



## SENATE MEETING OPEN SESSION AGENDA

September 24, 2025

3:30 – 5:00 PM

Senate Chambers

### 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-202509.01** **Approval of the Agenda †**

Page 1 That the agenda for September 24, 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:** Search and Recommendation for the Selection of the President and Vice-Chancellor- Kellie Howitt, University Secretary- Office of University Secretary

#### [Search and Recommendation for the Selection of the President and Vice-Chancellor Procedures \(GV 6.1\).](#)

#### 3.0 **S-202509.02** **Approval of the Minutes**

Page 9 That the Minutes for August 27, 2025, Open Session of Senate be approved as presented.

#### 4.0 **Business Arising.**

5.0	<b>President's Report (10 minutes)</b>	<b>Payne</b>
6.0	<b>Report of the Interim Provost (5 minutes)- <a href="#">page 14</a></b>	<b>Owen</b>
7.0	<b>Report of the Registrar (5 minutes)- <a href="#">page 15</a></b>	<b>Read</b>
8.0	<b>Report on Regional Activities (5 minutes)</b>	<b>Read</b>
9.0	<b>Question Period (10 minutes)</b>	<b>Owen</b>

#### 9.1 **Questions in advance**

*In reference to a change in the undergraduate calendar removing language that enabled reporting of areas of specialization on a student's official transcript, the Registrar indicated the language could not be reintroduced into 2025/2026 calendar as there would be no capacity to follow through on the practice. Will*

*the language be added back into the 2026/2027 calendar?*

(Senator Groulx)

## 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:**

##### **S-202509.03**

##### **Regular Change(s) to Program Requirements – Northern Baccalaureate Nursing Program**

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the Program Requirements for the Northern Baccalaureate Nursing Program on page 180 of the 2025/2026 UNBC Undergraduate Calendar be approved as proposed.

**Page 18 Effective Date:** September 2026

##### **S-202509.04**

##### **Regular Change(s) to Program Title – Master of Science in Nursing: Family Nurse Practitioner Program**

That on the recommendation of the Senate Committee on Academic Affairs the removal of 'Family' from the degree program title of the Master of Science in Nursing: Family Nurse Practitioner Program, and associated changes to the program information on pages 90 – 93 of the PDF 2025/2026 graduate calendar, be approved as proposed.

**Page 21 Effective Date:** September 2026

##### **S-202509.05**

##### **Consent Course(s) Deletion – Northern Baccalaureate Nursing Program**

That on the recommendation of the Senate Committee on Academic Affairs the following courses in the Northern Baccalaureate Nursing Program be deleted from the UNBC Undergraduate Calendar as proposed.

NRSG 420-8 Community Health Nursing  
NRSG 421-8 Rural Health and Nursing  
NRSG 422-8 Indigenous Health and Nursing  
NRSG 423-8 Mental Health and Addictions Nursing  
NRSG 424-8 Acute Care Nursing  
NRSG 425-8 Pediatric Nursing  
NRSG 497-8 Specialty Focus in Nursing

**Page 29 Effective Date:** September 2026

##### **S-202509.06**

##### **Regular Change(s) to Pre-Requisites, Credit Hours, Course Description – NURS Courses**

That on the recommendation of the Senate Committee on Academic Affairs the changes to the pre-requisite information, credit hours, and course descriptions for NURS 420, NURS 422, NURS 426, NURS 432, NURS 435, NURS 454, NURS 455, NURS 461, and NURS 497 on pages 284 – 287 of the 2024/2025 undergraduate calendar, be approved as proposed.

**Page 31 Effective Date:** September 2026

##### **S-202509.07**

##### **Consent Change(s) to Course Preclusion – HHSC 201-3 – Ethics and Law in Health Care**

That on the recommendation of the Senate Committee on Academic Affairs the change to the preclusion for HHSC 201-3 Ethics and Law in Health Care, on page 261 of the 2025/2026 Undergraduate calendar, be approved as proposed.

**Page 37 Effective Date:** September 2026

##### **S-202509.08**

##### **Consent Change(s) to Course Preclusion – HHSC 311-3 – Nutrition**

That on the recommendation of the Senate Committee on Academic Affairs the change to the preclusion for HHSC 311-3 Nutrition, on page 261 of the 2025/2026 Undergraduate calendar, be approved as proposed.

**Page 39 Effective Date:** September 2026

#### **S-202509.09**

**Consent Change(s) to Course Preclusion – HHSC 405-3 – Pathophysiology**

That on the recommendation of the Senate Committee on Academic Affairs the change to the preclusion for HHSC 405-3 Pathophysiology, on page 262 of the 2025/2026 Undergraduate calendar, be approved as proposed.

**Page 41 Effective Date:** September 2026

#### **S-202509.10**

**Regular New Course Approval – ENGR 801-3 Engineering Research Methods**

That on the recommendation of the Senate Committee on Academic Affairs the new course ENGR 801-3 Engineering Research Methods be approved as proposed.

**Page 43 Effective Date:** September 2026

#### **S-202509.11**

**Regular New Course Approval – ENGR 802-3 Dissertation Seminar in Engineering**

That on the recommendation of the Senate Committee on Academic Affairs the new course ENGR 802-3 Dissertation Seminar in Engineering be approved as proposed.

**Page 48 Effective Date:** September 2026

#### **S-202509.12**

**Regular New Course Approval – ENGR 803-3 Professional Development in Engineering**

That on the recommendation of the Senate Committee on Academic Affairs the new course ENGR 803-3 Professional Development in Engineering be approved as proposed.

**Page 53 Effective Date:** September 2026

#### **S-202509.13**

**Regular New Course Approval – ENGR 890-3 Engineering Dissertation**

That on the recommendation of the Senate Committee on Academic Affairs the new course ENGR 890-3 Engineering Dissertation be approved as proposed.

**Page 59 Effective Date:** September 2026

#### **S-202509.14**

**Regular MOU – University of the Arctic and University of Northern British Columbia**

That on the recommendation of the Senate Committee on Academic Affairs the following agreement with the University of the Arctic (UArctic) be renewed and approved under the previously agreed terms and conditions.

**Page 64 Effective Date:** Upon signing of both parties

#### **“For Information” Items:**

##### **• Degree program reviews**

**Owen**

As per the *Degree Program Review Policy*, procedural articles 5.7 through 5.9, the Responses to the External Review of Degree Program Report and Action Plan and the Executive Summary from the External Review of Degree Program Report are presented to the Senate Committee on Academic Affairs for review, and to Senate for discussion and advice in an open session.

The Degree Program Self Study and appendices, and the External Review of Degree Program Report are presented to the Senate Committee on Academic Affairs in a closed session for information and to Senate, only on the recommendation of SCAAF or the request of Senate, in a closed session for information.

The Dean considers the advice of SCAAF and Senate and amends the Action Plan if necessary.

##### **History**

[BA Hist, BA (Hons) Hist, BA (Joint Major ENGL/HIST; Joint Major HIST/POLS; Joint Major HIST/WMST), BA (Minor HIST), MA (HIST)]

- External Review of Degree Program Report Executive Summary - [page 71](#)
- Responses to the External Review of Degree Program Report and Action Plan- [page 77](#)

## Chemistry

[B.Sc. Chemistry, B.Sc. Chemistry (Honours), Joint Degree in Chemistry and Computer Science, Joint Degree in Chemistry and Mathematics, Joint Degree in Chemistry and Physics, M.Sc. Chemistry]

- External Review of Degree Program Report Executive Summary – [page 87](#)
- Responses to the External Review of Degree Program Report and Action Plan- [page 94](#)

## Nursing

[Northern Collaborative Baccalaureate Degree Program (NCBNP); BScN Completion Program (inclusive of Rural Nursing Certificate Program)]

- External Review of Degree Program Report Executive Summary)- [page 107](#)
- Responses to the External Review of Degree Program Report and Action Plan- [page 117](#)

## Psychology

[BSc Psychology, MSc Psychology, MEd Counselling, PhD Psychology]

- External Review of Degree Program Report Executive Summary – [page 136](#)
- Responses to the External Review of Degree Program Report and Action Plan- [page 144](#)

### 10.3 Steering Committee of Senate

Payne

#### **“For Approval” Items:**

##### **S-202509.15**

##### **Commitment to Majority Based Election**

That on the recommendation Steering Committee and the Senate affirm commitment to majority-based elections in cases where more than two Candidates are nominated for a position, in accordance with Robert’s Rules of Order and Consistent with Section 3(a)(ii) of the Senate Handbook.

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

[Senate Handbook](#)

### 10.4 Senate Committee on Nominations

Gehloff

#### **“For Approval” Items:**

##### **S-202509.16**

##### **Recommendations of Senate Committee Members**

That the Senate Committee on Nominations recommends that 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 UNIVERSITY BUDGETS (SCUB)**

Undergraduate Student  
Term end August 31, 2026

Rehana Ramzan

Graduate Student  
Term end August 31, 2026

Alicia Mark

#### **SENATE COMMITTEE ON CURRICULUM AND CALENDAR**

Academic administrative staff  
Term end August 31, 2026

Mansi Manocha

#### **SENATE COMMITTEE ON NOMINATION**

Faculty Senator

Gary Wilson



Term end March 31, 2027

### SENATE COMMITTEE ON ACADEMIC AFFAIRS (SCAAF)

Undergraduate Student  
Term end August 31, 2026

Prabhleen Binjee

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

Regular **S-202509.17**

#### Recommendations of Senate Committee Members

That on the recommendation of the Senate Committee on Nominations and barring further nominations from the floor, that Senate appoint one of the following candidates, who have met all eligibility requirements to serve on the Senate Committee on Admission and Degrees.

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

Undergraduate Student  
Term end August 31, 2026

Oyinkansola Adeyemi

Or

Undergraduate Student  
Term end August 31, 2026

Arwen E. Gregg

Or

Undergraduate Student  
Term end August 31, 2026

Yesha Gandhi

Or

Undergraduate Student  
Term end August 31, 2026

Rehana Ramzan

Or

Undergraduate Student  
Term end August 31, 2026

Taabish Zafar

#### 10.4.1 Senate Committee Vacancies

#### Vacancies sorted by committee: Senate Committee Vacancies as of August 27, 2025

COMMITTEE	POSITION		TERM EXPIRY DATE
Senate Committee on Academic Affairs	Regional Representative		03/31/2026
	Undergraduate Student <sup>††</sup>		08/31/2026
	Undergraduate Student <sup>††</sup>		08/31/2026
Senate Committee on Indigenous Initiatives	Faculty Member		03/31/2027
Senate Committee on Nominations	Student Senator		08/31/2026
	Faculty Senator <sup>††</sup>		03/31/2027
Senate Committee on Admissions and Degrees	Undergraduate Student <sup>††</sup>		08/31/2026
Steering Committee of Senate	Student Senator		08/31/2026
Senate Committee on Scholarships and Bursaries	Student Senator		08/31/2026

Senate Committee on University Budgets	Graduate Student <sup>†</sup>		08/31/2026
	Undergraduate Student <sup>†</sup>		08/31/2026
Senate Committee on Student Appeals	Graduate Student Senator		08/31/2026
Senate Committee on Curriculum and Calendar	Faculty or academic administrative staff <sup>†</sup>		08/31/2026

**Note:** The symbol "<sup>†</sup>" denotes that an appointment by Senate is pending

#### **10.4.3 Recommendations to the Search and Recommendation for the Selection of the President and Vice-Chancellor Committee** (to be approved by confidential ballot)

**Up to five (5) faculty members** - Nomination will be elected by Senate, with a preference for representation from across all Faculties (nominations may come from across the University, including self-nominations).

##### **S-202509.18**

##### **Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Business and Economics**

That on the recommendation of the Senate Committee on Nominations and barring further nominations from the floor, that Senate appoint one of the following candidates, who have met all eligibility requirements to serve on the Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Business and Economics.

- Laurence Charles Scott
- Balbinder Deo

##### **S-202509.19**

##### **Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Environment**

That on the recommendation of the Senate Committee on Nominations and barring further nominations from the floor, that Senate appoint one of the following candidates, who have met all eligibility requirements to serve on the Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Environment.

- Zoe Meletis

##### **S-202509.20**

##### **Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Indigenous Studies, Social Sciences and Humanities**

That on the recommendation of the Senate Committee on Nominations and barring further nominations from the floor, that Senate appoint one of the following candidates, who have met all eligibility requirements to serve on the Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Indigenous Studies, Social Sciences and Humanities.

- Jacqueline Holler

##### **S-202509.21**

##### **Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Human and Health Sciences**

That on the recommendation of the Senate Committee on Nominations and barring further nominations from the floor, that Senate appoint one of the following candidates, who have met all eligibility requirements to serve on the Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Human and Health Sciences.

- R. Luke Harris
- Christine Ho Younghusband

### **S-202509.22**

#### **Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Science and Engineering**

That on the recommendation of the Senate Committee on Nominations and barring further nominations from the floor, that Senate appoint one of the following candidates, who have met all eligibility requirements to serve on the Search and Recommendation Committee for the President and Vice-Chancellor for the Faculty of Science and Engineering.

- Allan Kranz
- Danie Erasmus

#### **10.5 Senate Committee on Curriculum and Calendar**

**Read**

#### **10.6 Senate Committee on Admission and Degrees**

**Read**

### **S-202509.23**

#### **Regular Changes to Admissions Requirements – English language Requirements**

That the change(s) to the English Language Requirements on page 30-31 of the 2024/25 undergraduate academic calendar be approved as proposed

**Page 159 Effective date:** September 2025

#### **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:**

##### **SCSB20250827.03** (Approved)

##### **Dr. Kwadwo and Mrs. Gail Asante Medical Bursary**

That the new Terms and Conditions for the Dr. Kwadwo and Mrs. Gail Asante Medical Bursary be approved.

**Page 162**

**Effective date:** 2025/2026 Academic Year

##### **SCSB20250827.04** (Approved)

**Dr. Kwadwo and Mrs. Gail Asante Graduate Student Bursary** That the new Terms and Conditions for the Dr. Kwadwo and Mrs. Gail Asante Graduate Student Bursary be approved.

**Page 164**

**Effective date:** 2025/2026 Academic Year

##### **SCSB20250827.05** (Approved)

##### **Shields Family Bursary**

That the new Terms and Conditions for the Shields Family Bursary be approved.

**Page 166**

**Effective date:** 2025/2026 Academic Year

##### **SCSB20250827.06** (Approved)

##### **University of Central Asia Scholarship**

That the new Terms and Conditions for the University of Central Asia Scholarship be approved.

**Page 168**

**Effective date:** 2025/2026 Academic Year

##### **SCSB20250827.08** (Approved)

##### **Lattanzio Family MBA Award**

That the new Terms and Conditions for the Lattanzio Family MBA Award be approved.

**Page 170**

**Effective date:** 2026/2027 Academic Year

##### **SCSB20250827.09** (Approved)

##### **George Killy Memorial Award**

That the new Terms and Conditions for the George Killy Memorial Award be approved.

**Page 172**

**Effective date:** 2026/2027 Academic Year

##### **SCSB20250827.10** (Approved)

**Sinclar Group Forest Products Indigenous Student Award**

That the new Terms and Conditions for the Sinclar Group Forest Products Indigenous Student Award be approved.

Page 174

**Effective date:** 2025/2026 Academic Year

**SCSB20250827.11** (Approved)

**Ken & Rhonda McIntosh Leadership Award**

That the new Terms and Conditions for the Ken & Rhonda McIntosh Leadership Award be approved.

Page 176

**Effective date:** 2025/2026 Academic Year

**SCSB20250827.12** (Approved)

**Allan & Susan MacDonald OT/PT Award**

That the revised Terms and Conditions for the Allan & Susan MacDonald OT/PT Award be approved.

Page 178

**Effective date:** 2025/2026 Academic Year

**SCSB20250827.13** (Approved)

**Chancellor Iona Campagnolo Memorial Scholarship**

That the revised Terms and Conditions for the Chancellor Iona Campagnolo Memorial Scholarship be approved.

Page 180

**Effective date:** 2025/2026 Academic Year

**SCSB20250827.14** (Approved)

**Chuck and Marc Bock Health Award**

That the revised Terms and Conditions for the Chuck and Marc Bock Health Award be approved.

Page 182

**Effective date:** 2026/2027 Academic Year

**SCSB20250827.16** (Approved)

**2025/2026 Award Recipients**

That the 2025/2026 Award Recipients be approved.

Page 184

**Effective date:** 2025/2026 Academic Year

**10.10 Senate Committee on University Budget**

**Gehloff**

**11.0 Approval of Motions on the Consent Agenda**

**Payne**

**S-202509.24**

**Approval of Motions on the Consent Agenda**

That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.

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

**12.0 Information**

**13.0 Other Business**

**13.1 Vice Chair of Senate Elections by confidential ballot**

**14.0 S-202509.25 (10 minutes)**

**Move to the Closed Session**

That the meeting move to Closed Session

**15.0 S-202509.30**

That the Senate meeting be adjourned.

Dr. Bill Owen, Interim Vice-President Academic and Provost  
Report to Senate  
September 11, 2025

In October, Dr. Michel Beaulieu will assume the Chairship of SCAAf as part of his role in the Office of the Provost. I wish him success in advancing our academic priorities under the READY Roadmap: Academic Plan 2025–2031. I have had the opportunity to meet with Dr. Beaulieu and to exchange emails in order to support the transition.

With this leadership transition just weeks away, I want to take a moment to reflect on some of the significant initiatives SCAAf/Senate has achieved over the past 18 months:

- **Academic Plan Renewal:** The READY Roadmap 2025–2031 was endorsed by Senate without major debate. It reflects the aspirations of our founding community and faculty.
- **Fall Mid-Semester Break:** Long-discussed, and now realized. This change, coupled with standardized teaching days, supports the wellbeing of students, faculty, and staff.
- **Student Feedback Regulation:** SCAAf ensured students receive formative/summative feedback before the withdrawal deadline, turning long-standing discussion into institutional policy.
- **Program Reviews:** Since April 2024, *nine (9)* reviews have been completed, addressing program review gaps of 7–10 years and strengthening UNBC’s Degree Quality Assurance process.
- **Taking Stock:** Since April 2024, SCAAf has considered and carried over 430 motions. Additionally, we have created space for more fulsome discussion related to academic matters of merit, including recently discussions about academic calendar change timelines.

#### **Next SCAAf Priorities (2025–26):**

- Implement the Student Evaluation of Learning instrument.
- Advance program-level learning outcomes.

#### **Other Updates:**

UNBC will be represented again at the Times Higher Education “World Academic Summit”. To contribute to THE Campus+, please review the [submission guidelines](#) and submit your work via the UNBC [online form](#).

Based upon the READY Roadmap: Academic Plan 2025-2031, the three key priorities for the Office of the Provost in 2025-26 are:

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

**Office of the Registrar**

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To: Senate

From: Kimberly Read, University Registrar

Date: September 19, 2025

Re: Registrar's report for Senate September 24, 2025

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Priorities for Student areas over the last month have been: reducing barriers to admission and registration for the Fall by targeting frequent communication and supporting a variety of enrolment initiatives; as well as onboarding both new and returning students through a suite of enhanced orientation events.

**Future Students Office**

- In collaboration with the Office of the Registrar, FSO conducted phone outreach campaigns to students with positive admission decisions who had not yet registered, including dual credit students. Calls were used to:
  - Offer one-on-one registration support;
  - Encourage deferrals rather than withdrawn admission if applicants were not ready;
  - Close applications where applicants had decided not to enroll, ensuring clean data for enrolment purposes.
- The FSO team was on-site and accepted drop-in inquiries during the first week of the semester, including on-the-spot applications for new applicants. This resulted in 15 new applications being added during the first week of the Fall semester.
- The office launched a dedicated webpage featuring a list of available summer courses and marketed the offerings as a way for students to “get a head start” on their education and accelerate program completion.

**International Centre**

- We had 73 new international students join us this Fall, 34 graduate and 39 undergraduate. Together they represent 33 countries, including Bangladesh, Brazil, China, Germany, Ghana, India, Iran, Japan, Nigeria, Sri Lanka, Uganda, the United States, and Zimbabwe.
- We welcomed 26 international students at an international orientation event. We are also running additional events in September for students that were not able attend or would like more information about immigration and health insurance.
- Services Canada came to campus for the third consecutive year to issue SIN cards to students. This has been particularly beneficial to students who have arranged on-campus employment.
- We anticipate approximately 30 international undergraduate application deferrals to the January semester due to visa processing delays.
- The IRCC changed regulations regarding high school student study permit requirements. We have 11 international students transitioning from a Canadian high school to UNBC, so we targeted communications and one-on-one supports for these incoming students.



***Office of Graduate Administration***

- We were excited to see 70 graduate students attend an enhanced graduate orientation in the Bentley Centre; it was a well-attended and successful event.
- We welcomed 174 new graduate students to UNBC this Fall, just shy of 188 last year (seeing a decline in international, but an increase in domestic). When one considers that we were down 26% in applications for graduate programming compared to last year, we are encouraged to see better conversion of applications to enrolment—in fact, this is the best conversion rate we have seen since 2016. In Graduate Admissions, we particularly want to highlight the increased applicant service and follow-up by our graduate team, who have combined an enhanced CRM system of communication with personalized applicant support. Indeed, our follow up on incomplete applications to support enrolment and admissibility resulted in the team seeing the lowest percentage of incomplete graduate applications since UNBC opened.
- The office is currently planning the Three Minute Thesis, as well as a number of workshops and events for graduate students that will be offered throughout the Fall and Winter semesters. In particular, we are developing a workshop for students who are moving into the research and writing stage of their degree—more information will be forthcoming.
- Our Graduate Experience Coordinator is drafting a plan for faculty member, student, and staff consultations over the coming year to assess needs and build out more robust graduate student experiences.
- Applications for graduate admission open October 1.

***Office of the Registrar***

- Undergraduate admissions worked collaboratively with the Future Students Office to proactively connect with students by calling and emailing applicants with incomplete applications or missing official transcripts. Last minute complete applications were prioritized by the team, resulting in 23 newly admitted undergraduate students in September.
- Enrolment Services extended operating hours to assist student inquiries. A sincere thank you to the front desk team for their dedication and commitment to our students.
- Several student system improvements are underway, including enhancements to post-secondary XML transcript data, review of specializations for the official transcript, and the enhancement of preclusions and mutual exclusions.
- A curriculum schedule aligning university curriculum and enrolment processes has been drafted and presented to SCAAf, with further engagement opportunities being offered at Faculty Councils over the fall.
- BCNET, in collaboration with the BCRA, is exploring calendar and curriculum software options that would significantly improve curriculum submission workflows and calendar creation.
- Work is ongoing to implement the Dean's List for students starting Fall 2025.
- The University Registrar will be hosting the BC Registrar's Association (BCRA) at UNBC October 2-3, which includes participation by the Ministry of Post Secondary & Future Skills, Education Planner BC, the BC Council of Admissions & Transfer, and includes a joint meeting with post-secondary CIOs.
- Applications for undergraduate admissions open October 1.

### **Student Success**

- The Fall semester kicked off with exceptional energy and student engagement. Over 400 students moved in over two days, actively participating in Housing orientation and campus events. This was our most successful move-in thanks to outstanding cross-campus collaboration.
- Orientation Day welcomed 312 new students, supported by returning students who served as Orientation Leaders. A series of events created a vibrant campus atmosphere and strong early connections among students, faculty, and staff, which included:
  - Lotapalooza BBQ with over 600 burgers served;
  - Carnival games and prizes;
  - Northern Nights live music;
  - Tailgate party and game;
  - NUGSS Colour Battle;
  - Pancake breakfast.
- Student Advising Services engaged with over 350 students through appointments, drop-ins, and “Advising in the Wild” during the Add/Drop period. Advisors also visited faculty orientations and first-year classes to build early relationships.
- The Academic Success Centre attended first-year classes to introduce academic supports, including the promotion of proactive and remedial resources.
- Wellness Services conducted classroom visits and met with faculty and chairs to promote Health & Wellness offerings, resulting in an increase in student service intakes.
- Two current systems priorities for Student Experience are:
  - Experiential Learning Hub implementation continues in the Career Centre. We’ll be reaching out to faculty and programs to explore how the platform can support Experiential and Work-Integrated Learning (WIL) at both the course and program levels.
  - We are exploring software solutions to improve the efficiency and accessibility of student advising services.

Motion Number (assigned by  
Steering Committee of Senate): S-202509.03

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the Program Requirements for the Northern Baccalaureate Nursing Program on page 180 of the 2025/2026 UNBC Undergraduate Calendar be approved as proposed.

1. **Effective date:** September 2026
2. **Rationale for the proposed revisions:** The final focus nursing courses (NRSG 4XX) in the Northern Baccalaureate Nursing Program (NBNP) are currently cross-listed with the final focus nursing courses (NURS 4XX) in the Northern Collaborative Baccalaureate Nursing Program. The change to the NBNP will remove the need to cross-list courses, reduce the number of sections required for each course, and clarify responsibilities for course instructors by having all students register in the same course regardless of program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

#### Program Requirements

##### 300 Level

NRSG 300-4 Fundamentals of Nursing  
NRSG 301-3 Health Assessment  
NRSG 302-3 Pathophysiological Concepts  
NRSG 303-3 Pharmacology  
NRSG 304-3 Ethics and Law for Nursing Practice  
NRSG 305-3 Concepts for Evidence-Informed Nursing  
NRSG 310-3 Introduction to Nursing Practice  
NRSG 311-7 Medical and Surgical Nursing Practice 1

##### 400 Level

NRSG 400-3 Nursing Leadership for Quality Care  
NRSG 410-7 Professional Practice: Mental Health and Addictions Nursing  
NRSG 411-7 Professional Practice: Community Health Nursing  
NRSG 412-7 Professional Practice: Perinatal Health and Care of the Childbearing Family  
NRSG 415-7 Medical and Surgical Nursing Practice 2

At least one of the following areas of clinical focus:

NRSG 420-8 Community Health Nursing  
NRSG 421-8 Rural Health and Nursing  
NRSG 422-8 Indigenous Health and Nursing  
NRSG 423-8 Mental Health and Addictions Nursing  
NRSG 424-8 Acute Care Nursing  
NRSG 425-8 Pediatric Nursing  
NRSG 497-8 Specialty Focus in Nursing

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

## **Program Requirements**

### **300 Level**

NRSG 300-4 Fundamentals of Nursing  
NRSG 301-3 Health Assessment  
NRSG 302-3 Pathophysiological Concepts  
NRSG 303-3 Pharmacology  
NRSG 304-3 Ethics and Law for Nursing Practice  
NRSG 305-3 Concepts for Evidence-Informed Nursing  
NRSG 310-3 Introduction to Nursing Practice  
NRSG 311-7 Medical and Surgical Nursing Practice 1

### **400 Level**

NRSG 400-3 Nursing Leadership for Quality Care  
NRSG 410-7 Professional Practice: Mental Health and Addictions Nursing  
NRSG 411-7 Professional Practice: Community Health Nursing  
NRSG 412-7 Professional Practice: Perinatal Health and Care of the Childbearing Family  
NRSG 415-7 Medical and Surgical Nursing Practice 2

At least one of the following areas of clinical focus:

~~NRSG~~NURS 420-8 Community Health Nursing  
~~NRSG 421-8 Rural Health and Nursing~~  
~~NRSG~~NURS 422-8 Indigenous Health and Nursing  
~~NRSG 423-8 Mental Health and Addictions Nursing~~  
~~NRSG~~NURS 424-8 Acute Care Nursing  
NURS 432-8 Mental Health and Addictions Nursing  
~~NRSG-NURS 4235-8~~ Pediatric Nursing  
NURS 454-8 Perinatal Care  
NURS 455-8 Foundations in Emergency and Trauma Nursing  
NURS 461-8 Rural Health and Nursing  
~~NRSG-NURS~~ 497-8 Specialty Focus in Nursing

6. **Authorization:**

**Program / Academic / Administrative Unit:** School of Nursing

**SCCC Reviewed:** June 10, 2025

**Faculty(ies):** Faculty of Human and Health Sciences

**Faculty Council Motion Number(s):** FHHS.FC.2025.07.10.07

**Faculty Council Approval Date(s):** July 10, 2025

**Senate Committee on Indigenous Initiatives Motion Number:** N/A

**Senate Committee on Indigenous Initiatives Meeting Date:** N/A

7. **Other Information**

**Attachment Pages:**   0   pages

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

**Brief Summary of Committee Debate:** Effective Date amended following a clarification from the program

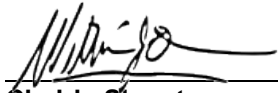
**Motion No.:** SCAAF 202509.03

**Moved by:** Todd Whitcombe

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED

**Approved by SCAAF:** Sept 10, 2025  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202509.04

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the removal of 'Family' from the degree program title of the Master of Science in Nursing: Family Nurse Practitioner Program, and associated changes to the program information on pages 90 – 93 of the PDF 2025/2026 graduate calendar, be approved as proposed.

1. **Effective date:** September 2026
2. **Rationale for the proposed revisions:** The role of Nurse Practitioners in B.C. has expanded far beyond family primary care practice settings, and Nurse Practitioners now work across a variety of primary care and clinical settings. Therefore, we are proposing to remove 'Family' from the degree program title of the MScN Family Nurse Practitioner program. This change more accurately reflects the nature of the program, and aligns with other Nurse Practitioner degree programs in B.C. and across Canada.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

## Nursing MScN (FNP) and MScN Programs

**Master of Science in Nursing: Family Nurse Practitioner Program (MScN (FNP))**  
**Master of Science in Nursing Program: Thesis or Project Option (MScN)**

Sylvia Barton, Professor Emerita  
Martha MacLeod, Professor Emerita

Catharine Schiller, Associate Professor and Chair  
Davina Banner-Lukaris, Professor  
Caroline Sanders, Professor  
Shannon Freeman, Associate Professor  
Erin Wilson, Associate Professor  
Aderonke Agboji, Assistant Professor  
Viviane Josewski, Assistant Professor  
Tina Fraser, Adjunct Professor  
Kelly Gunn, Adjunct Professor  
Allan Lai, Adjunct Professor  
Brandin Lilgert, Adjunct Professor  
Cindy Milner, Adjunct Professor  
Robert Pammett, Adjunct Professor  
Lauren Irving, Senior Lab Instructor  
Rebecca Irving, Senior Lab Instructor  
Kristine Rowswell, Senior Instructor  
Linda van Pelt, Senior Instructor  
Heidi Dunbar, Instructor



Website: [www.unbc.ca/nursing/graduate-programs](http://www.unbc.ca/nursing/graduate-programs)  
[www.unbc.ca/nursing/family-nurse-practitioner-mscn-fnp](http://www.unbc.ca/nursing/family-nurse-practitioner-mscn-fnp)

The Master of Science in Nursing: Family Nurse Practitioner Program is a practice-oriented, theory-based degree that prepares graduates to be autonomous practitioners, leaders, role models, and educators in primary health care. The focus of the Family Nurse Practitioner Program is general family practice—that is care for individuals, families, groups, and communities across all life stages. Family Nurse Practitioners are health professionals who have achieved advanced nursing practice competencies at the graduate level of nursing education. Nurse Practitioners, who are regulated by the British Columbia College of Nurses and Midwives, provide health care services from a holistic nursing perspective, integrated with the autonomous diagnosis and treatment of acute and chronic illness, including ordering diagnostic tests and prescribing medications.

The Master of Science in Nursing Program (Thesis or Project) leads to an advanced nursing practice degree that focuses on preparing graduates across a range of areas and specialties to act as autonomous practitioners. In addition, this program aims to prepare graduates as interprofessional collaborators, nurse researchers, leaders, educators, change agents, and role models. Graduates of this program work in a variety of health care settings as clinical nurse specialists, educators, administrators, and researchers, and work with diverse populations across all age groups.

Both programs focus on the preparation of graduates for advanced nursing practice in rural and northern communities. Courses address the following: community and program development and evaluation; debates influencing health care policy; application of research and evidence-based practice; promotion of the health of Indigenous Peoples; and development of nursing knowledge in relation to advanced practice nursing.

Required courses for the MScN (FNP) and MScN are available by distance, with some on-site (face-to-face) requirements and required clinical practice in the MScN (FNP) Program.

### **Clinical Practica Scheduling and Expectations**

The MScN (FNP) Program focuses on practice in rural and northern settings. Clinical practica at sites across British Columbia are arranged by the School of Nursing. Students must be prepared to complete clinical hours where and when assigned.

Clinical practica sites are based on availability as well as student learning needs towards achieving Entry-Level Competencies for Nurse Practitioners in Canada.

Attendance for all 752 clinical hours is required through 12 credit hours of practicum and 9 credit hours of consolidating internship. Students who do not complete their total required hours in each semester are at risk of failure. Students who are unable to attend their practicum for any reason must contact their clinical faculty and preceptor with as much notice as possible.

For those in the MScN (Thesis or Project option): NURS 701-6 Advanced Clinical Practice Nursing clinical hours and practice sites are tailored to the specific clinical focus.

Students who are away from the program for more than 12 months are assessed on an individual basis to determine whether there is a need for remediation to allow a return to a clinical practice setting. This may include repeating all components of courses taken previously, regardless of whether the student successfully completed the course, and dependent on the timing of the absence related to the program sequence.

### **Program Costs**

Costs associated with study in the MScN (FNP) Program or the MScN Program—Thesis or Project Option are the responsibility of the individual student, including transportation costs, and any expenses involved in academic studies, lab, and clinical practica. These expenses may include travel, accommodation, and living expenses associated with required clinical practice or travel to campus for required face-to-face (on

campus) coursework.  
See the Fees section in this calendar.

### **Criminal Records Search**

All students in the Master of Science in Nursing program are required to submit a Criminal Record Check search prior to the commencement of their first clinical courses.

### **Immunizations**

All students undertaking clinical learning experiences must submit records of current status of the following immunizations prior to commencement of clinical courses: diphtheria, tetanus, poliomyelitis, measles, mumps, rubella, hepatitis B, varicella, COVID-19, and any other immunization that may become required for practice by order of the Provincial Health Officer. A Mantoux test (PPD) for tuberculosis is also recommended within one month of entering the clinical setting. Failure to have up-to-date immunizations may result in the student not being permitted to practice in a clinical setting.

### **CPR Certification**

All students undertaking clinical learning experiences must provide proof of current CPR certification, level C, prior to commencement of the clinical courses.

### **British Columbia College of Nurses and Midwives Requisite Skills and Abilities**

All students who apply to the UNBC MScN (FNP) and MScN Programs must demonstrate the capacity to meet British Columbia College of Nurses and Midwives (BCCNM) Requisite Skills and Abilities, and sign the BCCNM form attesting to that capacity.

### **Standards of Professional Conduct**

In addition to fulfilling all University and Program expectations, all students are expected to abide by professional standards as set forth in the current BCCNM Professional Standards for Registered Nurses and Nurse Practitioners and the Canadian Nurses Association (CNA) Code for Ethics for Registered Nurses. Violation of professional standards may result in suspension or dismissal from the program or the educational institution.

### **Misconduct**

Any conduct that violates the ethical or legal standards of UNBC or BCCNM, particularly those related to academic dishonesty and professional conduct, are considered serious offenses. Academic misconduct and/or professional misconduct may result in the student being required to withdraw from the MScN Program and possibly the University. Satisfactory academic performance is not the sole criterion for progression or graduation. The UNBC School of Nursing reserves the right to require a student to withdraw from their program if the student is considered to be unsuited to proceed with the study or practice of advanced practice nursing.

### **Academic Performance**

All MScN students must adhere to all Graduate Program Admissions and Regulations as outlined in the UNBC Graduate Calendar. Students may be removed from a clinical learning experience or setting due to "unsafe or unprofessional" performance or conduct and may receive a final grade of F in that course.

## **MScN (FNP) Family Nurse Practitioner Program**

### **Admission to Family Nurse Practitioner Program**

In addition to the application requirements outlined in General Admission of the Graduate Academic Calendar, applicants for the Family Nurse Practitioner Program are required to submit the following for consideration of admission:

- Two Assessment Reports on Applicant for Admission to Graduate Studies. Letters of reference may accompany the Assessment Reports. At least one of the assessments/letters must be from a health professional from the prospective student's most recent practice setting;
- An academic transcript showing undergraduate courses in nursing theory, health assessment,

- community health nursing, and research;
- Nursing practice résumé or curriculum vitae;
- Successful completion of the San'yas Indigenous Cultural Safety Training within the previous two years prior to the semester of admission to the MScN (FNP) Program;
- Evidence of at least two years' full-time practice experience, or equivalent, following completion of the Baccalaureate Nursing degree;
- Evidence of active registration as a nurse in British Columbia. Note that annual documentation of current, practicing BCCNM licensure is required while enrolled in the program.

Application deadlines can be found online at [www.unbc.ca/admissions/graduate](http://www.unbc.ca/admissions/graduate).

The MScN (FNP) Program accepts students for the September Semester.

## Family Nurse Practitioner Program Requirements

A minimum of 51 credit hours of MScN and Nurse Practitioner courses is required. A final project completes the degree.

NURS 602-3 Pathophysiology  
 NURS 603-3 Health Assessment and Diagnostic Reasoning  
 NURS 604-3 The Healing and Well-being of Indigenous Peoples  
 NURS 605-3 Pharmacological Management and Therapeutic Interventions  
 NURS 606-3 Developing Nursing Knowledge  
 NURS 607-3 Appraising and Synthesizing Evidence for Practice  
 NURS 608-3 Nurse Practitioner Professional Practice  
 NURS 703-3 Health Program Planning, Community Development and Evaluation  
 NURS 704-3 Leadership in Health Care and Practice  
 NURS 720-6 Practicum: Integrating Primary Health Care I  
 NURS 730-6 Practicum: Integrating Primary Health Care II  
 NURS 790-9 Nurse Practitioner Internship  
 NURS 798-3 Nurse Practitioner Project

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

## Nursing MScN (FNP) and MScN Programs

**Master of Science in Nursing: Family Nurse Practitioner Program (MScN (FNP))**  
**Master of Science in Nursing Program: Thesis or Project Option (MScN)**

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 Viviane Josewski, Assistant Professor  
 Tina Fraser, Adjunct Professor  
 Kelly Gunn, Adjunct Professor  
 Allan Lai, Adjunct Professor  
 Brandin Lilgert, Adjunct Professor  
 Cindy Milner, Adjunct Professor  
 Robert Pammatt, Adjunct Professor

Lauren Irving, Senior Lab Instructor  
Rebecca Irving, Senior Lab Instructor  
Kristine Rowswell, Senior Instructor  
Linda van Pelt, Senior Instructor  
Heidi Dunbar, Instructor

Website: [www.unbc.ca/nursing/graduate-programs](http://www.unbc.ca/nursing/graduate-programs)  
[www.unbc.ca/nursing/family-nurse-practitioner-mscn-fnp](http://www.unbc.ca/nursing/family-nurse-practitioner-mscn-fnp)

The Master of Science in Nursing: Family Nurse Practitioner Program is a practice-oriented, theory-based degree that prepares graduates to be autonomous practitioners, leaders, role models, and educators in primary health care. The focus of the Family Nurse Practitioner Program is general family on rural primary care practice that encompasses care for individuals, families, groups, and communities across all life stages. Family Nurse Practitioners are health professionals who have achieved advanced nursing practice competencies at the graduate level of nursing education. Nurse Practitioners, who are regulated by the British Columbia College of Nurses and Midwives, provide health care services from a holistic nursing perspective, integrated with the autonomous diagnosis and treatment of acute and chronic illness, including ordering diagnostic tests and prescribing medications.

The Master of Science in Nursing Program (Thesis or Project) leads to an advanced nursing practice degree that focuses on preparing graduates across a range of areas and specialties to act as autonomous practitioners. In addition, this program aims to prepare graduates as interprofessional collaborators, nurse researchers, leaders, educators, change agents, and role models. Graduates of this program work in a variety of health care settings as clinical nurse specialists, educators, administrators, and researchers, and work with diverse populations across all age groups.

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See the Fees section in this calendar.

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### **Misconduct**

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### **Academic Performance**

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- An academic transcript showing undergraduate courses in nursing theory, health assessment, community health nursing, and research;
- Nursing practice résumé or curriculum vitae;
- Successful completion of the San'yas Indigenous Cultural Safety Training within the previous two years prior to the semester of admission to the MScN (FNP) Program;
- Evidence of at least two years' full-time practice experience, or equivalent, following completion of the Baccalaureate Nursing degree;
- Evidence of active registration as a nurse in British Columbia. Note that annual documentation of current, practicing BCCNM licensure is required while enrolled in the program.

Application deadlines can be found online at [www.unbc.ca/admissions/graduate](http://www.unbc.ca/admissions/graduate).

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## **Family Nurse Practitioner Program Requirements**

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NURS 603-3 Health Assessment and Diagnostic Reasoning  
NURS 604-3 The Healing and Well-being of Indigenous Peoples  
NURS 605-3 Pharmacological Management and Therapeutic Interventions  
NURS 606-3 Developing Nursing Knowledge  
NURS 607-3 Appraising and Synthesizing Evidence for Practice  
NURS 608-3 Nurse Practitioner Professional Practice  
NURS 703-3 Health Program Planning, Community Development and Evaluation  
NURS 704-3 Leadership in Health Care and Practice  
NURS 720-6 Practicum: Integrating Primary Health Care I  
NURS 730-6 Practicum: Integrating Primary Health Care II  
NURS 790-9 Nurse Practitioner Internship  
NURS 798-3 Nurse Practitioner Project

### **6. Authorization:**

**Program / Academic / Administrative Unit:** School of Nursing

**Faculty(ies):** Faculty of Human and Health Sciences

**SCCC Reviewed:** June 10, 2025

**Faculty Council Motion Number(s):** FHHS.FC.2025.07.10.10

**Faculty Council Approval Date(s):** July 10, 2025

**Senate Committee on Indigenous Initiatives Motion Number:** N/A

**Senate Committee on Indigenous Initiatives Meeting Date:** N/A

### **7. Other Information**



Attachment Pages:   0   pages

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

**Brief Summary of Committee Debate:** Effective Date amended following a clarification from the program

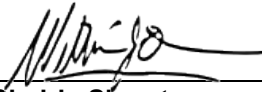
**Motion No.:** SCAAF 202509.04

**Moved by:** Todd Whitcombe

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED

**Approved by SCAAF:** September 10, 2025  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202509.05

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED MOTION**

**Motion:** That following courses in the Northern Baccalaureate Nursing Program be deleted from the UNBC Undergraduate Calendar:

NRSG 420-8 Community Health Nursing  
NRSG 421-8 Rural Health and Nursing  
NRSG 422-8 Indigenous Health and Nursing  
NRSG 423-8 Mental Health and Addictions Nursing  
NRSG 424-8 Acute Care Nursing  
NRSG 425-8 Pediatric Nursing  
NRSG 497-8 Specialty Focus in Nursing

**Effective Date:** September 2026

**Rationale:** The final focus nursing courses (NRSG 4XX) in the Northern Baccalaureate Nursing Program (NBNP) are currently cross-listed with the final focus nursing courses (NURS 4XX) in the Northern Collaborative Baccalaureate Nursing Program. The program requirements for the NBNP are being changed to remove the need to cross-list courses, reduce the number of sections required for each course, and clarify responsibilities for course instructors by having all students register in the same course regardless of program. The NRSG 4XX courses will no longer be offered.

**Motion proposed by:** Dr. Catharine Schiller

**Academic Program:** Nursing

**SCCC Reviewed:** June 10, 2025

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

**Faculty:** Faculty of Human and Health Sciences

**Faculty Council Motion Number:** FHHS.FC.2025.07.10.08

**Faculty Council Approval Date:** July 10, 2025

**Attachment Pages (if applicable):** 0 pages

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

**Brief Summary of Committee Debate:** Effective Date amended following a clarification from the program

**Motion No.:** SCAAF202509.05

**Moved by:** Todd Whitcombe

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED

**Approved by SCAAF:** September 10, 2025  
**Date**

**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202509.06

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the pre-requisite information, credit hours, and course descriptions for NURS 420, NURS 422, NURS 426, NURS 432, NURS 435, NURS 454, NURS 455, NURS 461, and NURS 497 on pages 284 – 287 of the 2024/2025 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2026

2. **Rationale for the proposed revisions:** The final focus nursing courses (NRSG 4XX) in the Northern Baccalaureate Nursing Program (NBNP) are currently cross-listed with the final focus nursing courses (NURS 4XX) in the Northern Collaborative Baccalaureate Nursing Program. The change to the NBNP will remove the need to cross-list courses, reduce the number of sections required for each course, and clarify responsibilities for course instructors by having all students register in the same course regardless of program. This motion updates the course pre-requisites so that NBNP students can register in the courses at the appropriate point in their degree program; and, references to the BScN Post-Diploma program are removed as that program is no longer offered.

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

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

**NURS 420-(6, 8) Community Health Nursing** This course provides the opportunity for students to increase their understanding of the theories, roles and practices required for community health nursing in evolving primary health care systems in northern and rural settings. Emphasis is placed on a population- and community-focused approach to nursing care, including the promotion of health and prevention of disease and disability. An extended clinical practicum emphasizes the nurse as a partner within the community. Students contribute to services and programs by integrating theory, evidence and practice. The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.

*Prerequisite(s): NURS 418-7, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NRSG 420-8, NURS 440-(3, 5, 8)*

*Major Restriction: Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course*

**NURS 422-(6, 8) Indigenous Health and Nursing** This course focuses on theories, roles and practices required by nurses in Indigenous communities. Topics include: the theoretical and practical exploration of the impact of colonization on health; effects of rapid cultural change; nursing management of specific health issues; culturally sensitive approaches to nursing care; the health transfer process; and special topics related to health. In the extended clinical practicum, students integrate theory and evidence to contribute to services and programs in Indigenous communities or agencies that primarily serve Indigenous clients. The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.

*Prerequisite(s): NURS 418-7, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NRSG 422-8, NURS 441-(3, 5, 8), NURS 457-3*

*Major Restriction: Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course*

**NURS 426-(6, 8) Acute Care Nursing** This course examines the knowledge, skills and attitudes required to

provide holistic, person-centred care in the acute setting and explores the concepts and practices of acute care nursing with various patient populations. Students consolidate and extend their knowledge and clinical ability in the acute care setting. Problem solving, complex patient situations and expanding the professional role of the nurse are central themes of the course. The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.

*Prerequisite(s): NURS 330-4, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NRS 424-8, NURS 443-(3, 5, 8)*

*Major Restriction: Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course*

**NURS 432-(6, 8) Mental Health and Addictions Nursing** This course focuses on mental health and substance use disorders and integration and application of relevant theoretical and clinical knowledge. Nursing care incorporating holistic patient assessment, and cultural safety and humility, trauma-informed practice, advanced therapeutic communication and therapeutic use of psychotropic drugs are emphasized. Rural and northern contexts are emphasized. Utilizing both seminars and clinical practice, students apply theoretical understandings and evidence to practice, considering various clinical settings. The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.

*Prerequisite(s): NURS 330-4, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NRS 423-8, NURS 444-(3, 5, 8)*

*Major Restriction: Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course*

**NURS 435-(6, 8) Pediatric Nursing** This course examines the theory and practice of neonatal and/or pediatric nursing in detail, with particular attention to rural and northern nursing practice. Consideration is given to ethical issues, culture, and the impact of social determinants of health on child health and development and long-term outcomes. The practicum addresses and consolidates theoretical concepts and evidence-based practice approaches relevant to pediatric nursing in hospital, community, and mental health care contexts. The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.

*Prerequisite(s): NURS 330-4, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NRS 425-8, NURS 434-3, NURS 445-(3, 5, 8)*

*Major Restriction: Post-Diploma BScN students or permission of the Chair, for 6-credit hour course*

**NURS 454-(6, 8) Perinatal Care** This course spans the antenatal, intrapartum and post-partum continuum focusing on the perinatal skills and competencies required for nurses to support women and their families through low-risk, normal pregnancies. Students learn to recognize and take action in abnormal situations and make sound, informed clinical judgements in emergency situations in rural settings. This course involves a workshop and practicum, which are both mandatory. Prior to the practicum, RNCP and Post-Diploma students must provide proof of certification in the Neonatal Resuscitation Program (NRP) and the Fetal Health Surveillance course (FHS). The NCBNP requires the 8-credit hour course. RNCP and Post-Diploma BScN students complete the 6-credit hour course.

*Prerequisite(s): NURS 330-4, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NURS 434-3, NURS 445-(3, 5, 8)*

*Major Restriction: Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course*

**NURS 455-(6, 8) Foundations in Emergency and Trauma Nursing** This course provides students with evidence-informed knowledge and skills to identify clients with critical conditions and to intervene effectively in situations of adult, geriatric, and pediatric emergency and trauma encountered in rural practice. The course includes a mandatory lab experience and practicum. Prior to the practicum, RNCP and Post-Diploma students must provide proof of successful completion of the Canadian Triage and Acuity Scale (CTAS) within 24 months prior to the practicum commencing. The RNCP and Post-Diploma BScN require the 6-credit hour course. The NCBNP requires the 8-credit hour course.

*Prerequisite(s): For the 6-credit hour course, a minimum of one full-time year of acute care practice within the past five years for RNCP and Post-Diploma BScN students. For the 8-credit hour course, NURS 330-4, or permission of the Chair*

*Recommendation(s): NURS 451-3*

*Major Restriction: Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair for the 6-credit hour course*

**NURS 461-8 Rural Health and Nursing** This course focuses on rural health and nursing. It provides students with the opportunity to increase their knowledge and skills, and to extend their ability to conduct comprehensive health assessments with diverse client populations across the lifespan. Students learn to safely utilize the NNPBC Decision Support Tools for RN First Call practice. Students learn to identify health concerns and risks, taking into account culture, ethnicity and health beliefs to make informed clinical judgements. This course features a skills-building laboratory/workshop and a clinical practicum in a rural acute care or primary health care facility. Upon successful completion, students may apply for BCCNM RN First Call Practice Certification.

*Prerequisite(s): NURS 330-4, or permission of the Chair Preclusion(s): NRSG 421-8, NURS 442-(3, 5, 8), NURS 451-3, NURS 458-6*

**NURS 497-(6, 8) Specialty Focus in Nursing** This course comprises both theory and clinical practicum experience in a particular specialty area of nursing practice. The specialty area varies depending on the students' interests and the opportunities for specialty education available.

*Prerequisite(s): NURS 330-4, and permission of the Chair for 8-credit hour course*

*Major Restriction: Post-Diploma BScN students, and permission of the Chair for 6-credit hour course*

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

**NURS 420-~~(6, 8)~~ Community Health Nursing** This course provides the opportunity for students to increase their understanding of the theories, roles, and practices required for community health nursing in evolving primary health care systems in northern and rural settings. Emphasis is placed on a population- and community-focused approach to nursing care, including the promotion of health and prevention of disease and disability. An extended clinical practicum emphasizes the nurse as a partner within the community. Students contribute to services and programs by integrating theory, evidence, and practice. ~~The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.~~

*Prerequisite(s): NURS 418-7, or all of: NRSG 410-7, NRSG 411-7, NRSG 412-7, and NRSG 415-7, or permission of the Chair ~~for 8-credit hour course~~*

*Preclusion(s): NRSG 420-8, NURS 440-(3, 5, 8)*

*Major Restriction: ~~Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course~~*

**NURS 422-~~(6, 8)~~ Indigenous Health and Nursing** This course focuses on theories, roles, and practices required by nurses in Indigenous communities. Topics include: the theoretical and practical exploration of the impact of colonization on health; effects of rapid cultural change; nursing management of specific health issues; culturally sensitive approaches to nursing care; the health transfer process; and special topics related to health. In the extended clinical practicum, students integrate theory and evidence to contribute to services and programs in Indigenous communities or agencies that primarily serve Indigenous clients. ~~The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.~~

*Prerequisite(s): NURS 418-7, or all of: NRSG 410-7, NRSG 411-7, NRSG 412-7, and NRSG 415-7, or permission of the Chair ~~for 8-credit hour course~~*

*Preclusion(s): NRSG 422-8, NURS 441-(3, 5, 8), NURS 457-3*

*Major Restriction: ~~Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course~~*

**NURS 426-~~(6, 8)~~ Acute Care Nursing** This course examines the knowledge, skills, and attitudes required to provide holistic, person-centred care in the acute setting and explores the concepts and practices of acute



care nursing with various patient populations. Students consolidate and extend their knowledge and clinical ability in the acute care setting. Problem solving, complex patient situations, and expanding the professional role of the nurse are central themes of the course. ~~The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.~~

*Prerequisite(s): NURS 330-4, or all of: NRSG 410-7, NRSG 411-7, NRSG 412-7, and NRSG 415-7, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NRSG 424-8, NURS 443-(3, 5, 8)*

*Major Restriction: Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course*

**NURS 432-(6, 8) Mental Health and Addictions Nursing** This course focuses on mental health and substance use disorders and integration and application of relevant theoretical and clinical knowledge. ~~Nursing care incorporating holistic patient assessment, and cultural safety and humility, trauma-informed practice, advanced therapeutic communication and therapeutic use of psychotropic drugs are emphasized. Rural and northern contexts are emphasized. Emphasis is placed on nursing care that incorporates holistic patient assessment, cultural safety and humility, trauma-informed practice, advanced therapeutic communication, and therapeutic use of psychotropic drugs, particularly within the contexts of rural and northern communities.~~ Utilizing both seminars and clinical practice, students apply theoretical understandings and evidence to practice, considering various clinical settings. ~~The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.~~

*Prerequisite(s): NURS 330-4, or all of: NRSG 410-7, NRSG 411-7, NRSG 412-7, and NRSG 415-7, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NRSG 423-8, NURS 444-(3, 5, 8)*

*Major Restriction: Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course*

**NURS 435-(6, 8) Pediatric Nursing** This course examines the theory and practice of neonatal and/or pediatric nursing in detail, with particular attention to rural and northern nursing practice. Consideration is given to ethical issues, culture, and the impact of social determinants of health on child health and development and long-term outcomes. The practicum addresses and consolidates theoretical concepts and evidence-based practice approaches relevant to pediatric nursing in hospital, community, and mental health care contexts. ~~The NCBNP requires the 8-credit hour course. Post-Diploma BScN requires the 6-credit hour course.~~

*Prerequisite(s): NURS 330-4, or all of: NRSG 410-7, NRSG 411-7, NRSG 412-7, and NRSG 415-7, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NRSG 425-8, NURS 434-3, NURS 445-(3, 5, 8)*

*Major Restriction: Post-Diploma BScN students or permission of the Chair, for 6-credit hour course*

**NURS 454-(6, 8) Perinatal Care** This course spans the antenatal, intrapartum, and post-partum continuum focusing on the perinatal skills and competencies required for nurses to support women and their families through low-risk, normal pregnancies. Students learn to recognize and take action in abnormal situations and make sound, informed clinical judgements in emergency situations in rural settings. This course involves a workshop and practicum, which are both mandatory. Prior to the practicum, RNCP and Post-Diploma students must provide proof of certification in the Neonatal Resuscitation Program (NRP) and the Fetal Health Surveillance course (FHS). ~~The NCBNP and the NBNP requires the 8-credit hour course. RNCP and Post-Diploma BScN students complete the 6-credit hour course.~~

*Prerequisite(s): NURS 330-4, or all of: NRSG 410-7, NRSG 411-7, NRSG 412-7, and NRSG 415-7, or permission of the Chair for 8-credit hour course*

*Preclusion(s): NURS 434-3, NURS 445-(3, 5, 8)*

*Major Restriction: Rural Nursing Certificate Program or Post-Diploma BScN students, or permission of the Chair, for 6-credit hour course*

**NURS 455-(6, 8) Foundations in Emergency and Trauma Nursing** This course provides students with evidence-informed knowledge and skills to identify clients with critical conditions and to intervene effectively in

situations of adult, geriatric, and pediatric emergency and trauma encountered in rural practice. The course includes a mandatory lab experience and practicum. Prior to the practicum, RNCP and Post-Diploma students must provide proof of successful completion of the Canadian Triage and Acuity Scale (CTAS) within 24 months prior to the practicum commencing. The RNCP and ~~Post-Diploma BScN~~ requires the 6-credit hour course. The NCBNP and NBNP requires the 8-credit hour course.

*Prerequisite(s): For the 6-credit hour course, a minimum of one full-time year of acute care practice within the past five years for RNCP and ~~Post-Diploma BScN~~ students. For the 8-credit hour course, NURS 330-4, or all of: NRSG 410-7, NRSG 411-7, NRSG 412-7, and NRSG 415-7, or permission of the Chair*

*Recommendation(s): NURS 451-3*

*Major Restriction: Rural Nursing Certificate Program ~~or Post-Diploma BScN~~ students, or permission of the Chair for the 6-credit hour course*

**NURS 461-8 Rural Health and Nursing** This course focuses on rural health and nursing. It provides students with the opportunity to increase their knowledge and skills, and to extend their ability to conduct comprehensive health assessments with diverse client populations across the lifespan. This course provides students with the opportunity to increase their knowledge and skills in rural health and nursing, and to extend their ability to conduct comprehensive health assessments with diverse client populations of all ages.

Students learn to safely utilize the NNPBC Decision Support Tools for RN First Call practice. Students learn to identify health concerns and risks, taking into account culture, ethnicity and health beliefs to make informed clinical judgements. This course features a skills-building laboratory/workshop and a clinical practicum in a rural acute care or primary health care facility. Upon successful completion, students may apply for BCCNM RN First Call Practice Certification.

*Prerequisite(s): NURS 330-4, or all of: NRSG 410-7, NRSG 411-7, NRSG 412-7, and NRSG 415-7, or permission of the Chair*

*Preclusion(s): NRSG 421-8, NURS 442-(3, 5, 8), NURS 451-3, NURS 458-6*

**NURS 497-~~6, 8~~ Specialty Focus in Nursing** This course comprises both theory and clinical practicum experience in a particular specialty area of nursing practice. The specialty area varies depending on the students' interests and the opportunities for specialty education available.

*Prerequisite(s): NURS 330-4 and permission of the Chair, or all of: NRSG 410-7, NRSG 411-7, NRSG 412-7, and NRSG 415-7 and permission of the Chair for 8-credit hour course*

*Major Restriction: ~~Post-Diploma BScN~~ students, and permission of the Chair for 6-credit hour course*

## 6. Authorization:

**Program / Academic / Administrative Unit:** School of Nursing

**Faculty(ies):** Faculty of Human and Health Sciences

**SCCC Reviewed:** June 10, 2025

**Faculty Council Motion Number(s):** FHHS.FC.2025.07.10.09

**Faculty Council Approval Date(s):** July 10, 2025

**Senate Committee on Indigenous Initiatives Motion Number:**

**Senate Committee on Indigenous Initiatives Meeting Date:**

## 7. Other Information

**Attachment Pages:**   0   pages

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

**Brief Summary of Committee Debate:** Effective Date amended following a clarification from the program

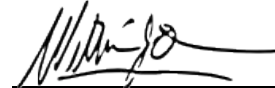
**Motion No.:** SCAAF 202509.06

**Moved by:** Todd Whitcombe

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED

**Approved by SCAAF:** September 10, 2025  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202509.07

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change to the preclusion for HHSC 201-3 Ethics and Law in Health Care, on **page 261 of the 2025/2026** Undergraduate calendar, be approved as proposed

1. **Effective date:** **September 2026**

2. **Rationale for the proposed revisions:** These courses are not equivalent. In particular, HHSC 201 is entirely missing the professional responsibilities and accountabilities of the nursing profession (which is 1/3 of the course), nursing-specific roles under various pieces of healthcare legislation, the role of the BCCNM, and a number of other full lecture topics.

3. **Implications of the changes for other programs, etc., if applicable:** Chairs of both School of Health Sciences and Nursing department have discussed and agree to propose motions.

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

**HHSC 201-3 Ethics and Law in Health Care** This course examines ethical and legal concepts as applied to health care and health care research. Further, students explore how new technology and therapeutic practices change the parameters of ethical and moral reasoning, and the impact this has on health law. In addition, students are exposed to ethical practices and policies that form the foundation of health related research.

*Prerequisite(s): Enrollment in the BHSc program, or permission of the instructor*

*Preclusion(s): NURS 308-3*

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

**HHSC 201-3 Ethics and Law in Health Care** This course examines ethical and legal concepts as applied to health care and health care research. ~~Further,~~ s Students explore how new technology and therapeutic practices change the parameters of ethical and moral reasoning, and the impact this has on health law. In addition, students are exposed to ethical practices and policies that form the foundation of health-related research.

*Prerequisite(s): Enrollment in the BHSc program, or permission of the instructor*

~~*Preclusion(s): NURS 308-3*~~

6. **Authorization:**

**SCCC Reviewed:** June 10, 2025

**Program / Academic / Administrative Unit:** School of Health Sciences

**Faculty(ies):** FHHS

**Faculty Council Motion Number(s):** FHHS.FC.2025.07.10.04

**Faculty Council Approval Date(s):** July 10, 2025

Senate Committee on Indigenous Initiatives Motion Number: N/A

Senate Committee on Indigenous Initiatives Meeting Date: N/A

7. Other Information

Attachment Pages: 0 pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF 202509.07

**Moved by:** Ronald Camp II

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED

**Approved by SCAAF:** September 10, 2025  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202509.08

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change to the preclusion for HHSC 311-3 Nutrition, on page 261 of the 2025/2026 Undergraduate calendar, be approved as proposed

1. **Effective date:** September 2026
2. **Rationale for the proposed revisions:** These courses are not equivalent and should not be precluded.
3. **Implications of the changes for other programs, etc., if applicable:** Chairs of both School of Health Sciences and Nursing department have discussed and agree to propose motions.
4. **Reproduction of current Calendar entry for the item to be revised:**

**HHSC 311-3 Nutrition** This course reviews nutrient requirements across the lifespan and physiological connections of diet to health and disease. Therapeutic aspects of parenteral nutrition (total and peripheral) and special diets in disease states are covered.

*Prerequisite(s): Enrollment in the BHSc program and completion of 30 credit hours.*

*Preclusion(s): ANTH 311-3, NURS 206-3*

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

**HHSC 311-3 Nutrition** This course reviews nutrient requirements across the human lifespan and physiological connections of diet to health and disease. Therapeutic aspects of parenteral nutrition (total and peripheral) and special diets in disease states are covered.

*Prerequisite(s): Enrollment in the BHSc program and completion of 30 credit hours:*

*Preclusion(s): ANTH 311-3, ~~NURS 206-3~~*

6. **Authorization:**

**SCCC Reviewed:** June 10, 2025

**Program / Academic / Administrative Unit:** School of Health Sciences

**Faculty(ies):** FHHS

**Faculty Council Motion Number(s):** FHHS.FC.2025.07.10.05

**Faculty Council Approval Date(s):** July 10, 2025

**Senate Committee on Indigenous Initiatives Motion Number:** N/A

**Senate Committee on Indigenous Initiatives Meeting Date:** N/A

7. **Other Information**

**Attachment Pages:** 0 pages

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

**Brief Summary of Committee Debate:**

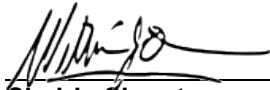
**Motion No.:** SCAAF 202509.08

**Moved by:** Ronald Camp II

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED

**Approved by SCAAF:** September 10, 2025  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202509.09

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change to the preclusion for HHSC 405-3 Pathophysiology, on page 262 of the 2025/2026 Undergraduate calendar, be approved as proposed

1. **Effective date:** September 2026
2. **Rationale for the proposed revisions:** These courses are not equivalent and should not be precluded.
3. **Implications of the changes for other programs, etc., if applicable:** Chairs of both School of Health Sciences and Nursing department have discussed and agree to propose motions.
4. **Reproduction of current Calendar entry for the item to be revised:**

**HHSC 405-3 Pathophysiology** This lecture course examines central concepts in pathophysiology. Topics include cell-tissue biology, mechanisms of self-defense, and alterations to organs and systems, all in relation to human health.

*Prerequisite(s): HHSC 306-3 and HHSC 326-1*

*Preclusion(s): HHSC 301-3, NURS 202-3*

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

**HHSC 405-3 Pathophysiology** This lecture course examines central concepts in pathophysiology. Topics include cell-tissue biology, mechanisms of self-defense, and alterations to organs and systems, all in relation to human health.

*Prerequisite(s): HHSC 306-3 and HHSC 326-1*

*Preclusion(s): HHSC 301-3, ~~NURS 202-3~~*

6. **Authorization:**

**SCCC Reviewed:** June 10, 2025

**Program / Academic / Administrative Unit:** School of Health Sciences

**Faculty(ies):** FHHS

**Faculty Council Motion Number(s):** FHHS.FC.2025.07.10.06

**Faculty Council Approval Date(s):** July 10, 2025

**Senate Committee on Indigenous Initiatives Motion Number:** N/A

**Senate Committee on Indigenous Initiatives Meeting Date:** N/A

7. **Other Information**

**Attachment Pages:** 0 pages



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

**Brief Summary of Committee Debate:**

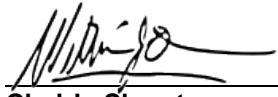
**Motion No.:** SCAAF 202509.09

**Moved by:** Ronald Camp II

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED

**Approved by SCAAF:** September 10, 2025  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202509.10

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course ENGR 801-3 Engineering Research Methods be approved as follows:

**A. Description of the Course**

This is a graduate course in research methodologies applied to engineering problems. The first part covers research fundamentals, proposal development, and identifying research gaps. It teaches logical frameworks, ontological considerations, and applying theoretical concepts. The second part explores qualitative, quantitative, and mixed methods, experimental design, and statistical analysis. The third and final part addresses research project execution and management. Students will acquire a comprehensive understanding of engineering research and its methods, enabling them to design and execute research projects in their respective fields.

1. **Proposed semester of first offering:** September 2026
2. **Academic Program:** PhD in Engineering
3. **Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** ENGR 801-3
4. **Course Title:** Engineering Research Methods
5. **Goal(s) of Course:** Enable students to design and execute research projects.
6. **Calendar Course Description:**

This course, organized into three parts, provides graduate students in the School of Engineering with a solid foundation in research methodologies. The first part covers research fundamentals, proposal development, and identification of research gaps. It teaches logical frameworks, ontological considerations, and theoretical concepts. The second part explores qualitative, quantitative, and mixed methods; experimental design; and statistical analysis. The final part addresses research project execution and management. By the end, students refine their research skills, create a proposal, and learn essential tools for their projects.

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           

Seminar       #      

Laboratory           

Other (please specify) 3 lecture/seminar\*

\* Instructor-led lectures complemented by student-delivered seminars

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

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

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

12. **Preclusions:** COMM 662-3 Research Methodology

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:**

- a) Tang, H. (2020). Engineering research: Design, methods, and publication. John Wiley & Sons.  
b) Dawson, C. (2019). Introduction to research methods 5th edition: A practical guide for anyone undertaking a research project. Robinson.

**B. Significance Within Academic Program**

1. **Anticipated enrolment**     20    

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

3. **Required for:** Major: PhD in Engineering Minor: \_\_\_\_\_ Other: \_\_\_\_\_

4. **Elective in:** Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Other: \_\_\_\_\_

5. **Course required by another major/minor:** None

6. **Course required or recommended by an accrediting agency:** None

7. **Toward what degrees will the course be accepted for credit?** PhD in Engineering, MSc in Engineering

8. **What other courses are being proposed within the Program this year?**

ENGR 802-3 Dissertation Seminar in Engineering  
ENGR 803-3 Professional Development in Engineering  
ENGR 890-12 PhD in Engineering Dissertation

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:** This course has some overlap with COMM 662-3, but is focused on Engineering problems, allowing students to more readily apply the contents to their research projects.

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

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?

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. **Faculty Staffing:** Course will be taught by existing faculty at the School of Engineering

ii. **Space (classroom, laboratory, storage, etc.):** Classroom

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

- a) Tang, H. (2020). Engineering research: Design, methods, and publication. John Wiley & Sons.
- b) Dawson, C. (2019). Introduction to research methods 5th edition: A practical guide for anyone undertaking a research project. Robinson.

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

- None

#### **E. Additional Attached Materials**

#### **F. Other Considerations**

1. **First Nations Content\*:** No   X

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

**\*\*If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. **Other Information:** None

3. **Attachment Pages (in addition to required “Library Holdings” Form):**   0   pages

#### **G. Authorization**

**SCCC Reviewed:** August 28, 2025

1. **Faculty(ies):** Science and Engineering

2. **Faculty Council Motion Number(s):** FSE FC 2025.08.21.01

3. **Faculty Council Approval Date(s):** August 28, 2025
4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A
5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF 202509.10

**Moved by:** Todd Whitcombe

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED Pending ministry approval of the PhD Program.

**Approved by SCAAF:** September 10, 2025  
**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:** ENGR 801-3 Engineering Research Methods

This is a graduate course in research methodologies applied to engineering problems. The first part covers research fundamentals, proposal development, and identifying research gaps. It teaches logical frameworks, ontological considerations, and applying theoretical concepts. The second part explores qualitative, quantitative, and mixed methods, experimental design, and statistical analysis. The third and final part addresses research project execution and management. Students will acquire a comprehensive understanding of engineering research and its methods, enabling them to design and execute research projects in their respective fields.

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

a) Are current library holdings adequate?      Yes   X        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**

July 31, 2025

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

Motion Number (assigned by  
Steering Committee of Senate): S-202509.11

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course ENGR 802-3 Dissertation Seminar in Engineering be approved as follows:

**A. Description of the Course**

This is a graduate course that supports engineering dissertation proposal and development. It covers the different dissertation formats and all components of a traditional dissertation in engineering. The course is delivered as a series of workshops, allowing students to work on their dissertations while receiving and providing feedback to their peers. Different modes of communication are explored: written, oral, and poster presentations, as well as how to communicate engineering and science topics to a broader audience.

**1. Proposed semester of first offering:** September 2026

**2. Academic Program:** PhD in Engineering

**3. Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** ENGR 802-3

**4. Course Title:** Dissertation Seminar in Engineering

**5. Goal(s) of Course:** Enable students to develop their dissertation proposal and design publication strategies.

**6. Calendar Course Description:**

This course aims to support students' ongoing work on their dissertations. In particular, the course identifies and explains the various tasks that are typically involved in the development of a dissertation, such as literature review, problem statement, methods, development, analysis, discussion, and conclusion.

**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 \_\_\_\_\_

Seminar \_\_\_\_\_ # \_\_\_\_\_

Laboratory \_\_\_\_\_

Other (please specify) 3 lecture/seminar\*

\* Instructor-led lectures complemented by student-delivered seminars

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

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:

Depends on project topic.

## **B. Significance Within Academic Program**

1. Anticipated enrolment     20    

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

3. Required for: Major: PhD in Engineering Minor: \_\_\_\_\_ Other: \_\_\_\_\_

4. Elective in: Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Other: \_\_\_\_\_

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: None

7. Toward what degrees will the course be accepted for credit? PhD in Engineering, MSc in Engineering

8. What other courses are being proposed within the Program this year?

ENGR 801-3 Engineering Research Methods

ENGR 803-3 Professional Development in Engineering

ENGR 890-12 PhD in Engineering Dissertation

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: None

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? NA   X



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

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?**

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. **Faculty Staffing:** Course will be taught by existing faculty at the School of Engineering
- ii. **Space (classroom, laboratory, storage, etc.):** Classroom
- iii. **Library Holdings:**
- iv. **Computer (time, hardware, software):**
  - None

**E. Additional Attached Materials**

**F. Other Considerations**

**1. First Nations Content\*: No   X**

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

**\*\*If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

**2. Other Information:** None

**3. Attachment Pages (in addition to required “Library Holdings” Form):   0   pages**

**G. Authorization**

**SCCC Reviewed:** August 28, 2025

- 1. Faculty(ies):** Science and Engineering
- 2. Faculty Council Motion Number(s):** FSE FC 2025.08.21.02
- 3. Faculty Council Approval Date(s):** August 28, 2025
- 4. Senate Committee on Indigenous Initiatives Motion Number:** N/A
- 5. Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF 202509.11

**Moved by:** Todd Whitcombe

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED Pending ministry approval of the PhD Program.

**Approved by SCAAF:** September 10, 2025  
**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:** ENGR 802-3 Dissertation Seminar in Engineering

This is a graduate course that supports engineering dissertation proposal and development. It covers the different dissertation formats and all components of a traditional dissertation in engineering. The course is delivered as a series of workshops, allowing students to work on their dissertations while receiving and providing feedback to their peers. Different modes of communication are explored: written, oral, and poster presentations, as well as how to communicate engineering and science topics to a broader audience.

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

- a) Are current library holdings adequate?      Yes   X        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**

July 31, 2025  
\_\_\_\_\_  
**Date**

Motion Number (assigned by  
Steering Committee of Senate): S-202509.12

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course ENGR 803-3 Professional Development in Engineering be approved as follows:

**A. Description of the Course**

This is an engineering graduate course in professional development. It aims to provide students with an opportunity to develop effective academic practices and awareness of all aspects of their future career. It includes the following topics: lecture preparation and delivery, ethics, course development, teaching methods and techniques, student attraction and retention, learning theory, assessment, faculty development, program development, non-academic jobs.

1. **Proposed semester of first offering:** September 2026
2. **Academic Program:** PhD in Engineering
3. **Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** ENGR 803-3
4. **Course Title:** Professional Development in Engineering
5. **Goal(s) of Course:** Help students prepare for the main aspects of their career after obtaining a doctoral degree in engineering.

**6. Calendar Course Description:**

This course provides students with an opportunity to develop effective academic practices and awareness of all aspects of their future career. It includes the following topics: lecture preparation and delivery, ethics, course development, teaching methods and techniques, student attraction and retention, learning theory, assessment, faculty development, program development, and non-academic jobs.

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           

Seminar       #      

Laboratory           

Other (please specify) 3 lecture/seminar\*

\* Instructor-led lectures complemented by student-delivered seminars

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

**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:**

This is a list of selected references, most of which are journal articles on topics of engineering education. The list will evolve, as new publications are added for each offering, replacing some of the existing ones:

Baumeister, M., and Starke, J., "Improving Student Confidence through Metacognitive Learning", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 128, No. 3, Oct. 2002, pp. 145-148.

Bransford, J., Brown, A. L., & Cocking, R. R. (Eds.). (1999). How people learn: Brain, mind, experience, and school. Washington, D.C.: National Academy Press.

Brown, R., W., "Multi-choice versus Descriptive Examinations", 31st ASEE/IEEE Frontiers in Education Conference, October 10-13, 2001, Reno, NV, Session T3A-13.

Budny, D., D., "Adding Advising and Mentoring to an Integrated Freshmen Curriculum", International Conference on Engineering Education, August 6-10, 2001, Oslo, Norway, pp. 15-20.

Chinowsky, P., S., Brown, H., Szajnman, A., and Realph, A., "Developing Knowledge Landscapes through Project-Based Learning", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 132, No. 2, Apr. 2006, pp. 118-24.

Christodoulou, S., "Educating Civil Engineering Professionals of Tomorrow", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 130, No. 2, Apr. 2004, pp. 90-4.

Cranston, B., "The Place of the Engineer in Society", 32nd ASEE/IEEE Frontiers in Education Conference, November 6-9, 2002, Boston, MA, Session S3C-24.

Curran, T., R., "A Strategy for Involving Undergraduates in the Development of Teaching Methods", 32nd ASEE/IEEE Frontiers in Education Conference, November 6-9, 2002, Boston, MA, Session S2H-12.

Dziedzic, M., and Tozzi, M., "The Mountain Did Come", 34th ASEE/IEEE Frontiers in Education Conference, October 20-23, 2004, Savannah, GA, Session T1A-1.

Dziedzic, M., Ferlin, E., and Tozzi, M., J. "Engineering Games Evolve: a new format", 35th ASEE/IEEE Frontiers in Education Conference, Oct. 19-22, Indianapolis, IN, 2005, Session T4F-1.

Dziedzic, M., Tozzi, M., J., Krüger, C., M., Traghetta, D., G., and Gomes, J., "Engineering Games II", International Congress on Engineering Education 2002, Manchester, Proceedings of the International Congress on Engineering Education.

Estes, A., C., Welch, R., W., and Ressler, S., J., "The Assessment of Teaching", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 132, No. 1, Jan. 2006, pp. 02-10.

Estes, A., C., Welch, R., W., Ressler, S., J., "Questioning: Bring Your Students Along on the Journey", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 130, No. 3, Oct. 2004, pp. 237-42.

Estes, A., C., Welch, R., W., Ressler, S., J., "The ExCEED Teaching Model", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 131, No. 4, Oct. 2005, pp. 218-22.

Fox, M., A., Hackerman, N., Evaluating and Improving Undergraduate Teaching. In: Science, Technology, Engineering, and Mathematics, Washington, D.C, The National Academies Press, 2003, pp. 232.

- Harding, T., S., Carpenter, D., D., Montgomery, S., M., and Steneck, N., H., "A Comparison of the Role of Academic Dishonesty Policies of Several Colleges on the Cheating Behavior of Engineering and Pre-Engineering Students", 32nd ASEE/IEEE Frontiers in Education Conference, November 6-9, 2002, Boston, MA, Session S1H-15.
- Higgs III, C., F., Graham, S., and Mattei, N., J., "Development of New Faculty: Summary of the NSF-CMS WEE Workshop", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 132, No. 2, April 2006, 133-7.
- Higgs, C., F., Graham, S., and Mattei, N. J., "Development of New Faculty: Summary of the NSF-CMS - WEE Workshops", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 132, No. 2, Apr. 2006, pp. 133-7.
- Johnson, M., J., and Sheppard, S., D., "Students Entering and Exiting the Engineering Pipeline Identifying Key Decision Points and Trends", . 32nd ASEE/IEEE Frontiers in Education Conference, November 6-9, 2002, Boston, MA, Session S3C-12.
- Kaw, A., K., "Techniques Employed by Highly Effective Engineering Educators", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 131, No. 3, Jul. 2005, pp. 175-7.
- Lawson, W. D., "In Defense of a Little Theory", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 128, No. 3, Oct.2002, pp. 206-11.
- Nehdi, M., "Crisis of Civil Engineering Education in Information Thecnology Age: Analysis and Prospects", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 128, No. 3, Jul. 2002, pp. 131-7.
- Ogunlana, S., Niwawate, C., Quang, T., and Thang, L., C., "Effect of Humor Usage by Engineers at Construction Sites", Journal of Management in Engineering, ASCE, Vol. 22, No. 2, Apr. 2006, pp. 81-8.
- Pellegrino, J.W., Chudowsky, N., & Glaser, R. (Eds.). (2001). Knowing what students know: The science and design of educational assessment. Washington, DC: National Academy Press.
- Popescu, A., and Popescu, R., "Building Research Skills: Course-Integrated Training Methods", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 129, No. 1, Jan. 2003, pp. 40-3.
- Quadrato, C., Welch, R., W., and Albert, B. C., "Training Faculty to Teach Civil Engineering", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 131, No. 2, Apr. 2005, pp. 111-7.
- Quadrato, C., Welch, R., W., and Albert, B., C., "Training Faculty to Teach Civil Engineering", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 131, No. 2, April 2005, 111-7.
- Ressler, S., J., Melch, R., W., Meyer, K.F., "Organizing and Delivering Classroom Instruction", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 130, No. 3, July 2004, pp. 153-6.
- Ribeiro, L., R., C., and Mizukami, M., G., N., "Student Assessment of a Problem-Based Learning Experiment in Civil Engineering Education", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 131, No. 1, Jan. 2005, pp. 13-8.
- Schaaf, R., V., Klosky, J., L., "Classroom Demonstrations in introductory Mechanics", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 131, No. 2, Apr. 2005, pp. 83-9.
- Swarts, J., and Odell, L., "Rethinking the Evaluation of Writing in Engineering Courses", 31st ASEE/IEEE Frontiers in Education Conference, October 10-13, 2001, Reno, NV, Session T3A-25.
- Titcomb, S. L., and Carpenter, H. J., "The Design TASC Engineering Design Competition: a Ten-Year Perspective", 30th ASEE/IEEE Frontiers in Education Conference, Oct. 18-21, Kansas City, MO, 2000, Session T2E-1.
- Wankat, P., C., "Improving Engineering and Technology Education by Applying What is Known About how People Learn", Journal of SMET Education, 3/1&2 January-June 2002, pp. 01-06.
- Winn, J., "Avoiding Death by Powerpoint", Journal of Professional Issues in Engineering Education and Practice, ASCE, Vol. 129, No. 3, July 2003, pp. 115-8.

## **B. Significance Within Academic Program**

1. **Anticipated enrolment**      20
2. **If there is a proposed enrolment limit, state the limit and explain:** None
3. **Required for:** Major: PhD in Engineering Minor: \_\_\_\_\_ Other: \_\_\_\_\_

4. **Elective in:** Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Other: \_\_\_\_\_
5. **Course required by another major/minor:** None
6. **Course required or recommended by an accrediting agency:** None
7. **Toward what degrees will the course be accepted for credit?** PhD in Engineering, MAsC in Engineering
8. **What other courses are being proposed within the Program this year?**  
ENGR 801-3 Research Methods in Engineering  
ENGR 802-3 Dissertation Seminar in Engineering  
ENGR 890-12 PhD in Engineering Dissertation
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?** NA   X
5. **In offering this course, will UNBC require facilities or staff at other institutions?**  
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?**  
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. **Faculty Staffing:** Course will be taught by existing faculty at the School of Engineering
  - ii. **Space (classroom, laboratory, storage, etc.):** Classroom
  - iii. **Library Holdings:** See attached form
  - iv. **Computer (time, hardware, software):** None

## E. Additional Attached Materials

## F. Other Considerations

1. First Nations Content\*: No   X

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

**\*\*If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. Other Information: None

3. Attachment Pages (in addition to required “Library Holdings” Form):   0   pages

## G. Authorization

SCCC Reviewed: August 28, 2025

1. Faculty(ies): Science and Engineering
2. Faculty Council Motion Number(s): FSE FC 2025.08.21.03
3. Faculty Council Approval Date(s): August 28, 2025
4. Senate Committee on Indigenous Initiatives Motion Number: N/A
5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

#### Brief Summary of Committee Debate:

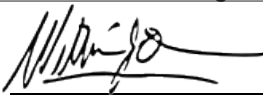
Motion No.: SCAAF 202509.12

Moved by: Todd Whitcombe

Seconded by: Jared Hirt

Committee Decision: CARRIED Pending ministry approval of the PhD Program.

Approved by SCAAF: September 10, 2025  
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:** ENGR 803-3 Professional Development in Engineering

This is an engineering graduate course in professional development. It aims to provide students with an opportunity to develop effective academic practices and awareness of all aspects of their future career. It includes the following topics: lecture preparation and delivery, ethics, course development, teaching methods and techniques, student attraction and retention, learning theory, assessment, faculty development, program development, non-academic jobs.

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

a) Are current library holdings adequate?      Yes   X        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**

July 31, 2025

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



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

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

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

16. Proposed text / readings:

### **B. Significance Within Academic Program**

1. Anticipated enrolment   20  

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

3. Required for: Major: PhD in Engineering Minor:                                  Other:                                 

4. Elective in: Major:                                  Minor:                                  Other:                                 

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: None

7. Toward what degrees will the course be accepted for credit? PhD in Engineering

8. What other courses are being proposed within the Program this year?

ENGR 801-3 Engineering Research Methods

ENGR 802-3 Dissertation Seminar in Engineering

ENGR 803-3 Professional Development in Engineering

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? NA   X  

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

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?

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. Faculty Staffing:
- ii. Space (classroom, laboratory, storage, etc.):
- iii. Library Holdings:
- iv. Computer (time, hardware, software): None

#### **E. Additional Attached Materials**

#### **F. Other Considerations**

1. First Nations Content\*: No   X

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

**\*\*If “yes,”** refer the motion to the Senate Committee on Indigenous Initiatives **prior to** SCAAF.

2. Other Information: None
3. Attachment Pages (in addition to required “Library Holdings” Form):   0   pages

#### **G. Authorization**

SCCC Reviewed: August 28, 2025

- 1. Faculty(ies): Science and Engineering
- 2. Faculty Council Motion Number(s): FSE FC 2025.08.21.04
- 3. Faculty Council Approval Date(s): August 28, 2025
- 4. Senate Committee on Indigenous Initiatives Motion Number: N/A
- 5. Senate Committee on Indigenous Initiatives Meeting Date: N/A

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF 202509.13

**Moved by:** Todd Whitcombe

**Seconded by:** Jared Hirt

**Committee Decision:** CARRIED Pending ministry approval of the PhD Program.

**Approved by SCAAF:** September 10, 2025  
**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:** ENGR 890-12 Engineering Dissertation

This is a graduate course that PhD in Engineering students enrol in while they are developing their dissertation to maintain continued enrolment in the program.

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

- a) Are current library holdings adequate?      Yes   X        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**

July 31, 2025

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

Motion Number (assigned by  
Steering Committee of Senate): S-202509.14

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

**Motion:** That the following agreement with the University of the Arctic (UArctic) be renewed and approved under the previously agreed terms and conditions.

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

**Rationale:** This agreement is in support and renewal of an already existing exchange agreement between UArctic members. The north2north program is an exchange program that allows students to participate in exchange with UArctic member institutions in the absence of direct bilateral exchange partnerships allowing expanded opportunities for students. This agreement is already in line with current commitments as UNBC already commits 1-2 tuition waivers per year as per the original agreement.

**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):** 6 pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF 202509.14

**Moved by:** Jared Hirt

**Seconded by:** Nicole Neufeld

**Committee Decision:** CARRIED

**Approved by SCAAF:** September 10, 2025

**Date**



**Chair's Signature**

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



**Agreement for Multilateral Exchange  
between the University of the Arctic (UArctic ry)  
and all north2north Members Institutions**

By joining the mobility program of UArctic north2north, each Higher Education Institution enters into an agreement to participation in a multilateral exchange between all north2north participating institutions.

As stated in the north2north Program Guidelines, participating institutions will regard this agreement equal to a bilateral agreement for sending and receiving students and staff without requiring an additional bilateral agreement from other participating institutions in the program (except where National Law requires a bilateral agreement).

Participating institutions, where tuition fees apply, commit to offer to north2north at least one tuition waiver each academic year; the offer of the waiver should happen without setting an institutional preference as it would be considered as discrimination.

In addition, participating institutions will make their best effort to provide travel funding to enable the participation of the north2north institutional coordinator in the national (if applicable) and international north2north meetings.

This agreement shall enter into force on the date of the last signature below and shall remain in effect for as long as the Higher Education Institution remains in the north2north Mobility Program.

Name of Higher Education Institution:

**UArctic ry**

Name: Lars Kullerud

Name:

Function: President

Function:

Date, Signature and stamp:

Date, signature and stamp:

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This Agreement is between:

**University of Northern British Columbia (UNBC)**

Prince George, British Columbia, Canada

and

**University of the Arctic (UArctic)**

c/o UArctic International Secretariat

Rovaniemi, Finland

**Subject areas:** North American Regional Office of Undergraduate Studies, and  
UArctic Associate Dean of Undergraduate Studies

**Background:**

1. The purpose of this agreement is to define the terms, functions and conditions for the hosting of UArctic's *North American Regional Office of Undergraduate Studies*, and the position of *UArctic Associate Dean, North America, of Undergraduate Studies* by UNBC (UNBC).
2. The majority of UArctic's core operations are organized by a set of Memoranda of Understanding (MOUs) between UArctic and the individual host institutions. The areas of responsibility and major functions for UArctic's three regional offices of undergraduate studies (i.e. North American Regional Office, Nordic-Barents Regional Office, and Russian Regional Office), as well as the positions of Dean of Undergraduate Studies, and Associate Dean of Undergraduate Studies are regulated by separate MOU agreements. This Agreement addresses the regional office for North America and the Associate Dean of Undergraduate Studies of UArctic.

**Structure and Key Activities of UArctic's Undergraduate Studies:**

3. The Undergraduate Studies Strategic Area is one of seven strategic functions of UArctic (UArctic Strategic Plan 2009-2013). The Undergraduate Studies Strategic Area is responsible for overseeing the use of the UArctic label reflecting UArctic quality—that is, academic quality, respect for traditional knowledge, and UArctic values—in Undergraduate Studies, and Open or Continued Learning.
4. Each UArctic Strategic Area has a lead, and normally one or more vice-leads. The Undergraduate Studies Strategic Area is directed by a Dean of Undergraduate Studies, currently situated at the Russian Regional Office. In addition there are two Associate Deans of Undergraduate Studies; one located at the North American Regional Office, and the other at the Nordic-Barents Regional Office.
5. Since the establishment of UArctic's Undergraduate Studies, the Dean, Associate Deans and the Regional Offices have worked collaboratively with UArctic's membership to create and deliver the Bachelor of Circumpolar Studies (BCS) program. As one of the flagship activities of UArctic, BCS consists of seven core programs, which are managed by UArctic, as well as 'advanced emphases' study modules which are approved by UArctic, but developed, managed, and delivered by individual member institutions.

6. In addition to BCS, the Dean and Associate Deans of Undergraduate Studies are also responsible for the initial development of UArctic's Open Learning program, which shall strive to build capacity in member institutions to prepare adult learners with the skills necessary for employment in traditional, sector driven, as well as public services in the Circumpolar North. Furthermore, the Open Learning program shall seek to help adult learners to find pathways to further higher education accomplishments.

Functions of UArctic's North American Regional Office of Undergraduate Studies:

7. In collaboration with other regional offices, and with attention given towards the use of the UArctic label, UArctic quality, respect for traditional knowledge and UArctic values, for the purpose of this agreement, the roles and functions of UArctic's *North American Regional Office of Undergraduate Studies* include:
  - a. Leading the overall international online delivery of the BCS program, by ensuring that standards for "common" online courses are kept and made available to students at all UArctic member institutions.
  - b. Coordinating the Circumpolar Studies (BCS) and Open Learning program areas in North America, by overseeing the onsite development and delivery of related activities.
8. The administrative head of the North American Regional Office of Undergraduate Studies will be appointed by the UArctic Associate Dean of Undergraduate Studies.
9. The parties agree that the roles and functions of UArctic's *North American Regional Office of Undergraduate Studies*, as defined above, are based on current UArctic governance documents, UArctic's Strategic Plan 2009-2013, and UArctic Strategic Implementation Plan 2009-2013.

Functions of UArctic's Associate Dean of Undergraduate Studies:

10. In collaboration with the Dean of Undergraduate Studies and the Associate Dean of Undergraduate Studies from the Nordic-Barents Regional Office, and with attention given towards the use of the UArctic label, UArctic quality, respect for traditional knowledge and UArctic values, for the purpose of this agreement, the specific roles and functions of the *UArctic Associate Dean of Undergraduate Studies* [North American] are understood to include:
  - a. Under the leadership of the Dean, co-lead necessary work to keep the overall quality of the Circumpolar Studies (BCS) core courses, by participating in the curriculum review process and by leading the overall international online delivery of the BCS program.
  - b. Monitoring the onsite delivery of Circumpolar Studies (BCS) and encouraging its expansion across North America.
  - c. Working together with UArctic's International Academic Office to ensure the proper registration and credit tracking of undergraduate students, as well as participating in efforts to develop a UArctic Alumni and related activities.
  - d. Collaborating in the development of educational elements within UArctic's Open Learning programmatic area, and engaging with interested member institutions and partners in North America.
  - e. Engaging in efforts to plan, develop and deliver contents of Circumpolar Studies (BCS) core courses as professional development training modules for representatives of governments and private sector industries.

- f. Taking part in the strategic development of the Undergraduate Studies Strategic Area, and in the resulting decision making processes.
  - g. Represent the UArctic as a whole, and the Undergraduate Studies when requested by the Dean and the President.
11. The parties agree that the roles and functions of the *UArctic Associate Dean of Undergraduate Studies*, as defined above, are based on current UArctic governance documents, UArctic's Strategic Plan 2009-2013, and UArctic Strategic Implementation Plan 2009-2013.

#### Other Engagements by University of Northern British Columbia's in UArctic:

- 12. This agreement is limited to the above-mentioned roles and functions, and does not address other engagements UNBC may have in academic program and/or service related activities of UArctic. Participation, leadership and other roles in these are, when relevant, regulated in separate agreements.
- 13. UNBC is a full member of UArctic and will engage in other parts of UArctic as any other member, and is encouraged to use knowledge it gains about UArctic programs and activities associated to this agreement to also enhance UNBC's engagement in the UArctic network.
- 14. In undertaking their roles, the staff and any support staff of UArctic's *North American Regional Office of Undergraduate Studies* may receive, handle, manage and communicate non-public knowledge about other UArctic members in their daily work. UNBC shall respect the confidentiality of the information, and shall respect that such personnel refrain from taking part in decision-making at UNBC in cases where there may be a conflict of interest.

#### To host the North American Regional Office of Undergraduate Studies

- 15. UArctic and UNBC agree to locate UArctic's *North American Regional Office of Undergraduate Studies* at UNBC.
- 16. Staff members of the regional office are to report directly to the *UArctic Associate Dean of Undergraduate Studies* on all matters regarding UArctic undergraduate operations.
- 17. The *Associate Dean of Undergraduate Studies*, including office staff, shall operate according to UArctic's governance structure. This includes the delivery of reports based on annual planning and reporting requirements for all UArctic Strategic Areas.
- 18. All decisions regarding UArctic policies and programs are the responsibility of the Board, the Council, and the President of UArctic.
- 19. The *UArctic Associate Dean of Undergraduate Studies*, including office staff and reasonable operational costs shall be provided as a combination of in-kind contributions from UNBC and cash funds from UArctic. Both parties understand that the activity level will need to be scaled to available resources.
- 20. The daily operations of the *North American Regional Office of Undergraduate Studies* and of the *UArctic Associate Dean of Undergraduate Studies*, including financial management will be handled through UNBC.
- 21. UArctic acknowledges the necessary limitations imposed by the fact that the *North American Regional Office of Undergraduate Studies*, the position of *UArctic Associate Dean of Undergraduate Studies*, as well as support staff are part of UNBC, and shall act according to rules and legal framework that apply to all UNBC operations and employees.
- 22. UNBC recognizes that the *UArctic Associate Dean of Undergraduate Studies*, including office staff, needs to have as much autonomy as possible within the legal framework governing the UNBC, in managing UArctic's internal information and funds controlled by the UArctic. UNBC

agrees to find flexible solutions to achieving this autonomy within its legal and regulatory framework.

23. UNBC recognises that any changes regarding the individual(s) leading the activities of the *North American Regional Office of Undergraduate Studies* will require mutual consultation during the employment process and mutual agreement between the parties that sign this agreement. In the case of the *UArctic Associate Dean of Undergraduate Studies*, the use of that title is at the discretion of the UArctic Dean of Undergraduate Studies, and only requires the approval by the UArctic President.

#### To host the UArctic Associate Dean of Undergraduate Studies

24. UArctic and UNBC agree that a *UArctic Associate Dean of Undergraduate Studies* will be located at, and hosted by UNBC.
25. UNBC agrees to inform, and seek the approval of UArctic's Dean of Undergraduate Studies and the UArctic President, of any person it nominates for the position of *UArctic Associate Dean of Undergraduate Studies*.
26. During the term of this agreement, provided that the individual [she/he] remains a faculty position at UNBC, the host institution agrees to assign the necessary release from other duties as an-kind contribution to facilitate the fulfilment of duties related to the appointment as *UArctic Associate Dean of Undergraduate Studies*.
27. For the initial year of the operation (Canadian Fiscal years 2012/13) UArctic will contribute 40,000 Euro to UNBC as a base contribution to support the activities in this Agreement, and will commit to raising the additional funds necessary to effectively run the North American Regional Office. UArctic will allocate adequate central funding to the Office, limited by available funds and UArctic Board approval.
28. UNBC acknowledges that the responsibilities of the *UArctic Associate Dean of Undergraduate Studies* include:
  - a. Reporting directly to the Dean of Undergraduate Studies on all matters regarding UArctic operations.
  - b. Participation in UArctic's Senior Management Team (Ma-Mawi) as an alternate representative of the Undergraduate Studies Strategic Area.
  - c. Contributing to the development, delivery and review of courses and other educational programs and activities assigned to the Undergraduate Studies Strategic Area by UArctic;
  - d. In managing the *North American Regional Office of Undergraduate Studies*, the *UArctic Associate Dean of Undergraduate Studies* has the specific responsibilities to:
    - (i). Lead the overall international online delivery of core Circumpolar Studies courses, by ensuring that they are provided at least once each academic year;
    - (ii). Monitor the onsite delivery of Circumpolar Studies courses and encourage the development of Advanced Emphases studies at campuses across North America;
    - (iii). Participate in the review process of Circumpolar Studies course content, ensuring that course credit values are set at the appropriate academic level and that courses are up to date;
    - (iv). Actively help with the submission of project funding applications that can lead to activity development, spin off deliveries, or the production of new forms of course materials;

- (v). Collaborate with UArctic's International Academic Office to ensure that it receives complete and accurate information about all students participating in and completing UArctic undergraduate studies activities;
- (vi). Work with other UArctic leaders to identify future needs for academic delivery / registrar functions and a UArctic Alumni;
- (vii). Work with UArctic's Field School Office to develop concrete proposals on ways to adapt BCS content as professional development training modules for representatives of governments and private sector industries;
- (viii). Collaborate in the development of educational elements within UArctic's Open Learning program area, and engaging with interested member institutions and partners in North America.

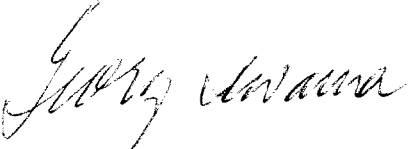
29. The *UArctic Associate Dean of Undergraduate Studies* may select his / her own staff according to procedures approved by the Dean.

Duration of the agreement:

- 30. This Agreement shall commence on March 1<sup>st</sup>, 2012, for an initial period of 3-years, and will automatically be extended for additional periods if not terminated.
- 31. The parties shall, one year before the three year period ends, organise a review of the functionality of the hosting Agreement as described herein.
- 32. Notwithstanding of terms above, both parties shall have right to terminate this Agreement for its sole discretion by giving notice in writing to the other party. The period of notice is twelve months.
- 33. No change in or modification of this Agreement shall be made except by prior written agreement between the parties that sign this Agreement.

Law and Values:

- 34. The Parties will cooperate and act reasonable and in good faith towards each other. All disputes and disagreements hereunder shall be settled by means of negotiation, and in case of failure to reach agreement, the parties are to submit the disagreement to mediation before taking legal action.
- 35. This agreement shall be governed by and interpreted in accordance with the substantive law of Canada.

  
**George Iwama**  
 President and Vice-Chancellor  
 University of Northern British Columbia

**Place:** British Columbia, Canada

**Date:** February 15, 2012

  
**Lars Kullerud**  
 President  
 University of the Arctic

**Place:** Arendal, Norway

**Date:** February 1<sup>st</sup>, 2012

# Department of History

**BA Hist, BA (Hons) Hist, BA (Joint Major ENGL/HIST; Joint Major HIST/POLS; Joint Major HIST/WMST), BA (Minor HIST), MA (HIST)**

Faculty of Indigenous Studies, Social Sciences and Humanities

Reviewers are asked to provide a report that:

- Identifies and commends the degree program's notably strong and creative attributes
- Describes the degree program's respective strengths, areas for improvement, and opportunities for enhancement
- Recommends specific steps to be taken to improve the degree program, distinguishing between those the program can itself take and those that require external action
- Recognizes the institution's autonomy to determine priorities for funding, space, and faculty allocation; and
- Respects the confidentiality required for all aspects of the review process

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## PART 1 - EXECUTIVE SUMMARY

The Executive Summary will be made publicly available on the Provost's website.

**ACADEMIC ADMINISTRATIVE UNIT:** HISTORY

**DEGREE PROGRAMS UNDER REVIEW:** MA IN HISTORY, BA IN HISTORY (INCLUDING MINOR, MAJOR, HONOURS, AND JOINT MAJORS)

**CHAIR/DIRECTOR:** DANA WESSELL LIGHTFOOT

**DATE OF DEGREE PROGRAM(S) REVIEW:** January 29/30, 2025

**DATE OF THE PREVIOUS DEGREE PROGRAM(S) REVIEW:** 2014

**INTERNAL RESOURCE PERSON:** Administrative Coordinator, Selina Ross

### REVIEWERS

UNBC member of the review committee; Dr. Angèle Smith, Chair and Professor, Department of Anthropology

External - **Darlene Abreu-Ferreira**  
Professor, Department of History  
University of Winnipeg  
Winnipeg, MB

External - **Jennine Hurl-Eamon**  
Chair and Professor, Department of History  
Trent University  
Peterborough, ON

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## I. SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) PROCESS

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The External Review of the Department of History BA and MA degree programs was understandably delayed beyond the normal period due to a number of factors beyond the Department's control. This past autumn, the Department held two retreats to facilitate the production of a self-study with a coherent vision. The resulting document was made available to the Reviewers on 18 December 2024.

The Reviewers visited the University campus on 29 and 30 January 2025. The site visit was very well planned and supported by Interim VP Academic and Provost Bill Owen, Academic Operations and Quality Assurance Director John McNeill, Dean Kriston Rennie, and Administrative Coordinator Selina Ross. Over the two days, the Reviewers met with the Department faculty members, undergraduates and graduate students, the Department's student advisor, and its administrative assistant. These meetings were very engaging and productive, though the Reviewers found that the half-hour allotted to individual meetings with faculty went by far too quickly; an hour would have allowed a more in-depth discussion. They also sat down with chairs of joint majors and the head of the Northern British Columbia Archives and had tours of the campus, including the Library. Throughout the site visit, the



Reviewers were accompanied by Anthropology Department Chair Angèle Smith. Professor Smith proved knowledgeable and sensitive to areas that might need additional explanation, and was an indispensable asset.

Following the site visit, the Reviewers were given six weeks to fill in the report template. Throughout the process, they have been well informed of the University's strategic plan, review policies, and report procedures. The final Reviewers' report is submitted to the Provost, who then circulates it to the History Department; the Dean of the Faculty of Indigenous Studies, Social Sciences, and Humanities; and the Vice President, Research. The History Department prepares a response that includes an Action Plan. The Dean prepares a response that includes comments on this action plan, all of which are then discussed with the Provost, who then submits a final response. These responses are submitted to the Senate Committee on Academic Affairs, along with the Executive Summary, for further discussion and advice. At 12-, 24-, and 36-month intervals, the Provost's office checks the progress on the Action Plan. The results are reported to Senate.

## **II. SUMMARY OF FINDINGS**

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### **Major Strengths of the Degree Program**

The Department of History boasts a dedicated group of faculty members able to offer exceptional mentorship to undergraduate and graduate students in a collegial environment buttressed by a strong network of institutional support staff. The rewards of this pedagogical focus are evident in the success of its graduates. The students with whom the Reviewers met on the site visit were intelligent, articulate, and engaged. They spoke very highly of the Department and are a tribute to their professors.

The Department has also fostered a warm and collegial environment for faculty. As the self-study makes clear, this unit has survived a very turbulent period with significant faculty turnover. Thanks to the dedication of existing faculty, and to forward-thinking investment by University administrators in recent years, the Department hired three new faculty members and created a more cohesive and optimistic atmosphere. This will help to ensure stability for students, staff, and faculty associated with the program going forward.

Finally, the Reviewers commend the research productivity of the tenured and tenure-track faculty members in this Department. Featuring distinct thematic concentrations in historical fields such as gender and sexuality, law, and colonialism, these professors have a vigorous and sustained scholarly record. All five faculty members have received prestigious research and publication awards. Their performance is at a level commensurate with History faculty working in the leading research universities in Canada.

### Significant Areas of Weakness or In Need of Further Development

The Reviewers found three areas of weakness, or in need of further development:

First, the Department of History ought to have a historian who specializes in the history of British Columbia and/or the North. Such a faculty member would give credence to the University's foundational claims that it exists *for* and *with* the people of northern B.C. Although current faculty can cover some of this area, only a specialist can give northern B.C. its proper due, and show in tangible terms that northern communities – and their histories – matter. The students we met spoke of this neglect.

Second, the Reviewers noted a common thread of dissatisfaction among sessional staff, adjuncts, and archival staff pertaining to insufficient communication between them and the Department of History. Although few wished to complain too openly, the gist of their concerns pertained to not being consulted and utilized as resources for faculty and students alike. All spoke of loving the work they did, or had done, but wished to be consulted and integrated more consistently, and to have their abilities recognized more concretely.

Third, the Reviewers were struck by two seemingly connected concerns: high rates of attrition in the first and second year, and the reported low levels of available internal funding for undergraduates. We suggest that through creative fundraising efforts, the Department and University at large could increase its appeal for undergraduate students by offering financial assistance as an incentive to continue with their studies.

### Comments on the Future Direction of the Degree Program(s)

As stated above, the future hiring of a specialist in the history of northern British Columbia would strengthen the Department's position in relation to the University's goals of serving and representing the needs and aspirations of northern communities. In the interim, before obtaining a cross-appointment for an East Asian historian, the Reviewers recommend that the Department make use of Dr. Xin Chen, and engage all adjuncts and sessional staff more directly. The Department could also take the temperature of its faculty members in an annual retreat to strengthen the voices of junior faculty in deciding future directions.

In relation to the degree programs more directly, the Department should avoid unnecessary degree requirements, for this could become cumbersome with only five tenure-stream faculty members. Most Canadian universities have breadth requirements (requiring graduates to have courses from different temporal, geographic, and thematic areas) instead of fixed course requirements. If UNBC's History Department adds breadth requirements on top of its current compulsory methods courses, its degree pathways may become unnecessarily complicated. This could result in a reduction of honours students and a decline in joint majors. Students doing the joint major told the Reviewers that they already find it challenging to get all their requirements.

Finally, the Department and the University at large could engage a development officer to help with fundraising to supplement financial assistance for undergraduate students. As the University enters its 35-year milestone, the Department needs to capitalize on the growing number of alumni as a potential source of support in fundraising efforts.

### III. SUMMARY OF THE REVIEWERS' RECOMMENDATIONS

RECOMMENDATIONS	DESCRIPTION OF THE RECOMMENDATION
<b>One: Acquire professor to cover history of British Columbia</b>	The Department needs to complement its course offerings by acquiring a specialist in the history of B.C. and/or the North. This new position would reflect well on the Department's commitment to its student body, most of whom come from northern British Columbia, and substantiate the University's premise that "UNBC is a regional university with a focus on the economic and social needs of the North." (READY Roadmap, p.8)
<b>Two: Increase collaboration between the Department, Archivists, and Adjuncts.</b>	Explore new avenues to increase collaboration with non tenure-stream instructors, as well as the Northern British Columbia Archives staff. Strategies could include issuing invitations to sessional faculty to become adjunct and integrating existing adjunct faculty and Archives staff into Department communication and graduate student project planning.
<b>Three: Find alternative ways to encourage breadth in undergraduate program.</b>	Investigate whether adding more undergraduate degree program requirements is truly necessary "to create temporal, geographic, and thematic depth."
<b>Four: Increase Fundraising</b>	Financial Assistance for undergraduate students needs a boost and creative fundraising, perhaps through the help of generous and supportive alumni (per survey).

## **Department of History**

### **History (B.A. Program)**

### **History (M.A. Program)**

Faculty of Indigenous Studies, Social Sciences, and Humanities

**Chair: Dr. Dana Wessell Lightfoot**

**Dean: Dr. Kriston Rennie**

**Interim Provost and Vice President, Academic: Dr. Bill Owen**

**Date UNBC Received the External Review of Degree Programs Report: March 6, 2025**

**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**

May 14, 2025

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

The Department would like to express its gratitude to the external reviewers for the care and time taken to develop this report. We agree with the strengths identified of our programs and see the overall report as positive. In terms of the recommendations, the Department has a mixed response. Some of the recommendations are outside the purview of the Department and fall under other units at UNBC, in particular Recommendation #4 related to fundraising. Others do not reflect departmental needs or take into account aspects of our program that are currently in development (Recommendation #1: Hiring a specialist in the history of B.C. or the North). Nevertheless, the Department has developed creative and relevant responses, and accompanying action plans, to address all four recommendations which are outlined below.

### **II. Correction of Factual Errors or Areas of Misunderstanding in the Report**

No errors were found in the report.

## 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	Acquire professor to cover history of British Columbia and/or the North	
	Action	The external reviewers recommended that department complement its course offerings by hiring a specialist in the history of B.C. and/or the North. We do not support this recommendation and do not believe it is reflective of departmental needs. Two of the faculty members in the department already include content relevant to the history of B.C. and/or the North in their courses and have plans to develop future courses specific to those areas. Both faculty members also are engaged in or planning relevant research projects related to the history of British Columbia. To expand local history opportunities for students which also reflect UNBC's READY plan in relation to experiential learning, the Department plans to develop a series of courses on Barkerville, Fort St. James, the North Pacific Cannery, and on history of ranching in the Americas.	
	Person(s) Responsible	Dana Wessell Lightfoot, Max Hamon, Barrie Blatchford, and Jacqueline Holler	
	Target Implementation Date	Summer or Fall 2026	
	Implementation Details	12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	
2	Recommendation	Increase collaboration between the Department, Archivists, and Adjuncts	

	<b>Action</b>	This recommendation asks the department to explore new avenues to increase collaboration with non tenure-stream instructors, as well as the Northern British Columbia Archives staff. The department chair met with Dr. Xin Chen in May to discuss an adjunct appointment with the department and received a positive response. The chair also plans to explore this option for our other regular sessional instructor, Dr. Domingo Aviles. We will add the profiles of adjunct instructors to our departmental website. We will also invite all adjunct professors to departmental meetings. In terms of the Northern British Columbia Archives, we look forward to reinforcing existing ties and expanding their engagement in our courses. We will also invite the Archives' team to have a representative attend department meetings and plan to highlight student projects that have relied on the Northern British Columbia Archives on our departmental website.	
	<b>Person(s) Responsible</b>	Dana Wessell Lightfoot, chair	
	<b>Target Implementation Date</b>	Fall 2025	
	<b>Implementation Details</b>	12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	
<b>3</b>	<b>Recommendation</b>	Find Alternative ways to encourage breadth in undergraduate program	



	<b>Action</b>	The reviewers cautioned the department against adding further degree requirements to encourage breadth. To provide students with expanded breadth opportunities, the department is committed to establishing a series of experiential learning courses offered on a rotating basis from all faculty members. Noted above are ones related to local history and history of the Americas. We also plan to develop a collaboratively taught course on the history of the Iberian peninsula which reflects the expertise of three faculty members (Wessell Lightfoot, Holler, and Farhan). Secondly, as the department has had three new faculty members join since 2021, we are long overdue for a curriculum review to better reflect our current expertise and strengths. We will also explore potential changes to our Honours program in order to attract more students.	
	<b>Person(s) Responsible</b>	All members of the department	
	<b>Target Implementation Date</b>	Curriculum Review (Fall 2025); Experiential Learning Courses (Starting in Summer or Fall 2026); Honours Program (Fall 2025)	
	<b>Implementation Details</b>	12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	
<b>4</b>	<b>Recommendation</b>	Increase fundraising	
	<b>Action</b>	The reviewers noted that financial assistance for undergraduate students should be boosted through creative fundraising.	Access to sufficient funding for undergraduate and graduate students is an institution-wide issue at UNBC and one for which we have a dedicated office with the expertise to assist students in this area. The department remains committed to providing opportunities for graduate and undergraduate students to work with faculty as research assistants. We will continue to apply for large-scale research grants to make accessible funding available to undergraduate and graduate students in that vein. As this specific recommendation came out of concerns about retention of undergraduate students (again a university-wide issue), we would like to request a data pack from institutional research in three years to determine if the concerns raised by the external reviewers about retention in the History Department are related to pandemic conditions or other factors. We will also explore the development of a mentorship internship program for History students which would provide opportunities for senior students to act as peer educators for first-year students.
	<b>Person(s) Responsible</b>	Application for funding RA positions for students (entire department); Future request for data pack (Dana Wessell Lightfoot, chair)	Peer mentorship program (Dana Wessell Lightfoot)

	Target implementation date	Application for funding for RA positions (annually); Future request for data pack (Fall 2027)	Peer mentorship program (Winter 2026)
	Implementation Details	12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	

## 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: \_\_31 May 2026\_\_
- 24 month Action Plan Progress Report: \_\_31 May 2027\_\_
- 36 month Action Plan Progress Report: \_\_31 May 2028\_\_

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

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

Professors Darlene Abreu-Ferreira (University of Winnipeg), Jennine Hurl-Eamon (Trent University), and Angèle Smith (UNBC) conducted their on-site review of the History program on January 29-30, 2025. Their final report, submitted on March 6, 2025, identified several major program and departmental strengths including a collegial environment, a strong network of support staff, engaged students, a robust curriculum, and excellent research productivity. Areas of weakness were also identified, in addition to comments on the future direction of the degree program, which together have shaped the above action plan and my additional comments/recommendations below.

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

May 26, 2025

In their written report, the external reviewers’ recommended that the History program:

1. Hire a full-time faculty member in the specialized area of Northern B.C. History;
2. Address ‘a common thread of dissatisfaction among sessional staff, adjuncts, and archival staff...’ by increasing collaboration and improving communications;
3. Avoid unnecessary degree requirements in meeting the desired goal of increasing breadth and depth in the History undergraduate program; and,
4. Increase fundraising efforts to address rates of attrition and improve recruitment;

The Program’s Action Plan addresses the above recommendations in a measured and thoughtful manner.

While I agree in principle that a teacher-scholar of Northern B.C. history ‘would help the Department fit more into UNBC’s strategic plan’ (**Action #1**), hiring another faculty member in the program does not align with the Faculty or Department’s current plans, disciplinary needs, or financial realities. Strategic hiring decisions within the program over the past three years have successfully staffed the department to a sufficient level for the current student numbers. As a result, the Department is now able to leverage its expertise to expand local history opportunities for students through new courses and experiential learning, as well as pursuing research projects into northern B.C. The proposed timeline for these objectives reflects an implementation date that builds on existing and ongoing development work in the program.

The reviewers' recommendation to increase collaboration with the Northern B.C. Archives (**Action #2**) speaks to the potential within the Department of History for expanding internal and external relationships. I agree that there are significant opportunities, which depend very much on creating sufficient time, energy, and capacity to realize the collective outcomes. Building on existing relationships within the university will certainly benefit students if more opportunities can be generated to accommodate the growing level of interest. The Department's alignment with this mission exists already through undergraduate courses that partner with several organizations outside the institution; such partnerships will also continue as part of the program's curriculum renewal, a strategy intent on optimizing student involvement, participation, and training.

Proposed curriculum revisions, which the program acknowledged as long overdue, will be undertaken to reflect the current and renewed faculty complement in the Department (**Action #3**). These steps will include expanding experiential learning opportunities for undergraduate students across several courses. A full review of the History undergraduate curriculum, aided by the impetus of this external review and its recommendations, as well as by leadership and support within the department, will ideally address the reviewers' concerns against imposing a rigid structure in the History undergraduate degree. I agree, in principle, with the caution against creating unnecessarily complicated breadth requirements and pathways, having every confidence in the program's ability to assess their curriculum wholesale to meet disciplinary objectives and robust (international) standards. The proposed implementation dates for these core activities follow a logical path of progression, starting as soon as Fall 2025.

The recommendation to increase fundraising was tied to a strategy for improving student retention. The possibility of generating new and more awards for History students through a concentrated development campaign might assist with this objective, which would be a collective responsibility initiated at the Faculty and institutional level, with support from the Chair and members of the program. As the reviewers mentioned, working together with the UNBC administration in creative ways could help strengthen financial opportunities for more students. Higher rates of grant success, as briefly noted, would also expand the opportunities for more graduate student and post-doc recruitment into the History Master's program.

And finally, the reviewers also noted opportunities for revenue generation through heightened marketing campaigns, which again requires sustained and centralized support; the program's very recent update to their website addresses (as a first critical step) the reviewers' suggestion for greater visibility and impact, thereby laying a strong foundation for driving interest to the program and what it offers. The suggestion for a peer mentorship internship scheme to develop support for first-year students is directly tied to the departmental initiative and responsibility for strengthening recruitment and retention, with a deliberate focus on student experience, training, and well-being. One final element to this plan (**Action #4**) includes a holistic approach to gathering and interpreting institutional data around student enrolment, which is being done on an ongoing basis as part of day-to-day operations, in addition to the proposal for taking a more long-range view over the next three years.

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### III. Provost and Vice President, Academic's Response to the Recommendations and Action Plan 13 August 2025

Regular and comprehensive degree program reviews support the commitment of the university and its faculty and staff to the quality, accountability, sustainability, and continuous improvement of UNBC's degree programs and academic service units.

Thank you to the review committee, the department faculty, staff, and students, central administration, and the Faculty Dean for their participation in the program review for the Department of History.

I have carefully read the reviewers' report, the departmental response, and the decanal response. A meeting with the dean and chair on 13 August 2025 provided important additional context. I want to underscore the authority and responsibility of the dean and department for a large majority of the recommendations.

I broadly agree with the recommendations of the external review committee and how these recommendations have been incorporated into the departmental action plan. I also appreciate that the Department has already taken steps that align with the key recommendations. Following our conversation, I would emphasize my endorsement of action item #3 on the necessary need for a full curriculum review.

- **Curriculum review:** A curriculum review needs to ensure that the core curriculum is not based upon who the members of the department are, but rather on the necessary graduate attributes and learning outcomes relevant for History and the success of History graduands.

As is usually the case, the external review committee has made recommendations that may have some degree of resource implications. Whereas I broadly support suggestions to not only review but to develop new programming for example, recommendations and actions that necessitate acquiring new resources or reallocation of resources will take some time to achieve and must align with the strategic direction and goals of the department and faculty.

I look forward to seeing the department's work on the action plan and to hearing about the positive impact on the program.

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# **Chemistry**

## **B.Sc. Chemistry**

### **B.Sc. Chemistry (Honours)**

### **Joint Degree in Chemistry and Computer Science**

### **Joint Degree in Chemistry and Mathematics**

### **Joint Degree in Chemistry and Physics**

## **M.Sc. Chemistry**

Faculty of Science and Engineering

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## PART 1 - EXECUTIVE SUMMARY

The Executive Summary will be made publicly available on the Provost's website.

**ACADEMIC ADMINISTRATIVE UNIT:** Faculty of Science and Engineering

**DEGREE PROGRAMS UNDER REVIEW:** B.Sc. Chemistry, B.Sc. Chemistry (Honours), Joint Degree in Chemistry and Computer Science, Joint Degree in Chemistry and Mathematics, Joint Degree in Chemistry and Physics, M.Sc. Chemistry

**CHAIR:** Todd Whitcombe

**DATE OF DEGREE PROGRAMS REVIEW:** October 2024

**DATE OF THE PREVIOUS DEGREE PROGRAMS REVIEW:** 2018

**INTERNAL RESOURCE PERSON:** Jennifer Sumner, FSE Administrative Coordinator

### REVIEWERS

Reviewer 1 - John Sorensen  
Professor  
University of Manitoba  
Winnipeg, Manitoba

Reviewer 2 - Alex Brown  
Professor  
University of Alberta  
Edmonton, AB

Reviewer 3 – Brent Murray  
Professor  
University of Northern BC  
Prince George, BC

## I. SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAMS PROCESS

The Site Visit Team (SVT) evaluated the Undergraduate and Graduate Degree Programs in the Department of Chemistry at the University of Northern BC. This site visit took place over two days on October 28<sup>th</sup> and 29<sup>th</sup> 2024. The SVT would like to thank the members of the Department and the University for the open and frank discussions, the detailed documentation, and for the opportunity to learn about the programs.

The SVT was provided the opportunity to meet with individuals covering all aspects of the Chemistry program from the senior university leadership team (Dean, Deborah Roberts; Interim VP Academic & Provost, Bill Owens; VP Research & Innovation, Paula Wood-Adams; and Interim AVP - Indigenous, Penina Harding) to faculty (Dr. K. Morgan, Dr. C. Lee, Dr. T. Whitcombe, Dr. M. Mandy, Dr. K. Reimer, and Dr. A. Gorelle) and staff (senior lab instructors Dr. K. Fadock and Dr. U. Parshotam) in the department. The SVT also appreciated meeting those staff in positions supporting students within the programs, i.e., J. Bowen, Access Coordinator, and K. Saunderson, Learning Specialist - Sci/Math Academic Success Centre. Meeting



with the other Faculty of Science and Engineering Chairs (Dr. D. Ryan, Mathematics & Statistics; Dr. S. Hossain, Computer Science; Dr. M. Dziejczak, Engineering; and Dr. J. Hyndman (Acting Chair), Physics), including those from the departments involved in joint degree programs, was very beneficial. Finally, the SVT was provided time to meet current students in both the BSc and MSc programs; these students did not represent all programs under review but they provided useful insight into the programming and departmental/university supports. The SVT was also provided with the opportunity to tour the physical infrastructure of the Department (e.g., typical lecture halls, undergraduate laboratories, the NUCLEUS) and the wider university campus (e.g., library, Academic Success Centre, First Nations Centre).

## II. SUMMARY OF FINDINGS

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The SVT was, in general, impressed with the breadth and depth of the undergraduate programs in the Department of Chemistry, including of the joint programs with Computer Science, Mathematics, and Physics. The SVT also appreciated the quality of the infrastructure (lecture halls including Information technology and audio-visual components; laboratories including equipment) related to undergraduate education; please see comments and recommendations regarding graduate education. We could not identify any areas of major concern but do have some recommendations outlined below (see Section III for a summary and Section VII for more details) that we feel would strengthen the programs and ensure their long-term success. The SVT also has cautious optimism about the thesis-based graduate MSc program at UNBC and, in particular, feel the recent new hires (Drs. Morgan and Walsh) will strengthen the research programs in the department. The SVT has made some specific recommendations below for the graduate program in the Department of Chemistry that will ensure the program meets the needs of graduate students in both the near- and long-term.

### Major Strengths of the Degree Programs

The Chemistry BSc degrees (Honours and Major) have the same foundational courses in chemistry (General Chemistry, Analytical, Inorganic, Organic, Physical, and Biochemistry) as well as complementary science courses in Mathematics (Calculus I and II, Linear Algebra, plus one of Calculus III or Statistics), Physics, and Computer Science. These programs diverge in third-year primarily based on GPA, not course requirements, and the honours thesis. Importantly, the broad lecture requirements are supported by complementary laboratories, where students receive hands-on training. The joint programs (in Mathematics, Computer Science, or Physics) all contain the same breadth requirements across chemistry disciplines (except for biochemistry) within the first two years, along with the corresponding requirements in the relevant joint disciplines. In the last two years of all three joint programs, students balance studies across both chemistry and the joint discipline. The breadth of foundational chemistry training (General Chemistry, Analytical, Inorganic, Organic, Physical) across all programs is a major strength. Moreover, the chemistry programs (Honours and Major) also achieve depth, including through advanced laboratory training, and as such should seek Canadian Society of Chemistry accreditation (Recommendation #1) to advertise immediately this strength to current and prospective students, senior UNBC administration, and external entities. Due to the lack of the biochemistry requirement and, perhaps, enough chemistry lab hours through senior requirements, the joint programs are most likely not eligible for accreditation but this should not be seen as a weakness in these interdisciplinary programs; many similar interdisciplinary programs across Canada are also not accredited. In addition to the strengths of the programs themselves, the student supports, e.g., NUCLEUS, Access Resource Centre (ARC), and Academic Success Centre (ASC),

play critical roles in student academic, personal, and professional success and these areas/programs need to be maintained (see Recommendations #5 and #18).

According to the calendar, two different MSc programs are offered: a thesis-based program and a course-based program. The primary differences between these programs are the course requirements (more required in the course-based MSc) and the research depth (more required for the thesis-based MSc). The major strength of the MSc programs is the mentorship and research options provided through the available faculty members.

### **Significant Areas of Weakness or In Need of Further Development**

Within the BSc programs, a number of potential improvements could lead to even stronger degrees and student development, see recommendations. On paper, and as noted above, the course requirements for the degrees lead to a strong foundational knowledge of chemistry, as well as further depth in chemistry via the Honours and Majors programs or depth (although perhaps not as deep within chemistry) and breadth within the joint programs. However, one concern noted by the students was that courses were not offered on regular schedules, including annual scheduling (every year or alternate years) and also changing day/time slots each year. This unpredictable scheduling makes degree planning, especially for those in the joint programs, extremely challenging, if not, impossible. Thus, one recommendation (Recommendation #2) is to regularize scheduling, where core courses are offered at standardized day/time slots each year, and, as far as possible, multi-year scheduling is made possible by offering core, but smaller enrollment, senior classes on fixed bi-annual schedules (including possible day/time slots). Several areas related to experiential learning for undergraduate students could be further developed or enhanced including (i) development of a faculty-member led capstone project/thesis to replace CHEM 406 and 407 (Recommendation #3), (ii) restarting of the institutional co-op program (Recommendation #4), and (iii) further support of additional research opportunities for undergraduate students such as NSERC-USRAs (Recommendation #6).

For the MSc program, the same concerns regarding course scheduling and availability of courses were raised by the students and thus there is a similar recommendation (Recommendation #9) to regularize graduate course offerings. This scheduling and offerings are complicated by the fact that many of the (current) MSc students are UNBC undergraduate alumni thus limiting the availability of potential graduate courses and/or providing additional workload for faculty members to offer reading courses within their research area. Moreover, given these challenges with graduate course offerings, both the utility and viability of the course-based MSc seems concerning, and thus the recommendation to focus on the thesis-based MSc program (Recommendation #7). Connected with a focus on the thesis-based MSc, we recommend any development of a PhD program should be approached with caution (Recommendation #8).

Finally, to maintain the strength of the BSc programs as well as continue to build the strength of the MSc degree, a strategic hiring plan should be developed (Recommendation #12), which aligns with Departmental and Institutional priorities (Recommendations #15 and #16). This hiring plan is especially crucial given the current faculty complement. Also, as new faculty are being, and will be, hired, development of onboarding and mentorship for incoming faculty members is critically needed (Recommendation #13). Coupled with this recommendation is the need to ensure adequate research space (Recommendation #10) for new faculty hires to support both undergraduate experiential learning, a vibrant graduate program, and to provide research competitiveness externally to comparable institutions. Finally, as the programs look to the future, the Scholarly Activity and Productivity document

should be updated to reflect the goals and objectives of the Department, Faculty, and Institution (Recommendation #14).

### Comments of the Future Direction of the Degree Programs

The SVT was optimistic for the future of the B.Sc. program and are of the opinion that it provides solid preparation for permanent employment, for professional degrees, and for graduate studies within the discipline or more broadly.. As stated in Recommendation #1, the SVT strongly recommends that the Department apply for CSC accreditation for the Honours and Majors programs as a validation of the effort that has been put in to develop and support these programs. However, beyond this recommendation, the SVT found few areas of significant concern in the undergraduate program and are of the opinion that it has a solid foundation for the coming years. That said, a number of other recommendations (Recommendations #2 to #6) have been made which may enhance and strengthen the undergraduate programs in the near future.

The SVT also has some optimism about the future of the graduate program in the Department with suggestions for the Masters program (Recommendations #7, #9, and #11) and a caution for the doctoral program (Recommendation #8). As further elaborated below, the SVT strongly recommends the Department focus on the thesis-based Masters program and eliminate the course-based option. This change would bring the graduate program in the Department more in line with other Canadian chemistry graduate programs and make the Masters students more competitive for employment or further doctoral studies. The SVT strongly recommends that the Department launch a doctoral program with caution (see Recommendation #8). The SVT recommends that the Department ensure that they have enough infrastructure, resources (e.g, faculty time, funding, consumables,...), and graduate courses (including around professional development) available to make the doctoral graduates competitive in the search for employment or postdoctoral fellowships. The first step in this process is to build a strong, thriving thesis-based MSc program from which a future doctoral program could, if desired, be launched.

Faculty renewal, including decisions on how that is best accomplished with departmental and institutional goals in mind (Recommendations #10, #12, #15, and #16) as well as onboarding and mentorship to ensure new faculty success (Recommendations #13 and #14), will be an important element in guiding the future direction of the degree programs.

### III. SUMMARY OF THE REVIEWERS' RECOMMENDATIONS

RECOMMENDATIONS	DESCRIPTION OF THE RECOMMENDATION
	<b>Undergraduate Programming</b>
<b>One (1)</b>	<i>The Department should apply for Canadian Society of Chemistry (CSC) Accreditation for Honours and Major programs</i>
<b>Two (2)</b>	<i>Regularize academic scheduling for courses</i>
<b>Three (3)</b>	<i>Create a faculty-member supervised capstone project/thesis to replace CHEM 406 and CHEM 407</i>
<b>Four (4)</b>	<i>Re-start the institutional co-op program</i>
<b>Five (5)</b>	<i>Restore NUCLEUS center to old configurations</i>
<b>Six (6)</b>	<i>The Department should support NSERC-USRA and other research opportunities</i>
	<b>Graduate Program</b>
<b>Seven (7)</b>	<i>Focus exclusively on the thesis-based Masters program, i.e., consider discontinuation of the course-based Masters program</i>
<b>Eight (8)</b>	<i>Develop a Ph.D. program with caution</i>
<b>Nine (9)</b>	<i>Regularize academic scheduling for graduate courses, including coordination with other academic units, if applicable</i>
<b>Ten (10)</b>	<i>Ensure adequate research space and infrastructure for new faculty hires</i>
<b>Eleven (11)</b>	<i>Establish a minimum graduate student stipend</i>
	<b>Faculty and Staff</b>
<b>Twelve (12)</b>	<i>The Department should develop a strategic hiring plan</i>
<b>Thirteen (13)</b>	<i>Develop onboarding and mentorship programs for new faculty members</i>
<b>Fourteen (14)</b>	<i>Update the Scholarly Activity and Productivity Document to reflect accurately Institutional and Department priorities with respect to teaching, research, and service</i>
	<b>Department Comments</b>
<b>Fifteen (15)</b>	<i>Develop a Departmental research focus</i>
<b>Sixteen (16)</b>	<i>Link department priorities within teaching, research, and service to the institutional strategic plan [and the department strategic hiring plan (#12) and department research focus (#15)]</i>
<b>Seventeen (17)</b>	<i>Continue, and expand upon, the developed EDI Initiatives and work of AVP-Indigenous</i>
<b>Eighteen (18)</b>	<i>Maintain the outstanding services of the ASC and ARC</i>

# **Department of Chemistry and Biochemistry**

## **B.Sc. Chemistry**

## **B.Sc. Chemistry (Honours)**

## **B.Sc. Joint Chemistry and Computer Science**

## **B.Sc. Joint Chemistry and Mathematics**

## **B.Sc. Joint Chemistry and Physics**

## **M.Sc. Chemistry**

Faculty of Science and Engineering

Chair: Dr. Todd Whitcombe

Dean: Dr. Deborah Roberts

Interim Provost and Vice President, Academic: Dr. Bill Owen

Date UNBC Received the External Review of Degree Programs Report: Jan. 2025

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 30, 2025)

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

The Department of Chemistry and Biochemistry would like to express its thanks for the time, effort, and energy of the External Review Committee members. Below is our general response to their report.

Overall, the SVT found the program sound, covering both the breadth and depth necessary for a Chemistry degree at a Canadian University. They noted that the degree program covers the core sub-disciplines in chemistry (Analytical, Inorganic, Organic, Physical, and Biochemistry) and students are required to take at least one course in each area at the 200-level. Further, students are required to complete courses in complementary disciplines (Biology, Computer Science, Mathematics, and Physics). The joint degrees require a similar first two years (except Biochemistry) along with a balance of studies across both disciplines. The Honours degree distinguishes itself by requiring the completion of a Thesis, requiring two terms of research under the supervision of a faculty member. As such, their first recommendation is that *“The Department should apply for Canadian Society of Chemistry (CSC) Accreditation for Honours and Major programs”*. While Chemistry degrees across the country are not required to be accredited – there is no provincial licensing body similar to other professional disciplines – there is a concerted effort by provincial associations to seek professional status in statute. Presently, in British Columbia, chemists have “Right to Title” (P.Chem.) only. If and when professional accreditation is achieved, chemistry departments will be required to be accredited so the Department is moving towards voluntary accreditation (see Response #1).

The SVT did note a number of areas where further development would improve the overall program and these are addressed in their Recommendations and in our Responses below. However, some of the SVT concerns echoed what they heard from the chemistry students they met with. Specifically, concerns were raised over the frequency of courses. All of the first and second year required chemistry courses are offered on an annual basis and as of September 2024, we have reinstated offering both CHEM 100 and CHEM 101 in September and January terms, while the second year organic chemistry courses are both now being offered in each semester. While the “off-semester” versions of the courses are not intended for students entering directly into a chemistry degree, they do support students in other disciplines or students opting for a January intake. Indeed, students entering in January can successfully complete all of their degree requirements in their first two years at UNBC. With regard to 300- and 400-level courses, the Chemistry Program made a decision in 1994 to offer these courses on an alternating scheme (for example, CHEM 320 and CHEM 321 are offered in even and odd years, respectively). This allows students to gain depth in any one sub-discipline, and by doubling the cohort of students in any one year, helps to generate larger class sizes. However, there remains the issue that day/time slots for courses change annually and laboratories can be scheduled during unworkable hours. These issues are addressed in several Recommendations by the SVT. Finally, as the SVT was charged with considering the graduate degrees, they recognized the role of an M.Sc. in supporting research within the department and the development of young faculty members. But they also recommended the Department should focus on the thesis-based Masters program and eliminate the course-based option, while

moving cautiously in developing a Ph.D. degree. Several recommendations speak to this view and will be addressed below.

## II. Correction of Factual Errors or Areas of Misunderstanding in the Report

To the best of our knowledge, no factual errors were found.

## 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	<i>The Department should apply for Canadian Society of Chemistry (CSC) Accreditation for Honours and Major programs</i>	
	Action	The Department is presently moving towards CSC Accreditation. The process requires the collection and collation of a significant amount of data from the past five years, including class mark distributions and averages, final and mid-term exams, assignments, and student numbers. Once the data has been obtained, it will be compiled into a submission.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair) and Dr. Kaila Fadock	
	Target Implementation Date	Summer 2026	
	Implementation Details	12 month Action Plan Progress Report	Documentation has been collected. Invitation has been sent requesting an accreditation visit. Data will be submitted by Fall 2025. Site visit will occur during the 2025/2026 academic year. The application process will be completed prior to the 12 month timeline and the final decision should be made by June 2026.
		24 month Action Plan Progress Report	Addressing any deficiencies if this initial application is not successful. If successful, begin advertising an accredited chemistry program.
		36 month Action Plan Progress Report	Advertise an accredited chemistry program.
2	Recommendation	<i>Regularize academic scheduling for courses</i>	



	Action	As scheduling is not within the purview of the Department, the chemistry degree has been, and will always be, a program which can be completed within a four-year time period allowing students to take three or more courses in each of the sub-disciplinary areas, with the exception of Analytical Chemistry. The Department continues to work with the Registrar's Office and scheduler to ensure no conflicts between required courses and minimum conflicts with popular elective options. The comments were partially raised because of students in the joint programs which are presently not included in the academic blocks. We will continue to provide the Registrar's Office with the information to construct appropriate academic blocks and on common scheduling issues affecting our students.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair)	
	Target Implementation Date	n/a	
	Implementation Details	12 month Action Plan Progress Report	None
		24 month Action Plan Progress Report	None
		36 month Action Plan Progress Report	None
3	Recommendation	<i>Create a faculty-member supervised capstone project/thesis to replace CHEM 406 and CHEM 407</i>	
	Action	The Department will be conducting a curriculum content mapping exercise in the summer, 2025, and will revisit this recommendation.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair)	
	Target Implementation Date	none	
	Implementation Details	12 month Action Plan Progress Report	The Department will be discussing the nature and structure of the capstone courses. Any changes will be implemented.
		24 month Action Plan Progress Report	Monitor impact of any changes made on student performance, graduation rates, and ongoing success after graduation.
		36 month Action Plan Progress Report	Monitor impact of any changes made on student performance, graduation rates, and ongoing success after graduation.
4	Recommendation	<i>Re-Start the institutional co-op program</i>	

	Action	While restarting the “institutional Co-op program” is beyond the ability and scope of the program, the Department to placing students in chemistry positions each semester within our region and we will invite the Co-op Director to targeted chemistry courses to discuss the Co-op program with students. We will also be taking advantage of our industrial connections to arrange meetings with the Co-op Director.	
	Person(s) Responsible	Entire department.	
	Target Implementation Date	ongoing	
	Implementation Details	12 month Action Plan Progress Report	Increase the number of Chemistry Co-op students by continuing to provide information to both our students and regional industry.
		24 month Action Plan Progress Report	Evaluate the number of students who have undertaken Co-op placements and determine if other actions can be taken to increase the number of Chemistry Co-op students.
		36 month Action Plan Progress Report	Increase the number of Chemistry Co-op students. Continue evaluation process and engage in improvements.
5	Recommendation	<i>Restore NUCLEUS center to the old configuration</i>	
	Action	While this would be something we would endorse, the room which the Nucleus previously occupied has been returned to being a computer lab (specifically for the high school robotics course) and is no longer available. We recognize that this recommendation will likely remain unactionable.	
	Person(s) Responsible	n/a	
	Target Implementation Date	n/a	
	Implementation Details	12 month Action Plan Progress Report	none
		24 month Action Plan Progress Report	none
		36 month Action Plan Progress Report	none
6	Recommendation	<i>The Department should support NSERC-USRA and other research opportunities</i>	
	Action	This is something the Department already does. With new faculty and funding, it is possible the Department will be able to obtain more student research opportunities.	
	Person(s) Responsible	Entire department	
	Target Implementation Date	ongoing	
	Implementation Details	12 month Action Plan Progress Report	Increase the number of Chemistry students receiving research funding support.
		24 month Action Plan Progress Report	Increase the number of Chemistry students receiving research funding support.
		36 month Action Plan Progress Report	Increase the number of Chemistry students receiving research funding support.
7	Recommendation	<i>Focus exclusively on the thesis-based Masters program, i.e., consider discontinuation of the course-based Masters program</i>	

	Action	The course-based Masters program is a relatively recent option with the Masters degree and resulted from the necessity of creating separate research programs with the Faculty of Science and Engineering as a result of the dissolution of the collaborative MCPMS degree. It was instituted, in part, to match the degrees being offered by other programs at the institution and it is not clear yet to what extent it will be utilized. Keeping the course based Masters as an option for students to graduate who do not fit a thesis research stream is valuable.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair) and Graduate Committee	
	Target Implementation Date	Ongoing	
	Implementation Details	12 month Action Plan Progress Report	Monitor the number of students utilizing the course-based option and for what reason.
		24 month Action Plan Progress Report	Monitor the number of students utilizing the course-based option and for what reason.
		36 month Action Plan Progress Report	Monitor the number of students utilizing the course-based option and for what reason.
8	Recommendation	<i>Develop a Ph.D. program with caution</i>	
	Action	See Provost's response	
	Person(s) Responsible	-	
	Target Implementation Date	See Provost's response	
	Implementation Details	12 month Action Plan Progress Report	-
		24 month Action Plan Progress Report	-
		36 month Action Plan Progress Report	-
9	Recommendation	<i>Regularize academic scheduling for graduate courses, including coordination with other academic units, if applicable</i>	
	Action	All 400-level courses in the sub-disciplines are cross-listed with corresponding graduate courses and offered on a regular basis. Dedicated graduate courses are dependent upon resources and offered when possible. The Chemistry and Biochemistry graduate streams do offer common courses which all students can take. And graduated courses in other disciplines are available to chemistry graduate students.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair)	
	Target Implementation Date	Ongoing	
	Implementation Details	12 month Action Plan Progress Report	Discuss possibly developing an accelerated entry into the Master's program.
		24 month Action Plan Progress Report	Advertise to students and admit applicants.
		36 month Action Plan Progress Report	Review program success.
10	Recommendation	<i>Ensure adequate research space and infrastructure for new hires</i>	

	Action	Ongoing space for research is a pressing need across the entire campus. The Department has “lost” research space over the past few years. We will be seeking the return of space allocated to other departments and requesting additional space when and if there are new hires in the Department. Fundamental to space requests is finding suitable and compatible research programs.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair)	
	Target Implementation Date	ongoing	
	Implementation Details	12 month Action Plan Progress Report	Restoration of adequate and appropriate research space.
		24 month Action Plan Progress Report	Advocating for additional appropriate space.
		36 month Action Plan Progress Report	Advocating for additional appropriate space.
11	Recommendation	<i>Establish a minimum graduate student stipend</i>	
	Action	Establish a minimum benchmark for graduate stipends, in concert with University expectations and overall graduate funding, and strive to match the support model provided by NSERC and other funding agencies.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair)	
	Target Implementation Date	December 2025	
	Implementation Details	12 month Action Plan Progress Report	Canvas graduate stipend funding at chemistry department across Canada. Investigate potential funding opportunities.
		24 month Action Plan Progress Report	Implement funding model.
		36 month Action Plan Progress Report	Monitor results and consequences of funding model.
12	Recommendation	<i>The Department should develop a strategic hiring plan</i>	
	Action	The SVT noted the continual need and request for the hiring of a dedicated Analytical Chemist. This has been a comment in every self-study review report from 1999 to now and remains a significant deficiency within the Department. Ideally, the Department should have at least one Analytical Chemist to complement the other sub-disciplines, particularly as most of our chemistry graduates will be employed in the discipline. We will continue to advocate for such a position.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair)	
	Target Implementation Date	ongoing	
	Implementation Details	12 month Action Plan Progress Report	Develop a strategic hiring plan, considering future retirements and likely funding opportunities.
		24 month Action Plan Progress Report	Advocate for the plan.
		36 month Action Plan Progress Report	Advocate for the plan.
13	Recommendation	<i>Develop onboarding and mentorship programs for new faculty members</i>	

	Action	The Department concurs with the recommendation of the SVT as more needs to be done to onboard new faculty. Within the Department, we have been working towards reduction in teaching loads, acquiring research space, facilitating instrumentation purchases, and providing comments on research proposals. However, there is more to onboarding than just these activities (i.e. establishing a research program, purchasing procedures, hiring procedures, etc.) and many outside of the scope of the Department. We will continue to advocate for a broader and more comprehensive onboarding of faculty.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair) and other Department and Faculty members	
	Target Implementation Date	ongoing	
	Implementation Details	12 month Action Plan Progress Report	Work with the Dean to develop a more robust on-boarding procedure.
		24 month Action Plan Progress Report	Implementation of new procedure when applicable. Monitoring results.
		36 month Action Plan Progress Report	Implementation of new procedure when applicable. Monitoring results.
14	Recommendation	<i>Update the Scholarly Activity and Productivity Document to reflect accurately Institutional and Department priorities with respect to teaching, research, and service</i>	
	Action	Document will be updated by August 2025.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair)	
	Target Implementation Date	August 31, 2025	
	Implementation Details	12 month Action Plan Progress Report	Complete up-date.
		24 month Action Plan Progress Report	Review and modify document, if necessary.
		36 month Action Plan Progress Report	Review and modify document, if necessary.
15	Recommendation	<i>Develop a Departmental research focus</i>	

	Action	As noted by the SVT, the Department has moved to a focus on Natural Product Chemistry. If and when we are allocated a new faculty position or when there is a retirement, we will need to give consideration in the hiring process to supporting additional faculty members who can contribute. We will also be advocating for research chairs and faculty in other departments who may be able to work cooperatively with the faculty members in the Department on projects and research programs.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair)	
	Target Implementation Date	ongoing	
	Implementation Details	12 month Action Plan Progress Report	n/a
		24 month Action Plan Progress Report	n/a
		36 month Action Plan Progress Report	n/a
16	Recommendation	<i>Link department priorities within teaching, research, and service to the institutional strategic plan [and the department strategic hiring plan (#12) and department research focus (#15)]</i>	
	Action	The Departmental priorities (educating chemists for the north and engaging in the development of natural products with northern communities) fit with all of the institutional strategic plan priorities (cultivating curiosity at both the undergraduate and graduate level, engaging with indigenous and northern communities to expand capacity with regard to natural products, to bring the knowledge and potential results to the global community). We will be monitoring our progress and moving towards enhancing our priorities as needed.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair) and all Department members.	
	Target Implementation Date	ongoing	
	Implementation Details	12 month Action Plan Progress Report	Details on actions taken in support of READY
		24 month Action Plan Progress Report	Details on actions taken in support of READY
		36 month Action Plan Progress Report	Details on actions taken in support of READY
17	Recommendation	<i>Continue, and expand upon, the developed EDI Initiatives and work of AVP-Indigenous</i>	

	Action	As the Department consist of only four faculty members and two senior laboratory instructors, an EDI committee would consist of all members of the Department. EDI training is required for all members annually. Working with the AVP-Indigenous is ongoing. We will meet with the AVP-Indigenous to consider how we can better support the University's efforts in truth and reconciliation.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair) and the entire Department	
	Target Implementation Date	August 31, 2025	
	Implementation Details	12 month Action Plan Progress Report	Develop a plan for addressing EDI and work with the AVP-Indigenous to develop a plan with regard to truth and reconciliation.
		24 month Action Plan Progress Report	Implement plan.
		36 month Action Plan Progress Report	Monitor progress.
18	Recommendation	<i>Maintain the outstanding services of the ASC and ARC</i>	
	Action	While maintaining the services of both the ASC and ARC are outside of the purview of the Department, we recognize their value and importance to the success of UNBC. We will continue to advocate for funding these centres. And we will continuing our ongoing relationship with their programming, particularly with regard to PASS.	
	Person(s) Responsible	Dr. Todd Whitcombe (Chair) and the entire Department	
	Target Implementation Date	ongoing	
	Implementation Details	12 month Action Plan Progress Report	n/a
		24 month Action Plan Progress Report	n/a
		36 month Action Plan Progress Report	n/a

## 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: \_\_\_\_\_ April 30<sup>th</sup>, 2026 \_\_\_\_\_
- 24 month Action Plan Progress Report: \_\_\_\_\_ April 30<sup>th</sup>, 2027 \_\_\_\_\_
- 36 month Action Plan Progress Report: \_\_\_\_\_ April 30<sup>th</sup>, 2028 \_\_\_\_\_

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

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

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The process was well organized by the Department Chair and although there were some initial stumbles with the agenda, the visitors expressed their gratitude for the excellent treatment they received while they were here. The report written by program review team was thorough, fair and honest.

### II. Dean’s Response to the Recommendations and Action Plan (June 30, 2025)

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The Chair and I discussed all of the recommendations and I support the action plan.

### III. Provost and Vice President, Academic’s Response to the Recommendations and Action Plan 13 August 2025

Regular and comprehensive degree program reviews support the commitment of the university and its faculty and staff to the quality, accountability, sustainability, and continuous improvement of UNBC’s degree programs and academic service units.

Thank you to the review committee, the department faculty, staff, and students, central administration, and the Faculty Dean for their participation in the program review for the Department of Chemistry.

I have carefully read the reviewers’ report, the departmental response, and the decanal response. A meeting with the dean and chair on 20 March 2025 provided important additional context. I want to underscore the authority and responsibility of the dean and department for a large majority of the recommendations.

I broadly agree with the recommendations of the external review committee and how these recommendations have been incorporated into the departmental action plan. However, I would like to comment specifically on recommendation #8, ‘to exercise caution in the development of a doctoral program in Chemistry at UNBC’, a recommendation the department had accepted.



- **PhD development:** The reviewers assessed that significant financial and infrastructure resources would be needed to ensure students have a successful training environment, and that further discussion on implementing a doctoral program should be predicated on further developing and maintaining a thriving thesis-based MSc program. The PhD program proposal had received Board of Governors approval prior to receipt of the review recommendation, but the proposal has not yet been submitted to the Degree Quality Assessment Board for Ministry approval. Having discussed the review recommendation with the Dean and Program Chair, I am initiating a pause on development of this doctoral program for at least a further 2 years, and asking the department to then reassess the viability of offering a PhD in Chemistry, resubmitting the program proposal to UNBC Senate and Board should that be required. The Office of the Provost does not support further development of the Chemistry PhD concept at this time.

As is usually the case, the external review committee has made recommendations that have some degree of resource implications. Whereas I broadly support suggestions to address research space allocation, and to consider minimum graduate student stipends for example, recommendations and actions that necessitate acquiring new resources or reallocation of resources will take some time to achieve and must align with the strategic direction and goals of the department and faculty. Furthermore, in future hiring, a realistic assessment of whether UNBC can support the research infrastructure for new faculty will be paramount.

I look forward to seeing the department's work on the action plan and to hearing about the positive impact on the program.

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# Faculty of Human and Health Sciences

**Northern Collaborative Baccalaureate Degree Program (NCBNP);  
BScN Completion Program (inclusive of Rural Nursing Certificate  
Program)**

**School of Nursing**

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## PART 1 - EXECUTIVE SUMMARY

### ACADEMIC ADMINISTRATIVE UNIT:

Faculty of Human & Health Sciences, School of Nursing

### DEGREE PROGRAM(S) UNDER REVIEW:

Northern Collaborative Baccalaureate Nursing Program (NCBNP)- BScN Degree program; BScN Completion Program (inclusive of the Rural Nursing Certificate Program)

### CHAIR/DIRECTOR:

Dr. Catharine Schiller

### DATE OF DEGREE PROGRAM(S) REVIEW:

October 10, 11, 2024

### DATE OF THE PREVIOUS DEGREE PROGRAM(S) REVIEW:

N/A

### INTERNAL RESOURCE PERSON:

Dr. Susan Burke (Internal Reviewer) – Associate Professor, School of Health Sciences, UNBC

### REVIEWERS

Reviewer 1 - Dr. Nicole Harder

Position: Associate Professor & Associate Dean Undergraduate Programs, College of Nursing

University Name: University of Manitoba

University Address: 281 Helen Glass Centre for Nursing, Winnipeg, MN R3T 2N2

Reviewer 2 - Dr. Kristen Jones-Bonofiglio

Position: Director & Associate Professor, School of Nursing

University Name: Lakehead University

University Address: 955 Oliver Road Thunder Bay, ON P7B5E1

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## I. SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) PROCESS

The in-person review occurred over two days (i.e., Oct 10-11, 2024) on the University of Northern British Columbia (UNBC)- Prince George campus. We began the first day with meetings with the Chair of the School of Nursing, Dr. Catharine Schiller; Vice-Provost of Graduate and Postdoctoral Studies, Dr. Katerina Standish; and, the Interim Dean of the Faculty of Human & Health Sciences, Dr. Margot Parkes. This was followed by discussions with the Campus Development Liaison and Operations Manager, the Manager and Assistant Manager of the Faculty of Human & Health Sciences, Nursing Programs Advisors, BScN students, members

of the Clinical Placement Team, Lab Coordinators and Instructors, Office of Research & Innovation, Learning Management Systems, Administrative Coordinators, Administrative Assistants, and Faculty/Sessional Instructors. The second day we met with Prince George Teaching Members, Student Support Services (i.e., Librarian, Academic Success, Access Resource, and First Nations centres), Collaborative partners from Coast Mountain College and College of New Caledonia, local Health Authority partners, and Program Coordinators, Faculty (i.e., Prince George, Terrace, Quesnel), Office of Indigenous Initiatives, and closed with a tour of the newly renovated Nursing lab and sim spaces. The second day also held opportunities to meet with Dr. Catharine Schiller and Dr. Margot Parkes.

Over 400 supporting documents were provided to the review team via a shared e-folder and email. Offers were made during the Review to make additional information available upon request.

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## **II. SUMMARY OF FINDINGS**

The Northern Collaborative Baccalaureate Nursing Program (NCBNP) and the BScN Completion Program are delivered collaboratively through a partnership between the University of Northern British Columbia (UNBC), the College of New Caledonia (CNC), and Coast Mountain College (CMTN). These programs are designed to meet the unique needs of northern, rural, and remote communities in British Columbia, with a strong focus on delivering culturally safe, practice-based, and experiential learning opportunities. The programs align with UNBC's mission, vision, and values and demonstrate a commitment to sustainability, inclusivity, and academic excellence.

### **Key Attributes**

- **Alignment with Institutional Goals:** The programs are congruent with UNBC's strategic objectives, promoting leadership, sustainability, and community engagement.
- **Unique Focus:** Emphasis on serving northern and Indigenous communities sets the programs apart, fostering graduates who are well-equipped for the unique challenges of rural nursing.
- **Collaborative Model:** The partnership between UNBC, CNC, and CMTN supports a distributed delivery model, enabling students to access education close to home while benefiting from shared resources and expertise.

### **Program Highlights**

1. Curriculum Innovations

- a. The NCBNP 2.0 curriculum renewal focuses on modernizing course offerings, integrating culturally safe practices, and addressing the needs of northern health systems.
  - b. Enhanced curriculum mapping and the introduction of intra- and interprofessional education opportunities.
2. Student Supports
  - a. Programs prioritize flexibility to accommodate the diverse needs of learners, including those in remote locations.
  - b. Regular feedback from students through surveys, town halls, and meetings with the Chair fosters a responsive learning environment.
3. Clinical Education and Placements
  - a. Partnerships with Northern Health and First Nations Health Authority enhance access to quality clinical placements.
  - b. The introduction of Employed Student Nurse (ESN) opportunities bridges education and practice, particularly in rural settings.
4. Infrastructure Development
  - a. Renovation of the Prince George campus simulation and lab spaces provides students with state-of-the-art facilities for experiential learning.

### Quality Indicators

- Faculty and Teaching Excellence: Dedicated teaching members contribute to high-quality education, despite challenges such as instructor shortages.
- Student Success: Strong NCLEX-RN pass rates and graduate employment in local health authorities underscore the program's impact.
- Research and Scholarship: Integration of research activities enriches the academic environment and enhances the relevance of program offerings.

### Challenges

- Instructor Recruitment and Retention: Recruiting qualified faculty, particularly for rural sites, remains a persistent issue, leading to workload concerns and potential for burnout.
- Change Fatigue: The rapid pace of curriculum renewal, leadership turnover, and external demands have contributed to operational strain across the partnerships.

- **Communication and Coordination:** The complexity of managing collaborative programs across multiple campuses has highlighted the need for improved governance structures and clearer communication pathways.
- 

## Major Strengths of the Degree Program

**Alignment with Institutional Mission and Values:** The program supports UNBC's commitment to serving rural, remote, and Indigenous communities, fostering inclusivity, and promoting high-quality nursing education.

**Collaboration Across Institutions:** The partnerships between UNBC, College of New Caledonia (CNC), and Coast Mountain College (CMTN) provide diverse educational opportunities while addressing the unique healthcare needs of Northern British Columbia.

**Program Structure and Accessibility:** The program's distributed delivery model allows students to remain in their home communities, increasing access to nursing education in rural areas.

**Commitment to Curriculum Renewal:** The NCBNP 2.0 initiative demonstrates a strong commitment to updating and modernizing curriculum, emphasizing decolonization, cultural safety, and scaffolding of key nursing concepts.

**Strong Partnerships with Health Authorities:** Collaborative relationships with Northern Health and other healthcare providers have strengthened clinical placement opportunities and support for students.

**Resilience and Adaptability:** The program has demonstrated resilience in navigating challenges such as leadership turnover, staffing shortages, and the COVID-19 pandemic.

## Areas of Challenge or In Need of Further Development

**Operational Challenges:** High turnover in leadership and administrative positions has led to some disruptions in program continuity, loss of institutional knowledge, and strained communication.

**Instructor Recruitment and Retention:** Persistent challenges in recruiting and retaining qualified instructors, particularly in clinical roles, may threaten the sustainability and continuity of program delivery.

**Inconsistent Student and Instructor Support:** Limited proactive communication, late clinical schedule dissemination, and insufficient orientation for new hires have caused frustration as expressed by students and faculty.

**Disparities Across Sites:** Variability in resources and experiences between campuses may affect the consistency and equity of education delivery.

**Need for Strategic Planning:** A revised strategic plan for the School of Nursing is critical to addressing areas with operational inefficiencies and ensuring long-term program success.

### Comments on Future Direction of the Degree Program(s)

The Northern Collaborative Baccalaureate Nursing Program (NCBNP) and associated programs, including the BScN Completion Program, play a critical role in preparing nurses to meet the unique healthcare needs of northern, rural, and Indigenous communities in British Columbia. The following points outline strategic directions and considerations for the program's continued development and success:

#### 1. Strengthening Collaborative Governance and Partnerships

- The NCBNP's collaborative structure, involving UNBC, CNC, and CMTN, is both a strength and a challenge. Efforts to enhance communication and coordination between institutions should continue, particularly through mechanisms like the Collaborative Management Committee (CMC) and joint faculty meetings. Improved transparency and streamlined decision-making processes will support more cohesive program delivery.
- Partnerships with clinical practice sites, including Northern Health and the First Nations Health Authority, remain essential. Further engagement with these partners may enhance clinical placement opportunities, interprofessional education, and recruitment pipelines for graduates.

#### 2. Curriculum Renewal and Modernization

- The ongoing curriculum renewal project (NCBNP 2.0) offers an opportunity to align educational content with current and emerging healthcare needs, including culturally safe care for Indigenous populations and evidence-based practices. Expedited completion of this initiative will position the program to maximize the preparation of graduates for practice in diverse settings.
- Incorporating simulation and innovative technologies further into the curriculum may address clinical placement shortages and improve student readiness for practice and overall educational experiences.



### **3. Addressing Resource and Faculty Challenges**

- High faculty turnover and reliance on sessional instructors create challenges for maximizing opportunities for program consistency and positive student experiences. Strategies to recruit and retain qualified teaching members, including those with clinical expertise and advanced academic qualifications, must remain a priority.
- Exploring new faculty roles and/or joint appointments with healthcare partners may alleviate staffing shortages and enhance program delivery.
- Additional administrative support and clear role definitions are needed to reduce workload burden on faculty and staff and may improve overall program operations.

### **4. Enhancing Student Experiences and Support**

- Expanding initiatives like "Chat with the Chair" sessions and including student representation on program committees can ensure student voices and concerns are heard and more fully incorporated into decision-making.
- Addressing logistical concerns, such as delayed clinical schedules and inconsistent communication, will support a more trauma-informed and student-centered approach.
- Increased access to scholarships, funding, and student awards will reduce financial barriers and attract a diverse student body.

### **5. Strategic Enrollment and Diversity**

- The program must balance its capacity with the availability of quality clinical placements. Strategic enrollment management, informed by workforce needs and program resources, will help ensure that graduates are well-prepared and positioned to meet the demands of northern and rural healthcare systems.
- Efforts to recruit and retain Indigenous students and support their success through tailored pathways and mentorship opportunities should remain central to the program's mission.

### **6. Emphasizing Interprofessional Education (IPE)**

- Creating meaningful IPE opportunities with students from other health sciences and social services disciplines may foster collaboration and prepare graduates for integrated team-based care. Initiatives in this area should be prioritized across all campuses.

### **7. Sustainability and Resilience**

- The program should establish mechanisms for continuous quality improvement, informed by feedback from students, faculty, and external partners. A renewed strategic plan with clear priorities and timelines will guide these efforts.

- Resilience to external pressures, such as funding fluctuations and healthcare system demands, will require innovative approaches to resource allocation and program delivery.

### III. SUMMARY OF THE REVIEWERS' RECOMMENDATIONS

RECOMMENDATIONS	DESCRIPTION OF THE RECOMMENDATION
<b>#1-Enhanced Program Coordination and Governance</b>	Review and revise School of Nursing instructors and staff roles and responsibilities. Support and enhance capacity through professional development and training for the roles of the Regional Student Success Coordinators and reinstate Regional Site Coordinators. Establish formal orientation processes and job descriptions for clarity of roles and responsibilities.in current staffing complement (e.g., 6 staff in Nursing).
<b>#2- Faculty Development and Retention</b>	Address faculty turnover by creating structured onboarding programs for new faculty hires and mentorship opportunities for sessional and full-time faculty. Investigate opportunities for joint appointments with existing healthcare partners to attract and retain clinically experienced and PhD-prepared nursing educators (if available).  Explore strategies such as competitive compensation and streamlined hiring processes to attract and retain qualified instructors.
<b>#3- Enhanced Communication and Coordination</b>	Enhance communication, including cross campus communication and transparency of college course content. Create an FAQ sheet for common issues and indicate who the go-to person should be. Hope to build a stronger sense of community of "one school". Establish formal pathways for all voices to be heard to allow for shared ownership of both the short and the long term strategies for success.
<b>#4- Student Engagement</b>	Establish a nursing student-led group for mentoring, peer-tutoring, sharing experiences, and celebrating successes. May assist with 'culture shock' as students transition between college and university learning environments.
<b>#5- Develop a Self-Study Report Template</b>	Require each partner institution to complete a concise self-study report summarizing key indicators, including admissions, curriculum, and resources. This would ensure all necessary data are available without overburdening external reviewers in future program review/approval/accreditation processes.

<b>#6- Clinical Placement Stability</b>	Strengthen partnerships with Northern Health and other clinical providers to secure and maintain sustainable and high-quality clinical placements. Explore opportunities for joint appointments to address instructor shortages. Consider alternative clinical placements models, including simulation, to provide experiential learning opportunities.
<b>#7- Expand Interprofessional and Intraprofessional Opportunities</b>	Foster collaborations with other health programs at UNBC and partnering institutions to provide unique learning environments rich in interprofessional and intraprofessional opportunities and to reduce isolation in remote sites.

## **School of Nursing**

### **Northern Collaborative Baccalaureate Nursing Program (NCBNP) – BScN**

### **BScN Completion Program and Rural Nursing Certificate Program**

Faculty of Human and Health Sciences (FHHS)

Chair, School of Nursing:

Dr. Catharine Schiller

Interim Dean, FHHS:

Dr. Margot Parkes

Interim Provost and Vice President, Academic:

Dr. Bill Owen

External Review of Degree Programs Report Received: January 6, 2025



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

March 8, 2025

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

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The School of Nursing (SoN) endeavoured to provide an introspective, comprehensive, and candid self-study report for the Northern Collaborative Baccalaureate Nursing Program (NCBNP) and the BScN Completion Program inclusive of the embedded Rural Nursing Certificate Program (RNCP). The strengths and vulnerabilities that were identified within the external reviewers’ report had clear alignment with the self-study report, providing welcome confirmation that the SoN has accurately assessed its own current state and priorities. The reviewers focused their report primarily on the NCBNP degree program and the SoN more broadly, including only a few references to the BScN Completion/RNCP program. This is likely due to the size difference between those programs, as well as the overall complexity of the NCBNP.

The reviewers identified six major strengths of the SoN and the programs under review, including: alignment with the institutional mission and values of UNBC; collaboration across institutions, namely the College of New Caledonia (CNC) and Coast Mountain College (CMTN); program structure that allows access to nursing education in Prince George, Quesnel, and Terrace; commitment to NCBNP curriculum renewal, emphasizing decolonization, cultural safety, and scaffolding of critical nursing concepts; strong partnerships with health authorities; and resilience and adaptability in the face of significant challenges such as leadership turnover, a severe national nursing shortage, and the Covid pandemic.

The reviewers identified five areas of vulnerability within the SoN and the programs under review, including: instructor recruitment and retention; inconsistent student and instructor support; disparities of program delivery across sites; the need for strategic planning; and operational challenges due to high rate of turnover in key positions.

Finally, the reviewers identified seven areas of improvement opportunity, which are addressed in the Action Plan section of this response report.

### II. Correction of Factual Errors or Areas of Misunderstanding in the Report

---

While the SoN did not identify any factual areas in the external reviewers’ report, it should be noted that several of the recommendations made by the reviewers are not within the authority of the SoN to change. As just two examples:

- A portion of Recommendation #2 states, “Explore strategies such as competitive compensation and streamlined hiring processes” to attract and retain qualified instructors. The hiring processes

used by the SoN are those outlined in the UNBC Faculty Association Collective Agreement, and the SoN cannot unilaterally change either the steps involved in those processes or the time periods associated with those steps. It should be noted that the Administrative Manager, FHHS is actively working with UNBC's Faculty Relations team on enhancing the part-time instructor (sessional) hiring process in alignment with the UNBC Faculty Association Collective Agreement.

In terms of compensation, an individual faculty member does have opportunity to negotiate their salary with the Dean, and SoN faculty are eligible to receive a market differential. However, it is not within the authority of the SoN to simply decide to increase faculty salaries to be more competitive with clinical nursing practice compensation.

- Recommendation #5 states, "Require each partner institution to complete a concise self-study report summarizing key indicators, including admissions, curriculum, and resources". The Memorandum of Understanding between UNBC, CNC, and CMTN to offer the NCBNP as a collaborative program provides the key responsibilities and roles of each partner institution. The SoN cannot simply "require" CNC and CMTN to undertake additional roles and responsibilities related to the program. The MOU is negotiated at the university and college levels, not at the school level. While the SoN can provide input into those negotiations, it is not vested with the authority to require that certain tasks be included in the MOU nor to determine the final content of the executed MOU. That being said, the NCBNP Collaborative Management Committee is not unaware of the need to improve information-sharing processes and this is an area of focus for this committee.

The focus of the Action Plan that is outlined in the next section will therefore be on those reviewer recommendations that are within the authority of the SoN to change and improve.

## 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	Report Recommendation	Review and revise School of Nursing instructors and staff roles and responsibilities. Support and enhance capacity through professional development and training for the roles of the Regional Student Success Coordinators and reinstate Regional Site Coordinators. Establish formal orientation processes and job descriptions for clarity of roles and responsibilities in current staffing complement (e.g. 6 staff in Nursing).	
	Recommendation not taken at this time	The current Year 3 and Year 4 NCBNP Coordinator model was introduced for the 2024-2025 academic year as a response to the identification of gaps in support across all three NCBNP sites, in part due to shifting regional capacity to take up Regional Site Coordinator roles. The SoN believes it would be pre-emptive to revert back to the Regional Site Coordinator model without allowing sufficient time under the new model to evaluate if it is successfully addressing gaps in support at regional sites.	
	Action #1(a)	Revise existing roles and responsibilities documents that exist for clinical instructors, clinical leads, and school leads to ensure clarity of expectations. Create a roles and responsibilities document for theory course instructors, lab coordinators, and the other key faculty roles within the SoN. This work will be supported by engaging an external consultant to support development of an onboarding process and related material, such as updated roles and responsibilities documents (see further details under Recommendation #2 below).	
	Person(s) Responsible	NCBNP Coordinators	
	Target Implementation Date	Pilot in September 2025; refine and finalize for January 2026	
	Implementation Details	12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	



	<b>Action #1(b)</b>	Request that the UNBC Campus Development Liaison and Operations Manager collaborate with the Administrative Manager, FHHS to create a formal onboarding and professional development plan for the Regional Student Success Coordinators who provide support to the SoN in addition to other schools in the regional campuses.	
	<b>Person(s) Responsible</b>	SoN Chair to make request	
	<b>Target Implementation Date</b>	December 2025	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	

2	<b>Report Recommendation</b>	<b>Address faculty turnover by creating structured onboarding programs for new faculty hires and mentorship opportunities for sessional and full-time faculty. Investigate opportunities for joint appointments with existing healthcare partners to attract and retain clinically experienced and PhD-prepared nursing educators (if available).</b>	
	<b>Recommendation not taken at this time</b>	The relatively new 'Warm Welcome' program, established in 2024 by the SoN Chair, provides new continuing and full-time term teaching members and staff with an assigned mentor, who connects with them at several pre-determined points; continued mentorship after that time is up to the individuals involved. Due to the very high continuing to part-time teaching member ratios in the SoN (over 100 part-time instructors are hired each year), there is not sufficient capacity to provide mentorship in this way to all part-time instructors. It is the SoN's intention that the development of a robust onboarding process (see Action #2(a) below), alongside clear roles and responsibilities documents, will provide support for new part-time instructors in the absence of our ability to provide a 1:1 mentor relationship.	
	<b>Action #2(a)</b>	The NCBNP Coordinators have already begun the process of developing onboarding resources that will be easily accessible to all new and existing faculty. However, given the overload contracts that the NCBNP Coordinators currently hold, the SoN will engage an external consultant with expertise in staff development to develop a comprehensive onboarding program. The SoN recognizes that onboarding is an area of priority need given our reliance on sessional faculty to deliver the NCBNP and the BScN Completion/RNCP. We anticipate that this program will also benefit non-academic staff who work with or for the SoN.	
	<b>Person(s) Responsible</b>	SoN Chair (with assistance from Administrative Manager, FHHS)	
	<b>Target Implementation Date</b>	December 2025	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	

	<b>Action #2(b)</b>	The SoN has been exploring the possibility of joint clinical educator appointments with Northern Health for well over a year, and interest in this option continues to be strong on both sides. However, there are numerous considerations that must be taken into account by both UNBC and NH (collective agreement issues, as just one example) and these need to be addressed before joint appointments can become a reality. The possibility of developing these joint appointments continues to be under discussion but it is possible that this may ultimately not be a viable option if either party decides not to proceed. Another potential means to address better recruitment and retention of clinical educators is by introducing a new appointment type to the UNBC Faculty Association Collective Agreement, and conversations are underway with the Faculty Relations team on possibilities in this area.
	<b>Person(s) Responsible</b>	At UNBC: SoN Chair, FHHS Dean, Administrative Manager, FHHS, HR Faculty Relations
	<b>Target Implementation Date</b>	Indeterminate

3	<b>Report Recommendation</b>	<b>Enhance communication, including cross campus communication and transparency of college course content. Create an FAQ sheet for common issues and indicate who the go-to person should be. Hope to build a stronger sense of community of “one school”. Establish formal pathways for all voices to be heard to allow for shared ownership of both the short- and the long- term strategies for success.</b>	
	<b>Action #3(a)</b>	The SoN continues to engage fully with our college partners in the intensive “NCBNP 2.0” curriculum review initiative. This initiative has opened increasingly transparent discussions about course content throughout the full 4 years of the program, including equivalencies between CNC and CMTN for required NCBNP courses. The three collaborative NCBNP standing committees, in addition to the NCBNP 2.0 Collaborative Working Group, continue to focus on building relationships in which open and honest discussion can take place. However, it must be recognized that there are limits to what the UNBC SoN alone can require of its college partners in terms of “transparency of college course content” and this goal must be supported by senior leadership of the university (particularly in regard to the MOU).	
	<b>Person(s) Responsible</b>	SoN Chair and NCBNP Coordinators	
	<b>Target Implementation Date</b>	NCBNP 2.0 target implementation date is Fall 2027	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	
	<b>Action #3(b)</b>	The annual NCBNP Collaborative Spring Retreat will be held on April 16 and 17, 2025 and there is a specific agenda item to discuss potential collaborative student support initiatives. The purpose of such initiatives would be to demonstrate to students that the NCBNP is a single program offered collaboratively by three educational institution partners, and to encourage a stronger feeling of community amongst the NCBNP faculty, staff, and leadership who deliver that program.	
	<b>Person(s) Responsible</b>	NCBNP Coordinators and relative non-academic staff positions	
	<b>Target Implementation Date</b>	April 16 and 17, 2025 for the initial discussion of potential initiatives	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	

	<b>Action #3(c)</b>	As a collaborative, create an FAQ sheet that identifies common issues and identify the person at each educational institution partner who will be the “go-to” person for that issue. Propose inclusion of the FAQ as an appendix in the next iteration of the NCBNP MOU.	
	<b>Person(s) Responsible</b>	SoN Chair to bring to NCBNP Collaborative Management Committee	
	<b>Target Implementation Date</b>	September 2025	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	
	<b>Action #3(d)</b>	As a collaborative: (a) identify the existing formal pathways for communication and decision-making between members of the collaborative; and (b) consider the creation of additional pathways to help support program consistency and clarity of decision-making. Propose inclusion of an appendix outlining these pathways in the next iteration of the NCBNP MOU.	
	<b>Person(s) Responsible</b>	SoN Chair to bring to NCBNP Collaborative Management Committee	
	<b>Target Implementation Date</b>	December 2025	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	

4	<b>Report Recommendation</b>	<b>Establish a nursing student-led group for mentoring, peer tutoring, sharing experiences, and celebrating successes. May assist with ‘culture shock’ as students transition between college and university learning environments.</b>	
	<b>Action #4</b>	A very active nursing student-led group already exists, the UNBC Nursing Club. It is currently only open to Prince George students in Years 3 and 4 – a restriction that is in place because the sole purpose of the UNBC Nursing Club has traditionally been the organization of the Prince George Pinning Ceremony (a campus-specific ceremony for graduating nursing students). Graduating students at the other campuses organize the Pinning Ceremony for their campus but, because of their smaller size, they have not done so as a formal “club”. This year, the UNBC Nursing Club expressed a desire to expand their membership group as well as their mandate. Specifically, the Nursing Club is hoping to develop initiatives that would allow for peer mentoring and peer support opportunities to students in Years 1 and 2 of the program, and ease the transition from college to university at the beginning of Year 3. The NCBNP Collaborative Spring Retreat will be held on April 16 and 17, 2025 and there is a specific agenda item to discuss ways in which the collaborative can ease the transitions and challenging experiences of NCBNP students. As part of this agenda item, the Nursing Club has been invited to discuss their experiences across all four years of the program, identify specific challenges they faced, and share their ideas for peer mentoring and peer support opportunities that UNBC, CNC, and CMTN could support.	
	<b>Person(s) Responsible</b>	SoN Chair, NCBNP faculty and staff	
	<b>Target Implementation Date</b>	April 16 and 17, 2025 for the initial discussion of potential initiatives and student support opportunities	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	

5	<b>Report Recommendation</b>	<b>Require each partner institution to complete a concise self-study report summarizing key indicators, including admissions, curriculum, and resources. This would ensure all necessary data are available without overburdening external reviewers in future program review/approval/accreditation processes.</b>	
	<b>Action #5</b>	Given the complexity and number of programs in the SoN, and the number of program recognition and accreditation reports and interim reports that are currently required of the SoN in any given year, it is not possible at this time to add the creation of another self-study report to the workload of SoN leaders and faculty members. However, the SoN is currently in discussion with FHHS leadership about developing a role that would have responsibility for tracking and writing such reports across the full SoN as well as collecting the data required for those reports. Across the collaborative, improving information-sharing processes is a critical need already identified by the NCBNP Collaborative Management Committee, and the need for a self-study template may be resolved as information-sharing processes improve.	
	<b>Person(s) Responsible</b>	FHHS Dean, SoN Chair, Administrative Manager, FHHS	
	<b>Target Implementation Date</b>	December 2025	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	

6	<b>Report Recommendation</b>	<b>Strengthen partnerships with Northern Health and other clinical providers to secure and maintain sustainable and high-quality clinical placements. Explore opportunities for joint appointments to address instructor shortages. Consider alternative clinical placements models, including simulation, to provide experiential learning opportunities.</b>	
	<b>Action #6(a)</b>	This recommendation has already been actioned in part by the introduction of a Clinical Placement Liaison position to the SoN in mid-2024, with specific functions of the position focused on building stronger relationships with health authorities and other clinical placement sites. This role will continue to work to strengthen existing relationships and make new connections across Northern B.C. in support of improved and sustainable clinical placement opportunities. Currently, a critical gap is ensuring sufficient placement opportunities in a variety of practice areas for the January 2026 semester, and the Clinical Placement Liaison is working to identify new potential placement sites and establish relationships to secure a variety of placements.	
	<b>Person(s) Responsible</b>	Year 4 NCBNP Coordinator, Clinical Placement Liaison	
	<b>Target Implementation Date</b>	Ongoing, with increased focus on <i>new</i> placement sites for January 2026	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	
	<b>Action #6b</b>	A faculty member with expertise in clinical simulation has been given course release to lead the development of a SoN simulation program that focuses on those clinical practice areas in which there is a particularly severe shortage of registered nurses in northern BC, and a resulting challenge in obtaining sufficient student clinical placements (such as pediatrics).	
	<b>Person(s) Responsible</b>	SoN Chair, SoN Simulation Program Lead, NCBNP Coordinators	
	<b>Target Implementation Date</b>	September 2025 for commencement of program	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	



7	<b>Report Recommendation</b>	<b>Foster collaborations with other health programs at UNBC to provide unique learning environments rich in interprofessional and intraprofessional opportunities and to reduce isolation in remote sites.</b>	
	<b>Action #7</b>	Other health programs at UNBC will be consulted to identify and discuss potential opportunities for interprofessional collaboration to benefit student recruitment, student retention, and student understanding of team-based healthcare. Within the SoN, an exploration of potential opportunities for meaningful intraprofessional collaboration will also be undertaken. Many members of the SoN are participating in the Northern Interprofessional Education Committee and as IPE Scholars – Northern Cohort 2024-2026; both opportunities are in partnership with UBC Health and the Division of Medical Sciences.	
	<b>Person(s) Responsible</b>	SoN Chair, SoN Coordinators	
	<b>Target Implementation Date</b>	December 2025	
	<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	

## 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: \_\_\_\_30 June 2026\_\_\_\_
- 24 month Action Plan Progress Report: \_\_\_\_30 June 2027\_\_\_\_
- 36 month Action Plan Progress Report: \_\_\_\_30 June 2028\_\_\_\_

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

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

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An external review of two of the UNBC School of Nursing Programs took place in 2024, focused on the Nursing Collaborative Baccalaureate Nursing Program (NCBNP) – BScN, and the BScN Completion Program, inclusive of the embedded Rural Nursing Certificate Program. Dr. Nicole Harder, Associate Professor and Associate Dean Undergraduate Programs, College of Nursing (University of Manitoba) and Dr. Kristen Jones-Bonofiglio (Lakehead University) accepted to serve as external reviewers and Dr. Susan Burke, School of Social Work, served as the internal UNBC resource person. Reviewers received the self-study document prepared by the School of Nursing in September 2024 and all three reviewers participated in the review in October 2024. The external reviewers provided their report in December 2024. The School of Nursing (SoN) Response to the External Review of Degree Programs was submitted to the Interim Dean FHHS in March 2025. The Interims Dean’s response to Recommendations and Action Plan was finalised in June 2025.

### II. Dean’s Response to the Recommendations and Action Plan (June 30, 2025)

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The external reviewers provided a summary of their findings in relation to Key Attributes, Program Highlights, Quality Indicators and Challenges, along with a summary of Major Strengths of the Program, Areas of Challenge and Comments on Future Directions of the Degree Program(s). This was followed by seven (7) recommendations in relation to the degree programs they reviewed, addressing #1. Enhanced Program Coordination and Governance, #2. Faculty Development and Retention, #3. Enhanced Communication and Coordination, #4. Student Engagement, #5. Develop a Self-Study Report Template, #6. Clinical Placement Stability and #7. Expand Interprofessional and Intraprofessional Opportunities.

Overall, the external reviewer recommendations underscore the importance of the NCBNP as a program that is closely aligned with the UNBC’s Mission and Values, reflected in the inter-institutional collaboration that is foundational to the NCBNP, and to the demonstrable commitment to serving regional programming, to curriculum renewal, to diverse institutional partnerships (especially with Northern Health), and to adapting to ongoing challenges. The reviewers’ recommendations also align with areas for future development that were identified in the self-study report, and underscore the need for ongoing attention and action by both the SoN and the Faculty of Human & Health Sciences to attend to known challenges associated with leadership and staff turnover, recruitment and retention, Instructor and student support, regional site development, and strategic planning.

The response to the reviewers described in this report noted the SoN appreciation for feedback that aligns with priority areas already identified by the School and for actionable recommendations that underscore areas already a

focus for attention. The School of Nursing did identify areas where suggestions by the reviewers relate to areas that are not within the authority of the School of Nursing to change, especially in relation to hiring processes that are determined by UNBC's Collective Agreement, and matters relating to NCBNP collaboration that are determined by the MoU between UNBC and the two Partner Colleges (College of New Caledonia and Coast Mountain College). These are matters that will need to receive ongoing attention at the Faculty and University level, especially in the context of the need for review and renewal of the current NCBNP MoU.

In response to the recommendations from the External Reviewers the School of Nursing has developed a thoughtful, specific and clear Action Plan that addressed each of the seven recommendations from the External Reviewers. The Action plan identifies specific actions and steps with person(s) responsible, and defined target implementation dates, many of which have initial targets within the 12-month reporting period. Some of these initial actions may warrant further attention and review over the 24- and 36-month reporting periods, especially given that the outcomes of the Faculty of Human & Health Sciences 'Organisational Framework Assessment' (initiated in January 2025) will have implications for the School of Nursing that could both impact and enhance the proposals described in the Action Plan. This includes shifts in titles, roles, tasks and duties that are being implemented as of June 2025 in conjunction with the Director, FHHS Administration and the incoming Dean of FHHS. These shifts will influence the person(s) responsible for the School of Nursing proposed actions, and can be updated accordingly in progress reports. Some of these considerations may warrant discussion at the forthcoming meeting with the Chair of the School of Nursing, Incoming Dean FHHS, and Provost.

Two actions are proposed in relation to **#1. Enhanced Program Coordination and Governance**, both of which relate to roles and responsibilities of Nursing instructor and staff roles. The response proposes alternatives to the suggestions by the External reviewers to revert back to a Regional Site coordinator role. I support the alternative suggestions proposed in #1(a) and #1(b) both of which align with broader strategies and planning underway as part of the FHHS 'Organisational Framework Assessment'.

The two actions proposed for **#2 Faculty Development and Retention**, focus specifically on on-boarding in #2(a), and alternative hiring processes #2(b). Both responses underscore actions that are already being explored with the FHHS Dean, and the Director, FHHS Administration. The four actions identified in relation to **#3. Enhanced Communication and Coordination**, relate to an important range of activities that are being progressed already and are also under active consideration as part of the renewal of the NCBNP MoU in conjunction with CNC and CMTN, which will result in progress at the 12-month reporting period, and will also require close attention not only by the SoN, but also by the FHHS, Provost's Office and UNBC at the 24- and 36-month reporting periods.

The actions identified in relation to Action **#4. Student Engagement** identify proposed actions that have already been initiated in April 2025, and will warrant further attention to assess ongoing progress during the 12-, 24- and 36-month reporting periods. The actions described in **#5. Develop a Self-Study Report Template** identify actions that have been identified as warranting further attention in the FHHS 'Organisational Framework Assessment', and will receive ongoing attention in conjunction with changes in FHHS processes and roles, as well as the MoU considerations, involving UNBC, CNC and CMTN.

The two actions identified **#6. Clinical Placement Stability** reflect prompt action that has already been initiated in relation to clinical placements, and simulation, and will warrant ongoing attention as early actions can inform related priorities that have later implementation dates. Actions in relation to Recommendation **#7. Expand Interprofessional and Intraprofessional Opportunities** identified actions that can be progressed with the School of Nursing, and which will also be supported by new initiatives at the Faculty level, for example through the

interprofessional aspects of the FHHS Committees (Teaching and Learning, and Scholarship and Research) established in May 2025, as well as potential for ongoing opportunities for links with the Interprofessional dialogue series established in 2024.

**In sum:** This response confirms the FHHS Interim Dean's review of the External Reviewer feedback and recommendations as well as my review and endorsement of the Action Plan prepared by the School of Nursing in response to the external review. I commend both the reviewers for their appraisal and the School of Nursing for their thoughtful and systematic approach to responding this feedback. The proposed Action Plan charts a positive and achievable path forward that will support the far-reaching potential and contributions of the School of Nursing relation to students and colleagues within the School, the Faculty of Human and Health Sciences, UNBC and beyond.

### III. Provost and Vice President, Academic's Response to the Recommendations and Action Plan 13 August 2025

In October 2024, the School of Nursing (SoN) completed the external review for two academic programs – the Northern Collaborative Baccalaureate Nursing Degree Program (NCBNP) and the BScN Completion Program. The BScN Completion Program includes the Rural Nursing Certificate Program (RNCP). In May 2025, the SoN completed the external review of its Northern Baccalaureate Nursing Program (NBNP); the SoN recently received the External Reviewers' Report and is in the process of preparing an Action Plan in response.

All of the above programs are also subject to regular reviews by the British Columbia College of Nurses and Midwives (BCCNM). The NCBNP is also subject to regular accreditation reviews by the Canadian Association of School of Nursing (CASN), which includes detailed reports at the time of accreditation renewal as well as multiple interim reports per year. It is anticipated that the NBNP program will, in the future, also be reviewed for CASN accreditation and will require a similar schedule of report submissions.

Regular and comprehensive degree program reviews support the commitment of the university and its faculty and staff to the quality, accountability, sustainability, and continuous improvement of UNBC's degree programs and academic service units.

Thank you to the review committee, the department faculty, staff, and students, central administration, and the Faculty Dean for their participation in the focused program review for the School of Nursing [NCNP, PDBNP, RNCP].

I have carefully read the reviewers' report, the departmental response, and the decanal response. A meeting with the dean and chair on 13 August 2025 provided important additional context. I want to underscore the authority and responsibility of the dean and department for a large majority of the recommendations.

I broadly agree with the recommendations of the external review committee and how these recommendations have been incorporated into the departmental action plan. I also appreciate that the Department has already taken steps that align with the key recommendations.

**In the future, to optimize the use of resources towards and benefits of the SoN's degree program external reviews, it would be advisable for UNBC to conduct a single review that includes all of the SoN undergraduate academic programs.**

The scale and complexity of academic programming within the SoN is notable, spanning all UNBC campuses and collaborations with two College partners, and the number of both seats and programs continues to increase in response to community need and Ministry priorities. In order to support and sustain this unit, there will be a need for institution-level solutions that are specific to this unique context.

**At this time it is not advisable for the School of Nursing to develop any new programs, for a minimum of a 2-3 yr window.**

As is usually the case, the external review committee has made recommendations that have some degree of resource implications. Whereas I broadly support suggestions to enhance administrative support, develop academic appointments, and further academic initiatives for example, recommendations and actions that necessitate acquiring new resources or reallocation of resources will take some time to achieve and must align with the strategic direction and goals of the department and faculty.

I look forward to seeing the department's work on the action plan and to hearing about the positive impact on the program.

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# Psychology

## **B.Sc., M.Sc., and Ph.D. in Psychology, and M.Ed. in Counselling**

Faculty of Human and Health Sciences

Reviewers are asked to provide a report that:

- Identifies and commends the degree program's notably strong and creative attributes
- Describes the degree program's respective strengths, areas for improvement, and opportunities for enhancement
- Recommends specific steps to be taken to improve the degree program, distinguishing between those the program can itself take and those that require external action
- Recognizes the institution's autonomy to determine priorities for funding, space, and faculty allocation; and
- Respects the confidentiality required for all aspects of the review process

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## PART 1 - EXECUTIVE SUMMARY

The Executive Summary will be made publicly available on the Provost's website.

### ACADEMIC ADMINISTRATIVE UNIT

Department of Psychology

### DEGREE PROGRAM(S) UNDER REVIEW

B.Sc. in Psychology, M.Sc. in Psychology, M.Ed. in Counselling, Ph.D. in Psychology

### CHAIR/DIRECTOR

Professor John Sherry

### DATE OF DEGREE PROGRAM(S) REVIEW

September 16-17, 2024

### DATE OF THE PREVIOUS DEGREE PROGRAM(S) REVIEW

April 12-13, 2011

### INTERNAL RESOURCE PERSON

Caitlin Berg, Administrative Assistant, Faculty of Human and Health Sciences

### REVIEWERS

Christina Thorpe	Dan Bailis	Catherine Nolin
Professor	Professor	Professor
Memorial University	University of Manitoba	UNBC (Internal)
Department of Psychology	Department of Psychology	GEES

## I. SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) PROCESS

After accepting invitations by the Office of the Vice-President Academic and Provost in March 2024 to serve as external reviewers, Dr. Christina Thorpe (Memorial University) and Dr. Dan Bailis (University of Manitoba) reviewed a self-study document prepared by the Department of Psychology in August 2024. The reviewers, with the addition of Dr. Catherine Nolin, Department of Geography, Earth and Environmental Sciences, as the internal resource person, then participated in a site visit over September 16-17, 2024.

The site visit consisted of a series of individual meetings with senior administrators, the Department Chair, faculty, students, and staff of the Department of Psychology, during which the review team asked questions pertinent to the template of this report, took written notes, and

prepared and exchanged daily summaries. Our visit also included tours of the campus, Library, and teaching and research spaces used by Psychology.

At our request during the site visit, additional information to that of the self-study was generously provided by Caitlin Berg (Administrative Assistant) regarding course offerings, and by Dean Margot Parkes (Faculty of Health and Human Sciences) regarding faculty and student headcounts. We also requested and received from the Office of the Vice-President Academic and Provost a time period after the site visit until November 18, 2024, to provide our written report. During this time, the external reviewers contributed equally to the preparation of this report via online meetings and email exchange of successive drafts.

## II. SUMMARY OF FINDINGS

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### Major Strengths of the Degree Program

The department has a very strong complement of faculty with a diverse range of expertise and experience. The department has seen a recent renewal in faculty with four new tenure-track professors hired in the past two years. This has further strengthened the department by increasing the ability to offer a broader range of courses and research opportunities. There are also opportunities for collaborations which will be an asset to future graduate students.

The undergraduate program is a key strength of the department, offering a broad range of courses taught by highly qualified instructors. The curriculum emphasizes a strong foundation in research, with multiple courses in research methodology and statistics, as well as opportunities for independent research projects and honours theses. This focus prepares students with the knowledge and practical skills that are highly valued in the workforce. Student surveys indicate strong post-graduation employment outcomes, with graduates reporting high levels of satisfaction with the program and their preparedness for careers in the field.

The transition of the MEd in Counselling Psychology to the department has been a significant asset. This program is in high demand, meeting or exceeding the expectations of current students while addressing critical community needs especially among disadvantaged groups. It plays a vital role in enhancing mental health not only in Prince George, but also extending to northern regions of BC. The impacts that this program has on the region and on the university's mission of community engagement cannot be understated.

### Significant Areas of Weakness or In Need of Further Development

One of the biggest concerns identified by the faculty and the external review committee is the sustainability of the graduate programs. For the MSc and PhD programs, low enrolment has been a significant issue, reflecting a lack of demand that needs to be addressed through targeted recruitment efforts and improved strategies to support timely graduation. Conversely, the MEd in Counselling Psychology has seen demand exceed available resources. And there are concerns about

the program's long-term viability without a clear succession plan in place. Balancing the demand for the MEd program while enhancing recruitment and retention for the MSc and PhD programs will be crucial for maintaining the overall sustainability of the department's graduate offerings.

A further challenge for the MEd program is its reliance the Community Counselling Centre for practicum training, a clinic that UNBC does not directly own, lease, operate, or oversee, and its operations are primarily supported by the UNBC faculty volunteers who provide practicum supervision. If even one MEd faculty member chose not to participate or if the cohort in a particular year was small, it could jeopardize the clinic's operations and the viability of the MEd program. Given the importance of the clinic to the program's success, it is essential that the university explore sustainable solutions to secure the clinic's long-term operations.

An additional challenge for the undergraduate program is the over-reliance on online courses, particularly for senior-level (4th-year) courses. This limits in-person engagement and may have a negative impact on the mentorship available to students at a critical stage of their education. To address this, greater emphasis should be placed on having junior faculty teach high-demand senior courses in-person, ensuring that students benefit from more direct interaction with faculty. Additionally, while the co-op degree option offers significant value by providing students with hands-on experience and opportunities to connect with potential employers, it is underutilized. Many students are unaware of this option, highlighting the need for better communication and promotion of co-op opportunities to ensure students can take full advantage of this valuable asset.

A key challenge facing the psychology department is its relationship with senior administration, particularly in terms of aligning priorities and fostering mutual understanding. This issue may be partly attributed to the fact that several key leadership roles, including the VP Academic & Provost and the Dean of the Faculty of Human and Social Sciences, are currently held by interim leaders, while both the Chair of the Psychology Department and the VP Research & Innovation are relatively new in their positions. As a result, there has been limited opportunity for these parties to build stronger working relationships. Additionally, the department could do more to effectively communicate its strengths, including its award-winning researchers, tri-council funding, and its capacity to contribute to university-wide strategic goals. Greater recognition of the department's research achievements and its alignment with broader university goals could help strengthen the relationship with senior administration and enhance support for the department's priorities moving forward.

### Comments of the Future Direction of the Degree Program(s)

**Undergraduate Program:** The undergraduate program is thriving and continues to attract high-quality students, benefiting from a strong reputation and excellent training. Moving forward, we recommend expanding in-person senior-level courses in high-demand areas to enhance student engagement and strengthen the program further. This will also help with recruitment into the MSc program, providing a clear pipeline for future graduate students.

**MSc Program:** The MSc program faces significant challenges and risks becoming unviable unless a clear, strategic plan is developed. The low enrollment and lack of "critical mass" have persisted since the last APR, with only two students currently in the program. A comprehensive approach to recruitment, retention, and support will be essential to its future success. With the addition of four new faculty members, there is renewed potential for growth in the MSc program, and their energy and expertise will be instrumental in the program's revitalization. To assist with this, the university should provide funding for early career researchers to support new MSc students.

**MEd Program:** The MEd in Counselling Psychology is at risk of becoming unsustainable unless the department can address staffing and resource needs. With increasing demand, additional faculty are needed, as well as support for practicum supervision to ease the burden on the current faculty. Furthermore, a work-life balance plan for clinical hires and a robust succession plan for the program's leadership will be crucial for its long-term viability.

**PhD Program:** Given the current enrollment of just three PhD students—one of whom has been in the program for over a decade—it would be prudent to pause admissions until the MSc program reaches a critical mass. Pausing the PhD program will allow resources to be redirected to strengthening the MSc program, which will ultimately improve the graduate experience and ensure a more sustainable path forward for doctoral students in the future.

### III. SUMMARY OF THE REVIEWERS' RECOMMENDATIONS

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#### Courses

- 1) Priority should be placed on increasing the number of in-person 4<sup>th</sup> year classes, taught by junior faculty, especially as it may assist with recruitment of MSc students.
- 2) Increased offering of 4<sup>th</sup> year counselling-related courses would improve undergraduate students' opportunities to decide if the MEd program is something that they would like to pursue.
- 3) Moving toward open-access software (e.g., R, Jamovi) in undergraduate statistics and methodology courses will improve students' ability to apply this knowledge in future work and study contexts after they graduate.
- 4) The department should work closely with the Co-Operative Education (co-op) Department to ensure that all students and faculty are aware of the program.
- 5) New courses on topics such as environmental psychology, indigenous psychology, health psychology, gerontology, and rural issues, may be of particular interest to students from Prince George and would also help to distinguish UNBC from other Canadian Psychology departments and attract new students.

- 6) The department should reduce the number of required MSc courses by one to two. Having six required graduate courses is costly for teaching resources and limits the time that students can spend on their research. Thus, a reduction in course load may help with recruitment, retention, and time to graduate.
- 7) The department should consider ways to reduce duplication of MEd/MSc courses. The MEd program offers distinct Counselling courses in research design, quantitative and qualitative analysis, and human development, all of which have MSc Psychology courses as counterparts that are currently undersubscribed.

#### **Agenda Items for Departmental Retreat**

- 8) MSc recruitment should be included in strategic planning at the department level, where relevant supports perhaps can be offered to students and faculty members by holding informational events, advertising opportunities in research labs, and revising the MSc curriculum to provide training opportunities that are more differentiated from the undergraduate experience (i.e., learning opportunities that are more specialized, exclusive, and experiential).
- 9) Strategic planning should also take stock of how the department's various activities (e.g., research grants and undergraduate credit hours) contribute to university revenues, which may be redirected to supporting the graduate program, as well as to determine if it is indeed the department's own strategic priority that the MSc program should be maintained.
- 10) The department currently lacks a succession plan, which should be addressed in overall strategic planning by the department as well (see specific recommendations below).

#### **Program Resources**

- 11) In our view, the MEd program specifically needs additional faculty members. The counselling program also needs to develop a succession plan so that no loss in training opportunity or quality occurs when a current faculty member leaves or retires (see specific recommendations below).
- 12) We recommend for the department chair and Dean of FHHS to investigate organizational and financial integration of the community clinic with UNBC to ensure continuity of the MEd program for students, and so that community members' access to mental health services through the clinic is secured against potential disruption by ordinary events.
- 13) We strongly advise that the Psychology Department should pause admissions for new PhD students until a critical mass is reached for MSc students. Pausing the PhD program will allow resources to be redirected to strengthening the MSc program, which will ultimately improve the graduate experience and ensure a more sustainable path forward for doctoral students in the future.
- 14) The Dean of FHHS and Vice President Research and Innovation should consider providing early career researchers with graduate student support for MSc students, in the first five

years of their faculty position. We would also recommend for the Dean and VPRI to consider strengthening existing mentorship opportunities in grant-writing for early career researchers.

### **Other Space and Administrative Resources**

- 15) The department and senior administration should work to strengthen their relationship. Given that several key leadership positions are either currently held by interim leaders or those new to their role, an effort needs to be made to build stronger working relationships. Regular meetings between the chair of the department and the Interim Dean of Health and Human Sciences, in which the psychology department communicates its strengths and its capacity to contribute to university strategic plans would be a good starting point.
- 16) Further administrative support staff for departmental communications (whether placed in Psychology or in the Faculty of Health and Human Sciences) may be necessary. With or without an infusion of additional administrative support, we would also recommend that the Psychology department create a social media committee consisting of students and a faculty mentor to highlight the teaching, research, and outreach activities of the department.
- 17) The department's ability to plan, especially in recruiting and retaining faculty, is clearly hindered by the unpredictability and amount of information-search required in the current process for space allocation, which is currently overseen by the Vice President Research and Innovation.

### **Specific Recommendations on Succession Planning**

- 18) Develop a timely and thoughtful strategy for Dr. Lavallee's replacement, which takes intrinsically motivated, collectively determined future development goals into account and is not dictated by immediate teaching needs or who happens to apply for an open position.
- 19) Plan for future hiring in the MEd program, in a way that also redesigns faculty roles to be feasible for and attractive to junior faculty.
- 20) The department should request a tenure-track position for an Indigenous Scholar. Given UNBC's commitment to the people of Northern British Columbia, increasing the representation of Indigenous faculty members should be a priority for the department.
- 21) Versus the faculty-line replacement strategy that has been used historically, it may be mutually advantageous for the department and administration to consider the optimal size and shape of the department in some different ways.

**Department Of Psychology**  
**BSc. Psychology, MSc. Psychology,**  
**MEd. Counselling, PhD. Psychology**

Sherry Beaumont, Annie Duchesne, Julie Howard, Christopher Kowalski, Xiaoxue (Sonia) Kong, Loraine Lavallee, Linda O'Neill, Nick Reid, Jennifer Roters, Anita Shaw, John Sherry, Paul Siakaluk

**Chair: Dr. John Sherry**

**Interim Dean: Dr. Margot Parkes**

**Interim Provost and Vice President, Academic: Dr. William Owen**

**Date UNBC Received the External Review of Degree Programs Report:  
November 25, 2024**

**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

(January 27, 2025)

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

The September 2024 External Review of Degree Program Report for the Department of Psychology provides a detailed assessment of the BSc, MSc, PhD, and MEd Counselling programs. It highlights the department’s strengths, identifies areas for improvement, and offers actionable recommendations to align the programs with UNBC’s foundational goals and strategic priorities.

First, I want to acknowledge the considerable time and effort of Dr. Thorpe and Dr. Bailis, with the assistance and support of Dr. Nolan, dedicated to meeting with faculty, staff, and students and producing a thoughtful evaluation of our programs. Integrating the Counselling MEd program into the Psychology Department in their report presented unique challenges, which they navigated effectively with a few corrections, which will be discussed. Their work reflects a commitment to academic oversight and the advancement of UNBC’s teaching and research missions.

Second, as the recommendations in the report are reviewed and implemented, it is essential to consider the local and global contexts that shape the Department of Psychology's challenges. The geographic realities of northern British Columbia highlight the need for tailored strategies to recruit and retain faculty and students in remote locations. At the same time, global shifts in psychology education call for a careful balance between research-focused and career-oriented training to align with evolving student expectations. Post-pandemic educational trends further emphasize the importance of hybrid learning models while reaffirming the value of in-person engagement for mentorship and professional development. By integrating these contextual factors into strategic planning, the department, with assistance from the administration, can address the root causes of these challenges and ensure the continued success of its programs, faculty, and students.

Recruiting and retaining faculty and students in a remote community like Prince George presents significant challenges for the Department of Psychology. The limited local pool of qualified candidates in northern British Columbia necessitates national or international recruitment efforts, which can be costly and time-intensive. Prospective faculty often weigh the professional opportunities offered by UNBC against personal factors, such as access to amenities, quality schools, healthcare, and spousal employment options. These considerations can deter some candidates, even when the academic and research prospects are highly appealing. Additionally, stricter accreditation standards in areas like counselling psychology increase the

demands on faculty to maintain professional expertise while managing responsibilities such as clinical supervision, further complicating recruitment and retention efforts. Because of these factors, qualified sessional instructors are often relied on to teach many elective courses as well as offer clinical supervision, especially in our practice-based MEd Counselling Program. Additionally, retaining faculty can be difficult, as individuals may face professional isolation or struggle to integrate into the community. This is particularly true in specialized fields like research-focused psychology programs, where collaboration and funding opportunities are often concentrated in larger urban centres. Furthermore, recruiting clinical psychologists has become increasingly challenging, as salaries in private practice often far exceed those offered in academia, compounding the previously mentioned challenges.

Similarly, recruiting graduate students to experimental psychology programs is challenging, as many students prioritize programs with clear career pathways and immediate job readiness, such as the MEd in Counselling. Experimental programs, perceived as research-focused and less career-oriented, often struggle to highlight the value of their transferable skills, such as data analysis and critical thinking, further narrowing the recruitment pool.

Global trends in psychology and mental health education exacerbate these challenges. Students increasingly expect programs to provide applied skills that lead directly to licensure or career opportunities, making it essential for experimental programs to better communicate the real-world applicability of research training in industries such as healthcare, technology, and policy. This shift underscores the need for strategic program delivery and recruitment approaches that balance research excellence with career-oriented outcomes.

The external review underscores the strengths and challenges across all degree programs within the Department of Psychology, highlighting both areas of excellence and opportunities for improvement.

As noted in the report, the Undergraduate (BSc) program is a cornerstone of the department, offering a robust curriculum that emphasizes research methods, critical thinking, and experiential learning. The department is supported by a well-rounded faculty with extensive expertise across diverse areas of specialization. Faculty expertise and mentorship provide a supportive environment where students thrive academically and professionally. Expanding the course offerings and promoting the co-op program would enhance the student experience and align with UNBC's goals of fostering curiosity and experiential learning.

The MSc program offers advanced research training aligned with Canadian Psychological Association standards and stands to benefit from recent faculty hires, which provide growth opportunities. Despite its strengths, the program faces challenges with low enrolment and stringent requirements that create barriers to recruitment and retention. Reducing course loads and differentiating the MSc curriculum from undergraduate offerings are next steps to ensuring its long-term viability.

The PhD program provides opportunities for specialized research and aligns with tri-council funding priorities. However, with low enrolment, the program lacks the critical mass needed for a dynamic graduate experience. A strategic pause in admissions, focusing on rebuilding the MSc program to serve as a pipeline for doctoral candidates, is a practical recommendation to address this challenge.

The MEd Counselling program is a vital regional and professional asset, addressing significant mental health needs in northern British Columbia. Renowned for its rigorous curriculum and strong community impact, the program is highly regarded by students and professionals for its contributions to the field and the region.

To strengthen the Department of Psychology and address the challenges identified in the external review, several key recommendations have been proposed, aligned with UNBC's strategic goals:

### 1. Strategic Planning

Strategic planning is essential for the department's sustainability and growth. Developing a comprehensive faculty recruitment and succession plan will ensure long-term program stability, supporting UNBC's goal of Fostering Curiosity and Excellence. Revitalizing the MSc program through curriculum differentiation and targeted recruitment will address low enrolment and retention, aligning with the university's commitment to cultivating curiosity and enhancing learning.

### 2. Resource Allocation

Securing additional faculty for the MEd Counselling program is critical to its continued growth and community impact, advancing UNBC's mission of Empowering Northern Communities. Supporting the Community Counselling Centre will provide stability, ensuring its long-term contribution to regional mental health solutions. These efforts support the strategic goal of leveraging local resources to create solutions with both local and global impact.

### 3. Engagement and Visibility

Enhancing engagement and visibility is a priority for fostering greater community and institutional connections. Reintroducing the colloquium series and forming a social media committee will showcase the department's achievements and promote its role in addressing local and global challenges. These actions align with UNBC's focus on Fostering Local Solutions for Global Impact and mobilizing knowledge for positive change.

### 4. Addressing Student Needs

Promoting experiential learning opportunities, such as co-op placements, will prepare students for diverse career paths, reflecting UNBC's emphasis on expanding experiential education will improve engagement and mentorship, furthering the university's mission of Fostering Curiosity and Excellence. Additionally, incorporating innovative topics such as environmental and Indigenous psychology will align with

UNBC's commitment to Advancing Truth and Reconciliation, decolonization, and cultural humility.

In summary, understanding the local and global contexts in which the Department of Psychology operates is essential to fully appreciate the findings and recommendations in the external review report. Addressing the challenges of geography, evolving professional standards, and post-pandemic educational trends will allow UNBC to strengthen its recruitment, retention, and program delivery efforts. Following these recommendations and taking these steps will position the department to continue excelling in teaching, research, and community engagement, aligned with institutional goals and the broader community's needs.

## II. Correction of Factual Errors or Areas of Misunderstanding in the Report

While the external review provides valuable insights, several factual inaccuracies and misunderstandings about the Program require clarification. The misunderstandings, particularly concerning the MEd Counselling Program, seem to stem from the reviewers' limited time with the program and their acknowledged lack of clinical expertise and familiarity with professional certification and accreditation requirements.

### **Community Counselling Centre (CCC)**

The report inaccurately portrays the CCC as being primarily reliant on UNBC faculty volunteers for its operations. In reality:

- The CCC is an autonomous, non-profit organization, governed by the Northern Community Counselling Centre Society (NCCCS), with a robust contingency plan to ensure its sustainability.
- The CCC employs a director who oversees operations, supervises counselling students and staff, and ensures the quality of mental health services. This role is funded through an agreement with Northern Health, independent of UNBC.
- The CCC collaborates with the UNBC Counselling Program to provide practicum training, but the Program is not wholly dependent on it. Students also complete practicums at other community sites, including the Prince George Native Friendship Centre (PGNFC), Foundry, the Wellness Centre at UNBC, and Northern Health.
- Historical attempts to integrate the CCC into UNBC governance faced challenges due to administrative turnover and shifting priorities, which strained relationships between the university and the CCC ED and directors.

The CCC's operational autonomy and its collaboration with the Counselling Program provide a sustainable model that aligns with the program's needs while maintaining its vital independent role in the community.

### **Duplication of Courses**

The report suggests potential duplication between MEd Counselling courses and MSc Psychology courses, which is inaccurate:

- The MEd research methods course (COUN 601-3) is tailored to counselling-specific topics, as required by the Canadian Counselling and Psychotherapy Association (CCPA) accreditation and the BC Association of Clinical Counsellors (BCACC). It is distinct from the MSc Psychology course.
- The MEd program does not offer a quantitative methods course. Students interested in statistics are directed to the graduate-level Psychology statistics course.
- The MEd program has not offered a Human Development course for years, and if requested, students are directed to similar courses in Education or offered a directed reading option.

This clarification underscores that the MEd program's curriculum is designed to meet professional certification requirements and avoid redundancy with the MSc program.

### **Faculty Workload and Succession Planning for the MEd Counselling Program**

The review raises concerns about workload and succession planning in the MEd Counselling Program, but several key points require correction:

- The faculty workload adheres to UNBC's standard faculty work policy. Senior faculty have voluntarily taken on additional responsibilities out of professional dedication, not due to program expectations.
- The faculty has successfully advocated for the use of qualified sessional instructors, who contribute diverse expertise to the program and help manage workloads. Sessional instructors are integral to required and elective courses and should be included in succession planning.
- The report fails to acknowledge the chronic challenges in hiring counsellor-educators with PhDs, a well-documented issue in Canada and the U.S. Despite these challenges, the program recently secured a third faculty hire after years of requests, significantly strengthening its capacity.
- Current faculty have worked to leave the program in a stronger position for future hires, ensuring new faculty will inherit a sustainable and supportive work environment.

## Professional Collaboration and Consultation

The report reflects a broader issue of limited collaboration between faculty, staff, and administration. The program's professional context, tied to provincial and national certification requirements, highlights the need for **ongoing dialogue and consultation** between all stakeholders to ensure alignment with professional standards and community needs. Administrative hierarchies and inconsistent communication have historically hindered such collaboration.

The MEd Counselling Program has demonstrated resilience and adaptability, maintaining its high standards and community impact despite limited resources and administrative challenges. The clarifications provided here emphasize the program's thoughtful planning, professional alignment, and creative solutions, ensuring its continued success. Moving forward, fostering greater collaboration and understanding between faculty, staff, and administration will be essential to addressing systemic issues and supporting the program's growth.

## High Percentage of Online Courses

Additionally, the assertion that a high percentage of courses in the Psychology Department are delivered online is inaccurate and appears to reflect the opinion of a small number of students who provided feedback during the review process. The report itself acknowledges that online course delivery has decreased significantly, from 42% in 2022 (post-COVID) to 26% in 2024.

The majority of courses are now delivered in person, aligning with departmental and institutional goals to enhance student engagement and mentorship opportunities. However, the department recognizes the importance of offering a range of course delivery modes to meet the diverse needs of its students, including those with geographic or personal constraints. As such, the department plans to maintain approximately 20% of its courses online, ensuring flexibility while prioritizing in-person learning.

This balanced approach supports UNBC's goals of fostering curiosity, expanding experiential learning, and empowering northern communities by accommodating a wide range of student circumstances and needs.

The Department of Psychology has addressed all 21 recommendations from the External Review. **These recommendations have been grouped thematically into five areas of focus**, each of which includes several targeted actions to support coordinated implementation and long-term planning.

## 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	CURRICULUM REVIEW	
	Action	Increase in-person advanced-level courses Create courses aligned with faculty expertise Transition to open-access software for teaching and research Reduce MSc course load to focus more on research Assess potential curriculum overlap between MSc and MEd programs Develop a strategic hiring plan to address curriculum gaps and replacement for forthcoming faculty vacancy	
	Person(s) Responsible	Department Chair (lead), Graduate Committee Chair (curriculum revision), Faculty (course development). Chair to liaise with VP of Research and Innovation regarding software resources.	
	Target Implementation Date	January 2027	
		12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	
2	Recommendation	STRATEGIC PLANNING AND DIRECTION	
	Action	Increase awareness of the Co-op program	



		Hire a graduate student, restart colloquium series, form social media team	
		Integrate MSc recruitment strategies into department planning	
		Prioritize MSc program in the department's strategic vision and budgeting	
		Temporarily pause PhD admissions to focus on MSc development	
		Explore options to provide additional resources for new faculty to support graduate students	
		Refine and review department planning processes to align with UNBC and Faculty Planning Processes	
	Person(s) Responsible	Department Chair (lead), Graduate Program Coordinator (MSc recruitment strategy), Department Chair and Chair of the Undergraduate Committee (Co-op program expansion), Chair of the Colloquium Committee (colloquium/social media team), Graduate Student Assistant and Administrative Assistant (social media team), Chair to liaise with Co-op Office and Dean of FHHS as needed.	
	Target Implementation Date	April 2028	
		12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	
3	Recommendation	RESOURCE ALLOCATION AND INFRASTRUCTURE	
	Action	Create a faculty succession plan	
		Secure additional faculty for the MEd Counselling program	
		Explore support for the Community Counselling Centre (CCC)	
		Increase administrative staffing to support department operations	
		Reevaluate faculty complement and plan for future hiring	



		Establish a transparent space allocation process for faculty and labs, aligned with updated Faculty and University processes	
	<b>Person(s) Responsible</b>	Department Chair (lead), MEd Counselling Coordinator (MEd faculty needs), Chair to consult Dean of FHHS regarding staffing and CCC support.	
	<b>Target Implementation Date</b>	<b>January 2027</b>	
		<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	
		<b>36 month Action Plan Progress Report</b>	
<b>4</b>	<b>Recommendation</b>	<b>ENGAGEMENT, VISIBILITY, AND COMMUNITY PARTNERSHIPS</b>	
	<b>Action</b>	Reinstate the colloquium series and improve social media outreach Enhance communication between the department and senior leadership Create a succession plan for the MEd Counselling program that includes sessionals Expand Indigenous content within courses Hire an Indigenous faculty member to support curriculum development and representation	
	<b>Person(s) Responsible</b>	Department Chair (lead), Chair of the Colloquium Committee (event planning), Faculty (curriculum development), MEd Counselling Coordinator (succession planning), Chair to liaise with Dean of FHHS regarding Indigenous faculty hire.	
	<b>Target Implementation Date</b>	<b>April 2028</b>	
		<b>12 month Action Plan Progress Report</b>	
		<b>24 month Action Plan Progress Report</b>	

		<b>36 month Action Plan Progress Report</b>	
<b>5</b>	<b>Recommendation</b>	<b>ADDRESSING STUDENT EXPERIENCE AND NEEDS</b>	
	<b>Action</b>	Expand and update in-person course offerings (e.g., selected topics courses) to reflect student interests and enhance engagement.  Promote experiential learning through Co-op placements  Reduce course demands in MSc program for better student support  Improve graduate student recruitment through program redesign  Fund supervision and mentorship for graduate students  Ensure continuity in student supervision through sustainable faculty planning	
	<b>Person(s) Responsible</b>	Department Chair (lead), Graduate Committee Chair (curriculum and supervision planning), Faculty (course instruction), Chair to liaise with Co-op Office and Dean of FHHS regarding resources.	
	<b>Target Implementation Date</b>	<b>January 2027</b>	

## 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: \_\_\_\_\_ 30 June 2026 \_\_\_\_\_
- 24 month Action Plan Progress Report: \_\_\_\_\_ 30 June 2027 \_\_\_\_\_
- 36 month Action Plan Progress Report: \_\_\_\_\_ 30 June 2028 \_\_\_\_\_

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

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

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An external review of the Psychology Degree Programs took place in 2024, with a focus on four programs: BSc, Psychology, MSc. Psychology, Med. Counselling, and PhD Psychology. Dr. Christina Thorpe (Memorial University) and Dr. Dan Bailis (University of Manitoba) accepted to serve as external reviewers and Dr. Catherine Nolin, Department of Geography, Earth and Environmental Sciences, served as the internal UNBC reviewer. Reviewers received the self-study document prepared by the Department of Psychology in August 2024 and all three reviewers participated in the review in September 2024. The external reviewers provided their report at the end of November 2024. The Department of Psychology Responses to the External Review of Degree Programs was submitted to the Interim Dean FHHS in April and revised in response to the discussions with the Dean. The Interims Dean’s response to Recommendations and Action Plan was finalised in June 2025.

### II. Dean’s Response to the Recommendations and Action Plan (June 25, 2025)

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The external reviewers provided twenty-one (21) recommendations in relation to the four degree program they reviewed. These recommendations were clustered in relation to five areas: Courses; Agenda items for Departmental Retreat; Program Resources (aligned with suggestions for each of the four programs); Other Space and Administrative Resources and Specific Recommendations on Succession Planning. Overall, these recommendations have underscored the recognition of a thriving undergraduate BSc program, and the need for specific attention to each of the graduate programs, including financial and mentoring support for MSc graduate students, a focus on succession planning for the MEd Counselling program and a recommendation to pause admissions in the PhD Program. The recommendations underscore ongoing, Faculty-wide needs to enhance graduate student support, mentoring of early career faculty members and succession planning.

The response from the Department of Psychology noted their appreciation for feedback that aligned with priority areas already identified by the program and for actionable recommendations that will better align Psychology programs with UNBC’s foundational goals and strategic priorities. The departmental response identified factual errors and areas of misunderstanding by the reviewers, especially in relation to the MEd Counselling program and detailed these in their report, above.

The Department response described four area they will be prioritising in responding to feedback provided (Strategic Planning, Resource Allocation, Engagement and Visibility, and Addressing Student Needs), and underscored ways in which these efforts also need to take into account local, global contexts in which the Department of Psychology programs operate including challenges of geography, evolving professional standards, and post-pandemic educational trends.

The Department of Psychology proposed an **Action Plan with five area of focus** where they intend to take steps in response to the recommendations. Each integrative area of focus has several interrelated actions that will be able to be progressed and reported on through the 12, 24 and 36 month reporting period.

The actions in relation to **#1. Curriculum Review**, propose actionable steps that will enhance both undergraduate and graduate curriculum, including looking ahead at succession planning. The actions proposed for **#2 Strategic Planning and Direction**, will benefit from the overall intent to refine and review department planning processes to align with UNBC and Faculty Planning Processes: decisions such as pausing PhD intake and program, reflect a willingness to make important decisions that reflect UNBC's student-first orientation. The recommendations relating to **#3. Resource Allocation and Infrastructure**, are prioritised for January 2027 completion and will require pro-active interaction with the Faculty Administrative Team, to ensure timely progress on these actions. The actions in **#4. Engagement, Visibility and Community Partnerships** identify necessary actions required to address specific relational needs within the Department: intentions relating to Indigenous content and Faculty members are realistic intentions and will need close attention during 12 and 24 month reporting to ensure that these priorities can also inform Curriculum review (#1) and Students Needs (#5). The actions described in **#5. Addressing Student Experience and Needs** are clearly aligned with departmental priorities and are proposed to be addressed by January 2027: this timeline is appropriate for progressing these key activities in order to inform others that have later implementation dates.

**In sum:** This response confirms the FHHS Dean's review of the External Reviewer feedback and recommendations as well as my review and endorsement of the Action Plan prepared by the Department of Psychology in response to the external review. I commend both the reviewers for their appraisal and the Department of Psychology for their thoughtful and systematic approach to responding this feedback. The proposed Action Plan charts a positive and achievable path forward that will support the far-reaching potential and contributions of the Department of Psychology in relation to students and colleagues within the Faculty of Human and Health Sciences, UNBC and beyond.

III. Provost and Vice President, Academic's Response to the Recommendations and Action Plan  
13 August 2025

Regular and comprehensive degree program reviews support the commitment of the university and its faculty and staff to the quality, accountability, sustainability, and continuous improvement of UNBC's degree programs and academic service units.

Thank you to the review committee, the department faculty, staff, and students, central administration, and the Faculty Dean for their participation in the program review for the Department of Psychology.

I have carefully read the reviewers' report, the departmental response, and the decanal response. A meeting with the dean and chair on 13 August 2025 provided important additional context. I want to underscore the authority and responsibility of the dean and department for a large majority of the recommendations.

I broadly agree with the recommendations of the external review committee and how these recommendations have been incorporated into the departmental action plan. I also appreciate that the Department has already taken steps that align with the key recommendations.

As is usually the case, the external review committee has made recommendations that have some degree of resource implications. Whereas I broadly support suggestions to address a faculty succession plan, and to assess the level of administrative staffing for example, recommendations and actions that necessitate acquiring new resources or reallocation of resources will take some time to achieve and must align with the strategic direction and goals of the department and faculty.

I look forward to seeing the department's work on the action plan and to hearing about the positive impact on the program.

**SENATE COMMITTEE ON ADMISSIONS AND DEGREES**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the English Language Requirements on page 30-31 of the 2024/25 undergraduate academic calendar be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** Duolingo has recently updated their scoring models, with test reports now including component scores for Speaking, Writing, Reading, and Listening (SWRL). In response to these changes, it is recommended that the minimum overall score be set at 125, with no individual SWRL component score below 115, to ensure consistency in English Language requirements.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Acceptable evidence of English language proficiency may be any one of the following tests (or its online equivalence, as determined by the Office of the Registrar):

- TOEFL (Test of English as a Foreign Language) score of 90 or higher in the internet-based test, with not less than 20 in each of the Reading, Listening, Writing or Speaking components; score of at least 230 in the computer-based test or at least 570 in the paper-based test. UNBC's institutional TOEFL code is 0320;
- IELTS (International English Language Testing System) Academic score of at least 6.5 overall, with not less than 6.0 in any of the four modules;
- Duolingo English Test score of 105 or higher;
- A final grade of 2.00 (C) or better in the UNBC English Language Studies 50 and English Language Studies 170;
- A final grade of 2.00 (C) or better in an articulated BCCAT EAP (BC Council on Admissions and Transfer English for Academic Purposes) 4 program;
- A final grade of 50% or better in English Studies 12 from the British Columbia high school system;
- A final grade of 75% (B) or better in a University-transferable English course;
- A final grade of 75% or better in CBSE (Central Board of Secondary Education) / CISCE (Council for The Indian School Certificate Examinations) Class XII English Core;
- Completion of two full years of full time degree level studies or equivalent at a recognized institution where English is the language of instruction;
- A final grade of 2 or better in AP (Advanced Placement) English Literature and Composition or AP Literature and Composition;
- A final grade of 3 or better in IB (International Baccalaureate) English A1 or A2 (higher or subsidiary level);
- MELAB (Michigan English Language Assessment Battery) score of at least 80, with a minimum of 3 on the Speaking Rating Scale;
- CAEL (Canadian Academic English Language) or the CAEL CE (Computer Edition) Assessment score of at least 70, with no subtest below 60;
- A grade of B or better on Cambridge English Qualification C1 Advanced;
- PTE (Pearson Test of English - Academic): overall score of 65, with not less than 60 in each of reading, writing, listening, and speaking.

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

Acceptable evidence of English language proficiency may be any one of the following tests (or its online equivalence, as determined by the Office of the Registrar):

- TOEFL (Test of English as a Foreign Language) score of 90 or higher in the internet-based test, with not less than 20 in each of the Reading, Listening, Writing or Speaking components; score of at least 230 in the computer-based test or at least 570 in the paper-based test. UNBC’s institutional TOEFL code is 0320;
- IELTS (International English Language Testing System) Academic score of at least 6.5 overall, with not less than 6.0 in any of the four modules;
- Duolingo English Test score of ~~405~~ 125 or higher with not less than 115 in each of the Reading, Listening, Writing, or Speaking components;
- A final grade of 2.00 (C) or better in the UNBC English Language Studies 50 and English Language Studies 170;
- A final grade of 2.00 (C) or better in an articulated BCCAT EAP (BC Council on Admissions and Transfer English for Academic Purposes) 4 program;
- A final grade of 50% or better in English Studies 12 from the British Columbia high school system;
- A final grade of 75% (B) or better in a University-transferable English course;
- A final grade of 75% or better in CBSE (Central Board of Secondary Education) / CISCE (Council for The Indian School Certificate Examinations) Class XII English Core;
- Completion of two full years of full-time degree-level studies or equivalent at a recognized institution where English is the language of instruction;
- A final grade of 2 or better in AP (Advanced Placement) English Literature and Composition or AP Literature and Composition;
- A final grade of 3 or better in IB (International Baccalaureate) English A1 or A2 (higher or subsidiary level);
- MELAB (Michigan English Language Assessment Battery) score of at least 80, with a minimum of 3 on the Speaking Rating Scale;
- CAEL (Canadian Academic English Language) or the CAEL CE (Computer Edition) Assessment score of at least 70, with no subtest below 60;
- A grade of B or better on Cambridge English Qualification C1 Advanced;
- PTE (Pearson Test of English - Academic): overall score of 65, with not less than 60 in each of reading, writing, listening, and speaking.

**6. Authorization:**

**SCCC Reviewed:** May 13, 2025

**Program / Academic / Administrative Unit:** Office of the Registrar

**Faculty(ies):** Not applicable

**Faculty Council Motion Number(s):** Not applicable

**Faculty Council Approval Date(s):** Not applicable

**Senate Committee on Indigenous Initiatives Motion Number:** Not applicable

**Senate Committee on Indigenous Initiatives Meeting Date:** Not applicable

**7. Other Information**

**Attachment Pages:**   0   pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAD

**Moved by:**

**Seconded by:**

**Committee Decision:**

**Approved by SCAD:**

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

\_\_\_\_\_  
**Chair's Signature**

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





Motion Number (assigned by SCSB): SCSB20250827.03

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the **Dr. Kwadwo and Mrs. Gail Asante Medical Bursary** be approved.

**Rationale:** To activate the **Dr. Kwadwo and Mrs. Gail Asante Medical 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:** Yes

**Date to SCSB:** June 6, 2025

**\*SCII Vetting Process:** (Section to be completed by SCII Committee Recording Secretary)

SCII Motion Number: 5.1.16

SCII Meeting Date: June 2, 2025

SCII Brief Summary of Committee Discussion: Request for friendly amendment to change the wording to singular rather than plural (or keep wording in a consistent). Harpreet to make this change. Passed.

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250827.03

**Moved by:** Neil Hanlon

**Seconded by:** Maik Gehloff

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025

**Date**

**Chair's Signature**

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:**

**Award Category:** Entrance

**Award Name:** Dr. Kwadwo and Mrs. Gail Asante Medical Bursary

**Awards Guide Description/Intent:** The Asantes value higher education and recognize the difficulties of living in the north. Dr. Asante worked as a pediatrician in northern British Columbia for over 20 years before they established the Asante Centre for Fetal Alcohol Syndrome in Maple Ridge, BC, the first of its kind in Canada. With this award, the Asantes wish to support students who plan to attend the UNBC Northern Medical Program, continuing their dedication to providing health care in the north.

**Donor:** Dr. Kwadwo and Mrs. Gail Asante

**Value:** \$12,000; \$3,000 per year for the four-year undergraduate degree program

**Number:** One

**Award Type:** Bursary

**Eligibility:** Available to a full-time undergraduate student enrolled in the Health Sciences program, intending to continue to the Northern Medical Program. First preference will be given to an Indigenous (First Nations, Métis, or Inuit) student. Second preference will be given to a student of African heritage.

**Criteria:** Demonstrated financial need and academic proficiency

**Effective Date:** Established 2025

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



Motion Number (assigned by SCSB): SCSB20250827.04 (

## SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

### PROPOSED MOTION

**Motion:** That the new Terms and Conditions for the **Dr. Kwadwo and Mrs. Gail Asante Graduate Student Bursary** be approved.

**Rationale:** To activate the **Dr. Kwadwo and Mrs. Gail Asante Graduate Student 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:** Yes

**Date to SCSB:** June 6, 2025

**\*SCII Vetting Process:** (Section to be completed by SCII Committee Recording Secretary)

SCII Motion Number: 5.1.15

SCII Meeting Date: June 2, 2025

SCII Brief Summary of Committee Discussion: Passed unanimously.

### TO BE COMPLETED AFTER SCSB MEETING

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

**Motion No.:** SCSB20250827.04


**Moved by:** Kim Stathers

**Seconded by:** Shannon MacKay

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025  
Date

  
Chair's Signature

**For Information of Senate & Board**

## **AWARDS GUIDE INFORMATION:**

**Award Category:** Graduate

**Award Name:** Dr. Kwadwo and Mrs. Gail Asante Graduate Student Bursary

**Awards Guide Description/Intent:** The Asantes value higher education and recognize the difficulties of living in the north. Dr. Asante worked as a pediatrician in northern British Columbia for over 20 years before they established the Asante Centre for Fetal Alcohol Syndrome in Maple Ridge, BC, the first of its kind in Canada. With this award, the Asantes wish to support students who plan to attend the UNBC Northern Medical Program, continuing their dedication to providing health care in the north.

**Donor:** Dr. Kwadwo and Mrs. Gail Asante

**Value:** \$3,000 each to four Graduate students from four different programs (MOT, MPT, FNP or MScN, and MSW)

**Number:** Four

**Award Type:** Bursary

**Eligibility:** Available to full-time graduate students in their second year of the Occupational Therapy, Physical Therapy, Family Nurse Practitioner or Master of Science in Nursing, and Social Work master's programs. First preference will be given to Indigenous (First Nations, Métis, or Inuit) students. Second preference will be given to students of African heritage.

**Criteria:** Demonstrated financial need and academic proficiency

**Effective Date:** Established 2025

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



Motion Number (assigned by SCSB): SCSB20250827.05

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Shields Family Bursary be approved.

**Rationale:** To activate the Shields Family 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 08, 2025

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250827.05


**Moved by:** Shannon MacKay

**Seconded by:** Neil Hanlon

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27, 2025  
**Date**

  
**Chair's Signature**

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:**

**Award Category:** In-course

**Award Name:** Shields Family Bursary

**Awards Guide Description/Intent:** The Shields family has strong ties to the Miworth area of Prince George and believe in education and taking care of the environment. With this generous award they will support a third- or fourth-year undergraduate student studying fisheries biology at UNBC.

**Donor:** Cliff Shields

**Value:** \$2,500

**Number:** One

**Award Type:** Bursary

**Eligibility:** Available to a full-time undergraduate student with 60 credit hours enrolled in the Wildlife and Fisheries program. First preference will be given to a current or previous resident of Miworth.

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

**Effective Date:** Established 2025

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



Motion Number (assigned by SCSB): SCSB20250827.06

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the University of Central Asia Scholarship be approved.

**Rationale:** To activate the University of Central Asia Scholarship 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.:** SCSB20250827.06

**Moved by:** Harpreet Kaur

**Seconded by:** Lizna Lakhani

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025  
Date

  
Chair's Signature

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:**

**Award Category:** Graduate

**Award Name:** University of Central Asia Scholarship

**Awards Guide Description/Intent:** The University of Northern British Columbia (UNBC) signed a Memorandum of Understanding (MOU) with the University of Central Asia (UCA) in 2021. UNBC and UCA share common interests in education, research, development and societal impact through nurturing compassion and inspiring a better quality of life for their communities. The MOU formalizes this commitment and creates a pathway for student exchanges and research collaborations. The University of Central Asia Scholarship offers an opportunity for UCA students to pursue a graduate degree at UNBC.

**Donor:** UNBC

**Value:** \$17,500

**Number:** Three

**Award Type:** Scholarship

**Eligibility:** Available to a University of Central Asia student beginning a full-time graduate program at UNBC

**Criteria:** Admission to a graduate program at UNBC

**Effective Date:** Established 2025

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





Motion Number (assigned by SCSB): SCSB20250827.08

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Lattanzio Family MBA Award be approved.

**Rationale:** To activate the Lattanzio Family MBA Award commencing the 2026-2027 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:** July 22, 2025

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250827.08

**Moved by:** Shannon MacKay

**Seconded by:** Neil Hanlon

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025  
Date

  
Chair's Signature

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:**

**Award Category:** Graduate

**Award Name:** Lattanzio Family MBA Award

**Awards Guide Description/Intent:** The Lattanzio family created this award to support MBA students attending MBA Foundation Week and encourage second-year students to foster leadership between the first and second year classes. This experiential learning opportunity brings together new and returning students for the first week of their program each year. The Lattanzio family recognizes how important attending this week is for the students and wishes to assist students with their expenses to attend the MBA Foundation Week.

**Donor:** Lattanzio family

**Value:** \$1,000

**Number:** One

**Award Type:** Award

**Eligibility:** Available to a full-time graduate student enrolled in the MBA Program who has completed their first year of studies and fosters leadership between the first and second year classes.

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

**Effective Date:** Established 2025

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



Motion Number (assigned by SCSB): SCSB20250827.09

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the George Killy Memorial Award be approved.

**Rationale:** To activate the George Killy Memorial Award commencing the 2026-2027 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:** July 22, 2025

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250827.09

**Moved by:** Shannon MacKay

**Seconded by:** Lizna Lakhani

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025  
Date

  
Chair's Signature

**For Information of Senate & Board**

## **AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** George Killy Memorial Award

**Awards Guide Description/Intent:** The Killy family has deep roots in Prince George as a founding family of the forest industry, and the University of Northern British Columbia. George Killy's father, Ivor Killy, was successful in developing the forest industry in the Prince George area beginning in the 1930s, and in his turn George was heavily involved in the forest industry. George was part of the Nature Trust in Prince George and helped develop Cottonwood Island Park, Ferguson Lake, and Nukko Lake for nature lovers to enjoy. This award was created in George's memory as a tribute to his contributions to our community.

**Donor:** Killy Family

**Value:** \$3,500

**Number:** One undergraduate and one graduate

**Award Type:** Award

**Eligibility:** One available to a full-time or part-time undergraduate student. First preference will be given to a resident of northern British Columbia.

One available to a full-time or part-time graduate student. First preference will be given to a resident of northern British Columbia.

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

**Note:** This award is renewable for up to three years, 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



Motion Number (assigned by SCSB): SCSB20250827.10

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Sinclair Group Forest Products Indigenous Student Award be approved.

**Rationale:** To activate the Sinclair Group Forest Products Indigenous Student Award 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:** Yes

**Date to SCSB:** Aug 11, 2025

**\*SCII Vetting Process:** (Section to be completed by SCII Committee Recording Secretary)  
SCII Motion Number: **SCII2025.08.03**  
SCII Meeting Date: August 5, 2025  
SCII Brief Summary of Committee Discussion: Holly McVea asked about the use of 'McLeod Lake' rather than Tse'Khene Nation. Passed Unanimously.

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** **SCSB20250827.10**

**Moved by:** Neil Hanlon

**Seconded by:** Maik Gehloff

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025  
Date

  
Chair's Signature

**For Information of Senate & Board**

## **AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** Sinclar Group Forest Products Indigenous Student Award

**Awards Guide Description/Intent:** Sinclar Group Forest Products is a family-owned and operated group of companies in the Central Interior of British Columbia that produce lumber, and wood pellets. Sinclar also runs bioenergy systems that sustainably convert residual wood into energy, powering our communities while reducing carbon emissions.

UNBC has established this award in appreciation of Sinclar's commitment to donate wood pellets from their Premium Pellet operation to heat UNBC's Prince George campus. This award will support the continued education of Indigenous students who are members of a Nation that is engaged in partnership with Sinclar in forest management.

**Donor:** UNBC in recognition of the partnership with Sinclar Group Forest Products Ltd.

**Value:** \$2,000

**Number:** Two

**Award Type:** Award

**Eligibility:** Available to a full-time or part-time Indigenous undergraduate or graduate student who is a member of a Nation that is engaged in partnership with Sinclar in forest management (Tl'azt'en, Nak'azdli, Cheslatta, Saik'uz, L'heidli Tenneh, McLeod Lake or Stellat'en).

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

**Effective Date:** Established 2025

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



Motion Number (assigned by SCSB): SCSB20250827.11

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Ken & Rhonda McIntosh Leadership Award be approved.

**Rationale:** To activate the Ken & Rhonda McIntosh Leadership Award 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:** Aug 15, 2025

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250827.11

**Moved by:** Shannon MacKay

**Seconded by:** Maik Gehloff

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025  
**Date**

  
**Chair's Signature**

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** Ken and Rhonda McIntosh Leadership Award

**Awards Guide Description/Intent:** Ken and Rhonda are long time supporters of UNBC. They are proud to establish this leadership award to help students reach their academic goals.

**Donor:** Ken and Rhonda McIntosh

**Value:** \$6,000

**Number:** Variable

**Award Type:** Award

**Eligibility:** Available to a full-time undergraduate student with demonstrated community involvement and leadership as well as involvement in recreational activities.

**Criteria:** Satisfactory academic standing

**Note:** The UNBC Awards Office will forward the names of selected recipients to the donor for final approval.

**Effective Date:** Established 2025

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





Motion Number (assigned by SCSB): SCSB20250827.12

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

**PROPOSED MOTION**

**Motion:** That the revised Terms and Conditions for the Allan & Susan MacDonald OT/PT Award be approved.

**Rationale:** To revise the Allan & Susan MacDonald OT/PT Award 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 22, 2025

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250827.12

**Moved by:** Lizna Lakhani

**Seconded by:** Maik Gehloff

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025  
Date

  
Chair's Signature

**For Information of Senate & Board**

## **AWARDS GUIDE INFORMATION:**

**Award Category:** Graduate

**Award Name:** Allan & Susan MacDonald OT/PT Award

**Awards Guide Description/Intent:** As long-time friends of UNBC and committed members of the Prince George community, Allan and Susan MacDonald are continuing their support of UNBC students through this generous award to Occupational Therapy and Physical Therapy students.

**Donor:** Allan & Susan MacDonald

**Value:** \$1,000

**Number:** ~~Ten~~ Five in 2021/22, five in 2022/23, five in 2023/24, five in 2024/25, and five in 2025/26 annual awards; five to Occupational Therapy students and five to Physical Therapy students

**Award Type:** Award

**Eligibility:** Available to ~~a~~ full-time graduate students who ~~has~~ have been accepted into and committed to attending the Master of Occupational Therapy – Northern (MOT-N) Program or ~~or~~ the Master of Physical Therapy – Northern (MPT-N) Program and who demonstrates a patient-centred care within their clinical education. First preference will be given to a resident of northern British Columbia.

**Note:** ~~UNBC will endeavour to alternate awarding each year between a MPT-N student and a MOT-N student beginning in 2021/22 academic year with a student in the MPT-N Program.~~ This award may not be received more than once unless there are no new eligible applicants for the Award. In which case, it may be awarded to a student who has previously received it.

**Criteria:** Demonstrated financial need and academic proficiency.

**Effective Date:** Established 2021, Revised 2025

**Recipient Selection:** Senate Committee on Scholarships and Bursaries with nomination by the UNBC Master of Occupational Therapy – Northern (MOT-N) Program and Master of Physical Therapy – Northern (MPT-N) Program



Motion Number (assigned by SCSB): SCSB20250827.13

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

**PROPOSED MOTION**

**Motion:** That the revised Terms and Conditions for the Chancellor Iona Campagnolo Memorial Scholarship be approved.

**Rationale:** To revise the Chancellor Iona Campagnolo Memorial Scholarship 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:** Aug 11, 2025

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250827.13

**Moved by:** Shannon MacKay

**Seconded by:** Neil Hanlon

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025  
Date

  
Chair's Signature

**For Information of Senate & Board**

## **AWARDS GUIDE INFORMATION:**

**Award Category:** Entrance

**Award Name:** Chancellor Iona Campagnolo Memorial Scholarship

**Awards Guide Description/Intent:** The Honourable Iona Campagnolo, the first chancellor of the University of Northern British Columbia, was a distinguished Canadian and British Columbian. She was an integral part of this institute's vision, declaring that "The University of Northern British Columbia will be a welcoming place for all students, not grudgingly, or in spite of their colour, race, gender or place of origin, but in frank celebration of it. " Her intention with this award was to find the *northern gem* who needs support for their dream to get educated and to serve northern communities.

**Donor:** Friends of Chancellor Campagnolo and UNBC

**Value:** \$3,500

**Number:** One

**Award Type:** Scholarship

**Eligibility:** Available to a new full-time undergraduate student enrolled in Health and Human Sciences, Political Science, International Studies, First Nations Studies, or Women's Studies. The scholarship will be awarded in even years to a woman and in odd years to a man. First preference will be given to a resident of northern British Columbia and will be distributed evenly, when possible, amongst the differing sub-regions.

**Criteria:** Academic excellence, social excellence, community service

**Note:** Successful applicants must complete the Community Involvement section of the Online Awards Application, and have two referees submit a reference letter via [awards@unbc.ca](mailto:awards@unbc.ca).

**Effective Date:** ~~Established~~Endowed 1992, revised 2024<sup>5</sup>

**Recipient Selection:** Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office and selection by a member of the Campagnolo family.



Motion Number (assigned by SCSB): SCSB20250827.14

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

**PROPOSED MOTION**

**Motion:** That the revised Terms and Conditions for the Chuck and Marc Bock Health Award be approved.

**Rationale:** To revise the Chuck and Marc Bock Health Award commencing the 2026-2027 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:** Aug 15, 2025

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250827.14

**Moved by:** Shannon MacKay

**Seconded by:** Neil Hanlon

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** August 27 2025  
Date

  
Chair's Signature

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:****Award Category:** Graduate**Award Name:** Chuck and Marc Bock Health Award**Awards Guide Description/Intent:** In memory of Marc's parents, Yvette and Dollard Bock, who were long-time residents of Prince George; Marc, with the help of artist and chef Chuck, created this award to honour Yvette's vision of supporting students in the UNBC Northern Medical Program. Marc drew inspiration from First Nations Elder Veronica Rose (Prince) Rossetti's wisdom on native medicine and her philosophy of "don't fight the wind."**Donor:** Chuck and Marc Bock**Value:** ~~\$2,500~~ \$1,000**Number:** One**Award Type:** Award**Eligibility:** Available to a ~~full-time graduate student in the second year of~~ enrolled in the Northern Medical Program. First preference will be given to a resident of northern British Columbia. Second preference will be given to a student who plans on practicing medicine in northern communities.**Criteria:** Academic proficiency and plans to practice medicine in the north**Effective Date:** ~~Established~~ Endowed 2024, Revised 2025**Recipient Selection:** Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office



Motion Number (assigned by SCSB): SCSB20250827.16

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

**PROPOSED MOTION**

**Motion:** That the 2025/2026 Awards recipients be approved.

**Effective Date:** 2025/2026 Academic Year

**Rationale:** The recipients meet the criteria for the awards they have been nominated for.

**Proposed By:** Jenny Sarrazin, Advisor – Awards & Financial Aid

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20250827.16

**Moved by:** Neil Hanlon

**Seconded by:** Maik Gehloff

**Committee Decision:** Carried

**Attachments:** 148 Pages

**Approved by SCSB:** August 27 2025  
Date

  
Chair's Signature

**Recipient list is not forwarded to Senate.**