

## SENATE MEETING OPEN SESSION AGENDA

August 27, 2025  
3:30 – 5:00 PM  
Senate Chambers

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### Acknowledgement of Territory

For thousands of years, Indigenous Peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play. We are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands.

#### 1.0 **S-202508.01**

##### **Approval of the Agenda †**

Page 1 That the agenda for August 27, 2025, Open Session of Senate be approved as presented.

† **NOTE:** *The Senate Agenda for the open 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 **Presentation:** Degree Quality Assurance Board - Program Changes and the Determination of New Degrees - Dr. John McNeill, Director - Academic Operations and Quality Assurance

- [Quality Assessment Process and Criteria handbook](#)
- [UNBC - New Degree Program Proposals](#)

#### 3.0 **Approval of the Minutes**

##### **S-202508.02**

##### **Page 5 Approval of the Minutes**

That the Minutes for June 26, 2025, Open Session of Senate be approved as presented.

#### 4.0 **Business Arising**

#### 5.0 **President's Report (10 minutes)**

**Payne**

#### 6.0 **Report of the Interim Provost (5 minutes) [page 45](#)**

**Owen**

#### 7.0 **Report of the Registrar (5 minutes)**

**Read**

#### 7.1 **Enrolment Report – [page 46](#)**

8.0 Report on Regional Activities (5 minutes) Owen

8.1 Regional Council Summary Report – [page 53](#)

9.0 Question Period (10 minutes)

9.1 Questions in advance

9.1.1 Are there plans to do a review of the five Faculty system, as we are nearing the five-year mark? I think it is important to gather feedback, evaluate and assess what has worked well and what hasn't, distribution of workloads, structure, etc. and share a summary report with Senate. (Senator C. Brown)

9.2 Questions from the floor

10.0 Committee Reports

10.1 Senate Committee on Student Appeals Klassen-Ross

10.2 Senate Committee on Academic Affairs Owen

**"For Approval" Items:**

Regular **S-202508.03**

**General Motion** – Exchange Agreement Université of Bourgogne (University of Burgundy)

That on the recommendation of the Senate Committee on Academic Affairs, the following exchange agreement with Université of Bourgogne (University of Burgundy) be renewed and approved under the previously agreed terms and conditions for a period of five (5) years as proposed.

Page 61 **Effective Date:** Upon signing of both parties

**"For Information" Items:**

Page 65 Northern Studies Program- Responses to the External Review of Degree Program Report, Action Plan and progress Report Owen

10.3 Steering Committee of Senate Payne

10.4 Senate Committee on Nominations Gehloff

**"For Approval" Items:**

Regular **S-202508.04**

**Recommendations of Senate Committee Members**

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

**Effective date:** Upon approval of Senate or as indicated.

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

**CANDIDATE**

**SENATE COMMITTEE ON ADMISSIONS AND DEGREES (SCAD)**

Graduate Student  
Term end August 31, 2026

Alana LaMalice

**SENATE COMMITTEE ON ACADEMIC AFFAIRS (SCAAF)**

Faculty Member  
Term end March 31, 2027

Chengbo Fu

Graduate Student  
Term end August 31, 2026

Ehsan Taghizadeh

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

Undergraduate Student  
Term end August 31, 2026

Ahad Baig

Graduate Student  
Term end August 31, 2026

Cornelius Edjah

**Senate Committee Vacancies**

**Vacancies sorted by committee: Senate Committee Vacancies**

COMMITTEE	POSITION	TERM START DATE	TERM EXPIRY DATE
Senate Committee on Academic Affairs	Faculty Member"†"		03/31/2027
	Regional Representative		03/31/2026
	Graduate Student"†"	09/01/2025	08/31/2026
	Undergraduate Student	09/01/2025	08/31/2026
	Undergraduate Student	09/01/2025	08/31/2026
Senate Committee on Indigenous Initiatives	Faculty Member		03/31/2026
Senate Committee on Nominations	Student Senator	09/01/2025	08/31/2026
	Faculty Senator	09/01/2025	08/31/2026
Senate Committee on Admissions and Degrees	Graduate Student"†"	09/01/2025	08/31/2026
	Undergraduate Student	09/01/2025	08/31/2026
Steering Committee of Senate	Student Senator	09/01/2025	08/31/2026
Senate Committee on Scholarships and Bursaries	Graduate Student"†"	09/01/2025	08/31/2026
	Undergraduate Student"†"	09/01/2025	08/31/2026
	Student Senator	09/01/2025	08/31/2026
Senate Committee on University Budgets	Graduate Student	09/01/2025	08/31/2026
	Undergraduate Student	09/01/2025	08/31/2026
Senate Committee on Student Appeals	Graduate Student Senator	09/01/2025	08/31/2026
Senate Committee on Curriculum and Calendar	Faculty or academic administrative staff		08/31/2026

**Note:** The symbol "†" denotes that an appointment by Senate is pending

10.5	Senate Committee on Curriculum and Calendar	Read
10.6	Senate Committee on Admission and Degrees	Read
10.7	Senate Committee on Indigenous Initiatives	Payne
10.8	Senate Committee on Honorary Degrees and Special Forms of Recognition	Payne
10.9	Senate Committee on Scholarships and Bursaries	Wood-Adams

**"For Information" Items:**

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**SCSB20250623.03** (Approved)

**Sue Grainger JPRF Bursary**

That the new Terms and Conditions for the Sue Grainger John Prince Research Forest Bursary be approved.

Effective: 2025/2026 Academic Year

**10.10 Senate Committee on University Budget**

**Gehloff**

**11.0 Approval of Motions on the Consent Agenda – no motions**

**Payne**

**12.0 Information**

**Page 79**

**12.1 Annual Report on UNBC Harassment and Discrimination Policy**

**Payne**

**13.0 Other Business**

**14.0 S-202508.05 (10 minutes)**

**Move to the Closed Session**

That the meeting move to Closed Session

**15.0 S-202508.10**

That the Senate meeting be adjourned.

Dr. Bill Owen, Interim Vice-President Academic and Provost  
Report to Senate  
August 18, 2025

UNBC is embarking on our 35<sup>th</sup> anniversary year. This 2025/25 academic year provides us with an opportunity for us to reflect on the dreams and aspirations of those who inspired and built this amazing university and to look ahead to fulfilling many more student learning journeys for the next 35 years. With an refreshed [Academic Plan](#) in hand, UNBC is READY.

At the June Board of Governors meeting, three areas of focus from the Academic Plan were endorsed as critical elements of our path forward. These were:

1. Driving Strategic Enrolment Growth and Impact
2. Transforming Curriculum and Pioneering Pedagogical Innovation; and,
3. Building a Bold and Inclusive Regional Strategy

It is critical that UNBC enhances retention efforts. Core to that is curriculum transformation. Returning to the vision of UNBC's founders, re-engaging with northern communities will be a pillar for our future success.

The week of August 18-22, included the 3<sup>rd</sup> Annual Academic Leadership Development Retreat for Chairs, Deans, and Academic Administrators. The themes of “how do we support and grow our own academic leaders,” and “adding to the leadership toolkit” were the focus of the retreat.

UNBC has announced the next Provost, Dr. Michel Beaulieu. His term begins on October 4, 2025.

I want to sincerely thank the UNBC community for your support during my most recent 5 year time in academic leadership. It has been a privilege to enhance the student, faculty and staff academic environment over that time. Let's continue to advance the learning environment for our students and enable northern communities to thrive due to the excellence of our alumni.

## Enrolment Update

Prepared for: UNBC Senate August 27, 2025  
Prepared by: Dennis Stark, Jill Mitchell Nielsen, Marlina Hawes, and Amy Beyer  
Data provided by: UNBC Institutional Research  
Data source: Bi-weekly Application and Bi-weekly Enrolment Reports  
snapshotted on August 15, 2025

## Executive Summary

### **Summer 2025: August 15 update**

Summer 2025's enrolment pace cooled after May 15 and is now behind Summer 2024 in headcount registrations and behind in FTE enrolment. Declines in international-fee paying undergraduates and for-credit Continuing Studies students are the main contributors to the decline, despite growth in domestic fee-paying domestic and international undergraduates and in domestic graduate students.

### **Fall 2025: August 15 update**

Currently, Overall FTE and Headcount Enrolment for Fall 2025 are ahead of Fall 2024. This lead is mainly due to earlier than normal registrations at the graduate level, amplified by the fact that Fall 2024's graduate registration pace was slower than historically typical up to August 15 last year, after which graduate registration grew rapidly in the final weeks before the start of term and the Add/Drop date. Immediate-term tactics are underway to further influence Fall 2025 enrolment, which is currently projected to be flat or slightly behind compared to Fall 2024.

### **Winter 2026: August 15 update**

Institutional Research historically does not begin to produce biweekly snapshots for Winter 2025 until October 1.

## Summer 2025 – Enrolment Update

Highlighted in the last Senate enrolment update, on May 15 Summer 2025 was ahead 1.2% or +10.7 FTE, and ahead 3.3% or 54 registrants in headcount compared to last year.

Historically, between May 15 and the end of past Summer semesters, headcount grows 27% and FTE grows 9%. Summer 2025 did not follow that historical pace and by August 15 only rose by 12.2% in headcount and 5.1% in FTE.

At August 15 (most recently published snapshot):

Summer 2025 Overall enrolment FTE: **Behind -15.6 FTE (-1.7%)** compared to Summer 2024.

Summer 2025 Overall enrolment HC: **Behind -176 HC (-8.5%)** compared to Summer 2024.

This decline is most influenced by a -59 or 32% shortfall in international fee-paying undergraduate student headcount leading to -7.9 or 13.2% fewer FTE, and an almost 26% gap in Continuing Studies for-credit enrolment (-158 HC and -10.8 FTE).

Domestic undergraduates and domestic fee-paying international undergraduates have grown in FTE compared to last Summer, as have domestic graduate students.

*Table 1. Comparison of Summer 2025 and Summer 2024 Full-Time Equivalent and Headcount enrolments, taken on August 15 of each year.*

Category	Subcategory	202403 FTE	202403 HC	202503 FTE	202503 HC	FTE Change	FTE % Change	HC Change	HC % Change
Undergraduate	Domestic UG New	18.3	53	27.5	84	9.2	50.3%	31	58.5%
	Domestic UG Cont.	302.7	641	312.2	680	9.5	3.1%	39	6.1%
	Domestic UG Total	321.0	694	339.7	764	18.7	5.8%	70	10.1%
	International UG New	4.7	33	3.7	18	-1	-21.3%	-15	-45.5%
	International UG Cont.	65.2	188	62.8	143	-2.4	-3.7%	-45	-23.9%
	International UG Total	69.9	221	66.5	161	-3.4	-4.9%	-60	-27.1%
	Continuing Studies Total	41.8	613	31.0	455	-10.8	-25.8%	-158	-25.8%
	<b>Undergraduate Total</b>	<b>432.7</b>	<b>1528</b>	<b>437.2</b>	<b>1380</b>	<b>4.5</b>	<b>1.0%</b>	<b>-148</b>	<b>-9.7%</b>
Graduate	Domestic GR New	6.7	8	1.7	3	-5	-74.6%	-5	-62.5%
	Domestic GR Cont.	305.7	349	319.0	355	13.3	4.4%	6	1.7%
	Domestic GR Total	312.4	357	320.7	358	8.3	2.7%	1	0.3%
	International GR New	5.0	5	3.0	4	-2	-40.0%	-1	-20.0%
	International GR Cont.	175.7	179	149.3	151	-26.4	-15.0%	-28	-15.6%
	International GR Total	180.7	184	152.3	155	-28.4	-15.7%	-29	-15.8%
	<b>Graduate Total</b>	<b>493.1</b>	<b>541</b>	<b>473.0</b>	<b>513</b>	<b>-20.1</b>	<b>-4.1%</b>	<b>-28</b>	<b>-5.2%</b>
<b>Overall Enrolment</b>	<b>Overall Total</b>	<b>925.8</b>	<b>2069</b>	<b>910.2</b>	<b>1893</b>	<b>-15.6</b>	<b>-1.7%</b>	<b>-176</b>	<b>-8.5%</b>

## Fall 2025: Final Preview

Referencing August 15 data:

As highlighted in the May Senate Enrolment update, with offers of admission down and fewer pending applications to nurture, it would be important to generate strong admit-to-registrant yield over the summer months. Marketing, Future Students, Admissions, and Student Advising in partnership with academic units and Alumni Relations developed communication, outreach, and incentive plans (such as the third year of the [Ready for You Tuition Draw](#)) to support Fall enrolment for both new and returning students. In addition, external communications about late applications are ongoing.

At August 15 (most recently published snapshot):

Fall 2025 Overall enrolment FTE: **Ahead 175.0 FTE (+8.0%)** compared to Fall 2024.

Fall 2025 Overall enrolment HC: **Ahead 171 HC (+6.2%)** compared to Fall 2024.

*Table 2. Comparison of Fall 2025 and Fall 2024 Full-Time Equivalent and Headcount enrolments, taken on August 15 of each year.*

Category	Subcategory	202405 FTE	202405 HC	202505 FTE	202505 HC	FTE Change	FTE % Change	HC Change	HC % Change
Undergraduate	Domestic UG New	478.8	573	448.3	534	-30.5	-6.4%	-39	-6.8%
	Domestic UG Cont.	1111.5	1400	1197.7	1520	86.2	7.8%	120	8.6%
	Domestic UG Total	1590.3	1973	1646.0	2054	55.7	3.5%	81	4.1%
	International UG New	38.9	56	36.3	44	-2.6	-6.7%	-12	-21.4%
	International UG Cont.	249.2	352	259.8	340	10.6	4.3%	-12	-3.4%
	International UG Total	288.1	408	296.1	384	8	2.8%	-24	-5.9%
	Continuing Studies Total	2.1	31	2.3	30	0.2	9.5%	-1	-3.2%
	<b>Undergraduate Total</b>	<b>1880.5</b>	<b>2412</b>	<b>1944.4</b>	<b>2468</b>	<b>63.9</b>	<b>3.4%</b>	<b>56</b>	<b>2.3%</b>
Graduate	Domestic GR New	75.0	85	112.3	121	37.3	49.7%	36	42.4%
	Domestic GR Cont.	130.3	144	172.0	193	41.7	32.0%	49	34.0%
	Domestic GR Total	205.3	229	284.3	314	79	38.5%	85	37.1%
	International GR New	32.0	33	40.0	42	8	25.0%	9	27.3%
	International GR Cont.	66.3	70	90.3	91	24	36.2%	21	30.0%
	International GR Total	98.3	103	130.3	133	32	32.6%	30	29.1%
	<b>Graduate Total</b>	<b>303.6</b>	<b>332</b>	<b>414.6</b>	<b>447</b>	<b>111</b>	<b>36.6%</b>	<b>115</b>	<b>34.6%</b>
<b>Overall Enrolment</b>	<b>Overall Total</b>	<b>2184.1</b>	<b>2744</b>	<b>2359.1</b>	<b>2915</b>	<b>175</b>	<b>8.0%</b>	<b>171</b>	<b>6.2%</b>

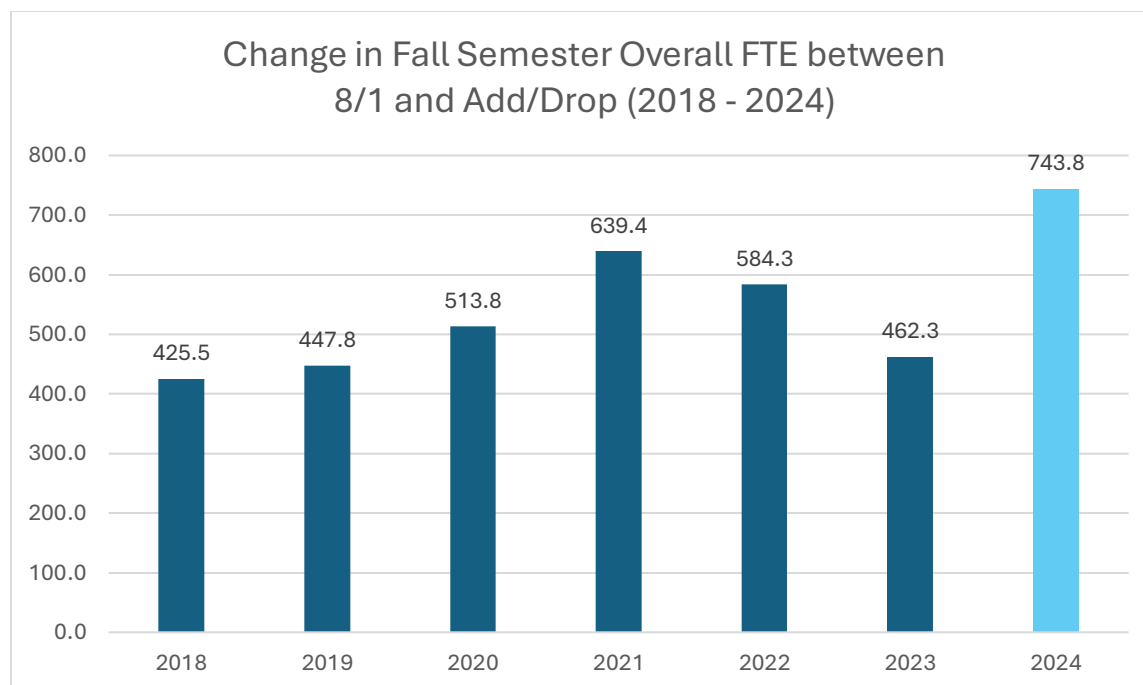


Table 3. Fall 2025 Headcount and Full-Time Equivalent change compared to Fall 2024 by Faculty and Level of Study taken on August 15 of each year.

		Headcount	Change	FTE	Change
		Change	%	Change	%
<b>Faculty of Business and Economics</b>	Undergraduate	6	2.0%	7.8	3.4%
	Graduate	0	0.0%	0.0	0.0%
<b>Faculty of Environment</b>	Undergraduate	6	1.5%	12.2	4.0%
	Graduate	34	60.7%	34.0	61.4%
<b>Faculty of Human and Health Sciences</b>	Undergraduate	113	14.3%	72.2	10.9%
	Graduate	65	39.9%	68.0	47.2%
<b>Faculty of Indigenous Studies, Social Sciences, and Humanities</b>	Undergraduate	-27	-11.5%	-30.9	-16.7%
	Graduate	2	7.1%	-6.0	-24.3%
<b>Faculty of Science and Engineering</b>	Undergraduate	-23	-5.0%	8.5	2.3%
	Graduate	16	57.1%	16.3	61.3%
<b>Cross-Faculty</b>	Undergraduate	-18	-9.0%	-6.0	-5.1%
	Graduate	-2	-40.0%	-1.3	-80.0%
<b>Continuing Studies</b>	Undergraduate	-1	-3.2%	0.3	12.9%
		171	6.2%	175.1	8.0%

It is always encouraging to see overall growth over the previous year at any point in the application and registration cycles. However, this strong lead over Fall 2024 may not remain by the start of Fall term or the Add/Drop date.

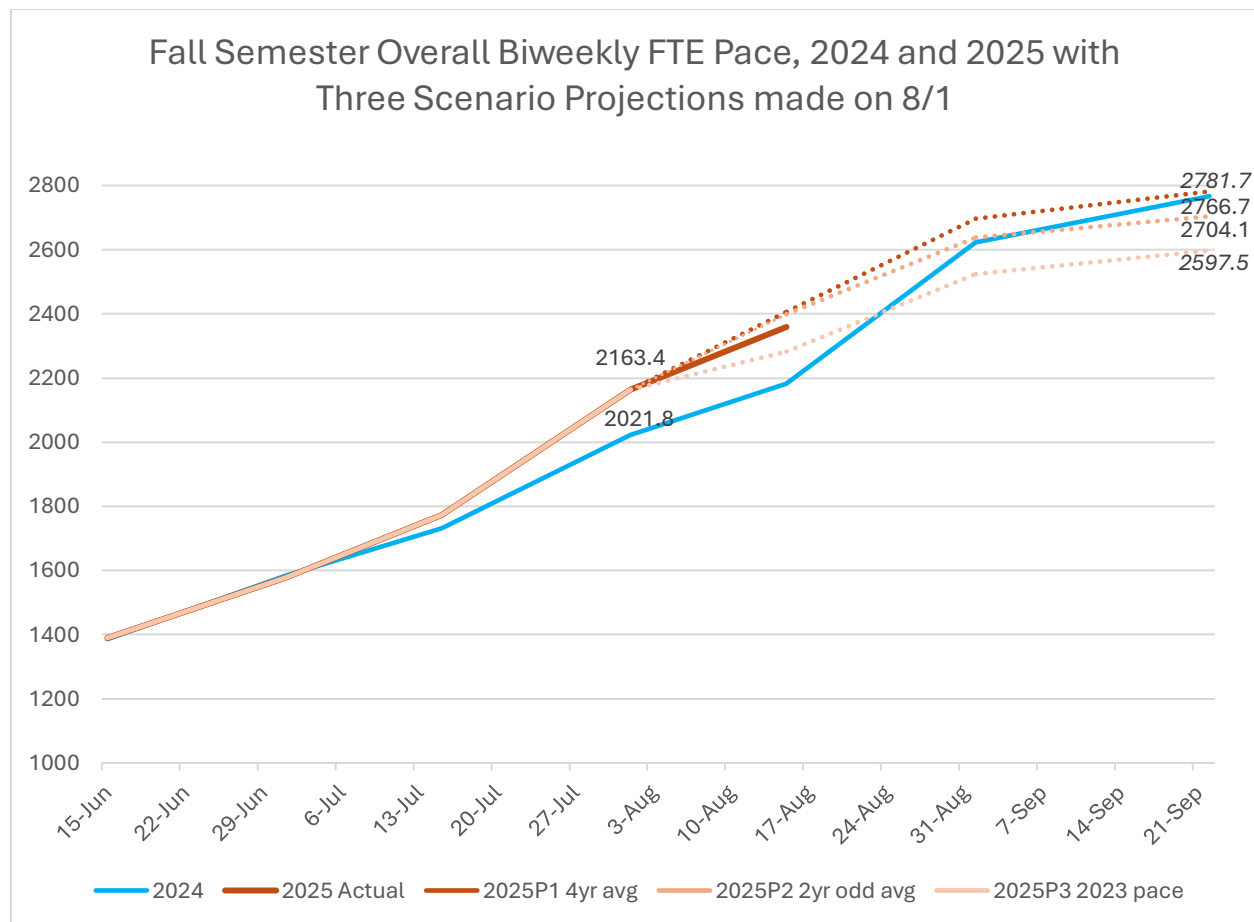
Last Fall's (2024) enrolment pace during the month of August through to the Add/Drop date was uniquely strong compared to all recent prior years. Between August 1 and Add/Drop, last Fall's overall FTE enrolment jumped 37%, or by an additional 743.8 FTE. This was the largest growth during this period in at least seven years (as illustrated in the bar chart below), making it a unique year to compare against. Typically, overall enrolment has risen on average by 512 FTE or by 23% during this period.



Last year's large jump in Overall FTE enrolment after August 1 was largely from graduate-level registrations being processed later than is typical. Conversely, Fall 2025's lead over last year can also largely be attributed to *earlier than normal* increases in graduate-level registrations (as highlighted in the graduate-level rows in Tables 2 and 3 above).

This year on August 1, three projections were made for Fall 2025 enrolment by the Add/Drop date using three different growth pace scenarios, which are illustrated in the line chart below.

- **Scenario 1**, which applied the average August-to-Add/Drop FTE growth pace across the four previous Fall intakes, projected slight (+0.5%) Overall FTE growth over last year.
- **Scenario 2** applied the average of the previous two odd year (2021 and 2023) Fall intake FTE growth paces and projected a 2.3% decline in Overall FTE over last year.
- **Scenario 3** applied 2023's FTE growth pace (the most recent odd-year intake) and projected a 6.1% decline in Overall FTE over last year.



Fall 2025's actual Overall FTE enrolment on August 15 was behind Scenario 1 and 2's projected paces, but well ahead of Scenario 3's projected pace.

**At this time, we predict flat to a slight decline in overall FTE growth for Fall 2025 compared to last year.**

Immediate-term tactics are underway to continue to influence Fall 2025's enrolment with the time remaining in August, while simultaneously preparing to begin the recruitment and application cycle for 2026/27, which opens on October 1.

## Winter 2026: Update

Institutional Research historically does not begin to produce biweekly snapshots for Winter 2025 until October 1. Work is underway to review Institutional Research's biweekly enrolment report practice, which could involve changes to the timing, frequency, and format of enrolment data updates.

# Regional Council Summary Report

June 25, 2025



# Executive Summary

UNBC's Regional Council (formerly the Regional Huddle) was formed in early 2025 to address regional disparities and rebuild relationships across campuses. Aligned with the updated UNBC Ready Academic Roadmap, this initiative seeks to support inclusive, equitable growth through regional consultation, partnership, and planning. Formed in January 2025, the Regional Council includes leadership, faculty, and staff from all regions. Consultations were held April–June 2025 with more than 10 internal groups (e.g., Continuing Studies, Research, IT, Enrolment). Data were analyzed thematically and supplemented by key documents such as the CDI Environmental Scan (2025).

## Core Action Areas & Recommendations

### 1. Strengthen Communication Across Regions

- Develop a university-wide Regional Communication Strategy led by the Council.
- Launch a Regional Information Hub for events, stories, and priorities.
- Elevate regional visibility through marketing and branded materials.
- Standardize timely, two-way communication and inclusive planning processes.

### 2. Deepen Collaboration and Student-Centered Relationships

- Broaden access for non-traditional learners through flexible admissions and program design.
- Expand the cohort model to promote student belonging and peer support across regions.
- Support interregional collaboration and partnerships with communities, school districts, and Indigenous organizations.
- Align programs with local needs and improve retention through relevant, accessible offerings.

### 3. Enhance Regional Support Through Infrastructure & Staffing

- Invest in on-the-ground staffing, tech support, and mentorship at regional campuses.
- Modernize teaching and learning spaces, especially those not updated since 2020.
- Expand hybrid and on-the-land modalities, with training and coordination support.
- Upgrade technology systems and create targeted professional development opportunities.

### 4. Strengthen Governance and Leadership Structures

- Finalize a clear governance model with defined reporting lines and a strong co-chair structure.
- Regularly review Terms of Reference and Council membership to reflect institutional and regional diversity.
- Improve budget transparency and involve regions in allocation decisions.
- Focus on realistic, high-impact priorities and clarify what success looks like.

## Next Steps

These recommendations offer a coordinated roadmap for reinforcing UNBC's commitment to inclusive, regionally responsive education. The Regional Council will continue to provide leadership, monitor implementation, and advocate for meaningful, resourced regional engagement.

# Introduction

In alignment with UNBC's Ready (2023-2028), we present this Regional Council Summary Report to guide the renewal of a bold and inclusive UNBC Regional Strategy. The Regional Council, was established to provide input on broader academic planning through the Office of the Provost. This came at a time where concerns were raised related to a lack of regional support and decline of existing relationships, along with emerging opportunities to revitalize planning in conjunction with the integration and expansion of new faculties and programs. In congruence with a refreshed and renewed UNBC Ready: Academic Roadmap and UNBC Ready Roadmap, this report summarizes discussions with key interest holder groups across the UNBC community and offers actionable recommendations to guide the advancement of regional planning.

## Engagement Processes

The Regional Council, was created and engaged members were asked to co-develop a term of reference and support a series of focused internal consultations.

A terms of reference document was co-created and approved in March 2025 and a further ten meetings were held with key interest holder groups between April and June 2025, including sessions with UNBC Continuing Studies, Information Technology, Office of Research and Innovation, and Student Enrolment. Data were gathered during meetings, documented, and analyzed thematically.

A range of supporting documents, historical and contemporary, were made available during the review process, including the UNBC Community Development Institute's *Environmental Scan: Regional Education/Capacity Needs* (Halseth et al., 2025). These were also used to inform the development of recommendations.

This document presents a brief overview of key insights emerging from consultations, along with actionable recommendations.

## Findings

Four core thematic action areas emerged from the discussions:

- 1) Communication;
- 2) Collaboration;
- 3) Support; and
- 4) Governance.

These will now be presented, alongside actionable recommendations attached to each thematic action area.

## **Establishing Effective and Sustained Multi-Way Communication Across UNBC Regions**

UNBC leadership must establish an effective and sustainable communication strategy to better serve and support the regional campuses at UNBC. A critical priority for the Regional Council is to foster intentional, inclusive, and sustained communication between and among regional interest holders, internal university bodies, external partners, and Indigenous communities. Current communication gaps contribute to perceived regional isolation and a perceived lack of support, leading to disenfranchisement and disengagement. A strategic, transparent, and multi-directional communication strategy is essential to empower all regions equally and to build stronger collaboration, identity, and engagement across the UNBC network.

### **Actionable Recommendations**

#### **1. Create and Lead a Comprehensive Regional Communication Strategy**

- Task the Regional Council with developing a university-wide communication plan centered on regional priorities.
- Establish clear, two-way communication channels between campuses, regions, and external partners, supported by structured feedback loops.

#### **2. Launch a Centralized and Accessible Regional Information Hub**

- Develop a user-friendly online platform to share regional updates, initiatives, success stories, and events.
- Use this hub as the primary source for regional communication within the broader UNBC community.

#### **3. Increase Regional Visibility and Identity Within UNBC**

- Feature regional campuses in university marketing, social media, and publications.
- Expand local advertising efforts and distribute branded materials to foster pride and presence in each region.

#### **4. Deepen Engagement Through Inclusive and Timely Communication**

- Standardize announcement protocols to ensure regions are informed concurrently with central units.
- Include regional voices early in planning processes and hold regular forums for regional staff, students, and partners to contribute feedback and insights.



# Strengthening Collaboration and Relationship Building to Support Diverse Regional Students

UNBC's regional campuses thrive on the strength of relationships—among students, faculty, communities, and external partners. As student demographics diversify and local needs evolve, a renewed focus on flexible, student-centered access, strong interprofessional collaboration, and deeper engagement with community partners is essential. Emphasizing relationship-building—internally and externally—will improve student experiences, program delivery, and community impact across all regions.

## Actionable Recommendations

### 1. Prioritize Flexible, Inclusive Access for Diverse Regional Students

- Expand admission categories and create flexible pathways to accommodate non-traditional learners, including interest-only and mature students.
- Design policies and programs that reflect the diverse backgrounds, goals, and commitments of regional learners beyond the typical post-secondary model.

### 2. Strengthen Cohort and Peer Connections Across Regions

- Extend the cohort model to foster belonging and academic support for distributed and online students.
- Develop inter-regional mentorship and networking opportunities through virtual meetups, workshops, and shared events to build cross-campus peer relationships.
- Encourage professional program students to take their elective courses at UNBC

### 3. Enhance Interprofessional and Interregional Collaboration

- Invest in distributed program delivery models that share teaching resources across regions to improve accessibility and innovation.
- Facilitate regular knowledge exchange to capitalize on regional strengths and share best practices in program delivery and student support.

### 4. Deepen External Partnerships and Align Programming with Community Needs

- Collaborate with Continuing Studies, local organizations, school districts, First Nations and colleges to co-develop programming addressing local labor market and educational needs.
- Use advisory groups, surveys, and town halls systematically to identify community needs and tailor programs accordingly.
- Implement strategies to improve student retention by ensuring timely access to courses and supports that reflect regional contexts.

# Enhancing Support for Regional Efforts Through Infrastructure, Staffing, and Technology Investment

Sustainable regional engagement depends on dedicated resources, responsive infrastructure, and aligned institutional support. Regional campuses have historically operated with limited investment in technology, space, and staffing, which affects the delivery of teaching, learning, and research. Prioritizing upgrades, support, and coordinated approaches across regions will not only improve program quality but also foster equity across the university.

## Actionable Recommendations

### 1. Strengthen Staffing and On-the-Ground Support Across Regions

- Ensure every regional campus has dedicated **IT support** and logistical staff to maintain operations and assist with teaching delivery.
- Hire or assign **regional support coordinators** to manage initiatives, assist faculty, and facilitate unique learning experiences (e.g., on-the-land).
- Implement **regionally based onboarding and mentorship programs** to support new staff and instructors at the start of each term.

### 2. Modernize Teaching Spaces and Infrastructure

- Conduct a **comprehensive assessment** of classroom and lab spaces to identify outdated or under-resourced areas, prioritizing those longest neglected.
- Invest in **renovations and upgrades** to make teaching spaces functional, flexible, and equipped for diverse modalities, including in-person, hybrid, and remote learning.

### 3. Expand Flexible and Inclusive Teaching Modalities

- Scale up and coordinate **online, hybrid, and on-the-land delivery models**, ensuring faculty have training and resources to adapt their teaching effectively.
- Set aside targeted funding for field and on-the-land courses
- Centralize **course scheduling and planning** across regions to maintain workload balance and maximize access for students, regardless of location.

### 4. Improve Technological and Professional Capacity

- Conduct a **technology audit** across all regional campuses and implement targeted upgrades to the internet access, digital tools, and AV equipment.
- Offer **accessible tech training** and ongoing support for faculty, staff, and students to ensure confidence in using upgraded systems.
- Develop **professional development and exchange programs** to support staff growth, interregional collaboration, and knowledge sharing.

# Strengthening Governance and Leadership for Regional Success

Effective governance is foundational to the success of UNBC's regional efforts. While the establishment of the Regional Council marks important progress, unresolved leadership structures, unclear roles, and limited reporting pathways continue to hinder full integration and long-term planning. Leadership must be collective, transparent, and purposefully aligned with regional realities. Clarity of purpose, budget, decision-making authority, and accountability will be key to ensuring that governance efforts are impactful and sustainable.

## Actionable Recommendations

### 1. Clarify and Strengthen Regional Governance and Leadership

- Finalize and communicate a clear governance model for regional operations, including defined reporting lines between the Regional Council, PEC, and academic leadership.
- Solidify the **co-chair model**, ensuring representation from regional campuses.
- Provide dedicated leadership resources and clarify roles, responsibilities, and deliverables for the Regional Council and regional operations.
- Align regional governance with university-wide leadership through strategic goal-setting by Deans and the Provost.
- Regular meetings of the Regional Council with senior leadership (PEC).

### 2. Ensure Representation and Accountability through Ongoing Governance Review

- Establish a regular review process for the **Terms of Reference (TOR)** to ensure responsiveness to evolving institutional and regional needs.
- Review and adjust Council membership to maintain balanced representation across regions, including students and Indigenous communities.
- Improve administrative clarity by defining service pathways (HR, IT, finance) and enhancing onboarding for regional staff.

### 3. Increase Budget Transparency and Strategic Resource Allocation

- Clarify budget structures for regional activities and improve tracking systems for transparency and accountability.
- Include regional interest holders in planning and allocation decisions to ensure investments reflect local needs.
- Support funding for regional travel, program delivery, and staffing through clear, accessible mechanisms.

### 4. Focus on Realistic Priorities and Regional Impact

- Align initiatives with current capacity—focus not on **more** but on **better**—to prevent initiative fatigue.
- Develop a **regional priorities framework** to guide decisions on resource use, timelines, and outcomes.
- Clearly communicate what success looks like, both institutionally and regionally, and integrate those goals into strategic and academic planning.

## Information, Questions, or Comments

For information, questions, comments, or concerns, please contact:

Dr. Mark Dale – [Mark.Dale@unbc.ca](mailto:Mark.Dale@unbc.ca)

Dr. Davina Banner – [Davina.Banner-Lukaris@unbc.ca](mailto:Davina.Banner-Lukaris@unbc.ca)

## Acknowledgement

This summary report was created in consultation with the UNBC Regional Council, members included:

Dr. Mark Dale (Co-Chair), Dr. Davina Banner (Co-Chair), Dr. Kriston Rennie, Dr. Margot Parkes, Ms. Amanda De Smit, Ms. Christa Sato, Dr. Megan Caldwell, and Mr. Bruce Denis.

We offer our sincere thanks for their contributions and insights.

Generative AI was employed to summarize information and support the creation of initial actionable recommendations.

Motion Number (assigned by  
Steering Committee of Senate): S-202508.03

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**  
**PROPOSED MOTION**

**Motion:** That the following exchange agreement with Université of Bourgogne (University of Burgundy) be renewed and approved under the previously agreed terms and conditions for a period of five (5) years as proposed.

**Effective Date:** Upon signing of both parties

**Rationale:** The following exchange agreement is a renewal of a longstanding exchange partnership between UNBC and Université of Bourgogne (University of Burgundy).

**Motion proposed by:** Amy Beyer, Associate Registrar - International

**Academic Program:** n/a

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

**Faculty:** n/a

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

**Faculty 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.:** SCAAF

**Moved by:**

**Seconded by:**

**Committee Decision:**

**Approved by SCAAF:** \_\_\_\_\_

**Date**

**Chair's Signature**

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

**An Agreement of Cooperation Between  
Université Bourgogne Europe, France  
and  
the University of Northern British Columbia, Canada**

### **I. Preamble**

Université Bourgogne Europe (UBE) 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.

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 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 (1) student studying for one academic year will be considered equivalent to two (2) 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 UNBC, UBE may send student(s) under the Study Abroad programme. This programme is administered by:

- The Associate Registrar, International at UNBC, or designate
- The Director of International Office at UBE.

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 UBE 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.

#### **IV. Duration and Administration of the Agreement**

The terms and conditions of this agreement will remain in effect for five (5) years, beginning with the academic year 2025-2026 and 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.

**For University of Northern British Columbia**

Date:

\_\_\_\_\_  
Dr. Geoff Payne  
President & Vice Chancellor

**For Université Bourgogne Europe**

Date:

\_\_\_\_\_  
Prof. Vincent Thomas  
President

University of Northern British Columbia	Université Bourgogne Europe
<b>Administrative contact</b> <b>International Office</b> <b>Ms Amy Beyer</b> <b>3333 University Way</b> <b>Prince George, BC V2N 4Z9</b> <b>Canada</b> <b>Phone: 250-960-5858</b> <b>Email: <a href="mailto:unbcexchange@unbc.ca">unbcexchange@unbc.ca</a></b> <b>Web: <a href="http://www.unbc.ca/international">www.unbc.ca/international</a></b>	<b>Administrative contact</b> <b>International Office</b> <b>Dr. Bénédicte Fortier</b> <b>Maison de l'Université</b> <b>Esplanade Erasme</b> <b>France</b> <b>Phone: 0033 3 80 39 52 85</b> <b>Email: <a href="mailto:cooperation@ube.fr">cooperation@ube.fr</a></b> <b>Web: <a href="http://www.ube.fr">www.ube.fr</a></b>



# **Northern Studies Program**

## **Northern Studies BA**

## **Northern Studies Minor**

Faculty of Indigenous Studies, Social Sciences and Humanities

**Coordinator: Dr. Gary Wilson**

**Dean: Dr. Kriston Rennie**

**Provost and Vice President, Academic: Dr. Mark Dale**

**Date UNBC Received the External**

**Review of Degree Programs Report: April 24, 2022**

**Please Note: The Responses to the External Review of Degree Program(s) Report, Action Plan and the 36 Month Action Plan Progress Report are made publicly available on the Provost's website.**

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## **PART 1 – ACADEMIC ADMINISTRATIVE UNIT’S RESPONSE TO THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) REPORT**

(June 8, 2022)

### **I. Overall Impression of the Summary of Findings and Recommendations from the External Review of Degree Program Report**

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**The external Review of the Northern Studies Program identified a number of strengths and challenges confronting the program and its programs of study. In general, the Program agrees with the findings and recommendations in the report and looks forward to working with the Faculty of Indigenous Studies, Social Sciences and Humanities (FISSSH) and the University to develop a suitable action plan that will revitalize the program structure and activities so that it can continue to contribute to UNBC’s goals and objectives in the areas of northern-focused teaching and research.**

**Correction of Factual Errors or Areas of Misunderstanding in the Report**

**Aside from a couple of small typos, there are no factual errors or areas of misunderstanding in the Report.**

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## PART 2 - ACTION PLAN

What steps does the Academic Administrative Unit intend or propose to take in response to the recommendations from the *External Review of Degree Program(s) Report*?

UNBC Responses to the External Review of Degree Program(s) Report		
1	Recommendation	Appointment of a dedicated core Coordinator and cross-appointed faculty members

	<b>Action</b>	The current Coordinator intends to step down from this role in June 2023. As an initial action, a new Coordinator will have to be appointed. In the short term this person will not be “dedicated”; they will assume the duties of the existing Coordinator. In the longer term, the appointment of a dedicated Coordinator will depend on the future organization and focus of the Program. A secondary action would be to cross-appoint existing faculty members who are active in the Program and coordinate with their home departments regarding their teaching, research and service commitments to the Northern Studies Program.	
	<b>Person(s) Responsible</b>	Kriston Rennie, Gary Wilson	
	<b>Target Implementation Date</b>	June 2023	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	A new Coordinator has been appointed and will assume the role on July 1, 2023. Cross-appointed members have not yet been appointed.
		<b>24 month Action Plan Progress Report</b>	The new Coordinator, Dr. Tristan Pearce, has been appointed effective July 1, 2023. Dr. Pearce is working with the former Coordinator, Dr. Gary Wilson, on the transfer of duties. In terms of the recommendation to cross-appoint members, this is something to consider in the longer-term in communication with the member’s departments Chairs.
		<b>36 month Action Plan Progress Report</b>	Dr. Tristan Pearce continues in his role as the Coordinator for NORS. The current NORS Committee includes faculty members from the Faculty of Environment and Faculty of Indigenous Studies, Social Sciences, and Humanities. Efforts are underway to cross-appoint members from the other three faculties for greater representation in NORS with the goal of having at least three faculties represented on the NORS committee at any given time.  <u>Present NORS Committee:</u> Dr. Tristan Pearce – Coordinator, GEES Dr. Gary Wilson – POLS Dr. Sinead Earley – ENVS Dr. Tara Joly – FNST/ANTH Dr. Stephen Déry – GEES Dr. Gail Fondhal – Professor Emeritus, GEES
<b>2</b>	<b>Recommendation</b>	Explore the creation of a dedicated research cluster	

	<b>Action</b>	There is considerable research capacity in northern and Arctic studies across all faculties at UNBC, although capacity in the Northern Studies Program's home faculty (FISSSH) has been diminished in recent years due to departures and retirements and the fact that recently hired faculty members do not specialize in northern and circumpolar studies. As an initial action, the Program will convene a meeting of interested faculty members at UNBC to discuss the possibility of establishing a dedicated research cluster or a more formal institution (such as an institute or a centre) to build research capacity and highlight the important research being done at UNBC in northern and circumpolar studies.	
	<b>Person(s) Responsible</b>	Gary Wilson, Members of the Northern Studies Steering Committee, Kriston Rennie	
	<b>Target Implementation Date</b>	June 2023	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	There have been some preliminary discussions about a northern/Arctic focused research cluster with the Interim Vice President, Research and Innovation. A meeting of interested faculty members and the new (permanent) Vice President, Research and Innovation will take place in the Fall of 2023 when the new Coordinator takes over. The current Coordinator has compiled a list of potential participants, including existing and new faculty members with an interest northern/Arctic studies and will discuss this list with the incoming Coordinator prior to July 1.
		<b>24 month Action Plan Progress Report</b>	Interested faculty members have been contacted and a preliminary consortium of researchers has been formed. A meeting of this consortium will take place prior to Nov 1, to identify synergies and gaps in circumpolar studies expertise at UNBC. Discussions are underway about the role that the Office of Research could play in NORS research, namely the governance of northern-focused research awards (i.e. NSTP, ACUNS, Garfield-Weston, ArcticNet, etc.).

		<b>36 month Action Plan Progress Report</b>	<p>Faculty members interested in the Circumpolar North met with the Office of Research and Innovation and recommended the creation of the “Centre for Circumpolar Research – CCR” at UNBC.</p> <p>The CCR’s mission would be to generate scientific innovation and solutions-based research in the Circumpolar North by fostering collaboration among academia, communities, industry, and government. Rapid environmental change, both driven by the climate crisis and resource development, is impacting circumpolar regions in profoundly negative ways. Arctic sovereignty and water security are further exacerbating the challenges facing Canada’s north. These challenges, however, also provide significant opportunities to innovate and develop sustainable solutions for the north. CCR would work across disciplines to address significant challenges facing Canada and its northern communities. Issues facing northern communities are complex, and so a key component of the CCR will be to unify diverse research expertise at UNBC in a way that leverages the capacity of UNBC researchers and provides new opportunities to engage in novel research opportunities. The CCR would also be independent of any one faculty (i.e. it would report to either the Office of the President or the Office of Research) to ensure its inclusiveness and maximize cross-cutting research. A key feature of the CCR will be to use a transdisciplinary lens when completing circumpolar research. By its very nature this approach will foster collaboration between researchers addressing applied as well as fundamental questions. While CCR will be centered at UNBC, it will actively seek participation from non-UNBC researchers, both in Canada and other circumpolar countries. CCR would also welcome researchers who traditionally work south of 55N since exchange of their expertise and experiences in the more densely populated regions of southern Canada should strengthen the success of the CCR.</p>
<b>3</b>	<b>Recommendation</b>	<b>Resource core courses and restructure elective courses</b>	

	<b>Action</b>	The existing programs of study draw heavily on courses offered by other departments at UNBC and other institutions in the UArctic consortium (of which UNBC is a member). The BA and Minor programs of study were designed to rely on these external courses precisely because the program lacks capacity (funding and dedicated faculty members) to deliver courses. Any changes to the existing programs would depend on progress in Recommendation #1 – the cross appointing of existing faculty members, the eventual hiring of new faculty members who specialize in northern and circumpolar studies, and decisions about the changes to the structure of the Program. As an initial action, the program could convene a meeting to discuss changes to the existing structure. This meeting could be held separately from or in conjunction with the meeting outlined in Recommendation #2.	
	<b>Person(s) Responsible</b>	Gary Wilson, Members of the Northern Studies Steering Committee, Kriston Rennie	
	<b>Target Implementation Date</b>	June 2023	
	<b>Implementation Details</b>	12 month Action Plan Progress Report	A meeting to discuss the changes to the existing programs of study could take place as part of the meeting discussed in Recommendation 2.
		24 month Action Plan Progress Report	The NORS Steering Committee is in the process of “parking” the NORS BA program and revamping the NORS minor program. A steering meeting will be held before Nov 1, to confirm plans before submitting the proposed changes to Senate. The plan is to move these motions through Senate sometime in the 2024/2025 academic year.
		36 month Action Plan Progress Report	NORS 101 Introduction to the Circumpolar North has been revamped and will offered in-person/online in January 2026. A new course syllabus has been created and an instructor, Laura Ryser, has been hired to teach the course.  A draft NORS minor (24 credits) has been developed that works together with the University of the Arctic course offerings and UNBC course offerings. The new minor is under review by respective departments and will go to Senate in Fall 2025 with an expected launch date of September 2026.

## FOLLOW UP DATES

As per the *External Review of Degree Program(s) Procedures*, the Academic Administrative Units are responsible for submitting Action Plan Progress Reports to the Dean on the following dates:

- 12 month Action Plan Progress Report: \_\_\_\_ June 30, 2023 \_\_\_\_
- 24 month Action Plan Progress Report: \_\_\_\_ June 30, 2024 \_\_\_\_
- 36 month Action Plan Progress Report: \_\_\_\_ June 30, 2025 \_\_\_\_



## PART 3 – DEAN’S AND PROVOST AND VICE PRESIDENT, ACADEMIC’S RESPONSES

### I. Summary of the Degree Program Review Process

The external reviewers for the Northern Studies program, Professors Heather Nicol and Michel Beaulieu, conducted their formal review at UNBC (online, via Zoom) on 24 February 2022. Having been provided with the program’s self-study and supporting documentation beforehand, the reviewers met on the day with the Provost, myself as the Dean of the Faculty of Indigenous Studies, Social Sciences and Humanities, the Northern Studies Program Coordinator (Dr. Gary Wilson), the program’s contributing faculty and committee members, the program’s administrative support staff, and some former students. The entire review process sought to gather additional context and details around the academic program, its history and development, obtain a clear understanding of its current status and operations, and a thorough appraisal of its structure. Upon completion of the interview process, the reviewers submitted their executive summary to the Provost and Dean on 24 April 2022. After consultation with the Northern Studies Program committee, the Coordinator submitted his program’s response and action plan to the Dean and Provost on 6 July 2022.

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### II. Dean’s Response to the Recommendations and Action Plan

(Date of the Response: 5 August 2022)

Utilizing UNBC’s provided template, the external reviewers issued a summary of recommendations for the Northern Studies Program. These were organized into five main areas:

1. The appointment of a dedicated faculty member to coordinate the program.
2. The possible creation of a dedicated research cluster, which might enhance research opportunities for students and shape potential future hiring and increase institutional capacity and strengths.
3. The appointment or cross-appointment of dedicated faculty to the program, with a view to providing stability and opportunities.
4. Resources for the offering of core NORS courses (ideally delivered by faculty appointed to the program).
5. Reduction of the number of elective courses, while at the same time ensuring disciplinary breadth, in order to help students navigate the program.

The above recommendations aim to provide stability and capacity for the Northern Studies Program, which has long depended on the Coordinator’s individual efforts, and the willingness of select faculty (often impermanent) to offer core NORS undergraduate courses. As the reviewers noted, the program’s strength lies in its interdisciplinary nature, and its relevance to UNBC’s strategic and academic planning goals and priorities. To deliver on these objectives, the reviewers recognized a need for developing core courses and thematic areas, built around full-time faculty members across the institution. According to their view, such a commitment is essential to realizing the program’s full potential to become one of UNBC’s ‘flagship’ programs.

Meeting this aspirational goal would require a commitment of fiscal and human resources, as well as a restructuring of the academic program that extends well beyond its home Faculty of Indigenous Studies, Social Sciences and Humanities.

With reference to the first recommendation above, the Program's coordinator (Dr. Wilson) intends to step down from his role in June 2023, with a view to appointing a replacement to assume the principal organizational responsibilities. The new coordinator of Northern Studies will not (cannot) be 'dedicated' in the sense proposed by the external reviewers. I support this transition, recommending further that the new Program Coordinator serve on a 3-5-year term – sufficient time to implement the proposed recommendations and provide stability in this phase of the program's life. Should the incumbent reside in another Faculty, I recommend that the Provost consider whether the program's formal re-assignment from FISSSH to another Faculty is both advantageous and structurally and administratively efficient/necessary.

The proposed cross-appointment of existing faculty members is not in my view a tenable option, as it would require a coordinated approach across 5 Faculties to formal teaching plans (cf. Article 30 of the Collective Agreement), wherein members and their respective Chairs agree, on a consistent basis, to committing their time and courses to Northern Studies, thereby reducing their core teaching in their own programs.

#### **Action #1:**

**The Dean and Coordinator plan and recruit a replacement NORS Coordinator (before 30 June 2023) to serve for 3-5 years, in consultation with the Northern Studies Program Committee. This legacy planning should include open conversations about possible changes to the existing program structure, which in turn might lead to proposals for change along the lines outlined below.**

-----

On the second recommendation, the Program rightly notes the 'considerable research capacity in northern and Arctic studies across all faculties at UNBC'. However, this capacity no longer resides within the Faculty of Indigenous Studies, Social Sciences and Humanities, with expertise in northern and circumpolar studies existing more in other Faculties across UNBC, especially in the Faculty of Environment. Given the critical mass of scholars across the institution, the coordination of a research group to help build research capacity and attract graduate students, is a viable and appealing option. I have discussed this scenario with the current Interim VP of Research and Innovation, Dr. Kathy Lewis, who recommended strengthening UNBC's ties with ArcticNet. Such a direction, in my view, would alter significantly the program's trajectory from an undergraduate program with few students, to an exclusively research- and graduate-focused entity. I have also discussed this potential with Dr. Tristan Pearce from the Faculty of Environment, to explore the potential of harnessing existing connections and research expertise to better situate the Northern Studies Program.

#### **Action #2:**

**The Dean will coordinate with the Program Coordinator, the Office of Research and Innovation, the Dean of Environment, and related faculty members, to explore the potential of developing a more formalised research structure that enhances the opportunities for academic collaboration, grant applications and success, and graduate student training in the fields of Arctic and Circumpolar Studies.**

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Addressing the third, fourth, and fifth recommendations above, the Program notes how Northern Studies draws heavily on other departments across UNBC and other institutions in the UArctic consortium, of which UNBC is a long-standing member. The BA and Minor programs of study in NORS were designed to rely on these external courses precisely because the program lacks capacity (funding and dedicated faculty members) to deliver courses, which in my estimation creates ongoing challenges which undermine the program's potential strength, sustainability, and predictability for interested students. There are no pre-determined plans to hire specialists in northern and circumpolar studies, though the possibility remains that future hires across the institution might intersect with the aims and objectives of the Northern Studies program in its current iteration.

### **Action #3:**

**Determine current teaching capacity for existing programs. Assemble the Program Committee and compile an inventory of potential courses and permanent faculty members willing to contribute to the program. On the basis of this information, and teaching plans for the respective academic units of the involved members, formulate a plan as to whether the BA in NORS remains a viable and realistic option. If not, proceed with the formal removal processes through Senate, considering the Minor in NORS as the only remaining option for undergraduate students at UNBC.**

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I believe there is ample scope to revise the current Minor in Northern Studies to reflect current and future teaching/research expertise at UNBC. Failing this objective, it behoves the institution to develop a new, stand-alone Minor in Northern Studies with a concentration on Climate Change in the North or something similar.

### **Action: #4:**

**Consider a revision of current minor and/or construction of new minor to focus on the Arctic/climate, with a view to constructing a robust undergraduate option that: a) maximises faculty expertise and time; b) attracts students; and, c) attract donors, agencies to invest in the potential of such a program.**

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Related to all the recommendations above, the future of the Northern Studies Program at UNBC will also depend on its connection and contribution to the UArctic network.

### **Action #5:**

**Re-evaluate teaching contribution to UArctic, ensuring that UNBC's commitments involve continuing faculty members (as opposed to temporary staff) if the arrangement is to proceed.**

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### **Conclusion:**

**As the above recommendations and proposed actions illustrate, there are a few possible scenarios to shape the future of Northern Studies at UNBC. While I support an institution-wide investment in a coordinated research centre, I also support the continuance of a Minor in Northern Studies, which must be better resourced and planned in order to deliver consistently to prospective and current students. In this way, I believe that UNBC can effectively embrace NORS as a flagship program.**

III. Provost and Vice President, Academic's Response to the Recommendations and Action Plan  
(August 22, 2022)

The Provost's Office agrees with all five recommendations and thanks the Dean, the Program and the reviewers for their thoughtful contributions.

Thanks very much. Mark

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Motion Number (assigned by SCSB): SCSB20250623.03

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Sue Grainger JPRF Bursary be approved.

**Rationale:** To activate the Sue Grainger JPRF Bursary commencing the 2025-2026 Academic Year.

**Proposed By:** Harpreet Kaur, Scholarships Awards and Internal Grants Officer

**Research & Innovation Contact:** Harpreet Kaur, Scholarships Awards and Internal Grants Officer

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

**Indigenous Content:** No

**Date to SCSB:** May 28, 2025

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250623.03

**Moved by:** Maik Gehloff

**Seconded by:** Kim Stathers

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** June 27<sup>th</sup>, 2025  
Date

  
Chair's Signature

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:**

**Award Category:** In-course

**Award Name:** Sue Grainger JPRF Bursary

**Awards Guide Description/Intent:** This bursary was established to honour Sue Grainger's pivotal contributions to the creation and growth of the John Prince Research Forest (JPRF). Over her 27-year tenure as forest manager, Sue played a foundational role in shaping the JPRF into a unique and innovative research institution. This bursary recognizes undergraduate students who have demonstrated exceptional commitment to advancing natural resource conservation and management through innovative and integrative approaches at the JPRF. Their work reflects the spirit of collaboration, intercultural learning, and respect that defines the John Prince Research Forest.

**Donor:** John Prince Research Forest (JPRF)

**Value:** \$1,000

**Number:** One

**Award Type:** Bursary

**Eligibility:** Available to a full-time or part-time undergraduate student involved in project work at the research forest.

**Criteria:** Demonstrated financial need, satisfactory academic standing

**Note:** Successful applicants cannot receive this award more than once. This award is renewable for up to one year, subject to the recipient maintaining the criteria of satisfactory academic standing for this award.

**Effective Date:** Endowed 2025

**Recipient Selection:** Senate Committee on Scholarships and Bursaries on recommendation by the Awards and Financial Aid Office and the JPRF Staff and Board

## Complaints/Investigations at UNBC

**May 1, 2025**

This report covers the period of May 1, 2024, to April 30, 2025.

**Report from the Director of Human Resources and the Vice Provost Faculty Relations:**

As per Appendix 42A of the Faculty Collective Agreement and as per a request from the Faculty Association, this document provides details of situations where Appendix 42A UNBC Harassment and Discrimination Policy is investigated. The summary report also includes complaints and investigations under the Respect in the Workplace Policy.

**Details surrounding new complaints about the period referenced above:**

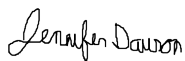
The following have been resolved:

- 2 various parties directed to Faculty members
- 3 various parties directed to UNBC staff

The following are in process:

- 0 various party directed to Faculty members
- 2 various party directed to UNBC staff

Jennifer Dawson



Director, Human Resources

Dr. Bill Owen



Interim Vice-President Academic and  
Provost