PS **English for Academic Purpose (“EAP”) studies** to enter UNBC English Language Studies Program (“ELS”), for the purpose of completing the English requirement to enter UNBC undergraduate academic programming. UNBC and PS are referred to collectively as the Parties.

I. Pathway Agreement

1. Students successfully completing the PS Intermediate English Program (“IEP”) with a minimum final mark of X% overall granted entry to UNBC English Language Studies 40 (hereinafter referred to as “ELS 40”). Upon successful completion of ELS 40, students will advance to ELS 50.
2. Students successfully completing the PS English (“EP”) Program with a minimum final mark of X% overall will be granted entry to UNBC English Language Studies 50 (“ELS 50”).
3. PS students who have successfully completed any PS level lower than IEP will have the option of completing a placement test for entry into the appropriate ELS level at UNBC.
4. Successful completion of the UNBC ELS program with a grade of 2.00 (C) will satisfy UNBC’s English language proficiency requirement. Students must meet all other UNBC admission requirements as outlined in the UNBC undergraduate calendar.
5. Upon successful completion of ELS 40 (3 credits) and ELS 50/170 (9 credits), students may receive up to twelve (12) elective credits towards a UNBC undergraduate degree after admission to an academic program and completion of their first semester of registration in undergraduate studies.
6. EAP courses completed at PS will not appear on UNBC transcripts, nor will the courses be articulated through UNBC’s transfer credit process.
7. Under this Agreement UNBC International Education shall have the right to review PS academic materials related but not limited to EP and IEP including examinations and new curriculum and, in strict confidence and in compliance with all applicable privacy legislation, to view the examination results and transcripts of PS students applying for admission to UNBC ELS. UNBC reserves the right to visit and meet with PS students enrolled in EP and IEP.

II. Representations and Warranties

1. UNBC represents and warrants that it is acting in its higher education capacity, and has the legal capacity to enter into this Agreement.
2. PS represents and warrants that it:
 - a. is a legal entity in good standing in Canada;
 - b. is a Designated Learning Institution and recognized by Citizenship and Immigration Canada;
 - c. is registered and accredited with Private Career Training Institutions Agency or equivalent; and
 - d. is accredited by and will maintain its Language Canada accreditation.

III. Admission to ELS Pathway Program

1. Students who have met the requirements outlined in section I (I.1, I.2, and I.3) shall be eligible to apply for admission into the ELS program while enrolled in PS EP or IEP program with their interim marks.
2. Upon a student’s submission of the required documents to UNBC ELS, as outlined in Appendix A, UNBC ELS shall subsequently review and determine a student’s admissibility to UNBC ELS programs.

Initial: _____

IV. Responsibility of PS

PS agrees to and shall:

1. Promote UNBC to PS students who seek post-secondary education in Canada.
2. On behalf of the student, review and submit applications to UNBC International Education Department:
 - a. Applicants must ensure that the name of the transferring school "PS" is clearly indicated on the application form.
3. Assist the student in submission procedures in accordance to current ELS and, if appropriate, conditional admission processes, as established by the UNBC International Education and Office of the Registrar, respectively.
4. Will meet a corresponding enrolment/transfer target for this Agreement, as stated in Appendix C. This target may be revised upon evaluation by the Parties.
5. List and market UNBC as the first and/or priority pathway institution in British Columbia in any brochure or similar marketing materials which promotes PS's pathway partners.
6. Promote UNBC to appropriate international students at PS's own expense.
7. Assign a PS staff member to work with UNBC.

At no time shall PS:

1. Represent itself as a UNBC entity
2. Make any false or misleading comparisons (or claims of association) between UNBC and any other educational institution.
3. Make any representation that UNBC is or is not associated with any other educational institution.
4. Make statements, or issue documentation assuring students are eligible for admission to UNBC programs.
5. Use any UNBC Marks without prior written authorization from UNBC. "Marks" means logos, trademarks, service marks, designs, and other intellectual property that belong to, are owned by, are licensed to, or carry the name of UNBC, whether registered or not.

V. Responsibility of UNBC

UNBC agrees to and shall:

1. Review student applications and issue acceptance to ELS, as outlined in this Agreement.
2. Determine student's eligibility to UNBC's academic programs.
 - a. NOTE: Conditional Admission will not be granted to competitive entry programs
3. When possible and upon mutual agreement, send staff to assist PS to promote and/or train staff and pay its own expenses.
4. Provide marketing materials to PS without charge.
5. Respond to 'complete' undergraduate applications sent to UNBC in a timely fashion. To further clarify, a complete undergraduate application consists of documents and fees required for admission according to current UNBC admission regulations.

VI. Evaluation

1. UNBC will monitor the academic performance of transferring students on a semester-by-semester basis to ensure the established level equivalencies remains valid.
2. Following an assessment of the PS level equivalencies, transfer has been established as stated in this Agreement. PS is responsible for the assessment of its students and for ensuring that applicants to UNBC meet established transfer requirements (or can be reasonably expected to do so by the intended transfer date).
3. PS will advise UNBC of any changes to its programs' level equivalency (e.g. changes to CEFR/IELTS benchmarking, or other accepted equivalencies) during the course of this Agreement.
4. UNBC may require students to complete additional placement tests at its discretion. These tests will be used to evaluate the level equivalencies used for student transfers to UNBC.

VII. Terms of the Agreement

Initial: _____

1. This Agreement shall remain in force for five (5) years from the date of signing. It may be terminated "at will" by either Party with thirty (30) days' written notice.
2. Should this Agreement expire or be terminated, UNBC will continue to consider for admission those who are admitted to PS's EP and IEP for up to one year after the termination of this Agreement.
3. Upon the expiration or termination of this Agreement, each party shall immediately cease making any representations of any collaboration between the Parties, except as is necessary to conclude pending application(s). The expiration or termination of this Agreement does not affect any accrued rights or remedies of either Party.

VIII. General Terms

1. Non-Exclusive Agreement. This is a non-exclusive Agreement, and either Party may contract with third parties to provide other similar agreement.
2. Entire Agreement. This Agreement sets forth the entire agreement between the Parties with respect to the subject matter herein. No modification or amendment to this Agreement shall be binding upon the Parties unless made in writing and duly executed by authorized representatives of both Parties.
3. Force Majeure. Neither Party shall be liable for any delays in the performance of any of its obligations hereunder due to causes beyond its reasonable control, including but not limited to fire, strike, lock out or other labor unrest including picketing (whether lawful or not), war, riots, acts of any civil or military authority, acts of God, judicial action, unavailability or shortages of labor, materials or equipment, impaction or enrollment restrictions order by the British Columbia Ministry of Advance Education, or failure or delay in delivery by suppliers or delays in transportation.
4. Invalidity and Severability. If any of the provisions of this Agreement are determined to be invalid, illegal or unenforceable by a court of competent jurisdiction, such provisions shall be severed from the Agreement, and the remaining provisions shall remain in full force and effect; provided, however, that with respect to any material provision so severed, the Parties shall negotiate in good faith to achieve the original intent of such provision.
5. Governing Law. This Agreement shall in all aspects be governed by and be construed in accordance with the laws of the Province of British Columbia, Canada.

IX. Notice

All notices under this Agreement must be in writing and sent by electronic mail and prepaid airmail as follows:

To UNBC:
 Director of International Education
 University of Northern British Columbia
 3333 University Way
 Prince George, British Columbia
 Canada, V2N 4Z9
 Phone: 250 -960-5361
 Email: ie@unbc.ca

To Pathway School:
Name, Title, Pathway School
 742 Evergreen Terrace
 Springfield, British Columbia
 Canada, V6G 1B9
 Phone: xxx-xxx-xxxx
 Email:

Any changes to the above must be promptly provided in writing to the other Party.

Initial: _____

X. Conclusion

This Agreement shall be effective when signed by all signatories. Signatures below indicate acceptance of the terms, conditions, and responsibilities contained herein and represent that the signatories are authorized to bind the respective Parties.

For University of Northern British Columbia

Dr. Daniel Weeks, President

Date: _____

For Pathway School

Name, Title

Date: _____

DRAFT

Initial: _____

Appendix A

UNBC Admission Procedures (ELS and Conditional Admission)

ELS Program Admission Only

When students are applying for admission into the ELS program they require the following documents:

- Complete ELS application
- Copies of English Proficiency Exams or PSs' Transcripts
- Copy of Photo Passport Page

UNBC ELS Application form:

<http://www.unbc.ca/sites/default/files/sections/international-education/adminelsapplicationformwebversionrevisedmay72015.pdf>

Conditional Admission to UNBC undergraduate studies and ELS Program)

When students are applying for conditional admission into the ELS program with conditional admission into the undergraduate program they require the following documents:

- Complete ELS application
- Copies of English Proficiency Exams or PS Transcripts
- Copy of Photo Passport Page
- Complete Undergraduate Admission/Re-Admission form and provide documents as required by UNBC admission regulations.

UNBC Undergraduate Admission/Re-Admission form:

<http://www.unbc.ca/sites/default/files/sections/apply/undergraduate/ugadmissappl.pdf>

UNBC Undergraduate Admission Policies (Document Requirements):

<http://www.unbc.ca/apply/undergraduate>

Application and Deposit Fees:

Students must include **ALL** applicable application fees (ELS and undergraduate) at time of application.

Appendix B

REFUND POLICY

The application fee portion of the deposit is non-refundable.

Deposits provided by students are non-refundable, except in cases in which the student is forced to withdraw due to a failure to obtain a student permit/visa. In such cases, normal refund policies will apply.

For more information on UNBC's application fees and ELS Program Fees:

<http://www.unbc.ca/sites/default/files/sections/international-education/elsprogramfees.pdf>

DRAFT

Appendix C

Transfer Targets

PS targets ten (10) to twenty (20) for the average number of students to be transferred to UNBC per ELS intake.

These targets represent part of the evaluation framework for the Agreement.

DRAFT

Appendix D

The PS shall assist students by:

1. Providing accurate information to both overseas and local applicants, regarding Canada, its education systems, UNBC, admission requirements, application procedures, fee structure, deadlines, refund policies, payment procedures, accommodation options, and cost-of-living expenses in Canada.
2. Assisting in the preparation of students' relevant documents required for application to UNBC (high school and any post-secondary transcripts, legal, financial, etc.) as necessary and/or required by law.
3. Ensuring that all relevant student documents are authentic, certified, official, unaltered.
4. Ensuring students applying for admission provide the required fees and deposits against tuition fees at UNBC at the time of application. The deposit and required fee are non-refundable, except for reasons specified in Appendix B and are forfeit by the student if he/she does not complete the intended transfer to study at UNBC. Program fees minus the deposit must be paid in full on or before the first day of class (for complete information, please refer to current UNBC fee policy).



Motion Number (assigned by SCS): SCSB20160127.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Aboriginal Student Support Bursary be approved.

Effective Date: 2016-2017 Academic Year

Rationale: To activate the Aboriginal Student Support Bursary commencing the 2016-2017 Academic Year.

Proposed By: Jennifer Hicke, Administrator - Development Awards

External Relations Contact: Jennifer Hicke, Administrator - Development Awards

Faculty/Academic Department: N/A

Date: January 27, 2016

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20160127.03

Moved by: Schorcht

Seconded by: Murphy

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: January 27, 2016
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Aboriginal Student Support Bursary

Awards Guide Description/Intent: The donors wish to establish this award to assist aboriginal students achieve their academic goals by alleviating some of the financial burden that comes from attending university.

Donor: Michael and Betty Gibbins

Value: \$1,000

Number: One

Award Type: Bursary

Eligibility: Available to a full or part time undergraduate or graduate aboriginal student.

Criteria: Demonstrated financial need and satisfactory academic standing.

Effective Date: Established 2015

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



Motion Number (assigned by SCS): SCSB20160127.04

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Susan Stevenson Memorial Award be approved.

Effective Date: 2016-2017 Academic Year

Rationale: To activate the Susan Stevenson Memorial Award commencing the 2016-2017 Academic Year.

Proposed By: Jennifer Hicke, Administrator - Development Awards

External Relations Contact: Jennifer Hicke, Administrator - Development Awards

Faculty/Academic Department: N/A

Date: January 27, 2016

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20160127.04

Moved by: Schorcht

Seconded by: Murphy

Committee Decision: CARRIED.

Attachments: 1 Page

Approved by SCSB: January 27, 2016

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Graduate

Award Name: Susan Stevenson Memorial Award

Awards Guide Description/Intent: This award was established in memory of wildlife ecology and NRESi member Susan Stevenson. During a 35-year career built primarily in the BC central interior, Susan designed and implemented important research and inventory projects related to mountain caribou habitat, lichen biology, and silvicultural systems. She collaborated effectively with allied researchers in other domains of biology, forestry, and environmental science. She gave generously of her expertise to the next generation of scientists, by providing guest lectures, assisting at field schools, and serving on graduate advisory committees. Susan exemplified the Institute's values of interdisciplinary curiosity and unselfish collaboration, and enriched the lives of all those who worked and studied with her.

Donor: Friends and Family of Susan Stevenson

Value: \$1,000

Number: One

Award Type: Award

Eligibility: Available to a full or part time female graduate student enrolled in either the Masters (NRES) or PhD (NRES) degree programs with a research emphasis in one or more of: wildlife ecology, plant biology, forest ecology, or innovative silvicultural systems and practices that emphasize wildlife management and biodiversity objectives.

Criteria: Satisfactory Academic Standing (3.0 GPA).

Conditions: Student is unable to receive this award more than once.

Effective Date: Endowed 2015

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation of the NRESi Steering Committee. Applicants will provide a statement, not exceeding 500 words in length, explaining how their intended research fits within the areas specified for this award.