

**SENATE MEETING  
PUBLIC SESSION  
AGENDA**

March 23, 2016  
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

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**1.0 S-201603.01**

**Approval of the Agenda †**

Page 1 That the agenda for the March 23, 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-201603.02**

**Approval of Senate Minutes**

Page 5 That the minutes of the February 24, 2016 Public Session of Senate be approved as presented.

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

**“For Approval” Item:**

**3.1 Senate Committee on Academic Affairs**

**Dr. Ryan**

Regular

**S-201603.03**

**Principles and Composition of the Academic Planning Action Groups**

Page 22

That the Senate Committee on Academic Affairs (SCAAF) recommends to Senate that the principles and the composition of the five Action Planning Groups be adopted; and the selection of the members for the Action Planning Groups be conducted as proposed.  
Effective Date: March 23, 2016

**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**

**“For Approval” Items:**

- Regular **S-201603.04**  
**New Course Approval - ANTH 217-3 Language and Culture**  
 Page 25 That, on the recommendation of the Senate Committee on Academic Affairs, the new course ANTH 217-3 Language and Culture be approved as proposed  
 Proposed semester of first offering: September 2016
- Regular **S-201603.05**  
**Course Deletion - ANTH 306-3 Culture and Communication**  
 Page 30 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of ANTH 306-3 Culture and Communication on page 195 of the 2015/2016 undergraduate calendar, be approved as proposed.  
 Effective date: September 2016
- Regular **S-201603.06**  
**Change to Program Requirements - Minor in Anthropology: Sociocultural Anthropology**  
 Page 32 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Minor in Anthropology: Sociocultural Anthropology on page 62 of the 2015 16 Undergraduate Calendar be approved as proposed.  
 Effective date: September 2016
- Regular **S-201603.07**  
**New Course Approval - FSTY 345-3 Wood Materials Science**  
 Page 35 That, on the recommendation of the Senate Committee on Academic Affairs, the new course FSTY 345-3 Wood Materials Science be approved as follows:  
 Proposed semester of first offering: September 2016
- Regular **S-201603.08**  
**Approval of Dual Credit Agreement between UNBC and Cedars Christian School**  
 Page 39 That, on the recommendation of the Senate Committee on Academic Affairs, the Dual Credit Agreement between UNBC and Cedars Christian School be approved as proposed.  
 Effective Date: September 2016
- Regular **S-201603.09**  
**Approval of Dual Credit Agreement between UNBC and Westside Academy**  
 Page 46 That, on the recommendation of the Senate Committee on Academic Affairs, the Dual Credit Agreement between UNBC and Westside Academy be approved as proposed.  
 Effective Date: September 2016
- Regular **S-201603.10**  
**Approval of Agreement of Cooperation between UNBC and Nord University**  
 Page 53 That, on the recommendation of the Senate Committee on Academic Affairs, Agreement of Cooperation between UNBC and Nord University, Norway be approved as proposed.  
 Effective Date: Upon the approval of Senate
- Consent **S-201603.11**  
**Approval of Renewal of the Exchange Agreement between University of Northern British Columbia and University of Bonn, Germany**  
 Page 58 That, on the recommendation of the Senate Committee on Academic Affairs, the motion to renew the Exchange Agreement between University of Northern British Columbia and University of Bonn, Germany be approved as proposed.  
 Effective Date: Upon approval of the Senate

**9.2 Senate Committee on Admissions and Degrees**

**Dr. Owen**

**“For Approval” Item:**

Consent **S-201603.12**

**Approval of Grade 12 Course Used for Admission - Business/Hospitality Management 12**

Page 62 That, on the recommendation of the Senate Committee on Admissions and Degrees, the course Business/Hospitality Management 12 that is being offered at College Heights Secondary School in Prince George be added to the list of recognized Approved Grade 12 courses used for admission to UNBC.

Effective date: September 2016

**9.3 Senate Committee on First Nations and Aboriginal Peoples**

**Dr. Ryan**

**9.4 Senate Committee on Scholarships and Bursaries**

**Dr. Owen**

**“For Information” Items:**

**SCSB20160224.04**

**UNBC Alma Mater Award**

Page 69 That the new Terms and Conditions for the UNBC Alma Mater Award be approved.

Effective Date: 2016-2017 Academic Year

**SCSB20160224.05**

**van Adrichem Family Nisga’a Leadership Award**

Page 71 That the new Terms and Conditions for the van Adrichem Family Nisga’a Leadership Award be approved.

Effective Date: 2016-2017 Academic Year

**9.5 Senate Committee on Nominations**

**Dr. David Casperson**

Regular **S-201603.13**

**Recommendation of Senate Committee Members to Senate**

That, on the recommendation of the Senate Committee on Nominations, 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**  
**(except as otherwise noted, all terms begin immediately)**

**CANDIDATE**

**SENATE COMMITTEE ON NOMINATIONS**

Faculty Senator (03/31/2017)

Dr. Michael Murphy

**“For Information” Items:**

**Faculty Senators Elected to Senate by acclamation for positions beginning immediately:**

Faculty Senator – CASHS (until March 31, 2017)

Dr. Glen Schmidt

Faculty Senator at Large (until March 31, 2018)

Dr. Tracy Summerville

**9.6 Senate Committee on the University Budget**

**Dr. Whitcombe**

**For Information” Item:**

**9.6.1 SCUB20160317.01**

**2016 Annual Report from the Senate Committee on the University Budget**

Page 71 That the 2016 Annual Report from the Senate Committee on the University Budget be approved and forwarded to Senate for information.

Effective Date: March 17, 2016

## 9.6.2 Update on the Budget Presentation

Senate will be provided an update to the budget presentation.

- 10.0**     **S-201603.14**  
**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**
- Regular     **S-201603.15**     **Mr. Clarkson**  
BE IT RESOLVED THAT Senate requests that the Registrar to investigate and recommend various options for the inclusion of a full-week reading break in the Fall semester prior to the consideration of the 2017/18 academic year.
- Regular     **S-201603.16**     **Mr. Clarkson**  
BE IT RESOLVED THAT Undergraduate Regulations #50 (Appeals Process) and #5 (Senate Committee on Academic Appeals) be referred to the appropriate committee of Senate for study and provision of recommendations on:  
Page 82
- a. Providing for non-adversarial adjudication as an intermediate step in the appeals processes;
  - b. Establishing standards of evidence;
  - c. Clarifying the reasons for which a grade can be appealed;
  - d. Specifying the kinds of remedies which can be sought and awarded by the Senate Committee on Academic Appeals; and
  - e. Setting out the procedural rules for hearings of the Senate Committee on Academic Appeals;
- AND FURTHERMORE,
- BE IT RESOLVED THAT the Undergraduate Regulations and Policies be amended as follows (the amendments can be found on page 82 of the Senate public session meeting package).
- 12.0**     **Information** (*no material*)
- 13.0**     **S-201603.17**  
**Move to In Camera Session**  
That the meeting move In Camera.
- 14.0**     **S-201603.21**  
**Adjournment**  
That the Senate meeting be adjourned.

Motion Number (assigned by  
Steering Committee of Senate): S-201603.03

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED MOTION**

**Motion:** That the Senate Committee on Academic Affairs (SCAAF) recommends to Senate that the principles and the composition of the five Action Planning Groups be adopted; and the selection of the members for the Action Planning Groups be conducted as proposed.

**Effective Date:** March 23, 2016

**Rationale:** Senate has tasked SCAAF to come up with the composition and selection process for the Action Planning groups from the recommendations in the document "Developing a New Academic Plan – Phase I."

**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:** N/A

**College Council / Committee Approval Date:** N/A

**Attachment Pages (if applicable):** 2 pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF201603.12

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

**Committee Decision:** CARRIED.

**Approved by SCAAF:** March 17, 2016  
**Date**

  
**Chair's Signature**

**For recommendation to**  **, or information of** \_\_\_\_\_ **Senate.**

## Developing a New Academic Plan – Phase II

### Action Planning Groups

SCAAF will act as the Steering Committee for the Action Planning Groups. The Action Planning Groups will report to SCAAF regularly and SCAAF will report to Senate monthly.

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#### Principles

1. Action Planning groups will be small; 5-7 members.
  2. Each Action Planning Group will include one Senator.
  3. Membership will be diverse but any one person may serve on only one of the five Action Planning Groups.
  4. Each Action Planning Group will select a Chair from its membership; each Action Planning Group will establish how it is managed with flexibility to achieve the outcomes.
  5. People who are interested should know in advance that there will be a significant time commitment to the group, approximately 3-4 hours or more per week. However, each group will have the flexibility to determine their meeting schedule and format to achieve the outcomes.
  6. Action Planning Groups will be consultative and engage with the University community.
  7. Members will bring an aggregate view of their constituency. They will represent their knowledge and wisdom; however, they should also remain open minded and not only representative of their individual constituency.
  8. Members will be expected to gather information and synthesize it.
  9. There will be experts in each group.
  10. Any documents produced will be a collaborative effort by all group members.
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#### Composition of Action Planning Groups

##### I. Academic Structure Collaborative Team (5 members)

- three faculty members, one of whom will be a faculty Senator
- two students (one undergraduate and one graduate)

##### II. Enrolment Initiatives Collaborative Team (6 members)

- three faculty members, one of whom will be a faculty Senator
- two students (one undergraduate and one graduate)
- one person appointed by the Provost

### **III. Faculty Renewal and Development Collaborative Team (5 members)**

- three faculty members, one of whom will be a faculty Senator
- two students (one undergraduate and one graduate)

### **IV. Student Experience and Pedagogy Collaborative Team (6 members)**

- three students (one undergraduate, one graduate, and one student Senator)
- two faculty members
- one person appointed by the Provost

### **V. Academic Administrative Organization Collaborative Team (7 members)**

- three faculty members, one of whom will be a faculty Senator
- two students (one undergraduate and one graduate)
- one person appointed by the Provost
- one person appointed by the Vice President Administration and Finance

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### **Selection of the Action Planning Groups:**

The selection of the members for the Action Planning Groups will be conducted as follows:

- Undergraduate Student representatives for each of the Action Planning Groups will be randomly selected from those responding to a call for volunteers; the Office of the Provost will facilitate the process.
- Northern BC Graduate Student Society will select their student representatives for each of the Action Planning Groups through their normal process; the NGSS Executive will facilitate the process.
- Faculty members and Senators will be selected by the Senate Committee on Nominations (SCN) according to the Senate Handbook on nominations and elections; the SCN will facilitate the election process and determine which names will be brought forward for appointment to each of the Action Planning Groups.

Motion Number (assigned by  
Steering Committee of Senate): S-201603.04

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course ANTH 217-3 Language and Culture be approved as proposed:

**A. Description of the Course**

1. **Proposed semester of first offering:** September 2016
2. **Academic Program:** Anthropology
3. **Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** ANTH 217-3
4. **Course Title:** Language and Culture
5. **Goal(s) of Course:**

To provide a solid foundation in one of the four core anthropological sub-disciplines, while offering a course that should interest students from across the disciplines.

**6. Calendar Course Description:**

ANTH 217-3 Language and Culture This course provides an overview of the ways linguistic anthropology analyzes languages and communication. Topics may include: ethnolinguistics and ethnoscience; discourse analysis; and language use and language planning in the modern nation-state.

*Prerequisites:* None

*Recommended:* ANTH 102-3

*Precluded:* ANTH 306-3 and 402-3

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

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

No X

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

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

Lecture 1

Seminar \_\_\_\_\_

Laboratory \_\_\_\_\_

Other (please specify) \_\_\_\_\_

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

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

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

**12. Preclusions:** ANTH 306-3

**13. Course Equivalencies:** None

**14. Grade Mode:** NORMAL

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

each year \_\_\_\_\_

alternating years \_\_\_\_\_

**16. Proposed text / readings:** none

**B. Significance Within Academic Program** none

**1. Anticipated enrolment** 30-50

**2. If there is a proposed enrolment limit, state the limit and explain:** No

**3. Required for:** Major: No Minor: \_\_\_\_\_ Other: \_\_\_\_\_

**4. Elective in:** Major: No Minor: \_\_\_\_\_ Other: \_\_\_\_\_

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

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

**7. Toward what degrees will the course be accepted for credit?** Anthropology

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

**9. What courses are being deleted from the Program this year?** ANTH 306-3

**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:** none

**2. Is a preclusion required?** Yes X

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

4. Has this overlap been discussed with the Program concerned? n/a

5. In offering this course, will UNBC require facilities or staff at other institutions?

No

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

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: n/a

ii. Space (classroom, laboratory, storage, etc.): n/a

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): n/a

**E. Additional Attached Materials** n/a

**F. Other Considerations**

1. **First Nations Content\*:** No  X   
\* *Whether a new course has First Nations content is to be determined by the relevant College Council(s).*

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

2. **Other Information:** none  
3. **Attachment Pages (in addition to required "Library Holdings" Form):**  0  pages

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

1. **College(s):** College of Arts, Social and Health Science  
2. **College Council Motion Number(s):** OMNIBUS MOTION: CASHSCC.2016.02.18.03  
3. **College Council Approval Date(s):** February 18, 2016  
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:**  
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF201603.04  
**Moved by:** T. Whitcombe **Seconded by:** M. Dale  
**Committee Decision:** CARRIED, with editorial changes as recommended by the SCCC.

**Approved by SCAAF:**  March 4, 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:** ANTH 217-3 Language and Culture

**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**



\_\_\_\_\_  
**Date**

Motion Number (assigned by  
Steering Committee of Senate): S-201603.05

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the deletion of ANTH 306-3 Culture and Communication on page 195 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016

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

The Department of Anthropology is rationalizing its course offering. As it stands, we offer three introductory courses that correspond to three of the four main subfields in our discipline. ANTH 306, is effectively an introduction to the fourth subfield, and thus it would be better to offer it in second year along with ANTH 200, 205 and 213.

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

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

ANTH 306-3 Culture and Communication This course will provide an overview of the ways anthropology analyzes languages and communication. Topics may include: Ethnolinguistics and Ethnoscience; discourse analysis; and language use and language planning in the modern nation-state.  
*Prerequisites:* ANTH 315-3 or permission of the instructor  
*Precluded:* ANTH 402-3

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

Course deletion.

6. **Authorization:**

**Program / Academic / Administrative Unit:** Department of Anthropology

**College:** College of Arts, Social and Health Sciences

**College Council Motion Number: Omnibus Motion: CASHSCC.2016.02.18.03**

**College Council Approval Date:** February 18, 2016

**Senate Committee on First Nations and Aboriginal Peoples Motion Number: 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.:** SCAAF201603.05

**Moved by:** T. Whitcombe

**Seconded by:** M. Dale

**Committee Decision:** CARRIED.

**Approved by SCAAF:** March 4, 2016

**Date**



**Chair's Signature**

For recommendation to ✓, or information of \_\_\_\_\_ Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-201603.06

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the Minor in Anthropology: Sociocultural Anthropology on page 62 of the 2015 16 Undergraduate Calendar be approved as proposed.

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

## Minor in Anthropology: Sociocultural Anthropology

The minor requires completion of a total of six courses (18 credit hours), consisting of two lower-division courses (6 credit hours) and four upper-division courses (12 credit hours).

### Requirements

Select 6 credit hours from:

ANTH 211-3 Anthropology Through Film  
or ANTH 213-3 Peoples and Cultures

ANTH 315-3 Understanding Theory

Select 12 credit hours from:

ANTH 300-3 Methods in Social Anthropology

ANTH 303-3 Archives/Texts/Museums

ANTH 304-3 Kinship and Social Organization

ANTH 305-3 Circumpolar Ethnography

ANTH 306-3 Culture and Communication

ANTH 310-3 Applied Anthropology

ANTH 400-3 Topics in Anthropological Theory

ANTH 401-3 Anthropological Perspectives on Inequality

ANTH 404-3 Indigenous Peoples of the World

ANTH 405-3 Landscape, Place and Culture

ANTH 406-3 Feminist Perspectives

ANTH 407-3 Topics in BC Ethnography

ANTH 410-3 Theory of Nation and State

ANTH 413-(3-6) Environmental Anthropology

ANTH 414-3 Religion, Ideology, and Belief Systems

ANTH 415-3 Economic Anthropology

ANTH 419-3 Political and Legal Anthropology

ANTH 421-3 Ethnographic Field Methods

ANTH 422-3 Ethnographic Research Project

ANTH 423-3 Urban Anthropology

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

## Minor in Anthropology: Sociocultural Anthropology

The minor requires completion of a total of six courses (18 credit hours), consisting of two lower-division courses (6 credit hours) and four upper-division courses (12 credit hours).

### Requirements

Select 6 credit hours from:

ANTH 211-3 Anthropology Through Film  
or ANTH 213-3 Peoples and Cultures  
ANTH 315-3 ~~Understanding Anthropological~~ Theory

Select 12 credit hours from:

ANTH 300-3 Methods in Social Anthropology  
ANTH 303-3 Archives/Texts/Museums and Contemporary Communities  
ANTH 304-3 Kinship and Social Organization  
ANTH 305-3 Circumpolar Ethnography  
~~ANTH 306-3 Culture and Communication~~  
ANTH 310-3 Applied Anthropology  
ANTH 400-3 ~~Topics in~~ Anthropological Theory  
ANTH 401-3 Anthropological Perspectives on Inequality  
ANTH 404-3 Comparative Study of Indigenous Peoples of the World  
ANTH 405-3 Landscapes, Place and Culture  
ANTH 406-3 Feminist Perspectives in Anthropology  
ANTH 407-3 ~~Topics in BC~~ British Columbia Ethnography  
ANTH 410-3 Theory of Nation and State  
ANTH 413-(3-6) Environmental Anthropology  
ANTH 414-3 Religion, Ideology, and Belief Systems  
ANTH 415-3 Economic Anthropology  
ANTH 419-3 Political and Legal Anthropology  
ANTH 421-3 Ethnographic Field Methods  
ANTH 422-3 Ethnographic Research Project  
ANTH 423-3 Urban Anthropology  
ANTH 460-3 Anthropology Capstone

**6. Authorization:**

**Program / Academic / Administrative Unit:** Anthropology

**College:** College of Arts, Social and Health Sciences

**College Council Motion Number:** CASHSCC.2016.02.18.03

**College Council Approval Date:** February 18, 2016

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

**7. Other Information**

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF201603.06

**Moved by:** T. Whitcombe

**Seconded by:** M. Dale

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

**Approved by SCAD:**   March 4, 2016    
**Date**



**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201603.07

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course FSTY 345-3 Wood Materials Science be approved as follows:

**A. Description of the Course**

1. **Proposed semester of first offering:** September 2016
2. **Academic Program:** Ecosystem Science and Management Program
3. **Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** FSTY 345-3
4. **Course Title:** Wood Materials Science
5. **Goal(s) of Course:**

The goals of the new lecture-based course are to provide students with a broad knowledge of wood as a material, introducing various topics of wood science. Students will gain an understanding of (1) the anatomical structural difference between softwood and hardwood species through gross physical features; (2) wood-water interaction that influence physical properties (moisture content, density and strength) of wood and wood products; (3) the manufacturing processes of currently used forest products (engineered wood panel products and cross-laminated timber) with focus on product quality and use. Students will be introduced to value-added products based on marketing and life-cycling analysis.

**6. Calendar Course Description:**

This course provides students with a broad knowledge of wood as a material and introduces various topics of wood science. The topics include: anatomical structure of softwood and hardwood; identification of local wood species; wood-water relationships influencing strength and physical properties; and processing of forest products. Value-added strategies and product diversification through manufacturing and marketing are discussed as well as life-cycle analysis.

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

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

Yes\* \_\_\_\_\_ No X

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

\*\* If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:

*"This course may be repeated to a maximum of XX credit hours if the material is substantially different."*

b) **Is variable credit available for this course?** Yes \_\_\_\_\_ No  X

Variable credit is denoted by the following examples:

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

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

Lecture  3  Seminar \_\_\_\_\_  
Laboratory \_\_\_\_\_ Other (please specify) \_\_\_\_\_

**9. Prerequisites (taken prior):** One of: BIOL 103, CHEM 100, ENSC 150, PHYS 100 or PHYS 110

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

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

**12. Preclusions:** None

**13. Course Equivalencies:** None

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

**15. Course to be offered:** each semester \_\_\_\_\_  
each year  X   
alternating years \_\_\_\_\_

**16. Proposed text / readings:** Forest Products and Wood Science – An Introduction. 6<sup>th</sup> Edition (July 2011). Shmulsky, R and Jones, D. 496pp.

**B. Significance Within Academic Program**

**1. Anticipated enrolment**  25

**2. If there is a proposed enrolment limit, state the limit and explain:**  none

**3. Required for:** Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Other: \_\_\_\_\_

**4. Elective in:** Major:  BSc NRM  Minor:  Natural Resources Planning and Operations  Other: \_\_\_\_\_

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

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**6. Course required or recommended by an accrediting agency:** Not Applicable

**7. Toward what degrees will the course be accepted for credit?** BSc (Natural Resources Management) – Minor in Natural Resources Planning and Operations

**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:

2. Is a preclusion required? Yes \_\_\_\_\_ No X

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

4. Has this overlap been discussed with the Program concerned? Yes \_\_\_\_\_ No \_\_\_\_\_

5. In offering this course, will UNBC require facilities or staff at other institutions?

Yes \_\_\_\_\_ No X

If yes, please describe requirements:

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes \_\_\_\_\_ No X

If "yes," please contact the Articulation Officer in the Office of the Registrar.

**D. Resources required**

1. Please describe ADDITIONAL resources required over the next five years to offer this course.

i. College Staffing: None

ii. Space (classroom, laboratory, storage, etc.): None

iii: Library Holdings: See attached form

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:**

3. **Attachment Pages** (in addition to required “Library Holdings” Form):  1  pages

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

1. **College(s):** CSAM

2. **College Council Motion Number(s):** CSAMCC 2016:02:11:04

3. **College Council Approval Date(s):** February 11, 2016

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

5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF201603.07

**Moved by:** T. Whitcombe **Seconded by:** M. Dale

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

**Approved by SCAAF:**  March 4, 2016   
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-201603.08

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED MOTION**

**Motion:** That the Dual Credit Agreement between UNBC and Cedars Christian School be approved as proposed.

**Effective Date:** September 2016

**Rationale:** A Dual Credit Agreement between UNBC and School District 57 was approved and began in the September 2015 semester. There is interest from students and officials at Cedars Christian School to enter into a Dual Credit agreement with UNBC that has the same scope as the agreement that was signed between UNBC and School District 57. Cedars Christian School is located in Prince George. It is not a part of School District 57, but offers BC Ministry of Education curriculum.

**Motion proposed by:** Pamela Flagel

**Academic Program:** not applicable

**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):** 6 pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF201603.08

**Moved by:** T. Whitcombe

**Seconded by:** M. Dale

**Committee Decision:** CARRIED.

**Approved by SCAAF:** March 4, 2016  
**Date**

  
**Chair's Signature**

**For recommendation to**  **, or information of** \_\_\_\_\_ **Senate.**

## ***Memorandum of Understanding***

### **University of Northern British Columbia and Cedars Christian School Dual Credit Collaboration Agreement**

#### **Purpose**

As signatories to the Memorandum of Understanding, the University of Northern British Columbia (UNBC) and Cedars Christian School agree to collaborate to provide students with the opportunity to participate in the Dual Credit initiative. This agreement will allow northern students to benefit from integrated and comprehensive learning opportunities in a number of academic areas.

#### **Principles of the Agreement**

UNBC and Cedars Christian School agree to collaborate to ensure a successful transition of students from secondary to post-secondary education. In so doing, both UNBC and Cedars Christian School will observe the following principles:

- The needs of students are paramount;
- The autonomy of UNBC and Cedars Christian School will be respected, including recognition and respect for educational values, policies, collective agreements, strategic plans, and operational processes;
- Communication, discussion, and dialogue between parties will be open and ongoing;
- The division of resources to support this activity will be equitable; and
- Course rigour and safety will not be compromised; therefore, dual credit students will be expected to work under the same regulations, policies and performance expectations as any post-secondary student at UNBC.

#### **Objectives of the Partnership**

The Partnership between UNBC and Cedars Christian School will aim to:

- Enhance the academic success and transition for secondary school students moving to a post-secondary environment;
- Utilize courses that provide dual credit towards secondary school graduation and post-secondary credentials;
- Collaborate to develop and execute a plan for the advertising and promotion of dual credit opportunities;

- Collaborate to develop and execute joint professional development opportunities;
- Review and revise the Services and Financial Agreement (Appendix A) at the end of each calendar year.

As a partner to this agreement Cedars Christian School agrees to:

- Provide opportunity for representatives from UNBC to visit appropriate forums at their school to disseminate information about UNBC degree programs;
- Actively promote opportunities for their students to participate in the agreed to dual credit programs;

As a partner to this agreement, UNBC agrees to:

- Accept current Grade 12 students, as set out in the approved “Dual High School/University Credit” admission requirement, meeting published prerequisite requirements into the appropriate courses at UNBC;
- Apply appropriate grades and credit, in full, to students enrolled in the Dual Credit Partnership;
- Provide Cedars Christian School with official UNBC transcripts (free of charge) at the end of each UNBC semester in order to facilitate the transfer of credit to students.

All parties agree to update the other with respect to changes in their courses and programs that are anticipated or approved.

All parties agree to make information about this agreement available to their respective relevant institutional departments and students

Implementation of this agreement will be through the Registrar’s Office at UNBC and Cedars Christian School.

## **Commitment to Students**

Beginning in the 2016-2017 academic year, UNBC and Cedars Christian School by mutual agreement, will establish opportunities in academic programs that lead to the completion of undergraduate courses at the University of Northern BC that can be applied as dual credit to students enrolled at Cedars Christian School.

Should the agreement expire or not continue, UNBC and Cedars Christian School commit to making arrangements so that students may complete the courses in the manner expected upon admission.

## Terms of Agreement

The agreement is in effect as of the date signed and remains in effect until June 2021. UNBC and Cedars Christian School will review this agreement on an annual basis. Any institution must provide written notice of termination of the agreement by the end of September before the next academic year. As the program is a collaborative, the partner institutions will share information concerning student applications, admissions, registrations, academic standings, and grades, in compliance with the *BC Freedom of Information and Protection of Privacy Act* and with the policies and procedures of the University of Northern British Columbia and Cedars Christian School.

Signed this day \_\_\_\_\_

\_\_\_\_\_  
Mr. Curtis Tuininga  
Principal, Cedars Christian School

\_\_\_\_\_  
Dr. Daniel J. Weeks  
President and Vice-Chancellor, University of Northern British Columbia

***Memorandum of Understanding***

**University of Northern British Columbia with Cedars Christian School  
Dual Credit Collaboration Agreement**

**Appendix A  
Services and Financial Agreement**

The following services, financial arrangements, and access for students with disabilities apply for the duration of the agreement. These arrangements will be reviewed, amended, and mutually agreed upon on an annual basis throughout the life of this agreement.

**UNBC agrees to deliver university level courses and provide related services, as follows:**

- To provide a list of courses\* open to registration each semester by eligible Dual Credit students;
- Courses will be delivered face-to-face at UNBC's Prince George Campus during the September and January semesters of each year;
- Eligible Dual Credit students will have full access to UNBC's services, including but not limited to:
  - Student Advising
  - Library Services
  - Academic Success Centre
  - Academic Resource Centre
  - Student Life
  - Health & Wellness Centre
- Delivery of an Orientation Day prior to the start of each semester to ensure eligible Dual Credit students are well prepared for their university-level experience.
- Dual Credit students will be considered UNBC students and as such have full access to UNBC facilities and are full members of the Northern Undergraduate Student Society.

**Cedars Christian School agrees to:**

- Arrange and support students in completing the application and admission process;
- Promote the Dual Credit agreement and listed courses in each secondary school course selection guide with an aim to achieving targeted enrolment goals.

## Access for Students with Disabilities

All parties recognize that they have a shared responsibility to ensure that all students have access to the Dual Credit Program. As such each school and the UNBC Access Resource Centre agree to work together to provide services for those students with documented disabilities.

Students with disabilities must be able to work within the support structures at UNBC. The UNBC Access Resource Centre staff will consult with personnel at each school on a case-by-case basis to ensure a coordinated effort to provide resources, services, and supports to students are provided, as appropriate.

Parents/Guardians of students with disabilities will be encouraged to provide a copy of a student's Individual Education Plan (IEP) in order to facilitate a seamless transition of services and supports to UNBC.

## Financial Arrangement

### Cedars Christian School

- Cedars Christian School will pay all associated tuition and course costs at the same rate as other UNBC students, as applicable, including the following:
  - Tuition
  - Lab Fees, Course Fees, Field Trip Fees

### University of Northern British Columbia

- The University of Northern British Columbia will be responsible for all associated Ancillary and Northern Undergraduate Student Society fees at the same rate as other UNBC students, including (as per <http://www.unbc.ca/finance/accounts-receivable/fees-unbc>):
  - Student ID Card Fee
  - Intramural, Recreation, and Fitness Fee
  - Building Fee
  - PGPIRG Fee
  - Student Services Fee
  - Intersity and Junior Varsity Fee
  - NUGSS Student Society Fee
  - CFUR Student Radio Fee
  - WUSC Refugee Fee
  - U-Pass
  - Over the Edge Newspaper Fee

### Cedars Christian School

- Cedars Christian School Dual Credit Students will be responsible to pay all associated costs for books and other course supplies at the same rate as other UNBC students.

Signed this day \_\_\_\_\_

\_\_\_\_\_  
Mr. Curtis Tuininga  
Principal, Cedars Christian School

\_\_\_\_\_  
Dr. Daniel J. Weeks  
President and Vice-Chancellor, University of Northern British Columbia

Motion Number (assigned by  
Steering Committee of Senate): S-201603.09

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED MOTION**

**Motion:** That the Dual Credit Agreement between UNBC and Westside Academy be approved as proposed.

**Effective Date:** September 2016

**Rationale:** A Dual Credit Agreement between UNBC and School District 57 was approved and began in the September 2015 semester. There is interest from students and officials at Westside Academy to enter into a Dual Credit agreement with UNBC that has the same scope as the agreement that was signed between UNBC and School District 57. Westside Academy is located in Prince George. It is not a part of School District 57, but offers BC Ministry of Education curriculum.

**Motion proposed by:** Pamela Flagel

**Academic Program:** not applicable

**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):** 6 pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF201603.09

**Moved by:** T. Whitcombe

**Seconded by:** M. Dale

**Committee Decision:** CARRIED.

**Approved by SCAAF:** March 4, 2016  
**Date**

  
**Chair's Signature**

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

## ***Memorandum of Understanding***

### **University of Northern British Columbia and Westside Academy Dual Credit Collaboration Agreement**

#### **Purpose**

As signatories to the Memorandum of Understanding, the University of Northern British Columbia (UNBC) and Westside Academy agree to collaborate to provide students with the opportunity to participate in the Dual Credit initiative. This agreement will allow northern students to benefit from integrated and comprehensive learning opportunities in a number of academic areas.

#### **Principles of the Agreement**

UNBC and Westside Academy agree to collaborate to ensure a successful transition of students from secondary to post-secondary education. In so doing, both UNBC and Westside Academy will observe the following principles:

- The needs of students are paramount;
- The autonomy of UNBC and Westside Academy will be respected, including recognition and respect for educational values, policies, collective agreements, strategic plans, and operational processes;
- Communication, discussion, and dialogue between parties will be open and ongoing;
- The division of resources to support this activity will be equitable; and
- Course rigour and safety will not be compromised; therefore, dual credit students will be expected to work under the same regulations, policies and performance expectations as any post-secondary student at UNBC.

#### **Objectives of the Partnership**

The Partnership between UNBC and Westside Academy will aim to:

- Enhance the academic success and transition for secondary school students moving to a post-secondary environment;
- Utilize courses that provide dual credit towards secondary school graduation and post-secondary credentials;
- Collaborate to develop and execute a plan for the advertising and promotion of dual credit opportunities;

- Collaborate to develop and execute joint professional development opportunities;
- Review and revise the Services and Financial Agreement (Appendix A) at the end of each calendar year.

As a partner to this agreement Westside Academy agrees to:

- Provide opportunity for representatives from UNBC to visit appropriate forums at their school to disseminate information about UNBC degree programs;
- Actively promote opportunities for their students to participate in the agreed to dual credit programs;

As a partner to this agreement, UNBC agrees to:

- Accept current Grade 12 students, as set out in the approved “Dual High School/University Credit” admission requirement, meeting published prerequisite requirements into the appropriate courses at UNBC;
- Apply appropriate grades and credit, in full, to students enrolled in the Dual Credit Partnership;
- Provide Westside Academy with official UNBC transcripts (free of charge) at the end of each UNBC semester in order to facilitate the transfer of credit to students.

All parties agree to update the other with respect to changes in their courses and programs that are anticipated or approved.

All parties agree to make information about this agreement available to their respective relevant institutional departments and students

Implementation of this agreement will be through the Registrar’s Office at UNBC and Westside Academy.

## **Commitment to Students**

Beginning in the 2016-2017 academic year, UNBC and Westside Academy, by mutual agreement, will establish opportunities in academic programs that lead to the completion of undergraduate courses at the University of Northern BC that can be applied as dual credit to students enrolled at Westside Academy.

Should the agreement expire or not continue, UNBC and Westside Academy commit to making arrangements so that students may complete the courses in the manner expected upon admission.

## Terms of Agreement

The agreement is in effect as of the date signed and remains in effect until June 2021. UNBC and Westside Academy will review this agreement on an annual basis. Any institution must provide written notice of termination of the agreement by the end of September before the next academic year. As the program is a collaborative, the partner institutions will share information concerning student applications, admissions, registrations, academic standings, and grades, in compliance with the *BC Freedom of Information and Protection of Privacy Act* and with the policies and procedures of the University of Northern British Columbia and Westside Academy.

Signed this day \_\_\_\_\_

\_\_\_\_\_  
Ms. Donna Rosenbaum  
Principal, Westside Academy

\_\_\_\_\_  
Dr. Daniel J. Weeks  
President and Vice-Chancellor, University of Northern British Columbia

***Memorandum of Understanding***

**University of Northern British Columbia with Westside Academy  
Dual Credit Collaboration Agreement**

**Appendix A  
Services and Financial Agreement**

The following services, financial arrangements, and access for students with disabilities apply for the duration of the agreement. These arrangements will be reviewed, amended, and mutually agreed upon on an annual basis throughout the life of this agreement.

**UNBC agrees to deliver university level courses and provide related services, as follows:**

- To provide a list of courses\* open to registration each semester by eligible Dual Credit students;
- Courses will be delivered face-to-face at UNBC's Prince George Campus during the September and January semesters of each year;
- Eligible Dual Credit students will have full access to UNBC's services, including but not limited to:
  - Student Advising
  - Library Services
  - Academic Success Centre
  - Academic Resource Centre
  - Student Life
  - Health & Wellness Centre
- Delivery of an Orientation Day prior to the start of each semester to ensure eligible Dual Credit students are well prepared for their university-level experience.
- Dual Credit students will be considered UNBC students and as such have full access to UNBC facilities and are full members of the Northern Undergraduate Student Society.

**Westside Academy agrees to:**

- Arrange and support students in completing the application and admission process;
- Promote the Dual Credit agreement and listed courses in each secondary school course selection guide with an aim to achieving targeted enrolment goals.

## Access for Students with Disabilities

All parties recognize that they have a shared responsibility to ensure that all students have access to the Dual Credit Program. As such each school and the UNBC Access Resource Centre agree to work together to provide services for those students with documented disabilities.

Students with disabilities must be able to work within the support structures at UNBC. The UNBC Access Resource Centre staff will consult with personnel at each school on a case-by-case basis to ensure a coordinated effort to provide resources, services, and supports to students are provided, as appropriate.

Parents/Guardians of students with disabilities will be encouraged to provide a copy of a student's Individual Education Plan (IEP) in order to facilitate a seamless transition of services and supports to UNBC.

## Financial Arrangement

### Westside Academy

- Westside Academy will pay all associated tuition and course costs at the same rate as other UNBC students, as applicable, including the following:
  - Tuition
  - Lab Fees, Course Fees, Field Trip Fees

### University of Northern British Columbia

- The University of Northern British Columbia will be responsible for all associated Ancillary and Northern Undergraduate Student Society fees at the same rate as other UNBC students, including (as per <http://www.unbc.ca/finance/accounts-receivable/fees-unbc>):
  - Student ID Card Fee
  - Intramural, Recreation, and Fitness Fee
  - Building Fee
  - PGPIRG Fee
  - Student Services Fee
  - Intersity and Junior Varsity Fee
  - NUGSS Student Society Fee
  - CFUR Student Radio Fee
  - WUSC Refugee Fee
  - U-Pass
  - Over the Edge Newspaper Fee

### Westside Academy Students

- Westside Academy Dual Credit Students will be responsible to pay all associated costs for books and other course supplies at the same rate as other UNBC students.

Signed this day \_\_\_\_\_

\_\_\_\_\_  
Ms. Donna Rosenbaum  
Principal, Westside Academy

\_\_\_\_\_  
Dr. Daniel J. Weeks  
President and Vice-Chancellor, University of Northern British Columbia

Motion Number (assigned by  
Steering Committee of Senate): S-201603.10

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED MOTION

**Motion:** That Agreement of Cooperation between UNBC and Nord University, Norway be approved as proposed.

**Effective Date:** Upon the approval of Senate

**Rationale:** UNBC and Nord University, Norway (NU) (formerly University of Nordland; formerly Bødo University College) have been partners within the University of the Arctic's mobility program n2n (north2north) and have been exchanging students since 2010. In 2013, Nord University and UNBC signed a Memorandum of Understanding to work towards having an exchange agreement between the two institutions and to work towards jointly developing mutually beneficial programs. The proposed student exchange program will focus primarily on collaboration in the area of international northern development. Students participating in this program at UNBC will be enrolled in the established Master of Interdisciplinary Studies Program at UNBC. Students participating in this program from Nord University will be enrolled in the Master of Social Sciences program at NU. Students enrolled in these programs will spend one semester on exchange at the other institution. The exchange program is not exclusive and students from other programs at both institutions are welcome to apply for the exchange.

**Motion proposed by:** Dr. Gary Wilson and Sylvester Chen

**Academic Program:** Master of Interdisciplinary Studies Program

**Implications for Other Programs / Faculties?** Yes – open to exchange students from other programs as well.

**College:** CASHS and CSAM

**College Council / Committee Motion Number:** (if applicable, or state "not applicable")

**College Council / Committee Approval Date:** (if applicable, or state "not applicable")

**Attachment Pages (if applicable):** 3 pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF201603.10

**Moved by:** T. Whitcombe

**Seconded by:** M. Dale

**Committee Decision:** CARRIED.



**Approved by SCAAF:** March 4, 2016  
**Date**

**Chair's Signature**

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

An Agreement of Cooperation Between  
Nord University, Norway  
and  
the University of Northern British Columbia, Canada

**I. Preamble**

Nord University (NU) and the University of Northern British Columbia (UNBC) enter into this agreement in order 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 equality and reciprocity:

- a) the exchange of students, both undergraduate and graduate;
- b) the exchange of faculty for the purpose of teaching, research and other scholarly activity;
- c) the conduct of cooperative and comparative research programs, with both sides having equal access to the results of such work;
- d) the exchange of information, including scientific and scholarly publications, bibliographic and reference materials, teaching aids, and curricula;
- d) joint participation in scientific conferences, symposia and congresses;
- e) and other mutually agreeable undertakings.

The 'home institution' is the institution in which the student is originally enrolled. The 'host institution' is the institution to which the exchange student is attached for the duration of the exchange.

**II. Scientific and Faculty Exchanges**

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint research interests and enhance graduate 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 secretarial 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.

**III. Student Exchange Program**

**A. Nomination and Selection of Student Participants**

The student exchange program will focus primarily on collaboration in the area of international northern development at the Graduate Level. The two universities are currently collaborating on a joint master's program in international northern development. Students participating in this program from NU will be enrolled in the Master of Social Science Program at NU. Students participating in this program at UNBC will be enrolled in the Master of Arts Interdisciplinary Studies Program at UNBC. Students enrolled in these programs will spend one semester studying on exchange at the other institution. It is expected that upwards of **six (6) students** per year from each institution will participate in this exchange.

In addition to the above mentioned master's program, each university may nominate up to **three (3) students** annually at the undergraduate and graduate level to spend an academic year or part of an academic year at the other university. Exchanges will be guided by the general principle of reciprocity - one student for one student. One (1) student studying for one academic year will be considered equivalent to two students, each studying for one semester. While it is not requisite that an equal number of students be exchanged in a given year, an overall balance will be sought through the duration of the agreement.

In the event that there are insufficient exchange places available at either university, the other university may send student(s) under the respective Study Abroad programmes. These are administered by:

- The Director, International Education at UNBC and
- The Head, International Office at NU.

The selection of student participants is the responsibility of the home institution. The method of selection will be determined by each party to the agreement applying the following criteria in a general way: (a) academic excellence; and (b) an evaluation of the students' reasons for wishing to pursue the course of study made available through the exchange program.

Admission requirements and nomination procedures shall be determined by the host institution.

The Host institution has sole discretion to reject any candidates not considered suitable. In such a case, the Home institution may submit additional applications for consideration.

Some programs are unavailable for exchange and study abroad students and both institutions will inform each other of current restricted programs.

#### B. Academic Program and Student Life

Each of NU or UNBC students who participate in the exchange shall pursue an academic program which is developed in consultation with and approved by his/her respective institution, and which is not in conflict with the regulations of the host university. Credit will not be granted unless the student has received prior written approval to enrol in a particular course of study. The approved program of study may not be varied without written permission of the student's home university. (This approval can be obtained from the student's academic advisor and a copy must be forwarded to the Registrar's Office or equivalent).

Each student will take courses regularly offered at the host university and will have all the rights and privileges enjoyed by other students on that campus. Students participating in an exchange program will be subject to the rules, regulations and discipline of the host institution in which they are enrolled. It is further agreed that the two universities will provide each other with adequate information on the performance of participants. Participating students will continue as candidates for degrees of their home institution and will not be candidates for degrees of the host institution.

Each party to this agreement agrees to provide appropriate advisory and other academic services to exchange students. Each institution also agrees to work toward the integration of exchange students into student life. 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 the host institution.

#### C. Fees and Expenses

Students participating in this exchange shall be liable for such tuition, fees and charges as required by their home institution or country. No additional fees will be required of exchange students at the host university except incidental payments associated with some services, student union/society fees, medical insurance, books, materials, recreation, and the like. Travel arrangements, expenses and the acquisition of all necessary student visas, residence permits, health insurance and the like are the responsibility of each exchange student. All participating students are required to have adequate health insurance coverage and provide proof of this to the host institution.

Exchange students who elect to stay in on-campus housing will pay the cost of accommodation in student residence for the duration of their exchange to the host institution. For students who are granted a place in the university residence (and remain in good standing), housing will be available for the full period of the exchange from the suggested date of arrival for incoming participants at the host university through the end of the last examination period, including breaks between academic sessions but excluding summer vacations unless a student has enrolled in courses over the summer period. In all cases, the period for which accommodation is to be provided should be based upon the academic calendar in effect at the host university during the exchange period.

The quality of accommodation provided shall match or exceed that normally available to regular students at the host university. If students elect not to live in the university residence or if such accommodation is not available, the host institution will assist students in locating suitable accommodation off campus.

**IV. 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. Each university will appoint an administrator or coordinator for this exchange program. It will be the responsibility of these two individuals to develop an annual protocol to this agreement, spelling out what academic exchanges will take place between the institutions for the ensuing year. A contact person will also be designated to facilitate cooperative research by providing information on common research interests, funding sources and so on.

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.

\_\_\_\_\_  
Dr. Daniel Weeks  
President & Vice Chancellor

\_\_\_\_\_  
Bjørn Olsen  
Rector

Date: \_\_\_\_\_

Date: \_\_\_\_\_

For the University of Northern British Columbia

For Nord University

Motion Number (assigned by  
Steering Committee of Senate): S-201603.11

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED MOTION**

**Motion:** That the motion to renew the Exchange Agreement between University of Northern British Columbia and University of Bonn, Germany be approved as proposed.

**Effective Date:** Upon approval of the Senate

**Rationale:** The Exchange agreement between our two institutions has been in effect since 2004 and is an active exchange agreement. Renewal of the University of Bonn exchange agreement was recommended by Dr. William Owen as a part of the Memorandum on renewing and Ending International Agreements from March 7, 2013.

**Motion proposed by:** Sylvester Chen, Director of International Education

**Academic Program:** n/a

**Implications for Other Programs / Faculties?** Yes

**College:** n/a

**College Council / Committee Motion Number:** n/a

**College Council / Committee Approval Date:** n/a

**Attachment Pages (if applicable):** 3 pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF201603.11

**Moved by:** T. Whitcombe

**Seconded by:** M. Dale

**Committee Decision:** CARRIED.

**Approved by SCAAF:** March 4, 2016  
**Date**

  
**Chair's Signature**

**For recommendation to**  **, or information of** \_\_\_\_\_ **Senate.**

# An Agreement of Cooperation Between University of Bonn, Germany and the University of Northern British Columbia, Canada

## I. Preamble

University of Bonn and the University of Northern British Columbia (UNBC) enter into this agreement in order 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 equality and reciprocity:

- a) the exchange of undergraduate and graduate students;
- b) the exchange of faculty for the purpose of teaching, research and other scholarly activity;
- c) the conduct of cooperative and comparative research programs, with both sides having equal access to the results of such work;
- d) the exchange of information, including scientific and scholarly publications, bibliographic and reference materials, teaching aids, and curricula;
- d) joint participation in scientific conferences, symposia and congresses;
- e) 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 academic studies.

The 'home institution' is the institution in which the student is originally enrolled. The 'host institution' is the institution to which the exchange student is attached for the duration of the exchange.

## II. Scientific and Faculty Exchanges

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint research interests and enhance graduate 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 secretarial 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.

## III. Student Exchange Program

### A. Nomination and Selection of Student Participants

Each university may nominate up to three (3) students annually, at the undergraduate or graduate level, to spend an academic year or part of an academic year at the other university. Exchanges will be guided by the general principle of reciprocity - one student for one student. One student studying for one academic year will be considered equivalent to two students, each studying for one semester. While it is not requisite that an equal number of students be exchanged in a given year, an overall balance will be sought through the duration of the agreement.

In the event that there are insufficient exchange places available at either university, the other university may send student(s) under the respective Study Abroad programmes for which fees may apply. These are administered by:

- The Director of International Education at UNBC and
- The Resident Director of the International Office at University of Bonn

The selection of student participants is the responsibility of the home institution. The method of selection will be determined by each party to the agreement applying the following criteria in a general way: (a) academic excellence; and (b) an evaluation of the students' reasons for wishing to pursue the course of study made available through the exchange program.

Admission requirements and nomination procedures shall be determined by the host institutions.

The host institution has sole discretion to reject any candidates not considered suitable. In such a case, the home institution may submit additional applications for consideration.

Some programs are unavailable for exchange and study abroad students and both institutions will inform each other of current restricted programs.

#### B. Academic Program and Student Life

Each of the University of Bonn or UNBC students who participate in the exchange shall pursue an academic program which is developed in consultation with, and approved by, his/her respective institution, and which is not in conflict with the regulations of the host university. Credit will not be granted unless the student has received prior written approval to enrol in a particular course of study. It is the responsibility of the student to communicate with his/her home university to ensure that courses or credits taken at the host university will be approved or transferred.

Each student will take courses regularly offered at the host university and will have all the rights and privileges enjoyed by other students on that campus. Students participating in an exchange program will be subject to the rules, regulations and discipline of the host institution in which they are enrolled. It is further agreed that the two universities will provide each other with adequate information on the performance of participants. Participating students will continue as candidates for degrees of their home institution and will not be candidates for degrees of the host institution.

Each party to this agreement agrees to provide appropriate advisory and other academic services to exchange students. Each institution also agrees to work toward the integration of exchange students into student life. 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 the host institution.

#### C. Fees and Expenses

Students participating in this exchange shall be liable for such tuition, fees and charges as required by their home institution or country. No additional fees will be required of exchange students at the host university except incidental payments associated with some services, student union/society fees, social fees, medical insurance, books, materials, recreation, and the like. Travel arrangements, expenses and the acquisition of all necessary student visas, residence permits, health insurance and the like are the responsibility of each exchange student. All participating students are required to have adequate health insurance coverage and provide proof of this to the host institution.

Exchange students who elect to stay in on-campus housing will pay the cost of accommodation in student residence for the duration of their exchange to the host institution. For students who are granted a place in the university residence (and remain in good standing), housing will be available for the full period of the exchange from the suggested date of arrival for incoming participants at the host university through the end of the last examination period, including breaks between academic sessions but excluding summer vacations unless a student has enrolled in courses over the summer period. In all cases, the period for which accommodation is to be provided should be based upon the academic calendar in effect at the host university during the exchange period.

The quality of accommodation provided shall match or exceed that normally available to regular students at the host university. If students elect not to live in the university residence or if such accommodation is not available, the host institution will assist students in locating suitable accommodation off campus.

IV. Duration and Administration of the Agreement

The terms and conditions of this agreement come into effect with signing by both universities' designated signatories and will remain in effect for five (5) years unless either of the parties gives notice in writing of desire to terminate it. This Agreement may be varied or modified by mutual written agreement. Either party will be entitled at any time at its absolute discretion to terminate the Programme by giving written notice twelve (12) months beforehand to the other. Such termination will not adversely affect any exchange in effect prior to the effective date of the termination. Each party will ensure that adequate arrangements are made to complete all commitments before the Programme is terminated.

\_\_\_\_\_  
Dr. Daniel Weeks  
President & Vice Chancellor

Date: \_\_\_\_\_

For the University of Northern BC

\_\_\_\_\_  
Dr. Michael Hoch  
Rector

Date: \_\_\_\_\_

For the University of Bonn

Motion Number (assigned by  
Steering Committee of Senate): S-201603.12

## SENATE COMMITTEE ON ADMISSIONS AND DEGREES

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the course Business/Hospitality Management 12 that is being offered at College Heights Secondary School in Prince George be added to the list of recognized Approved Grade 12 courses used for admission to UNBC.

1. **Effective date:** September 2016

2. **Rationale for the proposed revisions:** The email request to have Business/Hospitality Management 12 considered as an academic requirement for admission is attached. The course details have been reviewed by the Chair of the School of Business, who supports the inclusion of the Business/Hospitality Management 12 as an Academic grade 12 course that can be used toward admission at UNBC. The course outline for BIM 12 is attached.

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

4. **Reproduction of current Calendar entry for the item to be revised:** Approved Grade 12 Courses: Applications of Mathematics, BC First Nations Studies, Biology, Calculus, Chemistry, Comparative Civilizations, Economics, English Literature, Français, Français Langue Seconde-Immersion, French, German, Geography, Geology, History, Japanese, Latin, Law, Mandarin, Math Foundations, Middle Earth 12, Physics, Pre-Calculus, Principles of Mathematics, Punjabi, Social Justice, Spanish, Sustainable Resources, Technical and Professional Communications, Writing.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":** Approved Grade 12 Courses: Applications of Mathematics, BC First Nations Studies, Biology, Business/Hospitality Management 12, Calculus, Chemistry, Comparative Civilizations, Economics, English Literature, Français, Français Langue Seconde-Immersion, French, German, Geography, Geology, History, Japanese, Latin, Law, Mandarin, Math Foundations, Middle Earth 12, Physics, Pre-Calculus, Principles of Mathematics, Punjabi, Social Justice, Spanish, Sustainable Resources, Technical and Professional Communications, Writing.

6. **Authorization:**

**Program / Academic / Administrative Unit:** Not Applicable

**College:** Not Applicable

**College Council Motion Number:** Not Applicable

**College Council Approval Date:** Not Applicable

**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: 5 pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAD201602.03

**Moved by:** A. Aravind

**Seconded by:** J. Sui

**Committee Decision:** CARRIED.

**Approved by SCAD:** February 25, 2016  
**Date**

  
**Chair's Signature**

For recommendation to ✓, or information of \_\_\_\_\_ Senate.



## **Business/Hospitality Management 12 (BIM 12)**

Mr. Rickards, CHSS 964-4431, voice mail box #151- Email: [arickards@sd57.bc.ca](mailto:arickards@sd57.bc.ca)

Textbook: Big Ideas For Growing Your Small Business. McGuckin. 2nd Ed. / Canadian Marketing in Action. 7<sup>th</sup> Edition.

### **Course Overview**

This course gives students 8 credits (4 credits for Entrepreneurship 12 and 4 credits for Business 12). It incorporates the elements of Marketing 11, Entrepreneurship 12 and Business 12 into one single year long course (two semesters). Business/Hospitality Management 12 (BIM 12) studies the development and successful deployment of businesses. This is a practical hands-on course with a large group work component. Students will develop an array of skills surrounding business development; including but not limited to: marketing one's business, finances and borrowing, accounting, marketing practices, money management, human resources and concept development. There is a mandatory applied skills component which includes: certification in Food Safe, Serving it Right and a minimum of 6 practicum hours in our school lunch facility. This course is well suited for students that: are dependable (good attendance is a must), work well with others, like to have the independence to develop and move with their own ideas, are natural leaders and are interested in business, finance or would like to move into some aspect of the hospitality industry.

All businesses begin with the ideas of entrepreneurs. Entrepreneurs identify and explore opportunities, research the resulting ideas, locate and organize resources, and begin to turn their ideas into reality. Business 12 helps students to gain an understanding of the entrepreneurial activities, develop a business knowledge base, strengthen employability skills and develop positive attitudes toward lifelong learning. The objective of this course is to help you capture the entrepreneurial spirit while giving you the knowledge and skills you need to get your idea off the ground. Starting a business is the easy part; the hard part is to avoid floundering in the ins and outs of real day-to-day business. The study of entrepreneurship allows students to understand the fundamental parts of a modern business.

**Course Outline and Expectations- Marketing will be incorporated throughout the course year.**

1. Group Dynamics/Goal Setting and overcoming Adversity
2. Designing a Business Plan.
3. Food Safe Certification- September 26<sup>th</sup>, 2015 (8:00 am-3:00 pm)
4. Menu Design-The Marketing Mix. Price and Product Strategies.  
**Completed by October 5<sup>th</sup>, 2015**  
**Tillicum Practicum -Week 1 October 13<sup>th</sup>-16<sup>th</sup>, 2015**
5. Two things are certain. Death and TAXES!!! :( Accounting- "Don't leave home without it" developing an income statement.  
**Completed October 25<sup>th</sup>, 2015**
  
6. Costing, pricing, inventory control, evaluation and analysis
7. Research skills- Surveying techniques and data collection  
**Completed by October 29<sup>th</sup>, 2015**  
**Tillicum Practicum- Week 2 November 3<sup>rd</sup>-6<sup>th</sup>, 2015**
8. Psychographics, Demographics, Consumer Buying behaviour, target marketing
9. Advertising and Promotion
10. Market Share analysis  
**Completed by November 30<sup>th</sup>, 2015**  
**Tillicum Practicum- Week 3 December 8<sup>th</sup>-11<sup>th</sup>, 2015**
  
- Trade Deadline January 12<sup>th</sup>, 2016- No more than two people can trade teams. Both teams must be in agreement and Mr.Rickards has final say.**
11. Your community profile as a "Nice Person" and low cost marketing to capitalize on. Business Ethics and ethical practices. Introduction to Ethical and Socially responsible marketing.  
**Tillicum Practicum- Week 4 January 5<sup>th</sup>-8<sup>th</sup>, 2016**  
**Completed by January 30<sup>th</sup>, 2015- Event Marketing Schedule established.**
  
12. Essential skills of an Entrepreneur and do you have what it takes to be successful?  
**Tillicum Practicum- Week 5 February 16<sup>th</sup>-19<sup>th</sup>, 2016**
13. Designing an Executive Summary  
**Completed by March 3<sup>rd</sup>, 2015**  
**Tillicum Practicum- Week 6 March 8<sup>th</sup>-11<sup>th</sup>, 2016**
14. Income Statements making and analyzing.
15. Business Plans: The lies we tell our bankers?  
**Completed by March 31<sup>st</sup>, 2016**  
**Tillicum Practicum- Week 7 April 5<sup>th</sup>-8<sup>th</sup>, 2016**

16. Presentation Skill and developing a Professional Pitch.  
**Tillicum Practicum- Week 8 May 3<sup>rd</sup>-8<sup>th</sup>, 2016.**
17. Preparing for final project write-up and presentation- Evaluation and analysis.
18. Developing an Employment Portfolio- Criteria. Due June 15<sup>th</sup>, 2016  
**Presentations held May 23<sup>rd</sup>-25<sup>th</sup>, 2016**  
**May 26<sup>th</sup>-June 17<sup>th</sup>, 2016 flex days to complete outstanding reports, employment portfolio's and goal setting reflections.**

## **Business/Hospitality Management 12**

**MR.RICKARDS**

### **Evaluation**

Assignments 30%

Group Work 40%

Tests 30%

Course Work 50%

Practicum 50% (Includes minimum 6 lunches and team ranking 20%/ write-up and presentation 20%/ and 10% for individual team participation)

### **Essential learning outcomes for class accreditation include:**

- 1. Completion of 6 hours in Tillicum for the practicum 70% of practicum-**
- 2. Completion of Food Safe and Serving it Right- No later than by June 1st, 2016**
- 3. Completion of your Employment Portfolio- No later than by June 15th, 2016**

**These essential skills listed above do not carry a direct grade but are necessary requirements for class credit. Missing of any of the above will lead to failure of the course.**

- Students will be expected to attend all classes. Continued absenteeism will result in a loss of Group Work assessment privileges. Students who miss school continually will be assessed primarily on tests to avoid conflict with other course students.
- All assigned work will be expected on specific dates requested. Late assignments will not be accepted for marks once the assignment has been handed back as marked.
- All students that miss class are responsible for getting missed work from friends in the class; I recommend a buddy system or by coming to Mr. Rickards before or after school. Lunch -time is not an option!
- If a student misses school due to approved circumstances they have 48hours to hand in or make up missed work: all work handed in/completed under these conditions must be accompanied by a note from a parent or guardian with a contact ph#. No exceptions will be made in regards to this policy. No note and ph# = no marks.

Students that are late more than three times will get a phone call home. Continued tardiness after this point will lead to library work or detention.

Bathroom breaks will occur as follows. No breaks given during the first and last twenty minutes of class. During any other time a student may go to the bathroom provided they have the hall pass, however the teacher has final say and may veto this request if he so chooses. No more than one student will be allowed out of the classroom at a time.

It should also be noted that student work habit marks are directly affected by continued tardiness.

4 Lates- work habit mark drops one spot

12 Lates- work habit mark will drop to a "U"

**10 or more absences per semester regardless if they are excused - Missing more than 10 classes in BIM 12 can result in withdrawal from the program. Please see Mr.Rickards for more information.**

# **TEACHER COPY!!!**

**Business/Hospitality Management 12**

**MR.RICKARDS**

## **Evaluation**

Assignments 30%

Group Work 40%

Tests 30%

Course Work 50%

Practicum 50% (Includes minimum 6 lunches and team ranking 20%/ write-up and presentation 20%/ and 10% for individual team participation)

## **Essential learning outcomes for class accreditation include:**

- 1. Completion of 6 hours in Tillicum for the practicum 70% of Practicum-**
- 2. Completion of Food Safe and Serving it Right- No later than by June 1st, 2016**
- 3. Completion of your Employment Portfolio- No later than by June 15th, 2016**

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It should also be noted that student work habit marks are directly affected by continued tardiness.

4 Lates- work habit mark drops one spot

12 Lates- work habit mark will drop to a "U"

**10 or more absences per semester regardless if they are excused or otherwise in BIM 12 can result in withdrawal from the program. Please see Mr.Rickards for more information.**

Parent/Guardian is signing below to acknowledge that they have seen, read and agree to the course listed above and the classroom policies that are listed.

Student Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_

**Students are required to bring this outline back to Mr. Rickards signed by a parent or guardian by Friday September 18<sup>th</sup>, 2016.**



Motion Number (assigned by SCS): SCSB20160224.04

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the UNBC Alma Mater Award be approved.

**Effective Date:** 2016-2017 Academic Year

**Rationale:** To activate the UNBC Alma Mater 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:** February 24, 2016

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20160224.04

**Moved by:** Erasmus

**Seconded by:** Murphy

**Committee Decision:** CARRIED

**Attachments:** 1 Page

**Approved by SCSB:** February 24, 2016  
**Date**

  
**Chair's Signature**

**For information of Senate.**

## **AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** UNBC Alma Mater Award

**Awards Guide Description/Intent:** The intent of this award is to demonstrate ongoing support for the alumni community, and to encourage loyalty to UNBC for generations to come. UNBC graduates are also invited to support this legacy by making financial contributions to the award, which was established by Stacey Pickering, a proud UNBC graduate. She was also the first person to serve as the Alumni Relations Officer at UNBC and took a leadership role in developing alumni programming for the institution. Stacey established this award because she strongly believes moral and financial support from alumni is integral to the advancement of the University, and the best way to lead is by example.

**Donor:** Stacey and Rory Pickering

**Value:** \$500

**Number:** One

**Award Type:** Award

**Eligibility:** Available to full time undergraduate or graduate students who are UNBC alumni or lineal descendants (children or grandchildren) of UNBC graduates.

**Criteria:** Satisfactory academic standing

**Effective Date:** Established 2016

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



Motion Number (assigned by SCS): SCSB20160224.05

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the van Adrichem Family Nisga'a Leadership Award be approved.

**Effective Date:** 2016-2017 Academic Year

**Rationale:** To activate the van Adrichem Family Nisga'a Leadership 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:** February 24, 2016

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20160224.05

**Moved by:** Erasmus

**Seconded by:** Bankole

**Committee Decision:** CARRIED

**Attachments:** 1 Page

**Approved by SCSB:** February 24, 2016  
**Date**

  
**Chair's Signature**

**For information of Senate.**

**AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** van Adrichem Family Nisga'a Leadership Award

**Awards Guide Description/Intent:** Rob and Deb van Adrichem are both alumni of UNBC who believe in the University's northern and regional mandate. This award supports students who are pursuing UNBC programming in the Nass Valley in conjunction with the Wilp Wilxo'oskwhl Nisga'a Institute.

**Donor:** Rob and Deb van Adrichem and Family

**Value:** \$500

**Number:** One

**Award Type:** Award

**Eligibility:** Available to a full or part time undergraduate or graduate student, registered with UNBC at the Wilp Wilxo'oskwhl Nisga'a Institute (WWNI). First preference will be given to students who have demonstrated their leadership potential through educational achievement and/or involvement in local government or community organizations. Second preference will be given to a 1<sup>st</sup> or 2<sup>nd</sup> year student.

**Criteria:** Academic proficiency and/or demonstrated financial need.

**Effective Date:** Established 2016

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



Motion Number (assigned by SCS): SCUB20160317.01

**SENATE COMMITTEE ON THE UNIVERSITY BUDGET (SCUB)**

**PROPOSED MOTION**

**Motion:** That the 2016 Annual Report from the Senate Committee on the University Budget be approved and forwarded to Senate for information.

**Effective Date:** March 17, 2016

**Proposed by:** Todd Whitcombe, Chair of the Senate Committee on the University Budget

**Faculty / Academic Department:** N/A

**Implications for Other Programs / Faculties:** None

**Rationale:** SCUB is providing its annual report to Senate in accordance with the committee's terms of reference.

**Faculty Council /**

**Committee Motion:** N/A

**Date:** N/A

**Date:** March 17, 2016

**TO BE COMPLETED AFTER SCUB MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCUB20160317.01

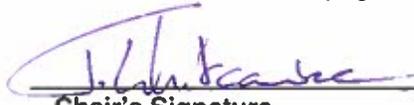
**Moved by:** K. Walker

**Seconded by:** W. Fellers

**Committee Decision:** CARRIED.

**Attachments:** 11 pages

**Approved by SCS:** MARCH 17, 2016  
Date

  
Chair's Signature

**For recommendation to \_\_\_\_\_, or information of  Senate.**

## SCUB REPORT FOR 2016/17 BUDGET

### **Introduction:**

The Senate Committee on the University Budget (SCUB) is a standing committee of Senate constituted by legislation and empowered by the University Act to: ***“meet with the president and assist in the preparation of the university budget.”*** The membership of the present committee is noted at the end of this report. The Committee engaged in discussions with the President and President’s Executive Council in September 2015. SCUB also met in September to develop a set of guiding principles to be applied to the budgeting process. These principles were adopted by Senate at the October meeting (see Appendix 1). Regular meetings with various stakeholder groups began in January 2016.

**SCUB’s role is not to develop an alternative budget or to duplicate the work that is carried out by the budget office.** SCUB also does not provide a critique of the spending patterns or allocations within each unit of the institution. The budget office does present SCUB with a line-by-line draft of the operating budget once it is prepared but, with only a few exceptions, SCUB generally does not comment on specific expenditures or line items.

Rather, SCUB’s role is to provide commentary and advice with regard to the development of the draft budget both prior to and during the final consolidation of the various budget councils and reporting units. It provides advice directly to the President through meetings with the President’s Executive Committee and through this report. SCUB is also charged with providing a report on the budget to Senate for discussion and information. Perhaps SCUB’s most important role is to engage as a conduit for information flow about the budget and budgeting process between the President and Senate (and beyond).

This year, in response to the request made by Senate in March 2015 and in conjunction with the changes incorporated into the 2015/16 Budget developed by Mr. Jack Falk, SCUB also spent time this year considering the Ancillary Budget for the University. As these units have been outside of the operational budget in the past, there has been a considerable learning curve for both the members of SCUB and staff within Ancillary Services as we have discussed budgets and gained an understanding of the intersection of the Ancillary and General Operating budgets. We would like to thank Mr. Aaron LeBlanc for his patience and willingness to work with the committee to provide a better understanding of Ancillary Operations.

Finally, it should be noted that the committee is deeply grateful for all the hard work provided by Ms. Kellie Howitt during the course of SCUB’s deliberations.

**Process:**

The time-line for SCUB’s meeting with various stakeholder groups is provided:

Table 1 – SCUB engagement schedule

Date	Group
September 22	President’s Executive Council
January 12	Faculty
January 14	Undergraduate and Graduate Students
January 19	CUPE
January 21	Exempt Group
January 26	Director of Ancillary Services
January 28	Faculty Association
February 2	Director of Ancillary Services
February 4	Dean of Regional Programs
February 9	Dean of CSAM, Dean of CASHS
February 11	University Librarian and Manager of Communications
February 16	Director of Ancillary Services
February 18	Vice-President Research; Dean of Graduate Programs
February 23	Directors
February 25	Registrar; Director of International Education
March 15	Assistant Director of Student Affairs

Last year, the questions SCUB chose to pursue with various stakeholders centered on two specific issues raised by stakeholders during the previous year: **“retention begins in the classroom”** and **“recruiting is the answer”**. These two themes led to our questions addressing “retention and recruiting”. We asked the various proponents from the stakeholder groups to consider the issue and in particular how they are involved in the recruiting and retention of students. Recruiting, retention, and we would add “completion” remain important issues for discussion by Senate with considerable impact upon the University budget.

It was also noted in last year’s report that a “stand pat” or “static” or “roll over” budget was deemed necessary for 2015/16 in order to allow for a re-organization of the institution’s budget in response to Integrated and Academic planning. It was further noted that such actions came with a cost and would have financial implications going forward. A static budget is not a sustainable approach to budgeting and not optimal for allowing the University to develop or respond to changing circumstances. As a consequence, this year SCUB chose to discuss the implications of having a budget that has been effectively in stasis for three fiscal cycles. Indeed, for the most part, PEC has determined 2016/17 will be a rollover budget. SCUB asked stakeholders to comment on the **implications of a continuation of static budgets** and on where they felt such an approach to budgeting was starting to generate difficulties within their respective areas. Further, SCUB asked stakeholders to consider **how one time funding could best be spent** if there is a small operational surplus at the end of 2015/16.

SCUB has also invited further comments (oral and/or written) from the broader UNBC community through communication with various stakeholders. SCUB remains open to discussions about the budget year round. All comments received have been generalized to broad trends and to the best of our ability the following discussion reflects what SCUB heard from various groups and individuals during both our consultations and from written responses. In all cases, SCUB has endeavored to maintain anonymity.

## **Budget Context:**

Over the past two years, under the leadership of Dr. Weeks, the University community has not been asked to engage in a cost cutting exercise during the development of the budget much to the relief of many budget-holders. This approach has been a significant break with past practices in budget development. This does not mean there will be no changes to budget for 2016/17 but it is our understanding **we will again not be engaged in “cross the board” decreases to budgets.** This is not the only change in our budgeting process that has occurred. The Board of Governors was not asked to approve explicit budget guidelines this past fall, the University has engaged in several town hall meetings to discuss the budget very early in the budget cycle, and budget approval will again be delayed until the May Board of Governor’s meeting.

That said, the University is likely facing significant challenges such as:

- **an effective further reduction in the provincial operating grant** as salary increases have not been fully offset by economic stability mandate funding;
- **a further significant gap between budgeted and actual tuition revenue levels** as tuition income has not recovered to previous levels due to the continuing decline in student FTE both domestically and internationally;
- **and inflationary pressures** such as the declining value of the Canadian dollar, salary progression costs, and library costs increases.

Nevertheless, it is anticipated that PEC will recommend to the Board of Governors one time options, structural changes, and/or adjustments to centrally managed expenses that will ensure the 2016/17 budget is balanced. Evidence from the last two budget cycles suggest this will not be an easy task as the past two years of stasis in our budgeting has left very little room to manage the budget for the coming year. To use the common vernacular, we have already plucked all of the low hanging fruit and are now in a position where hard choices will need to be made. ***Indeed, if nothing changes, UNBC will likely not be able to table a balanced budget in 2017/18 without structural changes.***

At the same time it is likely most of the revenue streams provided in the preliminary planning projections will be included with zero or very conservative increases consistent with past experience. The University has also been subjected to real declines in some line items, such as the Federal Indirect Costs of Research funding envelope. This funding is tied to research grant success based on a three year running average. Decreases in research dollars from the Tri-Council Agencies show up in the subsequent budget due to a time lag. Projections of only zero growth in many revenue lines might be overly optimistic as some revenue streams appear to be declining.

Further, rolling over the budget means inflationary pressure for goods and services puts stress on the University. The higher education annual inflation rate is estimated at 4.38% (StatsCan) which is well above the consumer price index. This is related to the unique nature of many of our purchases and to the monopolies held in some areas of relevance to UNBC such as publishing or software licensing. When there is only one supplier, prices do not necessarily follow a free market model. Such price increases are decreasing the spending capacity of operating budgets in a number of areas on campus.

In April 2014, the Government of British Columbia introduced the “B.C.s Skills for Jobs Blueprint: Reengineering Education and Training”. This plan proposes sweeping changes to the structure of the education system at all levels with initiatives in the K-12, college, and university sectors. These changes appear to shift the emphasis in public education from a broad education to training for employment.

For post-secondary institutions, under the sub-heading of “Re-engineering operating grants to support high-demand occupations”, the Blueprint says:

*“This year, government will be re-engineering an additional \$40 million of the operating grants for public post-secondary institutions to target training in high-demand occupations and programs for Aboriginal persons and persons with disabilities. This aligned funding will increase to \$90 million next year, and over the next three years, it will increase until it reaches \$270 million or 25 per cent of total operating funding. These funds will be redirected if student demand is less than anticipated. Funds will also be redirected if programs do not meet measurable outcomes. Not only will the new system be data-driven, it will be outcome driven. As the economy evolves, we will adjust funding and programming.”*

Clearly, the government has a plan for an engineered system of education which will have an impact on the University’s autonomy with regard to programming as it moves forward. We will need to adjust our operations to meet expectations or forego operational funding. Fortunately, the University is already vested in some of the occupations/degree programs deemed to be in high-demand as demonstrated by the Minister’s budget letter for the present fiscal year (for example: Nursing, Environmental Engineering, Health Sciences). We appear to be meeting our targets. Unfortunately, without further changes, our efforts so far might not satisfy the governmental mandate and may have fiduciary implications.

Finally, the University budget needs to be put in further context. **To re-iterate a point made for the past few years, the physical infrastructure, academic programming, administrative capacity, staffing levels and many other aspects of UNBC are designed for 3,455 FTE. We are presently structured as if we are on target and have met the enrolment demands.** This has implications for class sizes and building space, for lab benches and operational costs. We have fiduciary commitments consistent with a much higher enrolment figure than we presently serve which has resulted in some anomalies in the way budgeting occurs within the various units on campus.

**UNBC is also distinct in having regional campuses which are at a significant distance from the main campus in Prince George.** These campuses have significant enrolments but they also incur costs. We also operate throughout a region where there is no redundant capacity. A student who is not able to achieve degree completion in Terrace cannot simply enroll at another University across town. The same cannot be said for the southwest corner of the province. Our regional mandate is significantly different than, say, SFU where the majority of its students could commute from the main campus to satellite campuses and back with relatively little expense by taking SkyTrain or a city bus. Commuting between UNBC’s campuses is not trivial. The costs of travel between even Quesnel and Prince George are substantial, along with the time and inherent risks in the trip, let alone the costs involved in traveling to our more distant campus and communities.

This cannot be stressed enough. We are a regional University serving an area covering almost two-thirds of the province. We have cities, towns, and communities stretching from Atlin to Williams Lake and Valemount to Masset within our catchment area. UNBC’s regional role is both a strain on the University and one of our strengths as we are fulfilling an important function in a vast and under-served region of the province. Our ability to serve a vast community is a source of pride for the institution but it is not without costs.

Budgeting for the coming fiscal year is not without pitfalls and perils. We are increasingly seeing the effects of decisions made elsewhere on our ability to strategically plan and to provide high quality post-secondary education in our region of the province. It is clear that an Academic Plan would assist the University in making strategic choices going forward. But it would appear we can no longer afford to wait to develop a plan for our future with regard to budgeting and it is in this spirit that we offer the following for consideration and discussion.

## What we heard:

### **“We need an Academic Plan”**

There were a number of common themes SCUB heard from various groups. Perhaps the most important and consistent message SCUB heard is the need for an Academic Plan. We need to focus our efforts on areas where we excel and which are linked to enrolment. We need to grow but growth must be managed strategically and with a mind to meeting the needs of both the province and the region. We need to move beyond the present structure and consider how to best fulfil our mandate within the region. An Academic Plan is necessary for the entire institution, not just the academic component as it will allow all administrative units to better fulfil their mandates. This was one of the most consistent messages SCUB heard from all stakeholder groups.

### **“Recruitment and retention must be priorities”**

Many stakeholders spoke about recruitment and retention of students. The University needs to maintain a **“student focus”** to all it does – including ancillary services. From the perspective of the stakeholders to whom we spoke, this cannot be stressed enough. From its initial conception in the 1980s through various planning documents and strategic initiatives to our present planning exercises, the vision of the University as student centered institution has been a constant. UNBC was created to provide students in the north with the opportunity to achieve educational goals without moving south. It was intended as an institutional bulwark against the real brain drain which impacted the economic and social health of northern communities. It was recognized very early by the Interim Governing Council and in the Dahloff Report that students educated in the north will stay in the north. This mandate has been realized as indicated by the number of our graduates who lead in the region.

That said, some stakeholders felt we could do more to be a “student focused” institution. In particular, there is an impression some of the University’s operations do not operate as efficiently as possible due to excessive amounts of paperwork and inefficient communication between different units. This was a general comment heard from a number of stakeholders and about many institutional processes. Graduate and international admissions were highlighted in particular as areas where we could be more efficient in ensuring registration offers are made in a timely fashion. We heard from stakeholders that it can often take weeks for a student to be admitted when other institutions are doing so in days. Whether this is true or not, the perception is certainly that some of the internal communication within the University is hampering our success.

We also heard that some of our procedures and processes are costing the University money as the choice to use different vendors or off-site suppliers is restricted. Internal catering costs, for example, are perceived by many stakeholders to be disproportionately high relative to external food costs. The difficulty lies in the effective monopoly afforded to food services which remains a source of some contention. Similarly, we heard the limitations on credit cards which can be used for travel is resulting in unnecessary baggage costs (a switch to a “WestJet MasterCard” would save the athletics teams over \$12,500 per year in unnecessary baggage charges). The purchase of goods and services by the University is sometimes restricted by provincial policy but it is not perceptually clear the best value is being obtained for the money being spent.

Finally, although it was not mentioned by many stakeholders, completion of degrees is increasing becoming an issue across the University sector and in particular for UNBC. At present, our six year completion rate for new students (students entering directly from high school) is 47% while our transfer student rates are a little higher at 64% (Hanover Report, 2015). While these numbers put us ahead of

TRU (27%), we are well behind the research Universities in British Columbia (UBC: 76%, UVic: 60%, SFU: 67%, UBC-O: 63%) (HEADset). Perhaps more to the point, the four year degree completion rate for new students at UNBC is only 18% indicating that students are not finishing degrees in a timely fashion. The reasons behind this statistic are likely many, ranging from course scheduling to student employment and financial constraints to changing degrees mid-way through studies. However, degree completion – particularly when students are taking a significant number of degree credits through TRU-OL and Athabasca – is a fiduciary issue.

**“Too many vacant faculty positions; too much dependence on term teaching”**

One of the consequences of our static budgets over the past few years is a restriction on the filling of positions which impacts the ability of programs to offer a breadth of courses. The use of term faculty is also perceived to be having an impact on student retention. This is, in part, tied to uncertainty about course offerings but it is also tied to the different expectations for term faculty with regard to supervising research projects and graduate work. A continued dependence on term faculty will ultimately hamper the research enterprise at UNBC which will impact both research funding and the Federal Indirect Costs of Research budget line along with graduate enrolments.

Although the total number of faculty appears to have remained relatively constant over the past few years (as illustrated in Table 2) and the number of courses taught by part-time faculty has remained relatively stable, the perception remains that the number of faculty has decreased and part-time instruction increased.

Table 2: Faculty profile at UNBC

Gender	Rank	2014	2013	2012	2011	2010	2009	2008	2007
Female	Professor	19	15	14	13	11	10	10	9
	Associate	31	30	25	24	25	24	22	21
	Assistant	14	18	23	25	29	29	34	33
	Other	3	2	4	5	4	4	3	6
Male	Professor	57	51	51	42	38	36	32	28
	Associate	41	47	46	55	58	56	58	56
	Assistant	16	15	20	21	20	25	24	33
	Other	9	11	8	8	5	7	8	4
Total	Professor	76	66	65	55	49	46	42	37
	Associate	72	77	71	79	83	80	80	77
	Assistant	30	33	43	46	49	54	48	66
	Other	12	13	12	13	8	11	11	10
<b>UNBC Total</b>		190	189	191	193	190	191	191	190

Data: RUCBC, 2015

SCUB has begun an analysis of faculty at UNBC using historical data and found numbers for faculty consistent with the data from RUCBC but not in full agreement. Further, with regard to term positions, the data we were able to obtain indicates the number appears to be relatively constant (13 lecturers in 2004 compared to 19 in 2016). However, this is in contrast to the numbers presented by some stakeholders and in particular the Deans. Increasingly, it would appear that the University faculty complement is shifting as positions are being filled on a temporary basis in anticipation of an Academic Plan. This can be seen in a number of ways, including the increased level of unspent salary (\$1.45M) anticipated in the 2016/17 General Operating Budget.

What is readily apparent, though, in analyzing the data is some of our programs have been in a state of flux with significant changes in faculty complement over the course of time. There are a number of programs where the turnover in faculty has been extreme and this appears to be affecting enrolments. Using the School of Business as an example, there were 7 tenured or tenure track faculty, 3 lecturers, and 5 vacant positions in 2004. By 2006/07, the school had filled positions and had 12 tenured or tenure track faculty along with 5 term positions. By 2016, the number of tenured or tenured track faculty had declined to 6 with 7 lecturers, and 4 vacant positions. In the meantime, the School of Business added a MBA program, a M.Sc. degree, and created a Honours stream in the B.Comm. The snapshots provided in Tables 3a and 3b would suggest the total faculty complement has remained relatively unchanged but there has been a significant turnover both personnel and positions. Only two faculty members appear on both lists (Dr. Chen and Dr. Deo) indicating the significant turnover within the program. The resulting changes have hampered the growth and success of the program, and may be linked to declining enrolments.

Table 3a: Business Administration Faculty in 2004

Feb. 29, 2004 Faculty Member	Rank			
	Full	Assoc	Assist	Lect
Birch, Ian				1
Chen, Jing			1	
Croft, Elizabeth			1	
Deo, Balbinder			1	
Karlen-Ng, Alex				1
Ostrowski, Peter			1	
Schell, Charles				1
Spurrell, Lloyd		1		
Tallman, Rick			1	
van der Pol, Theo			1	
4 vacant – faculty				
vacant - Chair				

Table 3b: Business Administration Faculty in 2016

Faculty Member	Rank			
	Full	Assoc	Assist	Lect
Abioye, Oye				1
Bankole, Julius				1
Chen, Jing			1	
Choi, Sungchul		1		
Chowdhury, Reza			1	
Cronshaw, Steve	1			
Cuthbertson, Mike				1
Deo, Balbinder		1		
Fellers, Wendy				1
Gao, Jin				1
Ge, Xin			1	
Scott, Charles				1
Sra, Jaspreet				1
4 vacant - faculty				

Other programs, such as Education, Nursing, and First Nations Studies have experienced similar turnovers in personnel. At the other extreme some programs such as English have operated with the same faculty members for well over a decade. Whether the programs which are in a state of constant flux with regard to faculty complement are the source of the perception the number of faculty is declining is beyond the scope of SCUB and left for the development of an institutional organization analysis. Indeed, an organizational plan addressing issues of retirement and turnover of faculty is urgently needed as the University will likely be entering a period of significant change in its faculty complement over the next five to ten years. This can be seen by the number of faculty who retired in 2015.

Further, it should be noted that a full description of both the number of faculty and staff positions at the University would aid in the development of the budget. Labour costs are a significant component of the budget – generally in the 75% range. Faculty and staff comprise a significant portion of the labour costs for the institution as a whole. Understanding the flow of people and positions as the University evolves is critical to long range planning. Some Academic programs, such as Psychology, are seeing half of the faculty retire within a two year time span. This will necessitate renewal and likely before any planning

exercise is complete. Similar changes are occurring within the Administrative units although their employment model does allow for some renewal on a continual basis.

#### **“Number of administrative staff is growing”**

SCUB heard from a number of stakeholders two variations on this theme. The first was the number of staff at the institution is growing, period, and the faculty to staff ratio is decreasing. The second was the number of front-line workers is decreasing while the number of managers is increasing. For example, some stakeholders pointed out specific units on campus appear to have one supervisor or manager for every three employees. SCUB has asked for the creation of an organizational chart for UNBC and it is our understanding that such a chart will be forthcoming. Such information was once included in the annual budget submission to the Board of Governors until 2006/07. A historical analysis of the data might provide useful information on how the staffing model at the University has changed.

However it must be recognized that not all positions at the University are base funded. Many positions within the institution are soft-funded and/or are funded research positions making an assessment of staff to faculty ratios somewhat arbitrary. Indeed, if all of the categories of staff and faculty are considered, the number of different employee groups is significant and it is difficult to arrive at a consistent year-over-year analysis of the people and positions at the University. Regardless, there is a general perception that every unit – both academic and administrative - on campus is feeling strain due to under-staffing.

#### **“Ancillary Services”**

SCUB engaged in an extensive discussion with Mr. Aaron LeBlanc, Director, Ancillary Services. Mr. LeBlanc provided a detailed analysis of the budgets for each unit along with some historical data and details on the Residence and Food Capital Payback Plan. While we have made considerable progress in understanding the intersection between the Ancillary and General Operating budgets, there is still more work to be done. The Ancillary Budget should be clear and understandable by individuals outside of the Ancillary portfolio. The documents presented are still in need of clarification and referencing back to actual expenditures instead of budget projections. This first pass through the budget has been a major step but more is required.

As a preliminary analysis, Ancillary Services represents \$7,887,269 in revenue (not including the Northern Sports Centre). From this, \$853,578 is transferred to General Operating while the University buys \$984,651 in goods and services from Ancillary operations. It is also clear that some units within Ancillary Services are significantly profitable; others are not generating sufficient revenue to sustain operations requiring significant transfers between Ancillary units. Units making profits may be denied the funds required to grow because they are subsidizing unprofitable units which need to be reorganized. It would be SCUB’s recommendation that a full reconciliation of the Ancillary budget be conducted with a view to answering questions about the way in which the Ancillary units operate and interact with the rest of the University.

#### **“One time funding ....”**

One of the questions SCUB asked was about one time funding. The answer we heard from a majority of stakeholders is that any one time funds available should be used in support of the teaching function of the institution. As one respondent put it: “Teaching students is why we are here.” We did hear other suggestions, such as using some funds for internal training which would support our staff and faculty or improvements to campus which would make us more attractive and improve our visual appeal. But the major suggestions we heard centred on enhancing our teaching capacity.

**Recommendations:**

There are a number of recommendations SCUB could make such as developing a business intelligence unit on campus which we feel is a critical missing component if we are going to engage in data informed decision making. Another suggestion would be to engage in a marketing strategy for the entire institution. Marketing is much more than simply advertising and we need to move into an era where we understand our market better and understand how to market ourselves more effectively. Further, engaging in market research as we develop an Academic Plan would provide data allowing for better decisions regarding the future of the University.

Further, it would be SCUB's recommendation that we develop better internal communication in all its forms. This includes a continuation of the "Town Hall" meetings about the budget which are a useful mechanism for providing information but could also include "Town Hall" meetings on other topics. It also includes developing truly paperless transactions internally between units and facilitating faster movement of files throughout the system. The perception is that we often get in our own way when it comes to being both responsive and pro-active as an institution.

Beyond those considerations, at the heart of our recommendations is a statement from previous reports:

**"The University should engage in an open, honest, and thorough community-wide conversation about our programs and our direction in the light of government and societal demands and expectations."**

We would add that given the demographics of our region and the province, the post-secondary education system is going to be facing significant challenges in the coming decade if nothing changes. Many other institutions are already marketing themselves in unique ways. We need to expand our conversation to ask questions such as **"who do we want to have as students?"** and **"where are they likely to come from?"** While we may be operating this coming year with a "stand pat" budget, we cannot waste this year by not addressing fundamental questions about the future structure and direction of UNBC. Some of these questions will be uncomfortable but Senate, the Board of Governors, the faculty, the students, and the staff must engage in extensive discussions about what the future of UNBC is going to be if we are to move forward.

As we have stated before, we are at a point where we need to establish where we want to go. We would add that we need to do this quickly.

Respectfully submitted:

Todd Whitcombe, Faculty Member (Chair)  
Daniel Burke, Student Senator  
Balbinder Deo, Faculty Senator (CSAM)  
Angela Kehler, Student Senator  
John Orłowsky, CUPE Staff Representative  
Kirk Walker, Graduate Student Representative

Michel Bouchard, Senator (CASHS)  
Barb Daigle, Committee Co-Secretary (non-voting)  
Wendy Fellers, Faculty Association Representative  
Jennifer Keryluik, Exempt Staff Representative  
Colleen Smith, Committee Co-Secretary (non-voting)

Kellie Howitt, Recording Secretary

## **GUIDING PRINCIPLES FOR THE BUDGET PLANNING PROCESS (2015 – 2018)**

SCUB, September 2015

### **Preamble:**

The over-arching premise for budgeting at UNBC is that we aspire to excellence as a university. The budget must recognize our excellence at all levels and the maintenance of excellence must be a critical component in all budgeting decisions.

### **Openness:**

1. Budget allocation decisions will be conducted in a deliberate, participatory, and transparent manner.

### **Our People:**

2. Budget allocation decisions will recognize the need to support our people – students, faculty and staff - who are key to advancing the Academic, Research, and Integrated Institutional Plans and will recognize the real impact of the budget on our people.

### **Operational Effectiveness:**

3. Budget timelines should be better synchronized with the University's many annual operational cycles to allow more efficient operation with respect to recruiting for personnel and for students.
4. Budgeting should be a multi-year exercise.
5. Authority and accountability go hand-in-hand for line items within the budget and should be held by the relevant budget holder.
6. We should strive to modify the budgeting forecast model to better reflect the Academic, Research, and Integrated Institutional Planning and move towards narrowing the variance between the actual and planned revenues and expenditures across the institution.

**Motion**  
**S-201603.16**

BE IT RESOLVED THAT Undergraduate Regulations #50 (Appeals Process) and #51 (Senate Committee on Academic Appeals) be referred to the appropriate committee of Senate for study and provision of recommendations on:

- a. Providing for non-adversarial adjudication as an intermediate step in the appeals processes;
- b. Establishing standards of evidence;
- c. Clarifying the reasons for which a grade can be appealed;
- d. Specifying the kinds of remedies which can be sought and awarded by the Senate Committee on Academic Appeals; and
- e. Setting out the procedural rules for hearings of the Senate Committee on Academic Appeals;

AND FURTHERMORE,

BE IT RESOLVED THAT the Undergraduate Regulations and Policies be amended as follows:

**50. Appeals Process**

All students have the natural and reasonable right to appeal grades given during the term, the final grade of a course, and other academic policies and decisions of the University. The Senate Committee on Academic Appeals is the final adjudicator in such matters. All formal appeals must be made through the Registrar, in writing and with necessary documentation, within ~~15~~**thirty (30)** working days of the receipt of the decision in question. The student's written appeal must state clearly the decision being appealed, the reason(s) why the decision is considered to be unfair, what decision would be considered fair, and why it would be fair. It is incumbent upon the student to advise the University, via the Office of the Registrar, of their current contact information. All written appeals to the Senate Committee on Academic Appeals should indicate whether an in-person hearing is being requested. Otherwise, cases are adjudicated on the basis of the written submissions.

**51. Senate Committee on Academic Appeals: Procedures**

The Senate Committee on Academic Appeals follows the principles of natural justice. That is, its procedures are fair and open, appropriate to the matter under consideration, and provide the opportunity for those affected to put forward their views fully for consideration by the Committee. Following these principles, the Committee develops its own procedures and practices to conduct appeals and is not constrained by strict rules of procedure and evidence.

**Notwithstanding anything in this policy, it is incumbent upon the respondent faculty member to provide a reasonable and appropriate justification for the assignment of all grades, and the Senate Committee on Academic Appeals must rule in favour of the appellant student unless a majority those members in attendance are satisfied, in the presence of clear and convincing evidence, that this standard of proof has been met.**

A quorum consists of a majority of voting members, including at least one student member and two faculty members. No faculty or student committee member with previous direct involvement in the case may hear the appeal. The appellant has the right to challenge the neutrality of any member of the Committee scheduled to hear his/her appeal. The Chair, with the advice of the Committee, will rule on the validity of the challenge.

If the appellant requests an in-person hearing, the interested parties (e.g., the course Instructor(s), Chair and/or Dean) will be notified and may also appear at the appeal, when available. Appeals shall be based on the appellant's written submission (all relevant evidence and documentation related to the matter which is under appeal, and all relevant information contained in the student record). New evidence cannot be presented at the hearing **unless it was not reasonably available to the student at time the appeal was first filed.**

If the appellant asks to be present at the hearing yet fails to appear before the Committee on the appointed day and time, the Committee may, without further notice, proceed to hear the appeal based on the written submission. If there are compassionate or medical grounds for nonappearance, the Chair or the Secretary to the Committee must be notified immediately. ~~The Chair will determine the acceptability of these grounds and whether~~ **and** the appeal hearing should **will** be postponed.

All hearings are held in the strictest confidence and normally are attended only by members of the Committee and the parties to the particular appeal. **Members of the Senate Committee on Academic Appeals shall agree to be bound by a confidentiality agreement with respect to their participation in adjudicating appeals.** Upon written notification to the Senate Committee on Academic Appeals, appellants may be accompanied by an additional party ~~for the purpose of personal support~~ **who may support them during the proceedings and assist in their representation.**

Neither the appellant nor the University shall have the right to representation by legal counsel during appeal hearings ~~except by permission of the committee Chair. The Chair, at the Chair's sole discretion, may allow legal representation where he or she judges the circumstances of the case to be exceptional.~~

The Secretary to Senate, in consultation with the Committee Chair as appropriate, reviews each request to hear an appeal before any hearing or adjudication. This review is intended to ensure that the nature of the appeal is consistent with the mandate of the Committee and to ensure that the appeal is ~~both valid~~ **process has been followed properly** and could not be resolved by other

means. In some instances the review may lead to a reversal of the decision before review, while in other instances it may indicate ~~there are insufficient grounds for an appeal or~~ that further documentation is required. In all cases, however, any decision to ~~hear or not to hear~~ **pursue** an appeal rests with the ~~Committee~~ **student**.

The Senate Committee on Academic Appeals reviews decisions made at lower levels when requested to do so by the appellant. Normally it rules in two areas. It considers whether appropriate and fair adjudication was exercised in respect of a case and, where it concludes that there was unfairness, it may direct a readjudication using a procedure that it prescribes as being appropriate and fair. It considers whether the penalty assessed was consistent with University Regulations and practice and was not pernicious and, where it concludes that there was a lack of consistency or an unreasonable response, it may state its concerns clearly and direct a reconsideration. The Committee may act, whether a reconsideration has been directed or not, to overturn or to support a decision, **or make additional rulings on the appeal at its discretion.**

**Only members of the Senate Committee on Academic Appeals may cross examine witnesses, including the student and respondent with respect to their oral and written submissions, for the purposes of establishing the veracity of claims or making further enquiries with a view to understanding the truth of the matter under their consideration.**

Whatever the matter under consideration, the Committee and all parties to the appeal are provided by the Registrar with the same information, sufficient to permit a meaningful hearing. The Committee maintains a record of its deliberations and provides the reason(s) for its decisions **in writing to both parties.**

## **52. Appeal of Term Grades While Course is in Progress**

Students who have reason to believe their term grade, while a course is in progress, is inaccurate **or unfair** should meet with their course instructor immediately. If both the instructor and the student agree, on the basis of an informal review, the matter is thereby concluded and a change of grade is submitted if necessary.

Students who wish to appeal grades other than final grades, formally, should initiate the following process:

- a) The student obtains an Academic Appeals Form from the Office of the Registrar and submits it to the Program Chair.
- b) The Chair meets the instructor(s) on the matter, obtains the instructor's(s') comments and adds the Chair's comments.
- c) If no resolution favourable to the student is reached within seven working days, the Chair, without delay, submits the form to the Dean.
- d) If no resolution acceptable to the student is reached within seven working days, the Dean, without delay, submits the form to the Registrar for advancement to the Senate Committee on Academic Appeals.

- e) At any stage in the process, the student may choose to withdraw the appeal by notifying the Registrar.

An appeal may result in a higher, equal or lower grade. The final recourse for all appeals is the Senate Committee on Academic Appeals.

### **53. Appeal of Final Grade**

Students who have reason to believe their final grade in a course, once released by the Office of the Registrar, is inaccurate **or unfair** should meet with their course instructor immediately, if possible (see Academic Regulation 41). If instructor and student agree, on the basis of an informal review, the Office of the Registrar is advised of a grade change and the matter is thereby concluded.

Students who wish to appeal their final grade, formally, should initiate the following process:

- a) The student obtains an Academic Appeals Form from the Office of the Registrar and forward submits it to the Program Chair.
- b) The Chair meets the instructor(s) on the matter, obtains the instructor's(s') comments and adds the Chair's comments.
- c) If no resolution favourable to the student is reached within seven working days, the Chair, without delay, submits the form to the Dean.
- d) If no resolution acceptable to the student is reached within seven working days, the Dean, without delay, submits the form to the Registrar for advancement to the Senate Committee on Academic Appeals.
- e) At any stage in the process, the student may choose to withdraw the appeal by notifying the Registrar.

An appeal may result in a higher, equal or lower grade. The final recourse for all appeals is the Senate Committee on Academic Appeals. Evaluation of a student's academic performance for continued enrolment will not be done prior to the completion of a grade appeal process, if the grade in question is pertinent to the said evaluation.