

**SENATE MEETING
PUBLIC SESSION
AGENDA**

November 26, 2014
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

1.0 S-201411.01

Approval of the Agenda †

Page 1 That the agenda for the November 26, 2014 Public Session of Senate be approved as presented.

† **NOTE:** *The Senate Agenda for the public session consists of two parts, a consent agenda and a regular agenda. The consent agenda contains items that are deemed to be routine or noncontroversial and are approved by the Steering Committee of Senate for placement on that agenda. Any Senator wishing to discuss any item on the consent agenda may ask the Chair of Senate that the item be removed from the consent agenda and placed on the regular agenda. Items removed from the consent agenda will be placed on the regular agenda and dealt with in the order in which they appear on the full agenda. Senators wishing to ask a question regarding an item on the consent agenda, without necessarily removing that item from the consent agenda, are strongly encouraged to direct questions to the Secretary of Senate in advance of the meeting.*

2.0 S-201411.02

Approval of Senate Minutes

Page 12 That the minutes of the October 22, 2014 Public Session of Senate be approved as presented.

3.0 Business Arising from Previous Minutes of Senate (no material)

4.0 President's Report **Dr. Weeks**

5.0 Report of the Provost **Dr. Dale**

6.0 Report of the Registrar **Mr. Hanschen**

7.0 Question Period **Dr. Weeks**

8.0 Removal of Motions from the Consent Agenda **Dr. Weeks**

9.0 Committee Reports

9.1 Senate Committee on Academic Affairs

Dr. Dale

"For Approval" Items:

Regular **S-201411.03**

Establishment of Hybrid Structures Engineering Research Chair

Page 57 That, on the recommendation of the Senate Committee on Academic Affairs, Senate recommends to the Board the establishment of the Hybrid Structures Engineering Research Chair.
Effective date: Immediately upon approval by Senate

Regular **S-201411.04**

Changes to Degree Requirements — Development Economics (MA Program)

Page 60 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the degree requirements for the Development Economics (MA Program), on page 53 of the 2014/2015 graduate calendar, be approved as proposed.
Effective Date: January 2015

Page 63 An executive summary of the proposed revisions to the School of Health Sciences Master's Program curriculum is included for information.

Regular **S-201411.05**

Changes to Degree Requirements — Community Health Science (MSc Program)

Page 64 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the Community Health Science (MSc Program) degree name, requirements, and calendar description, on page 51 and 52 of the 2014-2015 graduate calendar, be approved as proposed.
Effective Date: September 2015

Consent **S-201411.06**

New Course Approval — HHSC 790-12

Page 71 That, on the recommendation of the Senate Committee on Academic Affairs, the new course HHSC 790-12 Master of Science: Health Sciences Thesis be approved as proposed.
Proposed semester of first offering: September 2015

Page 76 An executive summary of the proposed revisions to the International Studies curriculum is included for information.

Regular **S-201411.07**

Changes to International Studies (BA Program)

Page 78 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the International Studies (BA Program), on page 102 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

Regular **S-201411.08**

Changes to the Minor in International Studies

Page 87 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Minor in International Studies, on page 149 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

Regular **S-201411.09**

Changes to the International Studies / Political Science Joint Major

Page 90 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the International Studies / Political Science Joint Major, on pages 103 & 132 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

- Regular **S-201411.10**
Changes to the Economics / International Studies Joint Major
Page 94 That, on the recommendation of the Senate Committee on Academic Affairs, the changes to the Economics / International Studies Joint Major, on pages 41, 42 & 103 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Regular **S-201411.11**
Deletion of BA Honours – International Studies
Page 98 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of BA Honours – International Studies, on page 149 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.12**
Course Deletion — INTS 101-3
Page 100 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 101-3 Canada in the World, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.13**
Course Deletion — INTS 141-3
Page 102 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 141-3 Beginning Swedish I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.14**
Course Deletion — INTS 142-3
Page 104 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 142-3 Beginning Swedish II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.15**
Course Deletion — INTS 160-3
Page 106 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 160-3 Mandarin for Chinese Speakers, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.16**
Course Deletion — INTS 202-3
Page 108 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 202-3 Contemporary United States, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.17**
Course Deletion — INTS 206-3
Page 110 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 206-3 Contemporary International Issues, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.18**
Course Deletion — INTS 241-3
Page 112 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 241-3 Intermediate Swedish I, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

- Consent **S-201411.19**
Course Deletion — INTS 242-3
Page 114 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 242-3 Intermediate Swedish II, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.20**
Course Deletion — INTS 350-3
Page 116 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 350-3 Pacific Relations, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.21**
Course Deletion — INTS 371-3
Page 118 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 371-3 Globalization, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.22**
Course Deletion — INTS 403-3
Page 120 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 403-3 Canadian-American Relations, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.23**
Course Deletion — INTS 404-3
Page 122 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 404-3 Canada and the Americas, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.24**
Course Deletion — INTS 444-3
Page 124 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 444-3 Russian Foreign Policy, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.25**
Course Deletion — INTS 590-3
Page 126 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 590-3 Honours Seminar, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.26**
Course Deletion — INTS 591-3
Page 128 That, on the recommendation of the Senate Committee on Academic Affairs, the deletion of INTS 591-3 Honours Thesis, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **S-201411.27**
New Course Approval — INTS 171-3
Page 130 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 171-3 Beginning French I be approved as proposed.
Proposed semester of first offering: September 2015

- Consent **S-201411.28**
New Course Approval — INTS 172-3
Page 135 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 172-3 Beginning French II be approved as proposed.
Proposed semester of first offering: September 2015
- Consent **S-201411.29**
New Course Approval — INTS 181-3
Page 140 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 181-3 Beginning Spanish I be approved as proposed.
Proposed semester of first offering: September 2015
- Consent **S-201411.30**
New Course Approval — INTS 182-3
Page 145 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 182-3 Beginning Spanish II be approved as proposed.
Proposed semester of first offering: September 2015
- Consent **S-201411.31**
New Course Approval — INTS 207-3
Page 150 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 207-3 Contemporary Latin America be approved as proposed.
Proposed semester of first offering: September 2015
- Consent **S-201411.32**
New Course Approval — INTS 210-3
Page 155 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 210-3 Globalizations be approved as proposed.
Proposed semester of first offering: September 2015
- Consent **S-201411.33**
New Course Approval — INTS 220-3
Page 160 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 220-3 Globalization and the World's Economies be approved as proposed.
Proposed semester of first offering: September 2015
- Consent **S-201411.34**
New Course Approval — INTS 271-3
Page 165 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 271-3 Intermediate French I be approved as proposed.
Proposed semester of first offering: September 2015
- Consent **S-201411.35**
New Course Approval — INTS 272-3
Page 170 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 272-3 Intermediate French I be approved as proposed.
Proposed semester of first offering: September 2015
- Consent **S-201411.36**
New Course Approval — INTS 281-3
Page 175 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 281-3 Intermediate Spanish I be approved as proposed.
Proposed semester of first offering: September 2015
- Consent **S-201411.37**
New Course Approval — INTS 282-3
Page 180 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 282-3 Intermediate Spanish II be approved as proposed.
Proposed semester of first offering: September 2015

Consent **S-201411.38**
New Course Approval — INTS 298-3
Page 185 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 298-3 Special Topics in Global Studies be approved as proposed.
Proposed semester of first offering: September 2015

Consent **S-201411.39**
New Course Approval — INTS 360-3
Page 190 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 360-3 Global Sports be approved as proposed.
Proposed semester of first offering: September 2015

Consent **S-201411.40**
New Course Approval — INTS 407-3
Page 195 That, on the recommendation of the Senate Committee on Academic Affairs, the new course INTS 407-3 Global Economy and Development be approved as proposed.
Proposed semester of first offering: September 2015

“For Information” Items:

Consent **SCAAF201411.07**
Changes to Course Title and Calendar Description — HHSC 795-3
Page 200 That the change(s) to the course title and calendar course description for HHSC 795-3 Research Seminar, on page 125 of 2014-2015 graduate calendar, be approved as proposed.
Effective date: September 2015

Consent **SCAAF201411.08**
Changes to Course Title and Calendar Description — HHSC 799-9
Page 202 That the change(s) to the course title and calendar course description for HHSC 799-9 Thesis, on page 125 of 2014-2015 graduate calendar be approved as proposed.
Effective date: September 2015

Consent **SCAAF201411.43**
Changes to Course Number, Title, and Description — INTS 205-3
Page 204 That the changes to the course number, course title and course description for INTS 205-3 Introduction to International Studies, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

Consent **SCAAF201411.44**
Changes to Course Description and Prerequisites — INTS 121-3
Page 206 That the changes to the course description and course prerequisite for INTS 121-3 Beginning Japanese I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

Consent **SCAAF201411.45**
Changes to Course Description and Prerequisites — INTS 122-3
Page 208 That the changes to the course description and course prerequisite for INTS 122-3 Beginning Japanese II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

Consent **SCAAF201411.46**
Changes to Course Description and Prerequisites — INTS 131-3
Page 210 That the changes to the course description and course prerequisite for INTS 131-3 Beginning Russian I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

Consent **SCAAF201411.47**
Changes to Course Description and Prerequisites — INTS 132-3
Page 212 That the changes to the course description and course prerequisite for INTS 132-3 Beginning Russian II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

- Consent **SCAAF201411.48**
Changes to Course Description and Prerequisites — INTS 161-3
Page 214 That the changes to the course description and course prerequisite for INTS 161-3 Beginning Chinese I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015
- Consent **SCAAF201411.49**
Changes to Course Description and Prerequisites — INTS 162-3
Page 216 That the changes to the course description and course prerequisite for INTS 162-3 Beginning Chinese II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015
- Consent **SCAAF201411.50**
Changes to Course Description — INTS 200-3
Page 218 That the change(s) to the course description for INTS 200-3 Contemporary Russia, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015
- Consent **SCAAF201411.51**
Changes to Course Description — INTS 203-3
Page 220 That the change(s) to the course description for INTS 203-3 Contemporary Japan, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015
- Consent **SCAAF201411.52**
Changes to Course Description — INTS 204-3
Page 222 That the change(s) to the course description for INTS 204-3 Contemporary China, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015
- Consent **SCAAF201411.53**
Changes to Course Description and Prerequisites — INTS 221-3
Page 224 That the changes to the course description and course prerequisite for INTS 221-3 Intermediate Japanese I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015
- Consent **SCAAF201411.54**
Changes to Course Description and Prerequisites — INTS 222-3
Page 226 That the changes to the course description and course prerequisite for INTS 222-3 Intermediate Japanese II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015
- Consent **SCAAF201411.55**
Changes to Course Number, Description, and Preclusions — INTS 335-3
Page 228 That the changes to the course number, course description and preclusions for INTS 335-3 Global Environmental Challenge: Sustainability, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015
- Consent **SCAAF201411.56**
Changes to Course Description and Prerequisites — INTS 231-3
Page 230 That the changes to the course description and course prerequisite for INTS 231-3 Intermediate Russian I, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015
- Consent **SCAAF201411.57**
Changes to Course Description and Prerequisites — INTS 232-3
Page 232 That the changes to the course description and course prerequisite for INTS 232-3 Intermediate Russian II, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed. Effective date: September 2015

- Consent **SCAAF201411.58**
Changes to Course Description — INTS 240-3
Page 234 That the change(s) to the course description for INTS 240-3 Contemporary Circumpolar North, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.59**
Changes to Course Description and Prerequisites — INTS 261-3
Page 236 That the changes to the course description and course prerequisite for INTS 261-3 Intermediate Chinese I, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.60**
Changes to Course Description and Prerequisites — INTS 262-3
Page 238 That the changes to the course description and course prerequisite for INTS 262-3 Intermediate Chinese II, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.61**
Changes to Course Description and Prerequisites — INTS 300-3
Page 240 That the change(s) to the course description and prerequisites for INTS 300-3 International Organization, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.62**
Changes to Course Prerequisites — INTS 301-3
Page 242 That the change to the course prerequisite, for INTS 301-3 International Law, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.63**
Changes to Course Prerequisites — INTS 302-3
Page 244 That the change(s) to the prerequisites for INTS 302-3 Canadian Foreign Policy, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.64**
Changes to Course Description and Prerequisites — INTS 304-3
Page 246 That the change(s) to the course description and prerequisites for INTS 304-3 International Development, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.65**
Changes to Course Description and Prerequisites — INTS 306-3
Page 248 That the change(s) to the course description and prerequisites for INTS 306-3 Human Rights, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.66**
Changes to Course Description and Prerequisites — INTS 307-3
Page 250 That the change(s) to the course description and prerequisites for INTS 307-3 Global Resources, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.67**
Changes to Course Prerequisites — INTS 308-3
Page 252 That the change(s) to the prerequisites for INTS 308-3 Gender and International Studies, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

- Consent **SCAAF201411.68**
Changes to Course Description and Prerequisites — INTS 309-3
Page 254 That the change(s) to the course description and prerequisites for INTS 309-3 Global Science and Technology, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.69**
Changes to Course Title, Description, and Prerequisites — INTS 310-3
Page 256 That the change(s) to the title, course description and prerequisites for INTS 310-3 Origins and Evolution of International Studies, on page 212 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.70**
Changes to Course Description and Prerequisites — INTS 321-3
Page 258 That the changes to the course description and course prerequisite for INTS 321-3 Japanese Conversation and Composition I, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.71**
Changes to Course Description and Prerequisites — INTS 322-3
Page 260 That the changes to the course description and course prerequisite for INTS 322-3 Japanese Conversation and Composition II, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.72**
Changes to Course Description and Prerequisites — INTS 325-3
Page 262 That the change(s) to the course description and prerequisites for INTS 325-3 Russian Film and Society, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.73**
Changes to Course Prerequisites — INTS 340-3
Page 264 That the change(s) to the prerequisites for INTS 340-3 The Circumpolar North in Global Perspective, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.74**
Changes to Course Prerequisites — INTS 377-3
Page 266 That the change(s) to the prerequisites for INTS 377-3 Redefining Security, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.75**
Changes to Course Prerequisites — INTS 378-3
Page 268 That the change(s) to the prerequisites for INTS 378-3 Intelligence and Security, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.76**
Changes to Course Description and Prerequisites — INTS 402-3
Page 270 That the change(s) to the course description and prerequisites for INTS 402-3 Pacific Affairs, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015

- Consent **SCAAF201411.77**
Changes to Course Prerequisites — INTS 430-(3-15)
Page 272 That the change(s) to the prerequisites for INTS 430-(3-15) Study Abroad, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.78**
Changes to Course Prerequisites — INTS 440-(3-6)
Page 274 That the change(s) to the prerequisites for INTS 440-(3-6) Internship, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.79**
Changes to Course Prerequisites — INTS 460-3
Page 276 That the change(s) to the prerequisites for INTS 460-3 Issues in Canadian Foreign Relations, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.80**
Changes to Course Title, Description and Prerequisites — INTS 470-3
Page 278 That the change(s) to the title, course description and prerequisites for INTS 470-3 International Environmental Policy, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.81**
Changes to Course Description and Prerequisites — INTS 480-3
Page 280 That the change(s) to the course description and prerequisites for INTS 480-3 Pacific Environment, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.82**
Changes to Course Number, Title, Description, and Prerequisites — INTS 409-3
Page 282 That the changes to the course number, course title, course description and prerequisites for INTS 409-3 Theories of International Studies, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.83**
Changes to Course Title, Description, and Prerequisites — INTS 498-(3-6)
Page 284 That the change(s) to the title, course description and prerequisites for INTS 498-(3-6) Special Topics in International Studies, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.84**
Changes to Course Description and Prerequisites — INTS 499-(3-6)
Page 286 That the change(s) to the course description and prerequisites for INTS 499-(3-6) Independent Study, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2015
- Consent **SCAAF201411.85**
Approval of 2014 Annual Report
Page 288 That the 2014 Annual Report (September 1, 2013 to August 31, 2014) from the Senate Committee on Academic Affairs be approved by the Committee and forwarded to Senate for information.
Effective date: November 5, 2014

“For Information” Items:

Consent **SCSB20141022.03**
Revised Terms and Conditions — CanWest Global Communications Graduate Scholarship
Page 455 That the revised Terms and Conditions for the CanWest Global Communications Graduate Scholarship be approved.
Effective Date: 2015/2016 Academic Year

Consent **SCSB20141022.04**
Revised Terms and Conditions — CanWest Global Communications Undergraduate Bursary
Page 458 That the revised Terms and Conditions for the CanWest Global Communications Undergraduate Bursary be approved.
Effective Date: 2015/2016 Academic Year

9.3 **Senate Committee on the University Budget** *(no material)* **Dr. Whitcombe**

10.0 **S-201411.41**
Approval of Motions on the Consent Agenda *(no material)*
That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.

11.0 **Other Business**

12.0 **Information**

12.1 Presentation — *WinBC and the Canada Games* *(no material)* **Dr. Payne**

13.0 **S-201411.42**
Move to In Camera Session
That the meeting move In Camera.

14.0 **S-201411.48**
Adjournment
That the Senate meeting be adjourned.

Motion Number (assigned by
Steering Committee of Senate): S-201411.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That, on the recommendation of the Senate Committee on Academic Affairs, Senate recommends to the Board the establishment of the Hybrid Structures Engineering Research Chair.

Effective Date: Immediately upon approval of Senate

Rationale: The Office of Research is currently pursuing this research chair.

Made by: Ranjana Bird

College / Academic Department:

Program: not applicable

Implications for Other Programs / Faculties? None

College Council / Committee Motion Number: not applicable

College Council / Committee Approval Date: not applicable

Attachment Pages (if applicable): 2 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.03

Moved by: I. Hartley

Seconded by: T. Whitcombe

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

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

Integrated Wood Engineering and Design Program
College of Science and Management

Hybrid Structures Engineering Research Chair
Assistant/Associate Professor
(Tenure-Track position)

The University of Northern British Columbia invites applications for a Research Chair in Hybrid Structures Engineering to complement its new Master of Engineering in Integrated Wood Design program. The Chair will be the catalyst for establishing a world class research and education program in the Design and Engineering of Hybrid Structures that responds to community and industry needs. The Research Chair will also teach courses in the Integrated Wood Design program at the Wood Innovation and Design Centre, located in downtown Prince George. The preferred start date for this position is September 2015.

The successful applicant will establish an interdisciplinary research program to design and deliver Hybrid Engineering solutions that are innovative and sustainable. Significant components of the program may include:

- Innovative structural design;
- Design of hybrid structures combining wood with concrete, steel or other glass composites;
- Vibrations and acoustics;
- Fire control and safety in larger wooden structures, and;
- Life cycle analysis of sustainable building materials.

The Research Chair will develop research and extension partnerships, and focus on global issues of sustainability and healthy design, and link the program to both urban and rural solutions, especially in the area of northern indigenous solutions. The Chair will link closely with industry and government to facilitate knowledge transfer and will work closely with the Integrated Wood Engineering and Design Team at UNBC to provide a world class learning environment for practicing engineers, architects and trades personnel in collaboration with regional colleges, undergraduate students, and graduate students.

Applications for this position must hold a Ph.D. with a specialization in one or more of the areas above, and must be a registered Professional Engineer in Canada or be eligible to be registered. Applicants must have demonstrated success in securing external funding and must have scholarly attributes to be competitive for federally funded Research Chair programs such as, the NSERC Industrial Research Chair or a Canada Research Chair. Applicants must provide evidence of excellence in teaching at either the graduate or undergraduate level.

UNBC is equipped with significant research infrastructure for environmental engineering, environmental sciences, forestry, the biological and social sciences. With its main campus located in Prince George, the University has a mandate to serve the northern two-thirds of the Province and offers a unique combination of a strong commitment for growth, a modern and attractive campus, and a wonderful setting in the heart of British Columbia.

Located in north-central BC, Prince George is a city of approximately 80,000 people, with a range of cultural, educational and recreational amenities. Prince George is a friendly community offering a wide range of outdoor activities including exceptional skiing, canoeing and kayaking, fly-fishing, hiking and mountain-biking. The lakes, forests and mountains of northern and central British Columbia offer an unparalleled natural environment in which to live and work. The city is also home to a symphony orchestra, professional theatre, a WHL hockey team, and a community college. For more information about living and working in Prince George please consult www.unbc.ca/northernbc.

Applicants should forward their curriculum vitae and the names and addresses of three references (including telephone, fax, and email information) quoting competition #xxxxxxx to: The Office of the VP Research, University of Northern British Columbia, 3333 University Way, Prince George, B.C., V2N 4Z9. Fax: (250) 960-5791. Please direct inquiries to: Dr. Dan Ryan, Dean of the College of Science and Management, at Telephone (250) 960-5755, Email <Daniel.ryan@unbc.ca>. Electronic submissions of CVs can be forwarded to: **FacultyRecruitment@unbc.ca**.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Northern British Columbia is committed to employment equity and encourages applications from women, aboriginal peoples, persons with disabilities and members of visible minorities.

**Applications received on or before _____ .014 will receive full consideration;
however applications will be accepted until the position is filled.**

Motion Number (assigned by
Steering Committee of Senate): S-201411.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the degree requirements for the Development Economics (MA Program), on page 53 of the 2014/2015 graduate calendar, be approved as proposed.

1. **Effective date:** January 2015

2. **Rationale for the proposed revisions:** Wording has been moved in the calendar to the appropriate place. Additional course added to possible graduating 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:**

Requirements: The course of study is composed of a minimum total of 24 credit hours of work for the project option and a minimum of 27 credit hours of work for the thesis option. First, students are required to complete 5 courses totaling 15 credit hours. Second, students are required to produce (i) both a detailed project proposal and bibliography and to defend, in a formal oral examination, a 9-credit hour project of a maximum of 50 pages in length or (ii) a detailed thesis proposal and to defend, in a formal oral examination, a 12 credit thesis of a maximum of 75 pages.

Required Courses

ECON 601-3 The Global Economy
ECON 604-3 Poverty, Inequality and Development
ECON 710-3 Macroeconomic Policy for Development
ECON 712-3 Applied Econometrics

Required Research

ECON 798-9 MA Project or
ECON 799-12 MA Thesis

In addition, any student who does not, at the time of entry to the program, have a course in advanced microeconomics at the undergraduate level will be required to take ECON 451-3 (Advanced Microeconomics).

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

Requirements: The course of study is composed of a minimum total of 24 credit hours of work for the project option and a minimum of 27 credit hours of work for the thesis option. ~~First,~~ All students are required to complete 5 courses totaling 15 credit hours. ~~Second,~~ Additionally, students are required to produce must choose between one of two options:

(i) ~~both to produce~~ a detailed project proposal and with bibliography and to defend, in a formal oral examination, a ~~9-credit~~ 9 credit hour project of a maximum of 50 pages in length or

(ii) a detailed thesis proposal and to defend, in a formal oral examination, a 12 credit hour thesis of a maximum of 75 pages.

In addition, any student who does not, at the time of entry to the program, have a course in advanced microeconomics and/or econometrics at the undergraduate level will be required to take ECON 451-3 (Advanced Microeconomics) and/or ECON 312-3 (Econometrics) as part of their graduate degree program in order to meet graduation requirements. A minimum grade of B is required in such a course.

Required Courses

ECON 601-3 The Global Economy
ECON 604-3 Poverty, Inequality and Development
ECON 710-3 Macroeconomic Policy for Development
ECON 712-3 Applied Econometrics

Required Research

ECON 798-9 MA Project or
ECON 799-12 MA Thesis

~~In addition, any student who does not, at the time of entry to the program, have a course in advanced microeconomics at the undergraduate level will be required to take ECON 451-3 (Advanced Microeconomics)~~

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

Program / Academic / Administrative Unit: Economics

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2014.10.16.04

College Council Approval Date: October 16, 2014

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.04

Moved by: P. Siakaluk

Seconded by: J. Kormos

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

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

Summary of proposed revisions to School of Health Sciences Masters Program (effective Sept 2015)

A. Change in degree name from MSc in Community Health Sciences to MSc in Health Sciences

The change of name from MSc in Community Health Science to MSc to Health Sciences is in alignment with the overall profile and orientation of the School of Health Sciences and is consistent with existing courses that have been established in the School, including BHSc Health Sciences and PhD Health Sciences. The calendar description of the degree has been updated to be consistent with these changes.

B. Retain degree credit hours of 30 credits for MSc Health Sciences

Retaining the overall degree credit hours of 30 hours for an MSc in Health Sciences is consistent with a review of programs with similar orientation across the country. This is achieved by the combination of an increase from 9 credits to 12 credits for the thesis and a decrease in one 3 credit elective course.

C. Create a new course (HHSC 790-12) to reflect an increase in thesis credit hours from 9 to 12 credit hours

An increase from 9-12 credits for the thesis is consistent with other similar MSc Health Sciences programs and better reflects the workload of two semesters of full-time study. Students who began their degree prior to Sept 2015 (under the MSc Community Health Sciences) can choose to

- graduate with MSc Community Health Sciences by completing their thesis as HHSC799-9.
- graduate with MSc Health Sciences by completing their thesis as HHSC790-12.

D. Update HHSC795-3 'Research Seminar' to a required course: HHSC795-3 'Graduate Seminar in Health Sciences'

Updating HHSC795-3 from a 'Research Seminar' to a 'Graduate Seminar in Health Sciences' is consistent with approaches adopted by many other programs across the country. The updated course will

- be listed as a required course for the Masters in Health Sciences in conjunction with the new 12 credit thesis course 790-12 (consistent with other calendar revisions)
- shift emphasis from an elective course with a focus on thesis development to a required course that fosters a broader culture of research and scholarship for graduate students including presentation and facilitation skills, thesis development, grant writing, etc.

E. Shift HHSC 602 Organization and Financing of Canadian Healthcare from required to elective course.

HHSC602 will continue to be offered as an elective course, ensuring that students with specific interest in Organization and Financing of Canadian Healthcare will still be able to pursue this as an elective.

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

The proposed changes are not considered to have implications for other programs or Masters programs. Proposed changes have been discussed directly with the following programs leads and implications.

- Dean of Graduate Programs
- Dean of College of Arts, Social and Health Sciences
- Two past Program Chairs of the Interdisciplinary Studies MA and MSc Program
- Current and past Chairs of Psychology
- Chair of Nursing
- Selected members of CSAM engaged with health-related research

All those consulted were in support of the proposed changes and no implications or concerns were raised during these discussions.

Motion Number (assigned by
Steering Committee of Senate): S-201411.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Community Health Science (MSc Program) degree name, requirements, and calendar description, on page 51 and 52 of the 2014-2015 graduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

A. Change in degree name from MSc in Community Health Sciences to MSc in Health Sciences

The change of name from MSc in Community Health Science to MSc to Health Sciences is in alignment with the overall profile and orientation of the School of Health Sciences and is consistent with existing courses that have been established in the School, including BHSc Health Sciences and PhD Health Sciences. The calendar description of the degree has been updated to be consistent with these changes.

B. Retain degree credit hours of 30 credits for MSc Health Sciences

Retaining the overall degree credit hours of 30 hours for an MSc in Health Sciences is consistent with a review of programs with similar orientation across the country. This is achieved by the combination of an increase from 9 credits to 12 credits for the thesis and a decrease in one 3 credit elective course.

C. Create a new course (HHSC 790-12) to reflect an increase in thesis credit hours from 9 to 12 credit hours

An increase from 9-12 credits for the thesis is consistent with other similar MSc Health Sciences programs and better reflects the workload of two semesters of full-time study. Students who began their degree prior to Sept 2015 (under the MSc Community Health Sciences) can choose to

- graduate with MSc Community Health Sciences by completing their thesis as HHSC799-9.
- graduate with MSc Health Sciences by completing their thesis as HHSC790-12.

D. Update HHSC795-3 'Research Seminar' to a required course: HHSC795-3 'Graduate Seminar in Health Sciences'

Updating HHSC795-3 from a 'Research Seminar' to a 'Graduate Seminar in Health Sciences' is consistent with approaches adopted by many other programs across the country. The updated course will

- be listed as a required course for the Masters in Health Sciences in conjunction with the new 12 credit thesis course 790-12 (consistent with other calendar revisions)
- shift emphasis from an elective course with a focus on thesis development to a required course that fosters a broader culture of research and scholarship for graduate students including presentation and facilitation skills, thesis development, grant writing, etc.

E. Shift HHSC 602 Organization and Financing of Canadian Healthcare from required to elective course.

HHSC602 will continue to be offered as an elective course, ensuring that students with specific interest in Organization and Financing of Canadian Healthcare will still be able to pursue this as an elective.

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

The proposed changes are not considered to have implications for other programs or Masters programs. Proposed changes have been discussed directly with the following programs leads and implications.

- Dean of Graduate Programs
- Dean of College of Arts, Social and Health Sciences
- Two past Program Chairs of the Interdisciplinary Studies MA and MSc Program
- Current and past Chairs of Psychology
- Chair of Nursing
- Selected members of CSAM engaged with health-related research

All those consulted were in support of the proposed changes and no implications or concerns were raised during these discussions.

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

Community Health Science (MSc Program)

Graduate Supervisors are noted below but faculty from other programs listed in the Calendar may co-supervise students as well.

Henry Harder, Professor

Cindy Hardy, Professor (Psychology)

Chow Lee, Professor (Biochemistry, Chemistry)

Martha MacLeod, Professor (Nursing)

Kenneth Prkachin, Professor (Psychology)

Stephen Rader, Professor (Biochemistry, Chemistry)

Glen Schmidt, Professor (Social Work)

Shannon Wagner, Professor

Sarah deLeeuw, Associate Professor (Northern Medical Program)

R. Luke Harris, Associate Professor

Dawn Hemingway, Associate Professor (Social Work)

Peter MacMillan, Associate Professor (Education)

Margot Parkes, Associate Professor and Canadian Research Chair, Health, Ecosystem and Society

Geoffrey Payne, Associate Professor (Biochemistry, Northern Medical Program)

Kevin Smith, Associate Professor

Mamdouh Shubair, Assistant Professor

Russ Callaghan, Adjunct Professor

Kuo-Hsing Kuo, Adjunct Professor

Josee Lavoie, Adjunct Professor

William Tippet, Adjunct Professor

Website: www.unbc.ca/health-sciences/community-health

The aim of this Program is to provide opportunity for health professionals and others interested in working in the health fields with the knowledge and skills to conduct community-based research, and to develop an enhanced understanding of health care systems and policy. The program provides students with relevant health research and critical appraisal skills, and opportunities to engage in a variety of health-related topics. In addition, nurses who wish to pursue a program that enhances their clinical skills may follow a nursing stream that has been established in this program.

Current students in the Program come from a wide variety of backgrounds. These include health professionals such as nurses, social workers, occupational therapists, and physicians, as well as graduates from Science and other related programs.

Admission

Application deadlines can be found in the Graduate Programs Admissions and Regulations section of the Graduate Calendar at <http://www.unbc.ca/calendar/graduate/admissions>.

The Community Health Science MSc Program accepts students for the September Semester. In addition to meeting the admission application requirements outlined in Section 1.0 of the Graduate Admissions and Regulations, all applicants to the Community Health Science MSc Program are required to submit a Criminal Record Check search prior to the first day of classes in their entry semester.

Domestic applicants must supply a Criminal Record Check search result after receiving an offer of admission and before the first day of classes; the search result is not required with the application. International applicants must submit a Criminal Record Check search result completed by their local policy authority upon application, and will also be required to submit a British Columbia Criminal Record Check if offered admission. The Office of the Registrar will provide instructions to domestic and international applicants who have accepted offers of admission on how to complete a British Columbia Criminal Record Check.

Prerequisites

An undergraduate course in statistics or biostatistics. In addition to courses taught in departments of Mathematics or Statistics, courses that are included in social sciences programs such as psychology or sociology, and in the curricula of undergraduate health professions, meet this requirement.

An undergraduate course in research methodology. Appropriate courses include those found in social science undergraduate programs, and in the curricula of undergraduate health professions.

Requirements

Seven courses (21 credit hours) at the graduate level, and a thesis (9 credit hours) are required.

The following courses must be completed by ALL students as part of their program.

One (1) course in Epidemiology:
HHSC 601-3 Principles of Epidemiology

One (1) Canadian Health Care Course:
HHSC 602-3 Organization and Financing of Canadian Health Care

or POLS 603-3* Social and Health Policy and Administration

*Note: POLS 603-3 is precluded if the student already has credit for POLS 403-3.

One (1) Research Methods Course:
HHSC 700-3 Advanced Techniques in Epidemiology
or HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences

One (1) Graduate Statistics Course:
EDUC 602-4 Educational Research Data and Analysis
or PSYC 600-4 Quantitative Methods I
or another graduate level statistics course approved by the Program.

Additional Course Requirements

Three courses (9 credit hours), chosen in consultation with the advisor.

Examples of courses taken by our students are:
HHSC 603-3 Community Research Methods
ECON 610-3 Health Economics
EDUC 603-4 Advanced Educational Research Data Analysis
GEOG 628-3 Medical Geography
PSYC 605-4 Quantitative Methods II
PSYC 620-3 Health Psychology
PSYC 720-3 Cross-Cultural Communication in Health Care

Settings
SOCW 610-3 Wellness: Alternate Approaches
NURS 701-6 Advanced Clinical Practice in Community Health
Nursing
NURS 702-6 Continuing Community Care
NURS 703-3 Health Program Development and Evaluation

Thesis

The thesis (HHSC 799-9) shall be assigned nine credit hours.

Transfer Credit

A maximum of two courses (6 credit hours) completed with at least a B standing at a recognized University may be transferred with the approval of the advisor and the Chair of the School of Health Sciences.

5. Proposed revision with changes underlined and deletions indicated clearly:

Page 140, 2014/2015 Calendar
2nd Column

Community Health Sciences (MSc Program)

Graduate Supervisors are noted below but faculty from other programs listed in the Calendar may co-supervise students as well.

Henry Harder, Professor
Cindy Hardy, Professor (Psychology)
Chow Lee, Professor (Biochemistry, Chemistry)
Martha MacLeod, Professor (Nursing)
Kenneth Prkachin, Professor (Psychology)
Stephen Rader, Professor (Biochemistry, Chemistry)
Glen Schmidt, Professor (Social Work)
Shannon Wagner, Professor
Sarah deLeeuw, Associate Professor (Northern Medical Program)
R. Luke Harris, Associate Professor
Dawn Hemingway, Associate Professor (Social Work)
Peter MacMillan, Associate Professor (Education)
Margot Parkes, Associate Professor and Canadian Research Chair, Health, Ecosystems and Society
Geoffrey Payne, Associate Professor (Biochemistry, Northern Medical Program)
Kevin Smith, Associate Professor
Mamdouh Shubair, Assistant Professor
Russ Callaghan, Adjunct Professor
Kuo-Hsing Kuo, Adjunct Professor
Josee Lavoie, Adjunct Professor
William Tippett, Adjunct Professor
Website: www.unbc.ca/health-sciences/community-health

The aim of this Program is to provide opportunity for health professionals and others interested in working in the health fields with the knowledge and skills to conduct community-based health-related research, and to develop an enhanced understanding of health care systems and policy. The program provides students with relevant health research and critical appraisal skills, and opportunities to engage in a variety of health-related topics. ~~In addition, nurses who wish to pursue a program that enhances their clinical skills may follow a nursing stream that has been established in this program.~~

Current students in the Program come from a wide variety of backgrounds. These include health professionals such as

nurses, social workers, occupational therapists, and physicians, as well as graduates with a background in from Science and other relevant fields related programs.

Admission

Application deadlines can be found in the Graduate Programs Admissions and Regulations section of the Graduate Calendar at <http://www.unbc.ca/calendar/graduate/admissions>.

The ~~Community~~ Health Sciences MSc Program accepts students for the September Semester.

In addition to meeting the admission application requirements outlined in Section 1.0 of the Graduate Admissions and Regulations, all applicants to the ~~Community~~ Health Sciences MSc Program are required to submit a Criminal Record Check search prior to the first day of classes in their entry semester.

Domestic applicants must supply a Criminal Record Check search result after receiving an offer of admission and before the first day of classes; the search result is not required with the application. International applicants must submit a Criminal Record Check search result completed by their local ~~policy~~ police authority upon application, and will also be required to submit a British Columbia Criminal Record Check if offered admission. The Office of the Registrar will provide instructions to domestic and international applicants who have accepted offers of admission on how to complete a British Columbia Criminal Record Check.

Prerequisites

Applicants must have completed an undergraduate course in statistics or biostatistics. In addition to courses taught in departments of Mathematics or Statistics, courses that are included in social sciences programs such as psychology or sociology, and in the curricula of undergraduate health professions, meet this requirement.

An undergraduate course in research methodology. Appropriate courses include those found in social science undergraduate programs, and in the curricula of undergraduate health professions.

Requirements

~~Seven-Six~~ courses (24-18 credit hours) at the graduate level, and a thesis (9-12 credit hours) are required.

The following courses must be completed by ALL students as part of their program.

HHSC 795-3 Health Sciences Graduate Seminar

~~One (1) course in Epidemiology:~~
HHSC 601-3 Principles of Epidemiology

~~One (1) Canadian Health Care Course:~~
HHSC 602-3 Organization and Financing of Canadian Health Care
or POLS 603-3* Social and Health Policy and Administration

~~*Note: POLS 603-3 is precluded if the student already has credit for POLS 403-3.~~

~~One (1) Research Methods Course:~~
HHSC 700-3 Advanced Techniques in Epidemiology
or HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
or a course as chosen in consultation with the supervisory committee, and approved by the Chair of Health Sciences.

~~One (1) Graduate Statistics Course:~~
EDUC 602-4 Educational Research Data and Analysis Quantitative Research Design and Data Analysis
or PSYC 600-4 Quantitative Methods I
or another graduate level statistics course approved by the Program.

Additional Course Requirements

~~Three~~ Two courses (~~9.6~~ 9.6 credit hours), chosen in consultation with the advisor.

Examples of courses taken by our students are:

HHSC 602-3 Organization and Financing of Canadian Health Care

HHSC 603-3 Community Research Methods

ECON 610-3 Health Economics

EDUC 603-4 ~~Advanced Educational Research~~ Quantitative Data Analysis

GEOG 628-3 Advanced Medical Geography

PSYC 605-4 Quantitative Methods II

PSYC 620-3 Health Psychology

PSYC 720-3 Cross-Cultural Communication in Health Care
Settings

SOCW 610-3 Wellness: Alternate Approaches

NURS 701-6 Advanced Clinical Practice in Community Health
Nursing

NURS 702-6 Continuing Community Care

NURS 703-3 Health Program Planning, Community Development and Evaluation

Thesis

The thesis 790-12 shall be assigned ~~nine~~ twelve credit hours.

Transfer Credit

A maximum of two courses (6 credit hours) completed with at least a B standing at a recognized University may be transferred with the approval of the advisor and the Chair of the School of Health Sciences.

6. Authorization:

Program / Academic / Administrative Unit: School of Health Sciences

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2014.10.16.07

College Council Approval Date: October 16, 2014

7. Other Information

Attachment Pages: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.05

Moved by: T. Whitcombe

Seconded by: L. Horianopoulos

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201411.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course HHSC 790-12 Master of Science: Health Sciences Thesis be approved as proposed.

A. Description of the Course

HHSC 790-12 Masters of Science: Health Sciences Thesis will meet the thesis requirements for all new students commencing the MSc Health Sciences after September 2015. This thesis course will replace HHSC 799-(9) Thesis (MSc Community Health Sciences Thesis), which will only be available for students enrolled prior to Fall 2015.

1. **Proposed semester of first offering:** September 2015
2. **Academic Program:** Health Sciences (MSc Program)
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** HHSC 790-12
4. **Course Title:** Master of Science: Health Sciences Thesis
5. **Goal(s) of Course:**

6. Calendar Course Description:

This thesis is a written report of high academic quality that demonstrates mastery of the health-related field specified and the ability to undertake research. This course is required for graduation in the Masters of Science: Health Sciences.

7. **Credit Hours:** 12 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* _____ No X _____

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

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture N/A Seminar N/A
 Laboratory N/A Other (please specify) Research Thesis

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: Pass/Fail

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

16. Proposed text / readings: none

B. Significance Within Academic Program: A requirement for the completion of the Master in Health Sciences

1. Anticipated enrolment 10

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

3. Required for: Major: Master of Science: Health Sciences Minor: Other:

4. Elective in: Major: Minor: Other:

5. Course required by another major/minor: no

6. Course required or recommended by an accrediting agency: no

7. Toward what degrees will the course be accepted for credit? Master of Health Sciences

8. What other courses are being proposed within the Program this year? HHSC 704-3 Graduate Seminar in Health Sciences

9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas Nursing, Psychology and Interdisciplinary Studies are all aware that HHSC 799-9 Thesis (MSc Community Health Sciences Thesis) will be replaced with a new course HHSC 790-12 Masters of Science: Health Sciences Thesis.

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** There is no overlap with courses in other UNBC Programs

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

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

4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____

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

Yes ___ No X

If yes, please describe requirements:

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

Yes_ _____ No X

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

D. Resources required

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

i. **College Staffing:** None

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

iii: **Library Holdings:** None

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

E. Additional Attached Materials

None

F. Other Considerations

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

*** Whether a new course has First Nations content is to be determined by College Council.**

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

2. **Other Information:** none

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

G. Authorization

1. **College Council Motion Number:** CASHSCC.2014.10.16.05

- 2. **College Council Approval Date:** October 16, 2014
- 3. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** n/a
- 4. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** n/a

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.06

Moved by: T. Whitcombe

Seconded by: L. Horianopoulos

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to ✓, or information of _____ Senate.

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

(Please complete the sections highlighted in blue in the footer of this document)

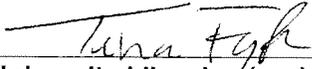
PROPOSED NEW COURSE: (List course here; e.g. HIST 302-3 Western Canada)

HHSC 790-12 Master of Science: Health Sciences Thesis

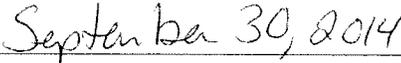
Library Holdings (to be completed by the appropriate Librarian):

- a) Are current library holdings adequate? Yes No
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature
Health Sciences Librarian - Trina Tyk



Date

MEMO

From: Ken Wilkening, Chair, Department of International Studies

Date: 1 September 2014

Re: OVERHAUL OF INTERNATIONAL STUDIES CURRICULUM

The Department of International Studies (INTS) over the past couple of years has been working to overhaul its undergraduate curriculum. We are doing so for two main reasons: (1) to make our curriculum more expansive and multidisciplinary, consistent with developments in the new field of “Global Studies”, and (2) to help address challenges related to our reduced faculty numbers.

Below are highlights of the new curriculum:

- **DEPARTMENT NAME CHANGE:** Our name will change from “International Studies” to “Global and International Studies”. Our preference is to change our name to “Global Studies”; however, given the bureaucratic complexity of attempting to change the calendar acronym (to, say, GLOB), we will be keeping INTS and retaining the “international studies” portion of our name. Retaining international studies will also help avoid confusion; specifically, having the name Global Studies but the acronym INTS. Besides reducing confusion among students, it will also alleviate concerns of our alumni who might think that the original program under which they graduated has disappeared. Our preference for the name “Global Studies” is driven by the exciting developments in the new field of Global Studies, which emerged in the 1990s and has gained considerable momentum in academia in the 2000s. Global Studies represents an effort to come to grips with changes wrought by globalization and the increasing complexity of our world.
- **GLOBAL THEMES:** We are organizing our curriculum according to four (4) major global theme areas:
 1. global environment and sustainability;
 2. global cultures and diversity;
 3. global governance and social justice; and
 4. global political economy and development.

These themes are used to help codify and explain both our curriculum and the diversity of topics necessary to understand our world. They do *not* represent “areas of specialization” or “areas of focus”, that is why we chose the word “theme”. They are merely an organizing device. Upon the completion of their major, students do not receive any special recognition that they focused on one theme or another.

- **IASK PROGRAM:** We will be requiring students to take the new IASK (Integrated Analytical Skills & Knowledge) program (6 courses and 18 credits). Originally, this program was called Foundation Year. It is anticipated that students will take this program in their first year. The purposes of IASK are: (1) to introduce students to skills necessary for university

life, (2) to give them an introduction to and grounding in the ways of thinking in the social sciences and humanities, and (3) to offer them a support network in their 1st year because students take all 6 courses with the same cohort.

- **INTRODUCTORY COURSES:** We will no longer offer our two introductory courses, INTS 101 (Canada and the World) and INTS 205 (Introduction to International Studies). These will be replaced by INTS 100 (Introduction to Global Studies), which will be similar to INTS 205, and INTS 210 (Globalizations), which emphasizes what is arguably the central concept of Global Studies, globalization.
- **LOWER DIVISION THEME REQUIREMENT:** Majors will have to take one required lower-division course in each of the 4 global theme areas. These courses are drawn from Environmental Studies, Anthropology, Political Science, and Economics. In some cases, these courses may be taught or co-taught by faculty members in our department.
- **LANGUAGES:** The language and regional studies requirement stays the same. However, a set of restriction statements are being added for the purpose of helping screen students for the appropriate level of course for them to take. In addition, French and Spanish, both of which we have been teaching for over 10 years, will have their own listings in the calendar. Previously, both were taught under our “international language” designation.
- **UPPER DIVISION REQUIREMENT:** At the upper division, students must take 4 INTS courses and 4 non-INTS courses. The non-INTS courses are drawn from a long list of courses offered at UNBC that have international or global content. These courses were identified through discussions with departments and programs across the entire campus. Many of these courses have prerequisites not covered by our lower-division courses. It will be a student’s responsibility to meet these prerequisites. However, many other courses have no prerequisites. Thus, students will not be disadvantaged by having to take numerous additional lower-division courses to be able to take the non-INTS upper-division courses.
- **CAPSTONE COURSE:** We will be introducing a capstone course that will be taken in the final year before graduation. This is our way of bringing all of our majors together at the end of their UNBC career. The course will help students integrate what they have learned as an INTS major and put it into practice using some sort of group activity or project as a vehicle.
- **HONOURS:** We are dropping our honours program because we lack the faculty numbers to be able to offer the necessary courses and supervision for honours research and writing.

Motion Number (assigned by
Steering Committee of Senate): S-201411.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the International Studies (BA Program), on page 102 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The Department of International Studies (INTS) is proposing an overhaul of our undergraduate curriculum for two major reasons: (1) to make our curriculum more expansive and multidisciplinary, and (2) to help address challenges related to our reduced faculty numbers.

We propose to change our name from International Studies to “Global and International Studies”. Our preference is Global Studies; however, given the bureaucratic complexity of changing the calendar acronym, we will be keeping the acronym INTS and retain the “international studies” phrase so as to avoid confusion (i.e., Global Studies name versus and INTS acronym) and so that our alumni wouldn’t think their original program has disappeared. Our preference for the term “Global Studies” reflects the growing popularity of this field of study, which began in the 1990s and has steadily grown since 2000. The scope of Global Studies is generally considered broader and more inclusive than international Studies.

Our new curriculum will draw on a wide array of courses from across the university.

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

Every department and program affected by the changes in our curriculum overhaul has been consulted. Email and/or face-to-face discussion have taken place with all chairs of all programs affected by our changes.

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

International Studies (BA Program)

Ken Wilkening, Associate Professor and Chair
Paul Bowles, Professor
Heather Smith, Professor
Matias Margulis, Assistant Professor
Ami Hagiwara, Lecturer

Website: www.unbc.ca/international-studies

The Department of International Studies seeks to familiarize students with the global community in which they live and to prepare them

to pursue careers involving international interactions. Participants are provided with a variety of opportunities to explore issues from economic, political, social, cultural and environmental perspectives.

Foreign language training and study abroad experiences are incorporated into the program and special attention is given to British Columbia's immediate international neighbours: the Pacific Rim countries, the nations of the Circumpolar North, and the United States.

Major in International Studies

Undergraduate students are required to complete 54 credit hours of International Studies coursework as part of their overall program in order to graduate with a major in International Studies. 12 credit

hours are required in foreign language study, and 33 credit hours are required at the upper-division (300/400) level.

The minimum requirement for completion of a Bachelor of Arts with a major in International Studies is 120 credit hours.

Program Requirements

Lower-Division Requirement

100 and 200 Level

COMM 100-3 Introduction to Canadian Business

ECON 100-3 Microeconomics

ECON 101-3 Macroeconomics

or ECON 202-3 History of Economic Thought

or POLS 202-3 Comparative Government and Politics

ECON 205-3 Statistics for the Social and Management Sciences

or STAT 240-3 Statistics for Social and Health Sciences

INTS 200-3 Contemporary Russia

or INTS 202-3 Contemporary United States

or INTS 203-3 Contemporary Japan

or INTS 204-3 Contemporary China

or INTS 240-3 Contemporary Circumpolar North

INTS 101-3 Canada and the World

or INTS 206-3 Contemporary International Issues

INTS 205-3 Introduction to International Studies

POLS 200-3 Canadian Government and Politics

Language Requirement

Students majoring in International Studies must complete four language courses. The normal pattern is to take one of the following sequences.

Chinese (Mandarin)

INTS 161-3 Beginning Chinese I

INTS 162-3 Beginning Chinese II

INTS 261-3 Intermediate Chinese I

INTS 262-3 Intermediate Chinese II

or

Japanese

INTS 121-3 Beginning Japanese I

INTS 122-3 Beginning Japanese II

INTS 221-3 Intermediate Japanese I

INTS 222-3 Intermediate Japanese II

or

Russian

INTS 131-3 Beginning Russian I

INTS 132-3 Beginning Russian II
INTS 231-3 Intermediate Russian I
INTS 232-3 Intermediate Russian II

or

Swedish

INTS 141-3 Beginning Swedish I
INTS 142-3 Beginning Swedish II
INTS 241-3 Intermediate Swedish I
INTS 242-3 Intermediate Swedish II

or

Other

INTS 151-3 Beginning International Language I
INTS 152-3 Beginning International Language II
INTS 251-3 Intermediate International Language I
INTS 252-3 Intermediate International Language II

It is also possible to fulfill this requirement by taking courses in more than one language, as long as at least 6 credit hours are in one language. Students wishing to take advantage of this option must get approval from the Department's undergraduate advisor.

Credit for training in languages other than English or French at the university/college level will be considered and prior learning assessment is offered where possible. In all such cases, students must contact the Department Chair prior to registration.

Upper-Division Requirement

300 and 400 Level

INTS 310-3 Origins and Evolution of International Studies

Thirty credit hours of additional 300 and 400 level International Studies courses.

Students should know that certain 300 and 400 level courses are offered only in alternate years.

Elective and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credits

necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

5. Proposed revision with changes underlined and deletions indicated clearly:

Global and International Studies (BA Program)

Ken Wilkening, Associate Professor and Chair

Paul Bowles, Professor

Heather Smith, Professor

Matias Margulis, Assistant Professor

Ami Hagiwara, Lecturer

Website: www.unbc.ca/international-studies

~~The Department of International Studies seeks to familiarize students with the global community in which they live and to prepare them to pursue careers involving international interactions. Participants are provided with a variety of opportunities to explore issues from economic, political, social, cultural and environmental perspectives.~~

Foreign language training and study abroad experiences are incorporated into the program and special attention is given to British Columbia's immediate international neighbours: the Pacific Rim countries, the nations of the Circumpolar North, and the United States.

Our world is rapidly globalizing, bringing exciting opportunities and daunting challenges. Global and International Studies, hereafter referred to as Global Studies, seeks to tackle this brave new world in all its complexity. We train students to be global citizens, global thinkers, and global problem-solvers, and prepare them for global careers in academia, business, government, and the non-profit sector, among others. A unique feature of our program is that we train students in foreign languages. Language is the entry-point for understanding the world's cultures and equips students for studying and working abroad.

Global Studies is a holistic and timely field of study whose scope is the whole Earth and whose eyes are on the future, aiding a global transformation toward healthy, just, peaceful, prosperous, and sustainable societies for all. The focus of our program is on the 'big picture,' international to global. Students emerge from our program with knowledge of the macro-level structures, actors, processes, ideas, issues, and events shaping our planet and its societies. This is accomplished in multi-disciplinary, multi-perspective, local-to-global, and critical ways of thinking.

The curriculum is organized around four themes:

- Global environment and sustainability
- Global cultures and diversity
- Global governance and social justice
- Global political economy and development.

Students take courses in each theme, learn to integrate across themes, and can focus on one or more themes if they so choose. Special attention is given to British Columbia's immediate international neighbouring regions: Asia-Pacific, Circumpolar North, and the Americas.

Major in Global and International Studies

Undergraduate students are required to complete 54 credit hours of International Studies coursework as part of their overall program in order to graduate with a major in International Studies. 12 credit hours are required in foreign language study, and 33 credit hours are required at the upper-division (300/400) level. To give students a solid and well-rounded foundation in the social sciences and humanities, the IASK (Integrated Analytical Skill & Knowledge) program is integrated into the Global and International Studies major. In addition to IASK (which consists of 6 courses and 18 credit hours taken over two semesters), 63 credit hours of Global and International Studies coursework are required, of which 21 credit hours are at the lower-division (100/200) level, 30 credit hours are at the upper-division (300/400) level, and 12 credit hours are in foreign language study. Thus, a grand total of 81 credit hours is required for the Global and International Studies major.

The minimum requirement for completion of a Bachelor of Arts with a major in Global and International Studies is 120 credit hours.

Program Requirements

Lower-Division Requirement

IASK (Integrated Analytical Skills & Knowledge) Program

- See calendar entry under IASK for an explanation of this program and the series of courses associated with it.
- Under special circumstances the IASK requirement can be waived with permission from the Chair of the Department of Global and International Studies.

100 and 200 Level

GOMM 100-3 — Introduction to Canadian Business

ECON 100-3 — Microeconomics
ECON 101-3 — Macroeconomics
or ECON 202-3 — History of Economic Thought
or POLS 202-3 — Comparative Government and Politics
ECON 205-3 — Statistics for the Social and Management Sciences
or STAT 240-3 — Statistics for Social and Health Sciences
INTS 200-3 — Contemporary Russia
or INTS 202-3 — Contemporary United States
or INTS 203-3 — Contemporary Japan
or INTS 204-3 — Contemporary China
or INTS 240-3 — Contemporary Circumpolar North
INTS 101-3 — Canada and the World
or INTS 206-3 — Contemporary International Issues
INTS 205-3 — Introduction to International Studies
POLS 200-3 — Canadian Government and Politics
INTS 100-3 — Introduction to Global Studies
INTS 210-3 — Globalizations

Global environment and sustainability theme

INTS 225-3 — Global Environmental Challenge: Sustainability (cross listed with ENVS 225-3, Global Environmental Change: Science and Policy)

Global cultures and diversity theme

ANTH 213-3 — Peoples and Cultures

Global governance and social justice theme

POLS 202-3 — Canada in Comparative Perspective

Global political economy and development theme

ECON 101-3 — Macroeconomics

or INTS 220-3 — Globalization and the World's Economies (cross listed with ECON 120-3, Globalization and the World's Economies)

Note: Students intending to take upper-division courses from the global political economy and/or global environment themes are strongly encouraged to take ECON 205-3 Statistics for the Social and Management Sciences in their first or second year.

Language and Regional Studies Requirement

Students majoring in Global and International Studies must complete four language courses (12 credit hours) and one lower-division regional studies course. The normal pattern is to take one of the following sequences ideal sequence is to take all four language courses in a single language and a regional studies course corresponding to that language. This sequencing is *not* required; however, at least two courses must be in one language.

Regional Studies

One of:

INTS 200-3 — Contemporary Russia

INTS 203-3 — Contemporary Japan

INTS 204-3 — Contemporary China

INTS 207-3 — Contemporary Latin America

INTS 240-3 — Contemporary Circumpolar North

GEOG 220-3 — World Regions: Latin America and the Caribbean

GEOG 222-3 — World Regions: Russia

HIST 281-3 — Republican Latin America

International Languages

Note on Languages: Language courses offered by the Department of Global and International Studies are not designed for

native speakers. A native speaker is defined as a person who is able to read and carry on conversations related to simple, daily topics or whose language ability is equivalent to a middle school graduate in that language. Students who have prior knowledge of the language for a given course must consult with the instructor, must complete a language skill evaluation, and must receive the permission of the instructor before being allowed to register for the course.

Chinese (Mandarin)

- INTS 161-3 Beginning Chinese I
- INTS 162-3 Beginning Chinese II
- INTS 261-3 Intermediate Chinese I
- INTS 262-3 Intermediate Chinese II

or

French

- INTS 171-3 Beginning French I
- INTS 172-3 Beginning French II
- INTS 271-3 Intermediate French I
- INTS 272-3 Intermediate French II

or

Japanese

- INTS 121-3 Beginning Japanese I
- INTS 122-3 Beginning Japanese II
- INTS 221-3 Intermediate Japanese I
- INTS 222-3 Intermediate Japanese II
- INTS 321-3 Japanese Conversation and Composition I
- INTS 322-3 Japanese Conversation and Composition II

or

Russian

- INTS 131-3 Beginning Russian I
- INTS 132-3 Beginning Russian II
- INTS 231-3 Intermediate Russian I
- INTS 232-3 Intermediate Russian II

or

Spanish

- INTS 181-3 Beginning Spanish I
- INTS 182-3 Beginning Spanish II
- INTS 281-3 Intermediate Spanish I
- INTS 282-3 Intermediate Spanish II

or

Swedish

- ~~INTS 141-3 Beginning Swedish I~~
- ~~INTS 142-3 Beginning Swedish II~~
- ~~INTS 241-3 Intermediate Swedish I~~
- ~~INTS 242-3 Intermediate Swedish II~~

or

Other

- INTS 151-3 Beginning International Language I
- INTS 152-3 Beginning International Language II
- INTS 251-3 Intermediate International Language I
- INTS 252-3 Intermediate International Language II

It is also possible to fulfill this requirement by taking courses in more than one language, as long as at least 6 credit hours are in one language. Students wishing to take advantage of this option must get approval from the Department's undergraduate advisor.

Credit for training in languages other than English or French at the university/college level will be considered and prior learning assessment is offered where possible. In all such cases, students must contact the Department Chair prior to registration.

Upper-Division Requirement

300 and 400 Level

At the upper-division level, students must take INTS 310-3, INTS 490-3 (our 'global capstone' course), four INTS upper-division courses, and four non-INTS upper-division courses.

INTS upper-division courses (18 credit hours)

INTS 310-3 Origins and Evolution of International Studies Our Globalizing World

INTS 490-3 Global Capstone

any four additional INTS upper-division courses (12 credit hours)

Non-INTS upper division courses (12 credit hours)

Students must take four courses (12 credit hours) from the list of courses below. The courses are organized by Global Studies theme; however, students are *not* required to take a course in each theme. They are free to take any four courses of their choosing from this list.

Note: Some of these courses have prerequisites that are not met by INTS lower-division required courses. Students must ensure that all prerequisites are fulfilled prior to registering in any course.

Global environment and sustainability theme

ANTH 312-3 Human Adaptability

ANTH 413-(3-6) Environmental Anthropology

ECON 305-3 Environmental Economics and Environmental Policy

ECON 425-3 Trade and the Environment

ENVS 306-3 Human Ecology

ENVS 309-3 Gender and Environment

ENVS 414-3 Environmental and Professional Ethics

FNST 304-3 Indigenous Environmental Philosophy

GEOG 305-3 Political Ecology

GEOG 307-3 Changing Arctic: Human and Environmental Systems

GEOG 401-3 Tenure, Conflict and Resource Geography

GEOG 420-3 Geographies of Environmental Justice

HIST 360-3 Introduction to Environmental History

NORS 311-3 Lands and Environments of the Circumpolar North 1

NORS 312-3 Lands and Environments of the Circumpolar North 2

NREM 303-3 First Nations' Approaches to Resource Management

NREM 306-3 Society, Policy and Administration

NREM 411-3 Environmental and Professional Ethics

ORTM 403-3 International Dimensions of Outdoor Recreation and Tourism

POLS 344-3 Society, Policy and Administration of Natural Resources

Global cultures and diversity theme

ANTH 305-3 Circumpolar Ethnography

ANTH 404-3 Comparative Study of Indigenous Peoples of the World

ANTH 414-3 Religion, Ideology, and Belief Systems

ENGL 350-3 Comparative Literature

ENGL 493-(3-6) Cultural Studies

FNST 303-3 First Nations Religion and Philosophy

FNST 416-3 International Perspective

GEOG 301-3 Cultural Geography

GEOG 403-3 First Nations and Indigenous Geography

GEOG 426-3 Geographies of Culture, Rights and Power
HIST 390-3 Aboriginal People in Canada
NORS 321-3 Peoples and Cultures of the Circumpolar World 1
NORS 322-3 Peoples and Cultures of the Circumpolar World 2
ORTM 306-3 Indigenous Tourism and Recreation
POLS 412-3 Comparative Aboriginal State Relations

Global governance and social justice theme

ANTH 406-3 Feminist Perspectives in Anthropology
ANTH 410-3 Theory of Nation and State
ANTH 419-3 Political and Legal Anthropology
ANTH 420-3 Races, Racism, and Human Biology
ECON 301-3 Women and the Economy
ENGL 340-3 Postcolonial Literature
ENGL 410-3 Contemporary Women's Literature
ENGL 440-3 Special Topics in Postcolonial Literature I
FNST 306-3 Indigenous Women: Perspectives
HIST 311-3 History of Feminism
HIST 312-3 An Introduction to the History of Gender
HIST 340-3 Politics and Society in Twentieth Century China
HIST 355-3 Russian Imperial History
HIST 356-3 Soviet History
HIST 380-3 Modern Mexico
NORS 331-3 Contemporary Issues of the Circumpolar North 1
NORS 332-3 Contemporary Issues of the Circumpolar North 2
POLS 303-3 Democracy and Dictatorship
POLS 309-3 Politics and Society in China
POLS 370-3 Political Philosophy: Early Modernity to Post-Modernity
POLS 372-3 Theories of Justice
POLS 405-3 Topics in Society and Democracy
POLS 413-3 Democracy and Diversity
POLS 414-3 Comparative Federalism
POLS 427-3 Ethics and Public Affairs
WMST 302-3 Women and the Contemporary World
WMST 304-3 Contemporary Women's Writing in an International Frame
WMST 306-3 Indigenous Women: Perspectives
WMST 311-3 History of Feminism
WMST 312-3 An Introduction to the History of Gender

Global political economy and development theme

ANTH 415-3 Economic Anthropology
COMM 303-3 Introduction to International Business
COMM 432-3 Cross-cultural Workplace Practices
COMM 441-3 International Marketing
ECON 308-3 International Economic Relations
ECON 321-3 Economics of Developing Countries
ECON 404-3 Poverty, Inequality and Development
GEOG 306-3 Geography of International Development: Places, People, Policies and Promises
POLS 415-3 Comparative Northern Development

~~Thirty credit hours of additional 300 and 400 level International Studies courses.~~

~~Students should know that certain 300 and 400 level courses are offered only in alternate years.~~

Elective and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number:

College Council Approval Date:

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.09

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201411.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Minor in International Studies, on page 149 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

As part of the Department of International Studies (INTS)'s curriculum overhaul, we are making changes to the minor to make it consistent with the major changes being made to the major, specifically:

- the name of the minor is being changed from "International Studies" to "Global and International Studies",
- the number and title of two of the lower-division courses is being updated (i.e., to INTS 100 and INTS 210), and
- INTS 206 is being deleted.

The number of credits for the minor remains the same (18), and the type of required course work remains essentially the same.

The one 'major' change to the minor is that instead of the "one of" option in the old minor, the new minor will require taking both of the lower-division courses, INTS 100 and INTS 210. The reason for this is that 100 and 210 are now being constructed as foundation courses that build on one another. The old INTS 101 and 205 courses did not necessarily build on one another so requiring both was not deemed essential to the minor. However, taking both INTS 100 and INTS 210 is now deemed essential. The total number of credits for the minor remains the same because the old requirement of "three credit hours of International Studies at any level" is being removed.

The text describing the minor has also been refined for clarity.

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

None

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

Minor in International Studies

Eighteen credit hours, 12 of which must be upper-division International Studies courses.

A maximum of two courses (six credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in International Studies.

One of:

INTS 101-3	Canada and the World
INTS 205-3	Introduction to International Studies
INTS 206-3	Contemporary International Issues

Three credit hours of International Studies at any level. Twelve credit hours of 300 or 400 level International Studies.

Students should know that certain 300 or 400 level courses are offered only in alternate years.

Alternative courses may be substituted for the above with the written permission of the Department Chair and Dean of the College.

5. Proposed revision with changes underlined and deletions indicated clearly:

Minor in Global and International Studies

Students must complete a total of Eighteen 18 credit hours of Global and International Studies course work, 12 of which must be upper-division International Studies courses of which 6 credit hours are INTS 100-3 and INTS 210-3.

A maximum of two courses (six credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in International Studies.

One of Students must complete:

INTS 101-3	Canada and the World
INTS 100-3	Introduction to Global Studies
INTS 205-3	Introduction to International Studies
INTS 210-3	Globalizations
INTS 206-3	Contemporary International Issues

~~— Three credit hours of International Studies at any level. Twelve credit hours of 300 or 400 level International Studies.~~

~~— Students should know that certain 300 or 400 level courses are offered only in alternate years.~~

~~— Alternative courses may be substituted for the above with the written permission of the Department Chair and Dean of the College.~~

Twelve (12) additional credit hours of upper-division Global and International Studies (INTS) courses.

A maximum of two courses (6 credit hours) used to fulfill the requirements for a major (or another minor) may also be used to fulfill the requirements for the minor in Global and International Studies.

There is no language requirement for the minor.

6. Authorization:

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2014.09.18.08

College Council Approval Date: September 18, 2014

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.: SCAAF201411.10

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

 MRTD
Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201411.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the International Studies/Political Science Joint Major, on pages 103 & 132 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
The INTS-POLS joint major is being updated to reflect changes made as part of our INTS curriculum overhaul. There have been no major changes in the substance of the joint major. The changes pertain to: (1) updating the name of the joint major to reflect the new name of our department (i.e., Department of Global and International Studies), (2) updating course numbers and titles, and (2) refining the text describing the joint major for clarity.
3. **Implications of the changes for other programs, etc., if applicable:**
Consultation with the Chair of the Department of Political Science has taken place regarding the proposed changes to the joint major.
4. **Reproduction of current Calendar entry for the item to be revised:**

Joint Major in International Studies/ Political Science

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in International Studies and Political Science is 120 credit hours.

Program Requirements

Lower-Division Requirement

ECON 100-3 Microeconomics
or ECON 202-3 History of Economic Thought
ECON 101-3 Macroeconomics
ECON 205-3 Statistics for the Social and Management Sciences
or STAT 240-3 Basic Statistics
INTS 101-3 Canada and the World
INTS 205-3 Introduction to International Studies
POLS 100-3 Contemporary Political Issues
POLS 200-3 Canadian Government and Politics
POLS 202-3 Comparative Government and Politics
POLS 270-3 Political Philosophy: Plato to Locke
POLS 290-3 Research and Writing for Political Science

One of:

- INTS 200-3 Contemporary Russia
- INTS 202-3 Contemporary United States
- INTS 203-3 Contemporary Japan
- INTS 240-3 Contemporary Circumpolar North

Upper-Division Requirement

INTS 310-3 Origins and Evolution of International Studies

Nine credit hours of 300 or 400 level International Studies.

POLS 370-3 Political Philosophy: Locke to Marx POLS 303-3 Democracy and Dictatorship

Two of:

- POLS 305-3 United States Politics
- POLS 311-3 Russian Politics and Society
- POLS 314-3 European Politics and Government
- POLS 405-3 Topics in Society and Democracy
- POLS 415-3 Comparative Northern Development

Fifteen additional credit hours of 300 or 400 level International Studies and Political Science courses.

Language Requirement

Twelve credit hours of language courses. At least two courses must be in one language.

Elective and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

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

Joint Major in Global and International Studies / Political Science

Joint majors are designed for students interested in combining two related fields of study. They normally involve a specific set of course requirements selected to provide solid specialization in each of the two fields. The graduation requirements for a joint major can normally be met in four years of study.

The minimum requirement for completion of a Bachelor of Arts with a ~~J~~joint ~~M~~major in Global and International Studies and Political Science is 120 credit hours.

~~Program Requirements~~

Lower-Division Requirement

- ECON 100-3 Microeconomics
- or ECON 202-3 History of Economic Thought
- ECON 101-3 Macroeconomics
- ECON 205-3 Statistics for the Social and Management Sciences

or STAT 240-3 Basic Statistics
~~INTS 101-3 Canada and the World~~
~~INTS 100-3 Introduction to Global Studies~~
~~INTS 205-3 Introduction to International Studies~~
~~INTS 210-3 Globalizations~~
POLS 100-3 Contemporary Political Issues
POLS 200-3 Canadian Government and Politics
POLS 202-3 Canada in Comparative Perspective ~~Government and Politics~~
POLS 270-3 Political Philosophy: ~~Plato to Locke~~ Antiquity to Early Modernity
POLS 290-3 Research and Writing for Political Science

One of:

~~INTS 200-3 Contemporary Russia~~
~~INTS 202-3 Contemporary United States~~
~~INTS 203-3 Contemporary Japan~~
~~INTS 204-3 Contemporary China~~
~~INTS 240-3 Contemporary Circumpolar North~~

Upper-Division Requirement

~~INTS 310-3 Origins and Evolution of International Studies~~ Our Globalizing World

~~Nine credit hours of 300 or 400 level International Studies.~~

Nine (9) credit hours of 300 or 400-level Global and International Studies courses.

POLS 370-3 Political Philosophy: ~~Locke to Marx~~ Early Modernity to Post-Modernity
POLS 303-3 Democracy and Dictatorship

Two of:

POLS 305-3 United States Politics
POLS 311-3 Russian Politics and Society
POLS 314-3 European Politics and Government
POLS 405-3 Topics in Society and Democracy
POLS 415-3 Comparative Northern Development

~~Fifteen additional credit hours of 300 or 400 level International Studies and Political Science courses.~~

Fifteen (15) additional credit hours of 300 or 400-level Global and International Studies and Political Science courses.

Language and Regional Studies Requirement

One of:

GEOG 220-3 World Regions: Latin America and the Caribbean
GEOG 222-3 World Regions: Russia
HIST 281-3 Republican Latin America
INTS 200-3 Contemporary Russia
INTS 203-3 Contemporary Japan
INTS 204-3 Contemporary China
INTS 240-3 Contemporary Circumpolar North
INTS 307-3 Contemporary Latin America

Twelve (12) credit hours of Global and International Studies language courses. At least two courses must be in one language.

Elective and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

6. Authorization:

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies), and Political Science

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2014.09.18.09

College Council Approval Date: September 18, 2014

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.: SCAAF201411.11

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the Economics/International Studies Joint Major, on pages 41, 42 & 103 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The ECON-INTS joint major is being updated to reflect changes made as part of our INTS curriculum overhaul. There have been no major changes in the substance of the joint major. The changes pertain to: (1) updating the name of the joint major to reflect the new name for our department (i.e., Department of Global and International Studies), (2) updating course numbers and titles, and (2) refining the text describing the joint major for clarity.

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

Consultation with the Chair of the Department of Economics has taken place regarding the proposed changes to the joint major.

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

Joint Major in Economics/ International Studies

Joint majors are designed for students interested in a combination of two related fields of study. They normally involve a specific set of course requirements selected to provide solid specialization in each of the two fields. The graduation requirements for a Joint Major can normally be met in four years of study.

Curriculum

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in Economics and International Studies is 120 credit hours.

Lower-Division Requirement

ECON 100-3 Microeconomics

ECON 101-3 Macroeconomics
ECON 120-3 Globalization and the World's Economies
ECON 202-3 History of Economic Thought
 or ECON 203-3 Canadian Economic History
ECON 205-3 Statistics for the Social and Management Sciences
INTS 101-3 Canada and the World
INTS 205-3 Introduction to International Studies

One of:

INTS 200-3 Contemporary Russia
INTS 202-3 Contemporary United States
INTS 203-3 Contemporary Japan
INTS 204-3 Contemporary China
INTS 240-3 Contemporary Circumpolar North

Upper-Division Requirement*

INTS 310-3 Origins and Evolution of International Studies
ECON 308-3 International Economic Relations
 or ECON 401-3 Global Economy and Development
ECON 310-3 Intermediate Microeconomic Theory
ECON 311-3 Intermediate Macroeconomic Theory
ECON 321-3 Economics of Developing Countries
 or ECON 404-3 Poverty, Inequality and Development

Fifteen additional credit hours of 300- or 400-level International Studies courses.
Six additional credit hours of 300- or 400-level Economics courses.

* Students must ensure that all prerequisites are fulfilled prior to registering in any courses. Note that MATH 152 is a prerequisite for ECON 310.

Language Requirement

Twelve credit hours of International Studies language courses. At least two courses must be in one language.

Elective and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

5. Proposed revision with changes underlined and deletions indicated clearly:

Joint Major in Economics/Global and International Studies

Joint majors are designed for students interested in ~~a combination of~~ combining two related fields of study. They normally involve a specific set of course requirements selected to provide solid specialization in each of the two fields. The graduation requirements for a ~~Joint M~~major can normally be met in four years of study.

Curriculum

The minimum requirement for completion of a Bachelor of Arts with a ~~Joint M~~major in Economics and Global and International Studies is 120 credit hours.

Lower-Division Requirement

ECON 100-3 Microeconomics
ECON 101-3 Macroeconomics
ECON 120-3 Globalization and the World's Economies
ECON 202-3 History of Economic Thought
 or ECON 203-3 Canadian Economic History
ECON 205-3 Statistics for the Social and Management Sciences
~~INTS 401-3 Canada and the World~~

INTS 100-3 Introduction to Global Studies

~~INTS 205-3 Introduction to International Studies~~
~~INTS 210-3 Globalizations~~

—One of:

- ~~INTS 200-3 Contemporary Russia~~
- ~~INTS 202-3 Contemporary United States~~
- ~~INTS 203-3 Contemporary Japan~~
- ~~INTS 204-3 Contemporary China~~
- ~~INTS 240-3 Contemporary Circumpolar North~~

Upper-Division Requirement*

- ~~INTS 310-3 Origins and Evolution of International Studies~~
- ~~ECON 308-3 International Economic Relations~~
—~~or ECON 401-3 Global Economy and Development~~
- ~~ECON 310-3 Intermediate Microeconomic Theory~~
- ~~ECON 311-3 Intermediate Macroeconomic Theory~~
- ~~ECON 321-3 Economics of Developing Countries~~
—~~or ECON 404-3 Poverty, Inequality and Development~~
- ECON 308-3 International Economic Relations
- ECON 310-3 Intermediate Microeconomic Theory
- ECON 311-3 Intermediate Macroeconomic Theory
- ECON 321-3 Economics of Developing Countries

INTS 310-3 Origins and Evolution of Our Globalizing World

Fifteen (15) additional credit hours of ~~300- or 400-level~~ 300 or 400-level Global and International Studies courses.

Six (6) additional credit hours of ~~300- or 400-level~~ 300 or 400-level Economics courses.

* Students must ensure that all prerequisites are fulfilled prior to registering in any courses. Note that MATH 152 is a prerequisite for ECON 310.

Language and Regional Studies Requirement

One of:

- GEOG 220-3 World Regions: Latin America and the Caribbean
- GEOG 222-3 World Regions: Russia
- HIST 281-3 Republican Latin America
- INTS 200-3 Contemporary Russia
- INTS 203-3 Contemporary Japan
- INTS 204-3 Contemporary China
- INTS 240-3 Contemporary Circumpolar North
- INTS 307-3 Contemporary Latin America

Twelve (12) credit hours of Global and International Studies language courses. At least two courses must be in one language.

Elective and Academic Breadth

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credits necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

6. Authorization:

Program / Academic / Administrative Unit: Economics, and Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2014.09.18.10

College Council Approval Date: September 18, 2014

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.: SCAAF201411.12

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of BA Honours – International Studies, on page 149 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
Our Honours program is being deleted for the simple reason that we do not have the faculty teaching capacity to continue to offer it.
3. **Implications of the changes for other programs, etc., if applicable:**
None
4. **Reproduction of current Calendar entry for the item to be revised:**

BA Honours – International Studies

The BA Honours - International Studies provides a higher level of training and specialization for students, especially those planning to proceed to postgraduate work.

In order to enter the International Studies honours BA program, students must have taken INTS 205-3 (Introduction to International Studies), completed a total of 60 credit hours, and achieved an accumulated GPA of 3.33 or higher.

Students taking the honours BA will fulfill all the requirements of the International Studies BA program, plus the three courses listed below for a total of 120 credit hours:

INTS 409-3 Theories of International Studies
INTS 590-3 Honours Seminar
INTS 591-3 Honours Thesis

Students must maintain an accumulative GPA of 3.33 or higher while in the honours program.

The minimum requirement for completion of a BA Honours - International Studies is 120 credit hours.

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

Delete BA Honours – International Studies

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

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.: SCAAF201411.13

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 101-3 Canada in the World, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
INTS is consolidating our two introductory courses, INTS 101 and INTS 205, into a single course, INTS 100. Hence, 101 is being deleted.
3. **Implications of the changes for other programs, etc., if applicable:**
This course is an option in:
 - Major in International Business,
 - Major in Economics,
 - Joint Major in Economics/International Studies,
 - Joint Major in English and Environmental Studies,
 - Major in Environmental Studies,
 - Joint Major in International Studies/Political Science and
 - Minor in International Studies.

The Chairs of the affected units have been consulted and notified.

4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 101-3 Canada and the World

An examination of Canada's position within the global community, including key economic, political, social and environmental issues and relations with the United States, Pacific Basin, and Circumpolar North.

Prerequisites: None

5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

Motion Number (assigned by
Steering Committee of Senate): S-201411.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 141-3 Beginning Swedish I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
INTS 141 has never been taught. It is unclear as to why it is in the calendar. The one plausible reason that has been mentioned is so students who took Swedish abroad could easily transfer the credit to UNBC.
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:**
INTS 141-3 Beginning Swedish I

An introduction to conversational and written elements of the language using materials from everyday situations.

Prerequisites: None

5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

7. **Other Information**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.15

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.14

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 142-3 Beginning Swedish II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
INTS 142 has never been taught. It is unclear as to why it is in the calendar. The one plausible reason that has been mentioned is so students who took Swedish abroad could easily transfer the credit to UNBC.
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:**
INTS 141-3 Beginning Swedish I

Continuation of INTS 141-3.

Prerequisites: INTS 141-3
5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

7. **Other Information**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.16

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 160-3 Mandarin for Chinese Speakers, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

INTS 160 was taught in the early days of our department, in the late 1990s and early 2000s. It has not been taught since 2002. We do not have the teaching resources to support this 'specialized' course for Chinese speakers.

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:**

INTS 160-3 Mandarin for Chinese Speakers

Designed to help speakers of other Chinese dialects (Cantonese, Hakka, Fujian and others) who have the ability to read and write Chinese language, to gain better listening comprehension and fluency in oral Mandarin Chinese and strengthen their language skills in Mandarin Chinese. It will focus on Mandarin pronunciation, syntax and concepts of modern Chinese reading and discussion.

Prerequisites: Approval of instructor

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

Course Deletion.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

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.: SCAAF201411.17

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.16

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 202-3 Contemporary United States, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

This course has only been taught twice in the history of our department, in 1999 and 2000. We do not currently have the teaching resources to support offering this course.

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

This course is an option i:

- Joint Major in Economics/International Studies,
- Joint Major in International Studies/Political Science.

The Chairs of the affected units have been consulted and notified.

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

INTS 202-3 Contemporary United States

An interdisciplinary survey of the country and its people, including an examination of the major historical, social, economic, political and cultural features of the nation.

Prerequisites: None

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

Course Deletion.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

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.: SCAAF201411.18

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.17

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 206-3 Contemporary International Issues, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
INTS 206 is being replaced by a new special topics course, INTS 298.
3. **Implications of the changes for other programs, etc., if applicable:**
None
4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 206-3 Contemporary International Issues

An examination of issues and problems in contemporary international studies.

Prerequisites: INTS 205-3
5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

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.: SCAAF201411.19

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD

Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201411.18

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 241-3 Intermediate Swedish I, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
INTS 241 has never been taught. It is unclear as to why it is in the calendar. The one plausible reason that has been mentioned is so students who took Swedish abroad could easily transfer the credit to UNBC.
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:**
INTS 241-3 Intermediate Swedish I

The development of speaking, writing and reading abilities using modern texts.

Prerequisites: INTS 142-3 or permission of the instructor
5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

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.: SCAAF201411.20

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201411.19

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 242-3 Intermediate Swedish II, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
INTS 242 has never been taught. It is unclear as to why it is in the calendar. The one plausible reason that has been mentioned is so students who took Swedish abroad could easily transfer the credit to UNBC.
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:**
INTS 242-3 Intermediate Swedish II

Continuation of INTS 241-3.

Prerequisites: INTS 241-3
5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

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.: SCAAF201411.21

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201411.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 350-3 Pacific Relations, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

INTS has two very similar courses in our curriculum, INTS 350 (Pacific Relations) and INTS 402 (Pacific Affairs). There is no need for both courses. We are deleting 350 and keeping 402.

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

This course is an option in Major in Economics.

The Chair of the affected unit has been consulted and notified.

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

INTS 350-3 Pacific Relations

An investigation of the evolution of relations between the nations of the Asia-Pacific region, including the consideration of economic, political, social and cultural interactions.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

Course Deletion.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

Motion Number (assigned by
Steering Committee of Senate): S-201411.21

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 371-3 Globalization, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
We are creating a new 200-level globalization course (INTS 210, Globalizations). Hence, 371 is no longer needed and so is being deleted.
3. **Implications of the changes for other programs, etc., if applicable:**
This course is an option in:
 - Major in Economics and
 - Major in Environmental Studies.

The Chairs of the affected units have been consulted and notified.

4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 371-3 Globalization

An examination of the concept of globalization as it relates to political, economic, social, cultural and environmental processes which challenge and redefine the international system.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

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.: SCAAF201411.23

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.22

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 403-3 Canadian-American Relations, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
INTS 403 has only been taught 4 times in the history of the Department of International Studies. The last time was in 2005. We do not currently have the teaching resources to be able to offer this course.
3. **Implications of the changes for other programs, etc., if applicable:**
None.
4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 403-3 Canadian-American Relations

A review of the evolution of relations between Canada and the United States.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor
5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

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.: SCAAF201411.24

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRT Done
Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201411.23

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 404-3 Canada and the Americas, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

INTS 404 has only been offered twice in the history of the Department of International Studies, once in 2002 and once in 2005. We do not currently have the teaching resources to offer this course.

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

None.

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

INTS 404-3 Canada and the Americas

An examination of issues and problems in Canada's relationship with the countries of North, Central and South America.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

Course Deletion.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

7. **Other Information**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.25

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.24

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 444-3 Russian Foreign Policy, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
INTS 444 has only been taught once in the history of the Department of International Studies, in 1998. We do not have the teaching resources to offer this course.
3. **Implications of the changes for other programs, etc., if applicable:**
None.
4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 444-3 Russian Foreign Policy

An analysis of the sources of Russian foreign policy and the patterns of external relations, from the Tsarist period to the present.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

7. **Other Information**

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.26

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.25

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 590-3 Honours Seminar, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
We no longer have the teaching resources to offer our honours program. It is being eliminated.
3. **Implications of the changes for other programs, etc., if applicable:**
None.
4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 590-3 Honours Seminar

This seminar will cover major theories and developments in international affairs, and the application of key theories, such as realism, idealism, constructivism, inter- dependence and globalization, etc. The precise content will vary from year to year depending on faculty and student interest. An effort will be made to cover topics of relevance to the students' honours theses.

Prerequisites: Admission to the Honours program, completion of INTS 409-3, and concurrent registration in INTS 591-3

5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

Motion Number (assigned by
Steering Committee of Senate): S-201411.26

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the deletion of INTS 591-3 Honours Thesis, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
We no longer have the teaching resources to offer our honours program. It is being eliminated.
3. **Implications of the changes for other programs, etc., if applicable:**
None.
4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 591-3 Honours Thesis

The honours thesis comprises a major specialized research project normally analyzing the applicability of an important concept, theory, issue or development in international studies. Each honours thesis requires the approval of the honours advisor, and has a supervisor and a second reader, and is defended.

Prerequisites: Admission to the Honours program, completion of INTS 409-3, and concurrent registration in INTS 590-3

5. **Proposed revision with changes underlined and deletions indicated clearly:**
Course Deletion.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.11

College Council Approval Date: September 18, 2014

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.: SCAAF201411.28

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201411.27

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 171-3 Beginning French I be approved as proposed

A. Description of the Course

1. **Proposed semester of first offering:** September 2015

2. **Academic Program:** Global and International Studies (formally International Studies)

3. **Course Subject, Number*, and Credit hours:** INTS 171-3

4. **Course Title:** Beginning French I

5. **Goal(s) of Course:**

This course is being created so as to give French its own home, so to speak. French has been taught by INTS for over 10 years under our "international language" designation, a designation originally intended for occasional teaching of a language that wasn't part of our regular language offerings. French has become one of our regular language offering; hence, it needs its own set of courses.

6. **Calendar Course Description:**

This introductory French language course focuses on the four basic linguistic skills of listening, speaking, reading, and writing. Practice of good pronunciation is stressed. Students learn typical daily vocabulary and are introduced to French culture through the language.

7. **Credit Hours:** 3 credit hours

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

No

b) **Is variable credit available for this course?**

No

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

Lecture 3

Seminar _____

Laboratory 1.5

Other (please specify) _____

9. **Prerequisites (taken prior):**

This course is designed for students who have no prior knowledge of the French language. It is not open to native speakers. Permission of instructor is required for students who have completed Grade 10 French or equivalent courses.

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: To be determined

B. Significance Within Academic Program

1. Anticipated enrolment 25

This estimate is based on the average enrolment in the Beginning French I courses since we started teaching the course in 2003.

2. If there is a proposed enrolment limit, state the limit and explain: 30

This cap is the norm for all of our first year language courses.

3. Required for: Major: Yes* Minor: No Other: _____

4. Elective in: Major: Yes* Minor: No Other: _____

* Note: French per se is not required for our major and joint majors; however, taking 12 credits of language is required, of which French is one option. Language is not required for the minor.

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Global and International Studies / Political Science
- Economic / Global and International Studies

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

INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

None

2. Is a preclusion required? No

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

4. Has this overlap been discussed with the Program concerned? N/A

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

No

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

No

D. Resources required

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

i. College Staffing: None

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

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X

** Whether a new course has First Nations content is to be determined by College Council.*

2. Other Information: None

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

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18

2. College Council Approval Date: September 18, 2014

3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable

4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.29

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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: INTS 171-3, Beginning French I

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

a) Are current library holdings adequate? Yes No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

N/A

c) If no to a), what is the proposed funding source?

N/A

Special attention will be paid to ensuring additional texts are purchased using regular collections budget.

University Librarian (or designate) signature

Kmccabe

Date

14 August 2014

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: To be determined

B. Significance Within Academic Program

1. Anticipated enrolment 20

This estimate is based on the average enrolment in the Beginning French II courses since we started teaching the course in 2003.

2. If there is a proposed enrolment limit, state the limit and explain: 30

This cap is the norm for all of our first year language courses.

3. Required for: Major: Yes* Minor: No Other: _____

4. Elective in: Major: Yes* Minor: No Other: _____

* Note: French per se is not required for our major and joint majors; however, taking 12 credits of language is required, of which French is one option. Language is not required for the minor.

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Global and International Studies / Political Science
- Economic / Global and International Studies

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

INTS 171-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3, INTS 407-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

None

2. Is a preclusion required? No

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

4. Has this overlap been discussed with the Program concerned? N/A

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

No

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

No

D. Resources required

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

i. College Staffing: None

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

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X

** Whether a new course has First Nations content is to be determined by College Council.*

2. Other Information: None

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

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18

2. College Council Approval Date: September 18, 2014

- 3. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** Not applicable
- 4. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.30

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD

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: INTS 172-3, Beginning French II

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

a) Are current library holdings adequate? Yes ✓ No

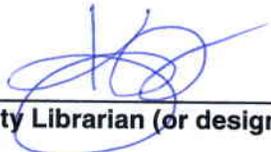
b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

N/A

c) If no to a), what is the proposed funding source?

N/A

Special attention will be paid to ensuring additional texts are purchased using regular collections budget.



University Librarian (or designate) signature

14 Aug 2014

Date

K McCebe

Motion Number (assigned by
Steering Committee of Senate): S-201411.29

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 181-3 Beginning Spanish I be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015

2. **Academic Program:** Global and International Studies (formally International Studies)

3. **Course Subject, Number*, and Credit hours:** INTS 181-3

4. **Course Title:** Beginning Spanish I

5. **Goal(s) of Course:**

This course is being created so as to give Spanish its own home, so to speak. Spanish has been taught by INTS for over 10 years under our "international language" designation, a designation originally intended for occasional teaching of a language that wasn't part of our regular language offerings. Spanish has become one of our regular language offering; hence, it needs its own set of courses.

6. **Calendar Course Description:**

This introductory Spanish language course focuses on the four basic linguistic skills of listening, speaking, reading, and writing. Students are also introduced to Spanish culture through the language.

7. **Credit Hours:** 3 credit hours

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

No

b) **Is variable credit available for this course?**

No

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

Lecture 3

Seminar _____

Laboratory 1.5

Other (please specify) _____

9. **Prerequisites (taken prior):**

This course is designed for students who have no prior knowledge of the Spanish language. It is not open to native speakers. Permission of instructor is required for students who have prior knowledge of Spanish or who have completed Grade 10 Spanish or equivalent courses.

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: To be determined

B. Significance Within Academic Program

1. Anticipated enrolment 25

This estimate is based on the average enrolment in the Beginning Spanish I courses since we started teaching the course in 2003.

2. If there is a proposed enrolment limit, state the limit and explain: 30

This cap is the norm for all of our first year language courses.

3. Required for: Major: Yes* Minor: No Other: _____

4. Elective in: Major: Yes* Minor: No Other: _____

* Note: Spanish per se is not required for our major and joint majors; however, taking 12 credits of language is required, of which Spanish is one option. Language is not required for the minor.

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Global and International Studies / Political Science
- Economic / Global and International Studies

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

INTS 171-3, INTS 172-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3, INTS 407-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

None

2. Is a preclusion required? No

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

4. Has this overlap been discussed with the Program concerned? N/A

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

No

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

No

D. Resources required

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

i. College Staffing: None

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

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X

** Whether a new course has First Nations content is to be determined by College Council.*

2. Other Information: None

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

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18

2. College Council Approval Date: September 18, 2014

3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable

4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.31

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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: INTS 181-3, Beginning Spanish I

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

a) Are current library holdings adequate? Yes ✓ No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

N/A

c) If no to a), what is the proposed funding source?

N/A

Special attention will be paid to ensuring additional texts are purchased using regular collections budget.



University Librarian (or designate) signature

14 Aug 2014

Date

Motion Number (assigned by
Steering Committee of Senate): S-201411.30

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 182-3 Beginning Spanish II be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015

2. **Academic Program:** Global and International Studies (formally International Studies)

3. **Course Subject, Number*, and Credit hours:** INTS 182-3

4. **Course Title:** Beginning Spanish II

5. **Goal(s) of Course:**

This course is being created so as to give Spanish its own home, so to speak. Spanish has been taught by INTS for over 10 years under our "international language" designation, a designation originally intended for occasional teaching of a language that wasn't part of our regular language offerings. Spanish has become one of our regular language offering; hence, it needs its own set of courses.

6. **Calendar Course Description:**

INTS 182 is a continuation of INTS 181. This course introduces more complex grammatical structures, along with a broader vocabulary. Students also explore cultural aspects of the Spanish-speaking world.

7. **Credit Hours:** 3 credit hours

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

No

b) **Is variable credit available for this course?**

No

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

Lecture 3

Seminar _____

Laboratory 1.5

Other (please specify) _____

9. **Prerequisites (taken prior):**

This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 181, or obtain permission of instructor to continue. Permission of instructor is also required for students who have prior knowledge of Spanish.

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: To be determined

B. Significance Within Academic Program

1. Anticipated enrolment 20

This estimate is based on the average enrolment in the Beginning Spanish II courses since we started teaching the course in 2003.

2. If there is a proposed enrolment limit, state the limit and explain: 30

This cap is the norm for all of our first year language courses.

3. Required for: Major: Yes* Minor: No Other: _____

4. Elective in: Major: Yes* Minor: No Other: _____

* Note: Spanish per se is not required for our major and joint majors; however, taking 12 credits of language is required, of which Spanish is one option. Language is not required for the minor.

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Global and International Studies / Political Science
- Economic / Global and International Studies

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

INTS 171-3, INTS 172-3, INTS 181-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3, INTS 407-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

None

2. Is a preclusion required? No

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

4. Has this overlap been discussed with the Program concerned? N/A

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

No

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

No

D. Resources required

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

i. College Staffing: None

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

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X

* Whether a new course has First Nations content is to be determined by College Council.

2. Other Information: None

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

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18

2. College Council Approval Date: September 18, 2014

3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable

4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.32

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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: INTS 182-3, Beginning Spanish II

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

a) Are current library holdings adequate? Yes ✓ No

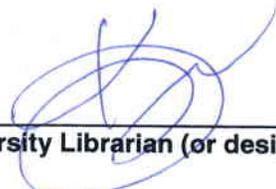
b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

N/A

c) If no to a), what is the proposed funding source?

N/A

Special attention will be paid to ensuring additional texts are purchased using regular collections budget.



University Librarian (or designate) signature

14 Aug 2014

Date

K. McCalsie

Motion Number (assigned by
Steering Committee of Senate): S-201411.31

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 207-3 Contemporary Latin America be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015
2. **Academic Program:** Global and International Studies (formerly International Studies)
3. **Course Subject, Number*, and Credit hours:** INTS 207-3
4. **Course Title:** Contemporary Latin America
5. **Goal(s) of Course:**

To introduce students to Latin America, including Central and South America and the Caribbean region. This course is one in a set of regional studies courses offered by our department, all at the 200-level and with the designation of: "contemporary" + a region or country. Ideally, we would like to offer a regional studies course associated with each language that we teach, which will give students a more in-depth cultural exposure. Our department has been offering Spanish for over 10 years but does not have a Spanish-related regional studies course. Hence, we are creating one.

6. Calendar Course Description:

This interdisciplinary survey of the Latin American region and its peoples explores the geographical, environmental, historical, social, economic, political, and cultural features of the countries that make up the region.

7. Credit Hours: 3 credit hours

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

No

b) Is variable credit available for this course?

No

8. Contact Hours (per week):

Lecture 3

Seminar

Laboratory

Other (please specify)

9. Prerequisites (taken prior): None
10. Prerequisites with concurrency (taken prior or simultaneously): None
11. Co-requisites (must be taken simultaneously): None

12. Preclusions: None

13. Course Equivalencies:

This course may be cross listed with GEOG 220 (World Regions: Latin America and the Caribbean). We are currently in discussion with Geography about this.

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

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

16. Proposed text / readings: To be determined

B. Significance Within Academic Program

1. Anticipated enrolment _____ 10-15 _____

This estimate is based on the assumption that approximately 10% of students enrolled in our Spanish courses, approximately 70 per year, will take the course – thus, about 7 students – and that the same number of non-Spanish language students will take it – thus, about 7. This total comes to 7+7=14, which leads to the estimate of 10-15 student enrolment. The pattern of “50% students who are taking the language and 50% students not taking the language” is derived from one of our other “contemporary” courses, INTS 203, Contemporary Japan, which has an enrolment averaging about 20. INTS 203 has been offered almost every year since the program began in the 1990s.

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

30; this is the same cap as for our other 200-level “contemporary” courses.

3. Required for: Major: No Minor: No Other: No

4. Elective in: Major: Yes Minor: Yes Other: No

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies

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

INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3, INTS 407-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**

As mentioned in Section A13 above, this course may be cross listed with GEOG 220 (World Regions: Latin America and the Caribbean). We are currently in discussion with Geography about this. The two courses will be quite similar in content. The ideal would be to alternate teaching INTS 207 and GEOG 220 between the Global and International Studies faculty and Geography faculty.

2. **Is a preclusion required?** Yes, if cross listed.
3. **If there is an overlap, and no preclusion is required, please explain why not:** N/A
4. **Has this overlap been discussed with the Program concerned?** Yes
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
No
6. **Will this course be replacing an existing course that is included in one or more transfer agreements with external institutions?**
No

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
 - i. **College Staffing:** None
 - ii. **Space (classroom, laboratory, storage, etc.):** Classroom
 - iii. **Library Holdings:** See attached form
 - iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials

None

F. Other Considerations

1. **First Nations Content*:** Yes _____ No X
** Whether a new course has First Nations content is to be determined by College Council.*
2. **Other Information:** None
3. **Attachment Pages (in addition to required "Library Holdings" Form):** 0 pages

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18
2. College Council Approval Date: September 18, 2014
3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable
4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.33

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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:

INTS 207-3 Contemporary Latin America

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

- a) Are current library holdings adequate? Yes ✓ No
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

Specified attention will be paid to ensuring additional texts are purchased using regular collections budget



University Librarian (or designate) signature

14 Aug 2014

Date

K McCabe

Motion Number (assigned by
Steering Committee of Senate): S-201411.32

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 210-3 Globalizations be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015
2. **Academic Program:** Global and International Studies (formerly International Studies)
3. **Course Subject, Number*, and Credit hours:** INTS 210-3
4. **Course Title:** Globalizations
5. **Goal(s) of Course:**

INTS 210 will be our new required 200-level course. Previously, our two required introductory courses were INTS 101 (Canada & the World) and INTS 205 (Introduction to International Studies). Now they will be INTS 100 (Introduction to Global Studies) and this course, INTS 210 (Globalizations). INTS 210 is designed to build on the concepts introduced in INTS 100. The course centers on the concept / phenomenon of globalization, which is one of the central ideas of global studies. It will provide students with a multidimensional perspective on globalization, which will help prepare them for the rest of their global studies coursework.

6. Calendar Course Description:

Globalization is a defining phenomenon of our time. This course is a survey of interdisciplinary perspectives on the processes, actors, and dynamics of globalization.

7. **Credit Hours:** 3 credit hours

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

No

b) **Is variable credit available for this course?**

No

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

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

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

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

12. Preclusions: 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: To be decided

B. Significance Within Academic Program

1. Anticipated enrolment 50-75

This estimate is based on the average enrolment for our two lower-division required courses, INTS 101 and INTS 205 under the previous International Studies major.

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

3. Required for: Major: Yes Minor: Yes Other: No

4. Elective in: Major: No Minor: No Other: No

5. Course required by another major/minor:

- Joint Economics/International Studies major
- Joint International Studies/Political Science major.

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Joint Economics/International Studies
- Joint International Studies/Political Science

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

INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3, INTS 407-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course: None

2. Is a preclusion required? No

3. If there is an overlap, and no preclusion is required, please explain why not: N/A
4. Has this overlap been discussed with the Program concerned? N/A
5. In offering this course, will UNBC require facilities or staff at other institutions?
No
6. Will this course be replacing an existing course that is included in one or more transfer agreements with external institutions?
No

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
 - i. College Staffing: None
 - ii. Space (classroom, laboratory, storage, etc.): Classroom
 - iii. Library Holdings: See attached form
 - iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X
 * *Whether a new course has First Nations content is to be determined by College Council.*
2. Other Information: None
3. Attachment Pages (in addition to required "Library Holdings" Form): 0 pages

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18
2. College Council Approval Date: September 18, 2014
3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable
4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.34

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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:

INTS 210-3 Globalizations

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

a) Are current library holdings adequate? Yes ✓ No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

14 Aug 2014

Date

K McCabe

Motion Number (assigned by
Steering Committee of Senate): S-201411.33

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 220-3 Globalization and the World's Economies be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015
2. **Academic Program:** Global and International Studies (formerly International Studies)
3. **Course Subject, Number*, and Credit hours:** INTS 220-3
4. **Course Title:** Globalization and the World's Economies
5. **Goal(s) of Course:**

INTS 220 is being created to cross list with ECON 120, which is also titled "Globalization and the World's Economies". The purpose of the cross listing is, first, to enhance our connections to the Department of Economics, especially related to teaching the concept of globalization, which is a central concept in Global and International Studies, and, second, to create the potential for an INTS faculty member with appropriate expertise to teach this economics course. It is expected that Paul Bowles, who has a joint appointment in the Department of International Studies and the Department of Economics, will initially teach this course.

[Note: INTS 220 is being given a 200-level number because the Department of Economics has plans to change the number of ECON 120 to ECON 220.]

6. Calendar Course Description:

This course is an examination of the shifting spatial dynamics of the world economy. Trends in world production, trade and investment over the past 200 years are analyzed and the reasons for these shifts discussed. Contemporary dimensions of globalization are identified with a focus on examining the rise and re-emergence of global powers such as Brazil, Russia, India and China.

7. **Credit Hours:** 3 credit hours

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

No

b) **Is variable credit available for this course?**

No

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): None
10. Prerequisites with concurrency (taken prior or simultaneously): None
11. Co-requisites (must be taken simultaneously): None
12. Preclusions: ECON 120-3
13. Course Equivalencies: None
14. Grade Mode: NORMAL (i.e., alpha grade)
15. Course to be offered: each semester _____
each year _____
alternating years X
16. Proposed text / readings: To be decided

B. Significance Within Academic Program

1. Anticipated enrolment 10-15

This estimate is based on the enrolment for the one previous offering of ECON 120.

2. If there is a proposed enrolment limit, state the limit and explain: no limit
3. Required for: Major: No Minor: No Other: No
4. Elective in: Major: Yes Minor: Yes Other: No
5. Course required by another major/minor:
- None
6. Course required or recommended by an accrediting agency: N/A
7. Toward what degrees will the course be accepted for credit?
- Global and International Studies
 - Joint Economics/International Studies
8. What other courses are being proposed within the Program this year?
INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 271-3, INTS 272-3,
INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3, INTS 407-3
9. What courses are being deleted from the Program this year?
INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3,
INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course:**
INTS 220 is to be cross listed with ECON 120
2. **Is a preclusion required?** ECON 120
3. **If there is an overlap, and no preclusion is required, please explain why not:** N/A
4. **Has this overlap been discussed with the Program concerned?** Yes
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
No
6. **Will this course be replacing an existing course that is included in one or more transfer agreements with external institutions?**
No

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
 - i. **College Staffing:** None
 - ii. **Space (classroom, laboratory, storage, etc.):** Classroom
 - iii. **Library Holdings:** See attached form
 - iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials

None

F. Other Considerations

1. **First Nations Content*:** Yes _____ No X
* *Whether a new course has First Nations content is to be determined by College Council.*
2. **Other Information:** None
3. **Attachment Pages (in addition to required "Library Holdings" Form):** 0 pages

G. Authorization

1. **College Council Motion Number:** Omnibus Motion: CASHSCC.2014.09.18.18
2. **College Council Approval Date:** September 18, 2014
3. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** Not applicable
4. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.35

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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:

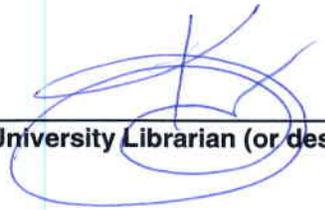
INTS 220-3 Globalization and the World's Economies

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

a) Are current library holdings adequate? Yes ✓ No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

KMcCabe

14 Aug 2014

Date

This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 172, or obtain permission of instructor to continue. Permission of instructor is required for students who have had French immersion education and those who have completed Grade 12 French.

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: To be determined

B. Significance Within Academic Program

1. Anticipated enrolment 15

This estimate is based on the average enrolment in the Intermediate French I courses since we started teaching the course in 2005.

2. If there is a proposed enrolment limit, state the limit and explain: 30

This cap is the norm for all of our first year language courses.

3. Required for: Major: Yes* Minor: No Other: _____

4. Elective in: Major: Yes* Minor: No Other: _____

* Note: French per se is not required for our major and joint majors; however, taking 12 credits of language is required, of which French is one option. Language is not required for the minor.

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Global and International Studies / Political Science
- Economic / Global and International Studies

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

INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3, INTS 407-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

None

2. Is a preclusion required? No

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

4. Has this overlap been discussed with the Program concerned? N/A

5. In offering this course, will UNBC require facilities or staff at other institutions?
No

6. Will this course be replacing an existing course that is included in one or more transfer agreements with external institutions?
No

D. Resources required

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

i. College Staffing: None

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

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X

** Whether a new course has First Nations content is to be determined by College Council.*

2. Other Information: None

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

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18
2. College Council Approval Date: September 18, 2014
3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable
4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.36

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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: INTS 271-3, Intermediate French I

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

a) Are current library holdings adequate? Yes ✓ No

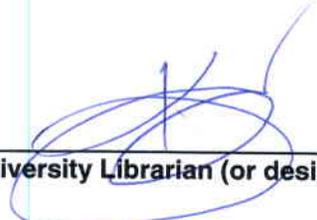
b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

N/A

c) If no to a), what is the proposed funding source?

N/A

Special attention will be paid to ensuring additional texts are purchased using regular collections budget.



University Librarian (or designate) signature

14 Aug 2014

Date

Motion Number (assigned by
Steering Committee of Senate): S-201411.35

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 272-3 Intermediate French II be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015

2. **Academic Program:** Global and International Studies (formally International Studies)

3. **Course Subject, Number*, and Credit hours:** INTS 272-3

4. **Course Title:** Intermediate French II

5. **Goal(s) of Course:**

This course is being created so as to give French its own home, so to speak. French has been taught by INTS for over 10 years under our "international language" designation, a designation originally intended for occasional teaching of a language that wasn't part of our regular language offerings. French has become one of our regular language offering; hence, it needs its own set of courses.

6. **Calendar Course Description:**

INTS 272-3 is a continuation of INTS 271-3. Students acquire the skills to express themselves in debate and discussion on a wide variety of topics and aspects of French culture. Elements of French literature are also introduced. This course is conducted in French, and is appropriate for students who have recently completed Grade 12 French. It also provides French Immersion students an opportunity to review their grammar.

7. **Credit Hours:** 3 credit hours

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

No

b) **Is variable credit available for this course?**

No

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

Lecture 3

Seminar _____

Laboratory 1.5

Other (please specify) _____

9. **Prerequisites (taken prior):**

This course is not open to native speakers. Students must meet a minimum grade of C in INTS 271, or obtain permission of instructor to continue. Permission of instructor is also required for students who have had French immersion education.

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: To be determined

B. Significance Within Academic Program

1. Anticipated enrolment _____ 10 _____

This estimate is based on the average enrolment in the Intermediate French II courses since we started teaching the course in 2005.

2. If there is a proposed enrolment limit, state the limit and explain: _____ 30 _____

This cap is the norm for all of our first year language courses.

3. Required for: Major: _____ Yes* _____ Minor: _____ No _____ Other: _____

4. Elective in: Major: _____ Yes* _____ Minor: _____ No _____ Other: _____

* Note: French per se is not required for our major and joint majors; however, taking 12 credits of language is required, of which French is one option. Language is not required for the minor.

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Global and International Studies / Political Science
- Economic / Global and International Studies

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

INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3, INTS 407-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

None

2. Is a preclusion required? No

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

4. Has this overlap been discussed with the Program concerned? N/A

5. In offering this course, will UNBC require facilities or staff at other institutions?
No

6. Will this course be replacing an existing course that is included in one or more transfer agreements with external institutions?
No

D. Resources required

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

i. College Staffing: None

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

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X

** Whether a new course has First Nations content is to be determined by College Council.*

2. Other Information: None

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

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18

2. College Council Approval Date: September 18, 2014
3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable
4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.37

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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: INTS 272-3, Intermediate French II

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

a) Are current library holdings adequate? Yes ✓ No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

N/A

c) If no to a), what is the proposed funding source?

N/A

Special attention will be paid to ensuring additional texts are purchased using regular collections budget.



University Librarian (or designate) signature

Date 14 Aug 2014

K. McPhee

Motion Number (assigned by
Steering Committee of Senate): S-201411.36

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 281-3 Intermediate Spanish I be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015

2. **Academic Program:** Global and International Studies (formally International Studies)

3. **Course Subject, Number*, and Credit hours:** INTS 281-3

4. **Course Title:** Intermediate Spanish I

5. **Goal(s) of Course:**

This course is being created so as to give Spanish its own home, so to speak. Spanish has been taught by INTS for over 10 years under our "international language" designation, a designation originally intended for occasional teaching of a language that wasn't part of our regular language offerings. Spanish has become one of our regular language offering; hence, it needs its own set of courses.

6. **Calendar Course Description:**

INTS 281 is a continuation of INTS 182. This course reviews and expands upon the essential points of grammar covered in the first year, while introducing new concepts that enhance the proper use of the language. Students deepen their insights into the history, culture, and literature of the Spanish world.

7. **Credit Hours:** 3 credit hours

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

No

b) **Is variable credit available for this course?**

No

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

Lecture 3

Seminar _____

Laboratory 1.5

Other (please specify) _____

9. **Prerequisites (taken prior):**

This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 182, or obtain permission of instructor to continue. Permission of instructor is also required for students who have prior knowledge of Spanish or who have completed Grade 11 or 12 Spanish.

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: To be determined

B. Significance Within Academic Program

1. Anticipated enrolment 15

This estimate is based on the average enrolment in the Intermediate Spanish I courses since we started teaching the course in 2005.

2. If there is a proposed enrolment limit, state the limit and explain: 30

This cap is the norm for all of our first year language courses.

3. Required for: Major: Yes* Minor: No Other: _____

4. Elective in: Major: Yes* Minor: No Other: _____

* Note: Spanish per se is not required for our major and joint majors; however, taking 12 credits of language is required, of which Spanish is one option. Language is not required for the minor.

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Global and International Studies / Political Science
- Economic / Global and International Studies

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

INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 282-3, INTS 298-3, INTS 360-3, INTS 407-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

None

2. Is a preclusion required? No

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

4. Has this overlap been discussed with the Program concerned? N/A

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

No

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

No

D. Resources required

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

i. College Staffing: None

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

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X

** Whether a new course has First Nations content is to be determined by College Council.*

2. Other Information: None

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

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18

2. College Council Approval Date: September 18, 2014

3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable

4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.38

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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: INTS 281-3, Intermediate Spanish I

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

a) Are current library holdings adequate? Yes ✓ No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

N/A

c) If no to a), what is the proposed funding source?

N/A

Special attention will be paid to ensuring additional texts are purchased using regular collections budget


University Librarian (or designate) signature

14 Aug 2014
Date

KMC

Motion Number (assigned by
Steering Committee of Senate): S-201411.37

SENATE COMMITTEE ON ACADEMIC AFFAIRS
NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 282-3 Intermediate Spanish II be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015

2. **Academic Program:** Global and International Studies (formally International Studies)

3. **Course Subject, Number*, and Credit hours:** INTS 282-3

4. **Course Title:** Intermediate Spanish II

5. **Goal(s) of Course:**

This course is being created so as to give Spanish its own home, so to speak. Spanish has been taught by INTS for over 10 years under our "international language" designation, a designation originally intended for occasional teaching of a language that wasn't part of our regular language offerings. Spanish has become one of our regular language offering; hence, it needs its own set of courses.

6. **Calendar Course Description:**

INTS 282 is a continuation of INTS 281. Students acquire a deeper understanding of the Spanish language and culture through further development of skills in listening, speaking, reading, and writing. Students are encouraged to participate in discussions, debates, and interactive presentations to develop their communication skills.

7. **Credit Hours:** 3 credit hours

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

No

b) **Is variable credit available for this course?**

No

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

Lecture 3

Seminar _____

Laboratory 1.5

Other (please specify) _____

9. **Prerequisites (taken prior):**

This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 281, or obtain permission of instructor to continue. Permission of instructor is also required for students who have prior knowledge of Spanish or who have completed Grade 12 Spanish.

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: To be determined

B. Significance Within Academic Program

1. Anticipated enrolment 10

This estimate is based on the average enrolment in the Intermediate Spanish II courses since we started teaching the course in 2005.

2. If there is a proposed enrolment limit, state the limit and explain: 30

This cap is the norm for all of our first year language courses.

3. Required for: Major: Yes* Minor: No Other: _____

4. Elective in: Major: Yes* Minor: No Other: _____

* Note: Spanish per se is not required for our major and joint majors; however, taking 12 credits of language is required, of which Spanish is one option. Language is not required for the minor.

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Global and International Studies / Political Science
- Economic / Global and International Studies

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

INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 298-3, INTS 360-3, INTS 407-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:

None

2. Is a preclusion required? No

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

4. Has this overlap been discussed with the Program concerned? N/A

5. In offering this course, will UNBC require facilities or staff at other institutions?
No

6. Will this course be replacing an existing course that is included in one or more transfer agreements with external institutions?
No

D. Resources required

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

i. College Staffing: None

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

iii. Library Holdings: See attached form

iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X

** Whether a new course has First Nations content is to be determined by College Council.*

2. Other Information: None

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

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18

2. College Council Approval Date: September 18, 2014

- 3. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** Not applicable
- 4. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.39

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD

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: INTS 282-3, Intermediate Spanish II

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

a) Are current library holdings adequate? Yes ✓ No

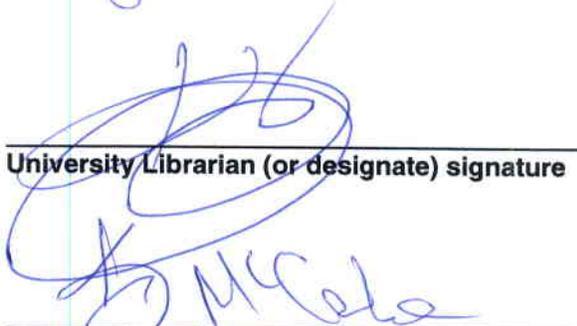
b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

N/A

c) If no to a), what is the proposed funding source?

N/A

Special attention will be paid to ensure additional texts are purchased using regular collections budget



University Librarian (or designate) signature

14 Aug 2014

Date

Motion Number (assigned by
Steering Committee of Senate): S-201411.38

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 298-3 Special Topics in Global Studies be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015
2. **Academic Program:** Global and International Studies (formerly International Studies)
3. **Course Subject, Number*, and Credit hours:** INTS 298-3
4. **Course Title:** Special Topics in Global Studies
5. **Goal(s) of Course:**

To provide a special topics course at the lower-division level under our new Global and International Studies curriculum. The course will be a venue for exploring a contemporary global issue in depth, and will be offered periodically, as appropriate. It is not a regularly scheduled course.

6. Calendar Course Description:

This course is a detailed examination and analysis of a contemporary issue in global studies.

7. **Credit Hours:** 3 credit hours

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

Yes*

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course 3

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

"This course may be repeated to a maximum of 3 credit hours if the material is substantially different."

b) Is variable credit available for this course?

No

8. Contact Hours (per week):

Lecture 3
Laboratory _____

Seminar _____
Other (please specify) _____

9. Prerequisites (taken prior): None
10. Prerequisites with concurrency (taken prior or simultaneously): None
11. Co-requisites (must be taken simultaneously): None
12. Preclusions: None
13. Course Equivalencies: None
14. Grade Mode: NORMAL (i.e., alpha grade)
15. Course to be offered: each semester _____
each year _____
alternating years _____
periodically X

Note: The course will be offered periodically, as appropriate, similar to a 498 course. It is not regularly scheduled.

16. Proposed text / readings: Text and readings will vary depending on the subject matter of the course.

B. Significance Within Academic Program

1. Anticipated enrolment variable

It is impossible to state an anticipated enrolment because the subject matter of the course is not fixed. A popular topic may draw many students, a less popular one, fewer students.

2. If there is a proposed enrolment limit, state the limit and explain: no limit
3. Required for: Major: No Minor: No Other: _____
4. Elective in: Major: No Minor: No Other: _____
5. Course required by another major/minor: No
6. Course required or recommended by an accrediting agency: N/A
7. Toward what degrees will the course be accepted for credit?
• Global and International Studies
8. What other courses are being proposed within the Program this year?
INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 360-3, INTS 407-3
9. What courses are being deleted from the Program this year
INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course: None
2. Is a preclusion required? No
3. If there is an overlap, and no preclusion is required, please explain why not: N/A
4. Has this overlap been discussed with the Program concerned? N/A
5. In offering this course, will UNBC require facilities or staff at other institutions?
No
6. Will this course be replacing an existing course that is included in one or more transfer agreements with external institutions?
No

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
 - i. College Staffing: None
 - ii. Space (classroom, laboratory, storage, etc.): Classroom
 - iii. Library Holdings See attached form
 - iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X
** Whether a new course has First Nations content is to be determined by College Council.*
2. Other Information: None
3. Attachment Pages (in addition to required "Library Holdings" Form): 0 pages

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18
2. College Council Approval Date: September 18, 2014
3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable
4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.40

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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:

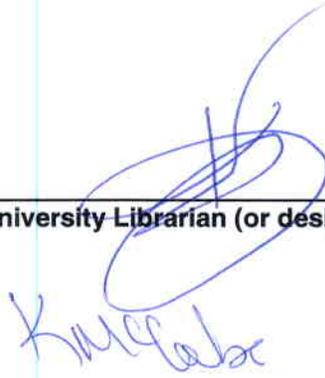
INTS 298-3 Special Topics in Global Studies

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

a) Are current library holdings adequate? Yes No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature

19 Aug 2014

Date

12. **Preclusions:** None
13. **Course Equivalencies:** None
14. **Grade Mode:** NORMAL (i.e., alpha grade)
15. **Course to be offered:** each semester _____
 each year _____
 alternating years X
16. **Proposed text / readings:** To be determined

B. Significance Within Academic Program

1. **Anticipated enrolment** 15-20
 This estimate is based on the average enrolment in recent years for our non-required 300-level courses.
2. **If there is a proposed enrolment limit, state the limit and explain:** 25
 This is our typical cap for 300-level courses.
3. **Required for:** Major: No Minor: No Other: No
4. **Elective in:** Major: Yes Minor: Yes Other: No
5. **Course required by another major/minor:** None
6. **Course required or recommended by an accrediting agency:** N/A
7. **Toward what degrees will the course be accepted for credit?**
- Global and International Studies
8. **What other courses are being proposed within the Program this year?**
 INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 407-3
9. **What courses are being deleted from the Program this year?**
 INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:**
- Political Science has three times offered a “politics and sports” course, twice as a 298 special topics course and once as a 498 special topics course. POLS is considering making this a permanent course. If so, we will cross-list the courses. I have had email conversations about this with the Chair of Political Science, Boris DeWiel, in June 2014.
2. **Is a preclusion required?** No

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

A preclusion is possibly needed only if POLS creates a permanent "politics and sports" courses. At this time, no preclusion is required because the orientation of the POLS special topics courses has been "politics" whereas the orientation of our proposed course is "global". Thus, there is overlap but the orientation of the two courses to sports is different. However, again, if POLS creates a permanent sports course, then the content of the two courses will be coordinated and a preclusion may be necessary.

4. Has this overlap been discussed with the Program concerned? Yes

5. In offering this course, will UNBC require facilities or staff at other institutions?
No

6. Will this course be replacing an existing course that is included in one or more transfer agreements with external institutions?
No

D. Resources required

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

- i. **College Staffing:** None
- ii. **Space (classroom, laboratory, storage, etc.):** Classroom
- iii. **Library Holdings:** See attached form
- iv. **Computer (time, hardware, software):** None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X
** Whether a new course has First Nations content is to be determined by College Council.*

2. Other Information: None

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

G. Authorization

- 1. College Council Motion Number:** Omnibus Motion: CASHSCC.2014.09.18.18
- 2. College Council Approval Date:** September 18, 2014
- 3. Senate Committee on First Nations and Aboriginal Peoples Motion Number:** Not applicable
- 4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.41

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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:

INTS 360-3 Global Sports

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

a) Are current library holdings adequate? Yes _____

No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

Additions to the collection will be made
with in current budget.



University Librarian (or designate) signature
K. McCabe

14 Aug 2014

Date

Motion Number (assigned by
Steering Committee of Senate): S-201411.40

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course INTS 407-3 Global Economy and Development be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2015
2. **Academic Program:** Global and International Studies (formerly International Studies)
3. **Course Subject, Number*, and Credit hours:** INTS 407-3
4. **Course Title:** Global Economy and Development
5. **Goal(s) of Course:**

INTS 407 is being created to cross list with ECON 401, which is also titled "Global Economy and Development". The purpose of the cross listing is, first, to enhance our connections to the Department of Economics, especially related to teaching the issue of development, which is a central concept in Global and International Studies, and, second, to create the potential for an INTS faculty member with appropriate expertise to teach this economics course. It is expected that Paul Bowles, who has a joint appointment in the Department of International Studies and the Department of Economics, will initially teach this course.

6. Calendar Course Description:

This course is an analysis of the evolution of the global economy, and an assessment of competing theories of the global economy. The prospects for developing countries within the global economy are examined.

7. Credit Hours: 3 credit hours

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

No

b) Is variable credit available for this course?

No

8. Contact Hours (per week):

Lecture 3

Seminar _____

Laboratory _____

Other (please specify) _____

9. Prerequisites (taken prior): ECON 100-3, ECON 101-3, and ECON 311-3 or permission of the instructor

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

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

12. Preclusions: ECON 401-3

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: To be decided

B. Significance Within Academic Program

1. Anticipated enrolment 8-10

This estimate is based on the average enrolment for ECON 401 the two times it has been offered as INTS 498 course.

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

3. Required for: Major: No Minor: No Other: No

4. Elective in: Major: Yes Minor: Yes Other: No

5. Course required by another major/minor:

- None

6. Course required or recommended by an accrediting agency: N/A

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

- Global and International Studies
- Joint Economics/International Studies

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

INTS 171-3, INTS 172-3, INTS 181-3, INTS 182-3, INTS 207-3, INTS 210-3, INTS 220-3, INTS 271-3, INTS 272-3, INTS 281-3, INTS 282-3, INTS 298-3, INTS 360-3

9. What courses are being deleted from the Program this year?

INTS 101-3, INTS 141-3, INTS 142-3, INTS 160-3, INTS 202-3, INTS-206-3, INTS 241-3, INTS 242-3, INTS 350-3, INTS 371-3, INTS 403-3, INTS 404-3, INTS 444-3, INTS 590-3, INTS 591-3

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course:

INTS 407 is to be cross listed with ECON 401

2. Is a preclusion required? ECON 401
3. If there is an overlap, and no preclusion is required, please explain why not: N/A
4. Has this overlap been discussed with the Program concerned? Yes
5. In offering this course, will UNBC require facilities or staff at other institutions?
No
6. Will this course be replacing an existing course that is included in one or more transfer agreements with external institutions?
No

D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
 - i. College Staffing: None
 - ii. Space (classroom, laboratory, storage, etc.): Classroom
 - iii. Library Holdings: See attached form
 - iv. Computer (time, hardware, software): None

E. Additional Attached Materials

None

F. Other Considerations

1. First Nations Content*: Yes _____ No X
* *Whether a new course has First Nations content is to be determined by College Council.*
2. Other Information: None
3. Attachment Pages (in addition to required "Library Holdings" Form): 0 pages

G. Authorization

1. College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.18
2. College Council Approval Date: September 18, 2014
3. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not applicable
4. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201411.42

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
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:

INTS 407-3 Global Economy and Development

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

a) Are current library holdings adequate? Yes ✓ No

b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?

c) If no to a), what is the proposed funding source?

University Librarian (or designate) signature

Date

KMcCabe

24 Aug 2014

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title and calendar course description for HHSC 795-3 Research Seminar, on page 125 of 2014-2015 graduate calendar, be approved as proposed.

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

HHSC 795-3 Research Seminar This course is focused on supporting students' ongoing work with respect to their theses. In particular, the course identifies and explains the various tasks that are typically involved in the development of a thesis, including, for example, design, implementation, analysis, interpretation, and writing. Co-operative problem solving is employed to assist students in developing their thesis plans.
Prerequisites: EDUC 602-4 or HHSC 601-3 and HHSC 603-3
Precluded: EDUC 795-3

2. Proposed revision with changes underlined and deletions indicated clearly:

~~**Research Seminar** This course is focused on supporting students' ongoing work with respect to their theses. In particular, the course identifies and explains the various tasks that are typically involved in the development of a thesis, including, for example, design, implementation, analysis, interpretation, and writing. Co-operative problem solving is employed to assist students in developing their thesis plans.
Prerequisites: EDUC 602-4 or HHSC 601-3 and HHSC 603-3
Precluded: EDUC 795-3~~

HHSC 795-3 Graduate Seminar in Health Sciences The graduate seminar builds awareness of a range of Health Sciences research, to generate debate on key issues, and to provide a context for research and presentations by students and invited speakers. The graduate seminar creates opportunities for graduate student engagement and interaction, learning and exchange among Health Sciences researchers across UNBC and builds a culture of research and scholarship including presentation and facilitation skills, thesis development, research ethics, grant writing, etc. This course is required for graduation in the Master of Science: Health Sciences.

3. Rationale for the proposed revisions:

Updating HHSC795-3 from a 'Research Seminar' to a 'Graduate Seminar in Health Sciences' is consistent with approaches adopted by many other programs across the country. The updated course will

- be listed as a required course for the Masters in Health Sciences in conjunction with the new 12 credit thesis course 790-12 (consistent with other calendar revisions)
- shift emphasis from an elective course with a focus on thesis development to a required course that fosters a broader culture of research and scholarship for graduate students including presentation and facilitation skills, thesis development, grant writing, etc.

4. Effective date: September 2015

5. Implications of the changes for other programs, etc., if applicable: N/a

6. Authorization:

Program / Academic / Administrative Unit:

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.10.16.06

College Council Approval Date: October 16, 2014

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.: SCAAF201411.07

Moved by: T. Whitcombe

Seconded by: L. Horianopoulos

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course title and calendar course description for HHSC 799-9 Thesis, on page 125 of 2014-2015 graduate calendar be approved as proposed.

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

HHSC 799-9 Thesis

2. Proposed revision with changes underlined and deletions indicated clearly:

HHSC 799-9 Master of Science: Community Health Science Thesis The thesis is a written report of high academic quality that demonstrates mastery of the health-related field specified and the ability to undertake research.

3. Rationale for the proposed revisions:

The change of name to HHSC799-9 Master of Science: Community Health Science is made to provide clarity and distinguish it from HHSC790-12 Master of Science: Health Sciences Thesis.

4. Effective date:

September 2015

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

A new course motion for HHSC790-12 has also been submitted to SCAAF.

6. Authorization:

Program / Academic / Administrative Unit:

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.10.16.06

College Council Approval Date: October 16, 2014

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.: SCAAF201411.08

Moved by: T. Whitcombe

Seconded by: L. Horianopoulos

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.43

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course number, course title and course description for INTS 205-3 Introduction to International Studies, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

As part of the INTS curriculum overhaul, we are converting our former 200-level introductory course to be our entry level 100-level introductory course. Previously, INTS had two entry level introductory courses, INTS 101 and INTS 205. INTS 101 is being deleted, and INTS 205 is being converted to INTS 100. In the new curriculum, at the 200-level, we will have a new course, INTS 210 (globalizations).

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

- Major in International Business,
- Major in Environmental Studies,
- Joint Major in International Studies/Political Science,
- Minor in International Studies,
- Major in Political Science,
- Minor in International Development Studies,
- Major in Northern and Rural Community Planning,
- Major in Natural Resources Planning,
- Joint Major in Environmental Studies and Political Science,
- Minor in Global Environmental Change.

The Chairs of the affected units have been consulted and notified.

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

INTS 205-3 Introduction to International Studies

A survey of ways to analyze international interactions between states, people and the environment.

Prerequisites: None

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

~~INTS 205-3~~ INTS 100-3 ~~Introduction to International Studies~~ Global Studies

~~A survey of ways to analyze international interactions between states, people and the environment.~~

This foundation course introduces students to the study of international and global structures, actors, processes, ideas, issues, and events with the aim of understanding and explaining large-scale change in our world. The course is organized around four “great domains” of global studies: environment and sustainability; cultures and diversity; politics, security and social justice; and economy and international development.

Prerequisites: None

Preclusions: INTS 205-3

6. Authorization:

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2014.09.18.12

College Council Approval Date: September 18, 2014

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.: SCAAF201411.43

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014

Date

Chair's Signature

MRTD

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.44

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 121-3 Beginning Japanese I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 121-3 Beginning Japanese I

An introduction to conversational and written elements of the language using materials from everyday situations.

Prerequisites: None

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

INTS 121-3 Beginning Japanese I

~~An introduction~~ This introductory Japanese language course focuses on the four basic linguistic skills of listening, speaking, reading, and writing. Students learn typical daily vocabulary and are introduced to Japanese culture through the language. Students learn two phonetic alphabets, hiragana and katakana, as well as approximately 60 kanji (Chinese characters) to conversational and written elements of the language using materials from everyday situations.

~~Prerequisites: None~~ This course is designed for students who have no prior knowledge of the Japanese language. It is not open to native speakers. Permission of the instructor is required for students who have completed Grade 10 Japanese or equivalent courses, or who have at least one Japanese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.45

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 122-3 Beginning Japanese II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

None

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

INTS 122-3 Beginning Japanese II

Continuation of INTS 121-3.

Prerequisites: INTS 121-3

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

INTS 122-3 Beginning Japanese II

INTS 122-3 is a continuation of INTS 121-3. Students continue to develop their Japanese language skills in listening, speaking, reading, and writing. They are also given a deeper introduction to Japanese culture. This course is more grammar intensive than INTS 121-3, strengthening the foundations set up in that course. Sixty additional kanji are introduced (for a cumulative total of 120).

Prerequisites: This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 121-3 or obtain permission of the instructor to continue. Permission of the instructor is also required for students who have completed Grade 11 Japanese, or who have prior knowledge of Japanese or who have at least one Japanese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.46

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 131-3 Beginning Russian I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 131-3 Beginning Russian I

An introduction to conversational and written elements of the language using materials from everyday situations.

Prerequisites: None

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

INTS 131-3 Beginning Russian I

~~An introduction~~ This introductory Russian language course begins with learning the Cyrillic alphabet and the essentials of Russian grammar, and then focuses on the four basic linguistic skills of listening, speaking, reading, and writing. Students are introduced to aspects of Russian culture through the language. ~~to conversational and written elements of the language using materials from everyday situations.~~

Prerequisites: ~~None~~ This course is designed for students who have no prior knowledge of Russian. It is not open to native speakers.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.46

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

 MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.47

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 132-3 Beginning Russian II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

None

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

INTS 132-3 Beginning Russian II

Continuation of INTS 131-3.

Prerequisites: INTS 131-3

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

INTS 132-3 Beginning Russian II

INTS 132-3 is a continuation of INTS 131-3. Students increase their proficiency in reading, writing, speaking, and listening, while learning more Russian grammar and expanding their vocabulary. Appreciation of Russian culture through language continues.

Prerequisites: This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 131-3, or obtain permission of instructor to continue. Permission of the instructor is also required for students who have prior knowledge of Russian.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.47

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

 MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.48

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 161-3 Beginning Chinese I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 161-3 Beginning Chinese I

A beginning course in modern written Chinese and spoken Mandarin. It is to lay the foundation for the study of Mandarin Chinese and to develop the four basic linguistic skills, namely listening, speaking, reading and writing, through the study of Hanyu Pinyin (a phonetic system using English characters), vocabulary, syntax and culture. It is designed for non-native speakers.

Prerequisites: Approval of instructor

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

INTS 161-3 Beginning Chinese I

This introductory Mandarin language course focuses on ~~A beginning course in modern written Chinese and spoken Mandarin language course focuses on~~. It is to lay the foundation for the study of Mandarin Chinese and to develop the four basic linguistic skills of ~~It is to lay the foundation for the study of Mandarin Chinese and to develop the four basic linguistic skills of~~, namely listening, speaking, reading and writing ~~namely listening, speaking, reading and writing~~, through the study of Hanyu Pinyin, (a phonetic system using ~~through the study of Hanyu Pinyin, (a phonetic system using~~ English characters), is introduced. Students also learn Chinese vocabulary, syntax and culture through ~~English characters), is introduced. Students also learn Chinese vocabulary, syntax and culture through~~ the language. It is designed for non-native speakers. ~~the language. It is designed for non-native speakers.~~ Students practice pronouncing the tones of spoken Mandarin. Students learn typical daily vocabulary, are introduced to Chinese characters, and become acquainted with Chinese culture through the language. ~~Students practice pronouncing the tones of spoken Mandarin. Students learn typical daily vocabulary, are introduced to Chinese characters, and become acquainted with Chinese culture through the language.~~

Prerequisites: This course is designed for students who have no prior knowledge of the Chinese language. It is not open to native speakers. Permission Approval of the instructor is required for students who have completed Grade 10 Chinese or equivalent courses, or who have at least one Chinese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.48

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.49

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 162-3 Beginning Chinese II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

None

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

INTS 162-3 Beginning Chinese II

A continuation of the comprehensive introduction to the basics of Mandarin in INTS 161-3. The multiple approach of this course focuses on perfecting phonetic skills, improving conversation competence (speaking and listening skills) as well as learning more Chinese characters for reading and writing.

Prerequisites: INTS 161-3 or equivalent

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

INTS 162-3 Beginning Chinese II

INTS 162 is a A continuation of INTS 161. Students continue to develop their Chinese language skills ~~the comprehensive introduction to the basics of Mandarin in INTS 161-3 in listening, speaking, reading and writing.~~ The multiple approach of this course focuses on perfecting phonetic skills pronunciation is emphasized, as well as improving conversational competence (speaking listening and speaking listening skills) as well as and learning more Chinese characters for reading and writing.

Prerequisites: This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 161-3 or equivalent or obtain permission of the instructor to continue. Permission of the instructor is also required for students who have completed Grade 11 Chinese, or who have prior Chinese or who have at least one Chinese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.49

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.50

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description for INTS 200-3 Contemporary Russia, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated and made consistent with the course descriptions for all of our 200-level "contemporary" courses.

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

None

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

INTS 200-3 Contemporary Russia

An interdisciplinary survey of the former Soviet Union and its peoples, including an examination of major historical, social, economic, political and cultural features of the country.

Prerequisites: None

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

INTS 200-3 Contemporary Russia

~~An~~ This is an interdisciplinary survey of ~~the former Soviet Union~~ modern Russia and its peoples.~~,7~~
~~including an examination of major~~ The course explores the geographical, environmental, historical, social,
economic, political, and cultural features of the country.

Prerequisites: None

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.50

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014

Date

 MRTD *Dr*
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.51

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description for INTS 203-3 Contemporary Japan, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated and made consistent with the course descriptions for all of our 200-level "contemporary" courses.

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

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

INTS 203-3 Contemporary Japan

An interdisciplinary survey of the country and its people, including an examination of the major historical, social, economic, political and cultural features of the nation.

Prerequisites: None

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

INTS 203-3 Contemporary Japan

~~An This is an~~ interdisciplinary survey of ~~the country~~ Japan and its peoples, ~~including an examination of the major~~ The course explores the geographical, environmental, historical, social, economic, political, and cultural features of the nation country.

Prerequisites: None

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.51

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.52

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description for INTS 204-3 Contemporary China, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated and made consistent with the course descriptions for all of our 200-level "contemporary" courses.

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

None

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

INTS 204-3 Contemporary China

An interdisciplinary survey of China and its peoples, including an examination of the major historical, social, economic, political and cultural features of the country.

Prerequisites: None

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

INTS 204-3 Contemporary China

~~An~~ This is an interdisciplinary survey of China and its peoples, ~~including an examination of the major~~ The course explores the geographical, environmental, historical, social, economic, political, and cultural features of the country.

Prerequisites: None

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.52

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.53

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 221-3 Intermediate Japanese I, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 221-3 Intermediate Japanese I

The development of speaking, writing and reading abilities using modern texts.

Prerequisites: INTS 122-3 or permission of the instructor

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

INTS 221-3 Intermediate Japanese I

~~The development of speaking, writing and reading abilities using modern texts.~~ INTS 221-3 is a continuation of INTS 122-3. This course is designed to enhance the students' functional skills in the Japanese language and to deepen their knowledge of Japanese culture. Students learn to communicate and express themselves more effectively and with greater confidence on familiar topics. In addition, this course begins to emphasize writing in Japanese. Sixty additional kanji are introduced (for a cumulative total of 180).

Prerequisites: This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 122-3, or obtain permission of the instructor to continue. Permission of the instructor is also required for students who have prior knowledge of Japanese or who have at least one Japanese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.53

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

 MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.54

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 222-3 Intermediate Japanese II, on page 257 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 222-3 Intermediate Japanese II

Continuation of INTS 221-3.

Prerequisites: INTS 221-3

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

INTS 222-3 Intermediate Japanese II

INTS 222-3 is a continuation of INTS 221-3. Students continue to acquire and deepen their understanding of Japanese language and culture through the further development of listening, speaking, and reading skills. In addition, this course continues to emphasize writing, encouraging students to develop their own style of expression. Sixty additional kanji are introduced (for a cumulative total of 240).

Prerequisites: This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 221-3 or obtain permission of the instructor to continue. Permission of the instructor is also required for students who have completed Grade 12 Japanese or who have a least one Japanese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.55

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course number, course description and preclusions for INTS 335-3 Global Environmental Challenge: Sustainability, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The cross-listed courses INTS 335 / ENVS 325 are being converted to cross-listed INTS 225 / ENVS 225 courses for two main reasons: (1) to provide an introductory 200-level course in the Environmental Studies Program, which currently does not have one, and (2) to become the required lower-division course under the “global environment and sustainability” theme of the new Global and International Studies curriculum.

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

- Major in Northern Studies (The course is listed as one option under the “Environment and Health” list of courses. The list contains about 25 courses, of which a student must take 5.)

The Chair of Northern Studies has been consulted and notified.

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

INTS 335-3 Global Environmental Challenge: Sustainability

This course introduces social and natural science students to the monumental challenge of achieving global environmental sustainability. The roles of ethics, knowledge, and social, political and economic action in this process are examined, focusing especially on science and public policy. A common, trans-disciplinary vocabulary and a problem-solving approach to sustainability are developed and applied to case studies of environmental problems on scales from local to global.

Prerequisites: 60 credit hours

Precluded: ENVS 325-3 Global Environmental Change: Science and Policy

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

~~INTS 335-3~~ INTS 225-3 Global Environmental Challenge: Sustainability

Global environmental sustainability is one of the monumental challenges of our modern world.

In this course, students tackle ~~This course introduces social and natural science students to the monumental challenge of achieving global environmental sustainability. The roles of ethics, knowledge, and social, political and economic action in this process are examined, focusing especially on science and public policy. A common, trans-disciplinary vocabulary and a problem-solving approach to sustainability are developed and applied to case studies of environmental problems on scales from local to global.~~ two central questions. What is (global-to-local) environmental sustainability? How can we achieve it? A problem-solving approach is emphasized, especially regarding the interaction between

science and public policy. Sustainability issues are investigated theoretically and through specific case studies.

Prerequisites: ~~60 credit hours~~ None

Precluded: ENVS ~~325-3~~ 225-3 Global Environmental Change: Science and Policy

6. Authorization:

Program / Academic / Administrative Unit: International Studies

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.55

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014

Date

Chair's Signature

MRTD

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.56

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 231-3 Intermediate Russian I, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 231-3 Intermediate Russian I

The development of speaking, writing and reading abilities using modern texts.

Prerequisites: INTS 132-3 or permission of the instructor

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

INTS 231-3 Intermediate Russian I

~~The development of speaking, writing and reading abilities using modern texts.~~ INTS 231-3 is a continuation of INTS 132-3. Students continue their study of grammar and improve their functional skills in reading, writing, speaking, and listening. Course exercises are designed to deepen knowledge of Russian culture.

Prerequisites: This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 132-3 or obtain permission of the instructor to continue. Permission of the instructor is also required for students who have prior knowledge of Russian.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.57

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 232-3 Intermediate Russian II, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 232-3 Intermediate Russian II

Continuation of INTS 231-3.

Prerequisites: INTS 231-3

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

INTS 232-3 Intermediate Russian II

INTS 232-3 is a continuation of INTS 231-3. Students complete their study of Russian grammar and further develop their reading, writing, speaking, and listening abilities. In addition, they continue to pursue a deeper understanding of Russian culture.

Prerequisites: This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 231-3 or obtain permission of instructor to continue. Permission of the instructor is also required for students who have prior knowledge of Russian.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.58

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description for INTS 240-3 Contemporary Circumpolar North, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The proposed revisions are cosmetic changes to the calendar description to make it consistent with the calendar descriptions for all of our 200-level "contemporary" courses.

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

None

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

INTS 240-3 Contemporary Circumpolar North

This course is an introduction to the physical, biological, and human environments of the Arctic and Subarctic regions, and their interactions and relations to the global system. The course also introduces northern cultures, economic development processes, political systems, and international cooperation.

Precluded: NORS 101-3

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

INTS 240-3 Contemporary Circumpolar North

This is an interdisciplinary survey of the Circumpolar North and its peoples. The course explores the geographical, environmental, historical, social, economic, political, and cultural features of the countries that make up the region. ~~course is an introduction to the physical, biological, and human environments of the Arctic and Subarctic regions, and their interactions and relations to the global system. The course also introduces northern cultures, economic development processes, political systems, and international cooperation.~~

Prerequisites: None

Precluded: NORS 101-3

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.59

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 261-3 Intermediate Chinese I, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

None

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

INTS 261-3 Intermediate Chinese I

This intermediate course is a continuation of INTS 161-3 and INTS 162-3. It provides students with opportunity to strengthen the four basic linguistic skills of the language and to increase their competency in oral and written skills. Some simple Chinese proverbs and idiomatic expressions will be introduced.

Prerequisites: INTS 161-3 and INTS 162-3 or equivalent.

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

INTS 261-3 Intermediate Chinese I

~~This intermediate course is a~~ INTS 261-3 is a continuation of ~~INTS 161-3 and INTS 162-3.~~ It provides students with opportunity to strengthen the four basic ~~This course is designed to enhance the~~ students' linguistic skills of the language, and to increase ~~deepen~~ their competency in oral and written skills knowledge of Chinese culture. ~~Some s~~Simple Chinese proverbs and idiomatic expressions ~~will be~~ are introduced.

~~Prerequisites: INTS 161-3 and~~ This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 162-3 or equivalent or obtain permission of the instructor to continue. Permission of instructor is also required for students who have prior knowledge of Chinese or who have at least one Chinese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.60

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 262-3 Intermediate Chinese II, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 262-3 Intermediate Chinese II

This intermediate course is a continuation of INTS 261-3. Students will continue to build proficiency in all four basic skills of the language, and are expected to be, by this level, knowledgeable and competent enough to work independently in acquiring new vocabulary and Chinese characters. Short essay writing will be included. A couple of Tang's poems and Song's verses will be introduced.

Prerequisites: INTS 261-3 or equivalent

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

INTS 262-3 Intermediate Chinese II

~~This intermediate course INTS 262-3 is a continuation of INTS 261-3. Students will continue to deepen their understanding of Chinese language and culture through the further development of listening, speaking, reading and writing skills, including build proficiency in all four basic skills of the language, and are expected to be, by this level, knowledgeable and competent enough to work independently in acquiring new vocabulary and Chinese characters. Sshort essay writing will be included. A couple of Tang's poems and Song's verses will be introduced.~~

Prerequisites: This course is not open to native speakers. Students must achieve a minimum grade of C in INTS 261-3 or equivalent or obtain permission of the instructor to continue. Permission of the instructor is also required for students who have completed Grade 12 Chinese or who have a least one Chinese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.13

College Council Approval Date: September 18, 2014

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.: SCAAF201411.60

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.61

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description and prerequisites for INTS 300-3 International Organization, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect how the course is currently being taught, and to add the new lower-division prerequisite under our new Global and International Studies curriculum.

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

None

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

INTS 300-3 International Organization

An investigation of the evolution, operation and significance of international organization and international organizations. Examinations of the United Nations, other intergovernmental institutions and various non-governmental organizations are included.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 300-3 International Organization

How is our world organized and governed? This course is an investigation of the evolution, operation and significance of international organization and international organizations. Examinations of the actors, dynamics, and processes of global governance, including the United Nations, other intergovernmental institutions, and various non-governmental organizations are included and private actors.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and 60 credit hours, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2014.09.18.14

College Council Approval Date: September 18, 2014

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.: SCAAF201411.61

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.62

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course prerequisite, for INTS 301-3 International Law, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

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

None

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

INTS 301-3 International Law

A study of the nature and sources of international law and its application in the contemporary international community.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 301-3 International Law

International law is a defining feature of our contemporary global society. This course explores the nature and sources of international law and its application in to the contemporary international community establishing establishment of order in global society.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and 60 credit hours, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.15

College Council Approval Date: September 18, 2014

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.: SCAAF201411.62

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.63

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the prerequisites for INTS 302-3 Canadian Foreign Policy, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

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

None

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

INTS 302-3 Canadian Foreign Policy

A survey of the institutions, actors, processes and issues that determine Canadian foreign policy, including a review of the relationship to domestic policies.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 302-3 Canadian Foreign Policy

What is Canada's foreign policy and how is it made? This course A survey of the institutions, actors, processes and issues that determine Canadian foreign policy, including a review of the relationship of foreign policy to domestic policies.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and ~~60 credit hours~~, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.64

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description and prerequisites for INTS 304-3 International Development, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect how the course is currently being taught, and to add the new lower-division prerequisite under our new Global and International Studies curriculum.

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

None

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

INTS 304-3 International Development

An examination of approaches to and problems of economic, social and political development. Policy-making processes and the role of national and international development institutions are also explored.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 304-3 International Development

International development is critical to global well-being but is a complex and contested process. This course examines ~~An examination of~~ approaches to and problems of economic, social and political development from a global perspective. ~~Policy-making processes and~~ The role of the state, national and international development institutions and global civil society are also explored.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and ~~60 credit hours~~, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.65

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description and prerequisites for INTS 306-3 Human Rights, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect how the course is currently being taught, and to add the new lower-division prerequisite under our new Global and International Studies curriculum.

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

None

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

INTS 306-3 Human Rights

An examination of human rights issues and problems within the global community. Human rights questions as disputes in relations between states and societies are explored, as are efforts to establish international codes of conduct and observance.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 306-3 Human Rights

"All human beings are born free and equal in dignity and rights" (Article 1 of the United Nations Universal Declaration of Human Rights, 1948). This course examines an examination of human rights issues and problems within the from a global community perspective, including environmental, cultural, social, political, civil, and economic rights. Human rights questions as disputes in relations between states and societies The roles of international institutions and transnational advocacy networks in promoting and enforcing human rights are explored, as are efforts to establish international codes of conduct and observance.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3, and 60 credit hours, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.66

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description and prerequisites for INTS 307-3 Global Resources, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect the topics taught in the course, and to add the new lower-division prerequisite under our new Global and International Studies curriculum.

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

None

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

INTS 307-3 Global Resources

An examination of the interaction between global economic and environmental resources.

Prerequisites: 60 credit hours, or permission of the instructor

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

INTS 307-3 Global Resources

How do humans use the Earth's endowment of natural resources? How can we best conserve them? This course examines ~~An examination of~~ the interaction between ~~the global political economy~~ economic and ~~environmental~~ natural resources. Debates about resource scarcity/abundance, environmental and social concerns related to production and consumption, and inter-state and intra-societal competition for access to resources are explored.

Prerequisites: INTS 100-3 and INTS 210-3, and 60 credit hours, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.67

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the prerequisites for INTS 308-3 Gender and International Studies, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

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

None

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

INTS 308-3 Gender and International Studies

An investigation of the role of gender in international affairs.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 308-3 Gender and ~~International~~ Global Studies

Understanding gender is essential for understanding how our world thinks and functions. This course offers a critical analysis ~~An investigation~~ of the role of gender in ~~international~~ global affairs.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3, and 60 credit hours, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.15

College Council Approval Date: September 18, 2014

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.: SCAAF201411.67

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.68

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description and prerequisites for INTS 309-3 Global Science and Technology, on page 258 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect the topics taught in the course, and to add the new lower-division prerequisites under our new Global and International Studies curriculum.

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

None

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

INTS 309-3 Global Science and Technology

This course is an inquiry into the role of science and technology in an era of "globalization". The origins of science & technology and their 'merger' in the late 1800s provide the foundation for analysis of science and technology's relationship to present-day security, economic, social, and environmental issues at the international level.

Prerequisites: INTS 205-3, 60 credit hours or permission of the instructor

Precluded: INTS 498-3-Science and Technology in a Global World

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

INTS 309-3 Global Science and Technology

Science and technology permeate our lives, local to global. This course is an inquiry into their ~~the role of science and technology~~ in an era of "globalization". The origins of science & and technology and their 'merger' in the late 1800s provide the foundation for analysis of ~~science and technology's~~ their relationship to present-day environmental, cultural, social, political, and economic ~~security, economic, social, and environmental~~ issues at the international and global levels.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3, and ~~60 credit hours,~~ or permission of the instructor.

Precluded: ~~INTS 498-3 Science and Technology in a Global World~~

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.69

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the title, course description and prerequisites for INTS 310-3 Origins and Evolution of International Studies, on page 212 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect the topics taught in the course, and to add the new lower-division prerequisite under our new Global and International Studies curriculum.

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

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

INTS 310-3 Origins and Evolution of International Studies

A review of the origins and theoretical development of contending approaches which inform International Studies.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 310-3 Origins and Evolution of ~~International Studies~~ Our Globalizing World

~~A review of the origins and theoretical development of contending approaches which inform International Studies.~~ Cultivating a sense of 'deep history' is essential to understanding our global present and global future. This course analyzes the historical origins and evolution of constituent elements of our modern world: global structures (such as the nation-state system), agents (such as multinational corporations), processes (such as war), ideas (such as liberalism), and issues (such as environmental degradation). It then casts an eye to their future. The focus of the course is the dynamics of large-scale change. Also covered is the origin of the field of Global Studies.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3, and 60 credit hours, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: International Studies

Other Committee Motion Number:

Other Committee Approval Date:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.70

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 321-3 Japanese Conversation and Composition I, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 321-3 Japanese Conversation and Composition I

This course is designed for students who have an intermediate Japanese language background. It will focus on developing students' speaking and writing skills as well as reading and listening. Students will practice assigned topics in conversation and writing each week. Participation and skill levels will be evaluated each class session.

Prerequisites: INTS 222-3 or approval of the instructor

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

INTS 321-3 Japanese Conversation and Composition I

~~This course is designed for students who have an intermediate Japanese language background. It will focus on developing students' speaking and writing skills as well as reading and listening. Students will practice assigned topics in conversation and writing each week. Participation and skill levels will be evaluated each class session.~~ INTS 321 is a continuation of INTS 222. Students begin to acquire advanced skills in listening, speaking, reading, and writing in order to communicate effectively and sensitively in a variety of social contexts. Students are expected to actively participate in discussions and interactive presentations, and to write in a variety of styles. Sixty additional kanji are introduced (for a cumulative total of 300).

Prerequisites: This course is not open to native speakers. Students must meet a minimum grade of C in INTS 222-3 or obtain approval permission of the instructor to continue. Permission of the instructor is also required for students who have prior Japanese knowledge or who have at least one Japanese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.15

College Council Approval Date: September 18, 2014

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.: SCAAF201411.70

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.71

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course description and course prerequisite for INTS 322-3 Japanese Conversation and Composition II, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect current course teaching structures and practices and to harmonize it with the course descriptions of the other Global and International Studies language courses. The prerequisites for this course, and for all other languages courses, are being changed, first, to institute clearer screening guidelines as to who should or should not take this course and, second, to harmonize them with those of all of our other language courses.

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

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

INTS 322-3 Japanese Conversation and Composition II

This course is the continuation of INTS 321-3 Japanese Conversation and Composition I.

Prerequisites: INTS 321-3 or approval of the instructor

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

INTS 322-3 Japanese Conversation and Composition II

~~This course INTS 322-3 is the a continuation of INTS 321-3, Japanese Conversation and Composition I~~
This course is designed to further develop and reinforce the practical use of the Japanese language in different social contexts by facilitating the development of conversational fluency and various writing skills. Students learn an additional 60 kanji (for a cumulative total of 360).

Prerequisites: This course is not open to native speakers. Students must meet a minimum grade of C in INTS 321-3 or obtain approval permission of the instructor to continue. Permission of the instructor is also required for students who have prior knowledge of Japanese or who have a least one Japanese speaking parent.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formally International Studies)

Other Committee Motion Number:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.72

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description and prerequisites for INTS 325-3 Russian Film and Society, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

This course is being change from a Russian film-focused course to one that is more generally oriented to film and our world today. This allows more flexibility in what films are studied in the course. The course description is also being updated to add the new lower-division prerequisite under our new Global and International Studies curriculum.

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

None

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

INTS 325-3 Russian Film and Society

This course examines films made in the USSR and in post-Soviet Russia as a reflection of a specific world view. Special attention is paid to political, historical, sociological and cultural contexts.

Prerequisites: 60 credit hours or permission of the instructor

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

INTS 325-3 ~~Russian~~ Film and Global Society

~~This course examines is an exploration of our globalizing world through the medium of film. s made in the USSR and in post-Soviet Russia, as a reflection of a specific world view. Special attention is paid to political, historical, sociological and cultural contexts.~~

Prerequisites: INTS 100-3 and INTS 210-3 ~~60 credit hours~~ or permission of the instructor

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.15

College Council Approval Date: September 18, 2014

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.: SCAAF201411.72

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.73

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the prerequisites for INTS 340-3 The Circumpolar North in Global Perspective, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.
3. **Implications of the changes for other programs, etc., if applicable:**
None
4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 340-3 The Circumpolar North in Global Perspective

An examination of the North in global perspective and the importance of a comparative perspective. The nature and development of conflicts within the region between and within native and non-native communities, between and within groups on issues such as development, and between nations over matters such as sovereignty and defence of Northern regions are surveyed, as are attempts to reduce conflicts and create a more integrated circumpolar society.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

5. **Proposed revision with changes underlined and deletions indicated clearly:**
INTS 340-3 The Circumpolar North in Global Perspective

Canada is part of the Circumpolar North; UNBC is a school "in the north, for the north". This course examines ~~An examination of the North in from a global perspective and the importance of a comparative perspective. The North was once considered remote and pristine. Today it is at the center of sovereignty, security, energy, development, and indigenous issues. These issues~~ The nature and development of conflicts within the region between and within native and non-native communities, between and within groups on issues such as development, and between nations over matters such as sovereignty and defence of Northern regions are surveyed, as are attempts to reduce conflicts and create a more integrated circumpolar society.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and 60 credit hours, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.74

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the prerequisites for INTS 377-3 Redefining Security, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

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

None

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

INTS 377-3 Redefining Security

A review of the evolution of the notion of security from traditional definitions associated with the military and the state to more recent definition of security which include gender, economics, and the environment.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 377-3 Redefining Security

What is security? This course A-reviews of the evolution of the notion of security from traditional definitions associated with the military and the state to more recent definitions of (human) security which include gender, economics, and the environment.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and ~~60 credit hours~~, or permission of the instructor

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.15

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.: SCAAF201411.74

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.75

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the prerequisites for INTS 378-3 Intelligence and Security, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

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

None

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

INTS 378-3 Intelligence and Security

A comparative analysis of the place of security and intelligence in international relations and within contemporary states. The role of the four major elements of intelligence (collection, counterintelligence, analysis and estimates, and covert action) will be examined as will the oversight and control issues raised by these activities.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 378-3 Intelligence and Security

Intelligence-gathering is a significant and, in the case of spying, covert aspect of global society. This course is a story about spies, or, more technically, it is a A comparative analysis of the place of security and intelligence in ~~international relations and within contemporary states~~ global affairs. The role of the four major elements of intelligence (collection, counterintelligence, analysis and estimates, and covert action) ~~will be~~ are examined as ~~will~~ are the oversight and control issues raised by these activities.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and ~~60 credit hours~~, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.76

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description and prerequisites for INTS 402-3 Pacific Affairs, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect the topics taught in the course and to clearly indicate that it is a seminar course, and the prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

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

None

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

INTS 402-3 Pacific Affairs

This course provides a detailed study of contemporary issues in the relations between Asia-Pacific nations, including an assessment of regional and subregional institutions.

Prerequisites: INTS 205-3, and 60 credit hours, or permission of the instructor

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

INTS 402-3 Pacific Affairs

~~This course provides a detailed study of seminar explores contemporary issues in the and relations between Asia- and Pacific nations peoples, cultures, and states, including an assessment of regional and subregional institutions.~~

~~Prerequisites: INTS 205-3 INTS 100-3 and INTS 210-3, and 60 credit hours, or permission of the instructor.~~

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.15

College Council Approval Date: September 18, 2014

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.: SCAAF201411.76

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.77

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the prerequisites for INTS 430-(3-15) Study Abroad, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.
3. **Implications of the changes for other programs, etc., if applicable:**
None
4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 430-(3-15)

Study Abroad

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor
5. **Proposed revision with changes underlined and deletions indicated clearly:**
INTS 430-(3-15)

Study Abroad

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and ~~60 credit hours~~, or permission of the instructor.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.15

College Council Approval Date: September 18, 2014

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.: SCAAF201411.77

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.78

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the prerequisites for INTS 440-(3-6) Internship, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015
2. **Rationale for the proposed revisions:**
The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.
3. **Implications of the changes for other programs, etc., if applicable:**
None
4. **Reproduction of current Calendar entry for the item to be revised:**
INTS 440-(3-6)

Internship

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor
5. **Proposed revision with changes underlined and deletions indicated clearly:**
INTS 440-(3-6)

Internship

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and ~~60 credit hours~~, or permission of the instructor.
6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.15

College Council Approval Date: September 18, 2014

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.: SCAAF201411.78

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.79

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the prerequisites for INTS 460-3 Issues in Canadian Foreign Relations, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

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

None.

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

INTS 460-3 Issues in Canadian Foreign Relations

A detailed examination of selected problems in Canada's foreign relations.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 460-3 Issues in Canadian Foreign Relations

This course is a A detailed examination of selected problems in Canada's foreign relations.

Prerequisites: ~~INTS 205-3~~ INTS 100-3 and INTS 210-3 and ~~60 credit hours~~, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.15

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.: SCAAF201411.79

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.80

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the title, course description and prerequisites for INTS 470-3 International Environmental Policy, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course title is being changed from "International Environmental Policy" to "Global Environmental Governance" because the later is becoming the more common umbrella designation for decision-making and implementation related to large-scale environmental problems.

The course description is being updated to reflect the topics taught in the course and to clearly indicate that it is a seminar course.

The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum, and to add the requirement of taking the cross-listed courses INTS 225 / ENVS 325. Taking this course is now a lower-division requirement.

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

None

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

INTS 470-3 International Environmental Policy

This seminar considers international actions dealing with environmental problems such as climate change, ozone depletion, hazardous waste, POP's, war and the environment, fresh water quality, deforestation, biodiversity and endangered species. Discussion focuses on the ways and the extent to which these problems can be met by international agreements and governance arrangements, or what international studies calls environmental "regimes". Two basic questions will be addressed. What factors facilitate the formation of international environmental regimes and can these regimes be effective while overcoming the "tragedy of the commons".

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 470-3 International Global Environmental Policy Governance

~~This seminar considers international actions dealing with environmental problems such as climate change, ozone depletion, hazardous waste, POP's, war and the environment, fresh water quality, deforestation, biodiversity and endangered species. Discussion focuses on the ways and the extent to which these problems can be met by international agreements and governance arrangements, or what international studies calls environmental "regimes". Two basic questions will be addressed. What factors facilitate the formation of international environmental regimes and can these regimes be effective while overcoming the "tragedy of the commons"~~ analyzes the monumental challenge

of globally governing the human relationship with the natural world, often referred to as global environmental governance or Earth System governance.

Prerequisites: ~~INTS 205-3~~ INTS 100-3, INTS 210-3, and INTS 225-3 or ENVS 225-3, and 60 credit hours, or permission of the instructor.

6. Authorization:

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.16

College Council Approval Date: September 18, 2014

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.: SCAAF201411.80

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.81

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description and prerequisites for INTS 480-3 Pacific Environment, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course description is being updated to reflect the topics taught in the course and to clearly indicate that it is a seminar course, and the prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

The precluded statement is being deleted because the course was taught only once as an INTS 498, in 2003. Thereafter, it has been taught under the 480 number.

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

None

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

INTS 480-3 Pacific Environment

This is a seminar on international environmental problems of the Pacific region and efforts to solve them, with particular attention to the theory and practice of international environmental cooperation as applied to the Pacific region.

Prerequisites: INTS 205-3, 60 credit hours or permission of the instructor

Precluded: INTS 498-3-Pacific Environment

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

INTS 480-3 Pacific Environment

~~This is a seminar analyzes on international environmental and sustainability issues problems of the Asia and Pacific region and efforts to solve them,~~ with particular attention to the theory and practice of international environmental cooperation ~~as applied to the Pacific region.~~

Prerequisites: ~~INTS 205-3~~ INTS 100-3, INTS 210-3, and INTS 225-3 or ENVS 225-3 ~~60 credit hours,~~ or permission of the instructor.

~~Precluded: INTS 498-3-Pacific Environment~~

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.82

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the course number, course title, course description and prerequisites for INTS 409-3 Theories of International Studies, on page 259 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The course number is being changed from 409 → 490, and the course description is also being changed.

INTS 409 is being converted to a capstone course required of all INTS majors. INTS 409 originally was required of all INTS majors; however, it was converted to an elective in the mid-2000s. Our department, and students, now feel it is important to have a course that brings students together at the end of their studies, especially because our new curriculum will be far more interdisciplinary than the old one. The capstone will be a project-based course designed to promote integration of student's learning accumulated over the course of their Global and International Studies academic work.

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

None

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

INTS 409-3 Theories of International Studies

A review of the development of international studies as a discipline and the emergence of contending theoretical approaches.

Prerequisites: INTS 205-3, INTS 310-3 and 60 credit hours, or permission of the instructor

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

~~INTS 409-3 Theories of International Studies~~ 490-3 Global Capstone

~~A review of the development of international studies as a discipline and the emergence of contending theoretical approaches~~ This course is required for all Global and International Studies majors in their final year before graduation. Students will engage in research projects that express their cumulative learning in global studies.

~~Prerequisites: INTS 205-3 INTS 100-3, INTS 210-3, and INTS 310-3 and 60 credit hours, or permission of the instructor~~

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.17

College Council Approval Date: September 18, 2014

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.: SCAAF201411.82

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.83

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the title, course description and prerequisites for INTS 498-(3-6) Special Topics in International Studies, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The title is being changed to reflect our department's preference for use of the term "global studies."

The course description is being changed to reflect the global studies orientation. In addition, the statement about "future policy options" is not deemed necessary to include in the description.

The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

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

None

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

INTS 498-(3-6) Special Topics in International Studies

Detailed examination and analysis of a contemporary issue in international studies, including the exploration of future policy options.

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 498-(3-6) Special Topics in ~~International~~ Global Studies

This course is a detailed ~~Detailed~~ examination and analysis of a contemporary issue in ~~international~~ global studies, including the exploration of future policy options.

Prerequisites: ~~INTS 205-3~~ INTS 100-3, INTS 210-3, and 60 credit hours, or permission of the instructor.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.17

College Council Approval Date: September 18, 2014

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.: SCAAF201411.83

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

 MRTD
Chair's Signature

For recommendation to _____, or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): SCAAF201411.84

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the course description and prerequisites for INTS 499-(3-6) Independent Study, on page 260 of the 2014/2015 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2015

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

The prerequisites are being updated to reflect the new lower-division requirements under our new Global and International Studies curriculum.

In addition, a course description is being added to explain the purpose and process of a 499 course. In our old calendar listing, there was no course description. The text used here is based on a survey of the text used by other programs.

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

None

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

INTS 499-(3-6) Independent Study

Prerequisites: INTS 205-3 and 60 credit hours, or permission of the instructor

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

INTS 499-(3-6) Independent Study

This course is offered by special arrangement between a student and an instructor. It is designed to allow in-depth investigation of an area of global studies not normally covered by existing courses in the program. With permission of the Department Chair, this course may be repeated to a maximum of 6 credit hours if the material is substantially different.

Prerequisites: ~~INTS 205-3~~ INTS 100-3, INTS 210-3, and 60 credit hours, ~~or~~ and permission of the instructor and the Department Chair.

6. **Authorization:**

Program / Academic / Administrative Unit: Global and International Studies (formerly International Studies)

Other Committee Motion Number:

Other Committee Approval Date:

College: Arts, Social and Health Sciences

College Council Motion Number: Omnibus Motion: CASHSCC.2014.09.18.17

College Council Approval Date: September 18, 2014

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.: SCAAF201411.84

Moved by: P. Siakaluk

Seconded by: I. Hartley

Committee Decision: CARRIED.

Approved by SCAAF: November 5, 2014
Date

MRTD
Chair's Signature

For recommendation to _____, or information of ✓ Senate.



Motion Number (assigned by Steering Committee of Senate): SCAAF201411.85

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the 2014 Annual Report (September 1, 2013 to August 31, 2014) from the Senate Committee on Academic Affairs be approved by the Committee and forwarded to Senate for information.

Effective Date: November 5, 2014

Rationale: The reporting month for the Senate Committee on Academic Affairs is the month of September.

Implications for Other Programs/Faculties: N/A

Made by: Dr. Mark Dale, Chair, Senate Committee on Academic Affairs
Dr. Ranjana Bird, Vice Chair, Senate Committee on Academic Affairs

Faculty/Academic Dept: N/A

College Council Motion: N/A **Date:** October 27, 2014

Attachments: 166 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING		
Brief Summary of Committee Debate:		
Motion No.:	SCAAF201411.85	
Moved by:	T. Whitcombe	Seconded by: J. Kormos
Committee Decision:	CARRIED.	
Approved by SCAAF:	<u>November 5, 2014</u>	<u><i>MRT Dale</i></u>
	Date	Chair's Signature
For recommendation to _____, or information of <input checked="" type="checkbox"/> Senate.		

Senate Committee on Academic Affairs Annual Report 2014

September 1, 2013 to August 31, 2014

The Senate Committee on Academic Affairs (SCAAF) is responsible for the following matters, as outlined in the Committee's terms of reference in the Senate Handbook:

- To be responsible for advising Senate on academic planning at UNBC.
- To consider and make recommendations to Senate on new undergraduate and graduate programs and major modifications to existing undergraduate and graduate programs.
- To consider and make recommendations to Senate on course additions or deletions.
- To receive and evaluate recommendations from the SCAAF Continuing Studies Credit Committee and to forward recommendations concerning the recommended courses to Senate for approval
- To consider and make recommendations to Senate on new and revised Undergraduate and Graduate Academic Regulations.
- To review periodically the activities of the Centre for Teaching and Learning and make recommendations on the Centre to Senate and to address any other Senate related teaching matter.
- To be responsible for the development and implementation of a program review process, and to make recommendations to Senate relating to the outcome of reviews.
- To review, for approval or recommendation as appropriate, affiliation agreements with other institutions.
- To review and make recommendations to Senate on existing undergraduate and graduate programs for purposes of assessment and possible expansion, curtailment, or discontinuance.
- To recommend to Senate graduate courses which are cross-listed with undergraduate courses.
- To advise on enrolment management issues.
- To consider and advise Senate on matters relating to the internationalization of the University community.
- To facilitate the development of academic agreements between UNBC and various international partners.
- To review and advise Senate on current international agreements and exchanges and make recommendations regarding their renewal.
- To approve, in exceptional and extraordinary circumstances, external international proposals; and to report to Senate as soon as practicable such approvals and the justification for them.
- To review from time to time the operation of the Library, for report to Senate.
- To establish policies regarding the conservation of heritage objects and collections that are owned by or in the possession of the university or any of its faculties, divisions, departments or other agencies.

- To advise Senate on all matters concerning undergraduate and graduate research and research policy at the University
- To recommend to Senate the establishment of Research Chairs

SCAAF has seven subcommittees, as noted in the following list (the SCAAF Subcommittee on Academic Scheduling is a new subcommittee that was created this year):

- 1) SCAAF Art Acquisition Subcommittee (SAAS)
- 2) SCAAF Continuing Studies Credit Committee (CSCC)
- 3) SCAAF Subcommittee on Academic Scheduling (SSAS)
- 4) SCAAF Subcommittee on Curriculum and Calendar (SCCC)
- 5) SCAAF Subcommittee on Animal Care and Use (ACUC) (operates under the direction of the Office of Research)
- 6) SCAAF Research Ethics Board (REB) (operates under the direction of the Office of Research)
- 7) Biohazards Committee (SSCB) (operates under the direction of the Office of Research)

The Senate Committee on Academic Affairs met 17 times from September 1, 2013 to August 31, 2014, which included five extraordinary meetings.

One of SCAAF's major responsibilities lies with making recommendations to Senate with regard to the approval of new undergraduate and graduate Programs and courses, and the deletion of graduate and undergraduate courses. This year, 5 new courses were approved (3 undergraduate and 2 graduate), while 12 courses (5 undergraduate and 7 graduate) were deleted.

SCAAF also recommends to Senate revisions to program and degree requirements, and has the authority to approve some revisions (to prerequisites, preclusions, course titles, and such) to existing courses. In addition to the aforementioned matters, other major items approved by SCAAF (or recommended to Senate by SCAAF as appropriate), as well as matters discussed by SCAAF, are contained in the list below:

- Creation of the SCAAF Subcommittee on Academic Scheduling
- Approval of New Graduate Degree (in principle) — Master of Engineering in Integrated Wood Design
- Changes to Course Prefixes for Foundation Year Curriculum Courses
- Approval of Deans' Collaboration Agreement Memorandum of Agreement Between the University of Northern British Columbia, the College of New Caledonia, Northern Lights College, and Northwest Community College
- Approval of Undergraduate Academic Dates for the 2014-2015 Undergraduate Academic Calendar
- Approval of Graduate Academic Dates for the 2014-2015 Graduate Academic Calendar
- Approval of provisional semester dates for 2014-2019
- Approval of Agreement of Cooperation Between Wuyi University (China) and the University of Northern British Columbia
- Approval of Agreement of Cooperation Between the University of Tromso – The Arctic University of Norway and the University of Northern British Columbia
- Approval of Agreement of Cooperation Between Roskilde University (Denmark) and the University of Northern British Columbia
- Approval of Agreement of Cooperation Between The Board of Education of School District No. 91 (Nechako Lakes) and the University of Northern British Columbia

- Approval of Memorandum of Understanding for Cooperation Between Te Whare Wananga o Awanuiarangi (New Zealand) and the University of Northern British Columbia
- Approval of Memorandum of Understanding Between the Canadian Bureau for International Education and the University of Northern British Columbia
- Approval of block transfer credit from Langara College Social Service Worker Certificate and Diploma
- Approval of job description for the Dean of Regional Programs position
- Approval of policy — Selection Procedures for Dean of the Regions
- Revisions to policy — Animal Care and Use
- Approval of two requests for a Research Grant in Lieu of Salary
- Discussions regarding a proposed 3+10+10+3 semester structure, programming to assist students required to withdraw, review of Co-operative Education, Terms of Reference for the Core Review, the lack of policy and procedures for establishing policy, the Provost's Committee on Pedagogical Practices, reorganization and revitalization of the Institute for Social Research and Evaluation, tax implications of research grants in lieu of salary, student evaluations, the definition of "adjunct" faculty member, and UNBC participation in the Open University Consortium.

The following Research Centres, Institutes, and entities report to SCAAF:

1. Aleza Lake Research Forest
2. Community Development Institute
3. Health Research Institute
4. Institute for Social Research and Evaluation
5. John Prince Research Forest
6. UNBC Landscape Ecology Research Group
7. Natural Resources & Environmental Studies Institute
8. Quesnel River Research Centre
9. Women North Network/Northern Fire

A special thank you is extended to the faculty members who chaired Master's Defences in 2013 and 2014 at the Prince George and Regional Campuses.

The membership of the committee was revised by Senate in June 2014, removing the position of Director of Regional Operations and University/College Relations which no longer exists, and adding the following positions:

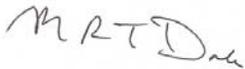
- Dean, Regional Programs
- Director, Ancillary Services and Continuing Studies
- Director, International Education

As of August 31, 2014, the committee's membership consisted of the following individuals:

Mark Dale	Interim President and Vice-Chancellor (<i>ex officio</i>)
John Young	Acting Provost (Chair)
Ranjana Bird	Vice President, Research (Vice Chair)
Allan Wilson	University Librarian
Kevin Smith	Dean, Graduate Programs
Blanca Schorcht	Dean, College of Arts, Social and Health Sciences
Daniel Ryan	Dean, College of Science and Management

Elie Korkmaz	Faculty Senator
Paul Siakaluk	Faculty Senator
Kuo-Hsing Kuo	Faculty Senator
Todd Whitcombe	Faculty Senator
R. Luke Harris	Faculty Member — CASHS
Pranesh Kumar	Faculty Member — CSAM
Ian Hartley	Faculty Member — Professional Program
Jeff Kormos	Graduate Student — CASHS
Titi Kunkel	Graduate Student — CSAM
Michala Jansa	Undergraduate Student — CASHS
Linda Horianopoulos	Undergraduate Student — CSAM
Chantal Carriere	Lay Senator
Moira Green	Regional Senator
William Owen	Vice Provost, Student Engagement
Aaron LeBlanc	Director, Ancillary Services and Continuing Studies
Sylvester Chen	Director, International Education
<i>Vacant</i>	Dean, Regional Programs
<i>Vacant</i>	Faculty Member — Regional
Troy Hanschen	Secretary of Senate (non-voting)
Charlene Myers	Committee / Recording Secretary (non-voting)

Respectfully submitted,



Dr. Mark Dale, Chair



Dr. Ranjana Bird, Vice Chair

Reports from the following entities are attached to this report:

SCAAF Subcommittees

1. SCAAF Art Acquisition Subcommittee
2. Animal Care and Use Committee
3. Research Ethics Board

Research Centres and Institutes*

1. Aleza Lake Research Forest
2. Community Development Institute
3. Health Research Institute
4. UNBC Landscape Ecology Research Group
5. Natural Resources & Environmental Studies Institute
6. Quesnel River Research Centre
7. Women North Network/Northern FIRE
8. John Prince Research Forest

* The Institute for Social Research and Evaluation has nothing to report.

2014 Annual SCAFF-SAAS Report to Senate

Respectfully submitted by the Senate Committee on Academic Affairs (SCAFF), Art Acquisition Sub-Committee, July 24, 2014

Terms of Reference SAAS Committee

- To provide support, direction and advice to the University community, Senate, and the President on issues that might impact a proposed artwork acquisition; including budgetary implications, conservation needs, appraisal and space requirements;
- To review and monitor the growth and relevance of the University's Artwork Collections as it pertains to the research needs of the University community;
- To develop appropriate relationships with persons whose expertise is relevant to the objects in the collection;
- To review and facilitate the art de-accessioning process.

II) SCAFF – SAAS Membership

Position	Incumbent	Appointment Expiry Date
Faculty Member <i>(knowledgeable in archaeology, visual arts, archives or heritage conservation)</i>	Dr. Maryna Romanets	March 31, 2015
Faculty Member <i>(knowledgeable in archaeology, visual arts, archives or heritage conservation)</i>	Dr. Sarah de Leeuw	March 31, 2017 (pending Senate approval)
Faculty Member <i>(with a broad interest in the arts)</i>	Dr. Dee Horne	March 31, 2017 (pending Senate approval)
UNBC Arts Council Faculty Representative	Dr. Antonia Mills <i>(SAAS Chair)</i>	March 31, 2015
Ad hoc Expert(s) <i>(optional)</i>	Dr. Farid Rahemtulla <i>(Archaeology)</i> George Harris , <i>(Two Rivers Art Gallery)</i>	March 31, 2015 March 31, 2015
Committee Secretary	Ramona Rose <i>(Head, Archives & Special Collections)</i>	ongoing
Recording Secretary	Erica Hernández <i>(Archivist, Access & Digital Initiatives)</i>	ongoing

III) Update on the SAAS Art Collections Policy

The approved Art Acquisition Policy & Guidelines (approved by Senate, August 2013) was forwarded to the Governance Services Office for upload to the UNBC website late Fall 2013. Upload to website is pending.

IV) Exhibition: SCAFF-SAAS approved an out-going loan of The Lheidli T'enneh Cottonwood Dug-out Canoe carved by Elder Robert Frederick to Two Rivers Gallery from February-March 2014 as part of its local exhibition, *Nekeyoh: Our Home* featuring works by Lheidli T'enneh artists. The canoe was prominently displayed in the Rustad Galleria during the show.

V) Budget: In 2010 SAAS presented a motion for an annual budget of \$5000 for the purchase or commissioning of art to augment the University's Artwork Collections. The motion was carried by Senate in Dec 2010; yet no funds were allocated. In July 2014 the Provost's Office agreed to a one-time allotment of \$5000 for a proposed purchase or commission for the University's Artwork collection. These funds will be administered out of the Provost's office.

VI) Acquisitions

No artwork acquisitions were acquired in 2014

ACUC Committee Annual Report for May 1, 2013 to April 30, 2014

Current membership of the committee:

Sarah Gray, Faculty member and Chair

Kathy Parker, Faculty member

Russ Dawson, Faculty member, currently on sabbatical

Chris Johnson, Faculty member

Dee Jones, technician

Paul Siakluk, Faculty member - non animal user

Lydia Troc, Co-ordinator/BSO

Heidi Sherman, Community Rep

Sandra Morrison, Community Rep

Kim Swift, Veterinarian

Aija White, PhD Student

Tracy Wilson, Admin support

In February 2014 the 2013 PAU form was completed and submitted to the CCAC (attached here).

The Canadian Council on Animal Care attended UNBC on March 6, 2014 for our Assessment and re-Certification. The report contained no major recommendations and only had 8 minor recommendations. The ACUC is currently addressing these issues which need to be rectified by Oct 26, 2014. Over all the site visit went well, and the panel was extremely impressed with the functioning of the ACUC as well as the care of the animals housed in the facility.

The committee has met 4 times during this period (Oct 4, 2013, Dec 6, 2013, Feb 21, 2014 and March 6, 2014 (for the CCAC Assessment)).

The committee reviewed and approved a total of

11 new protocols

17 renewed protocols

1 minor amendments

As per the Terms of Reference, the committee toured the Animal Facility on Dec 6, 2013.

RESEARCH ETHICS BOARD
Annual Report
July 1, 2013 to June 30, 2014

INTRODUCTION

The Research Ethics Board (REB) at the University of Northern British Columbia (UNBC), acts to ensure that all University research conducted involving human participants is done in accordance with the Tri-Council Policy Statement 2, based on the following core principles:

- Respect for persons;
- Concern for the welfare of persons;
- Justice.

All members of the UNBC REB devote their time and energy to uphold such principles.

COMMITTEE SUMMARY

The Office of Research and the REB would like to acknowledge the following individuals who have completed their terms on the UNBC REB:

- Dr. Lela Zimmer, Associate Professor, School of Nursing;
- Mr. Richard Krehbiel, Instructor, School of Environmental Planning;
- Chief Superintendent Rod Booth, Prince George RCMP;
- Superintendent Lesley Bain, Prince George RCMP.

We extend our appreciation and gratitude for the volunteer time they committed to research ethics at the University of Northern British Columbia.

At the same time, the UNBC Office of Research and REB would like to acknowledge and welcome the following incoming members:

- Dr. Paul Siakaluk, Associate Professor, School of Psychology;
- Dr. Candida Graham, FHEA Clinical Associate Professor, University of British Columbia Academic Psychiatrist, Northern Medical Program, University of Northern British Columbia Medical Lead Mental Health & Addictions, Northern Health.

Dr. Michael Murphy, Chair of the REB, was on leave for approximately six months and the Office of Research and the REB were thankful to have Drs. Lela Zimmer, Ross Hoffman, Greg Halseth and Mr. Richard Krehbiel replace him in his absence.

The 2014/2015 Research Ethics Board Committee membership is comprised of:

NAME	TITLE	COLLEGE	TERM EXPIRES
Michael Murphy	Chair and UNBC Faculty Member	CASHS	Aug. 31, 2015
Greg Halseth	UNBC Faculty Member	CSAM	June 30, 2015
Ross Hoffman	UNBC Faculty Member	CASHS	June 30, 2015
Andrew Kitchenham	UNBC Faculty Member	CASHS	June 30, 2015
Candida Graham	UNBC Faculty Member	CASHS	June 30, 2015
Paul Siakaluk	UNBC Faculty Member	CASHS	June 30, 2015
Shane DeMeyer	Community Member Representative		June 30, 2015
Daniela Fisher	Community Member Representative		June 30, 2015

APPLICATION SUMMARY

During the past school year (July 1, 2013, to June 30, 2014), the following applications were submitted for review:

- 1) In Principle Applications – 7;
- 2) New Applications –95 (approximately);
- 3) Renewal / Amendment Applications – 48 (approximately).

Of the New Applications referred to above, approximately 30 were faculty research, 58 were thesis proposals and 7 were class projects.

REB POLICY AND TERMS OF REFERENCE

A revised Research Ethics Board policy and Terms of Reference (TOR) have been drafted and presented for information and consultation with REB members and the College Councils. The revised Policy and TOR meets compliance requirements determined by the Tri-Council Policy Statement 2 for ethical conduct for research involving humans. Feedback from recent College Council presentations is being considered and changes will be integrated into the final draft of the TOR for presentation to Senate or approval.

ONGOING INITIATIVES

BC Ethics Harmonization Initiative

UNBC continues to be an active participant with the BC Ethics Harmonization Initiative (BCEHI), funded by the Michael Smith Foundation for Health Research (MSFHR). The (BCEHI) aims to create efficient, coordinated, and high-quality processes that support and encourage multi-jurisdictional human health research. The goal is to make BC a more attractive environment for research activity.

BCEHI is a collaborative effort among British Columbia's regional health authorities and four major universities (University of British Columbia, Simon Fraser University, University of Victoria, University of

Northern British Columbia), who collectively conduct more than 80 percent of the province's human subject ethics reviews. With endorsement from senior leaders of the BCEHI partner organizations, MSFHR took on project management of the initiative in April 2014. The Senior Leaders Team is responsible for making decisions related to the adoption and implementation of harmonized ethics review models, technology solutions and plans for sustainability.

Following a collaborative discussion with each partner institution, MSFHR struck a new Advisory Committee in May 2014. Members were selected for their ability to represent the main geographical areas of BC, as well as key areas of expertise and experience as follows:

- 1) Key locations: North, Interior, Vancouver Island, Lower Mainland;
- 2) Institutional perspectives: health authority, academic and research institutes;
- 3) Roles: REB chair, REB administrator;
- 4) Ethics application type: behavioural, clinical, minimal risk, above minimal risk.

The Committee is advisory to MSFHR, and through MSFHR to the group of decision makers. A primary focus of the committee is to develop harmonized ethics review models for testing, evaluation and implementation.

The Advisory Committee has held two in-person meetings in Vancouver, in June and July, and is making excellent progress. Members have collaborated and come to agreement on a draft Minimal Risk model, building on the model that was agreed to in principle by Research Ethics Board chairs and administrators at the BC Ethics Harmonization Forum in Vancouver on January 31, 2014. Advisory Committee members considered the ethics review processes in health authorities and academic institutions and created a harmonized model that they are confident will serve these organizational contexts. A toolkit has also been developed to support ethics review administrators and members in the trial implementation of the model.

MSFHR has presented the Minimal Risk model and toolkit, as recommended by the Advisory Committee, to the Senior Leaders Team who has endorsed the model for trial implementation in the partner organizations for a six-month period, starting in early October 2014. As part of the presentation of the toolkit, materials that will be available to researchers include:

- Harmonized Ethics Review Model Diagram for Minimal Risk Studies;
- Guidance for Harmonized Multi-Jurisdictional Minimal Risk Studies:
 - o Provides more detail on how the proposed model for minimal risk multi-jurisdictional research studies will be implemented during the trial period;
- Harmonized Ethics Review Cover Sheet:
 - o Facilitates communication between the research team and institutions involved in a multi-jurisdictional application for research ethics review;
 - o Identifies the level of risk in the project, the review site for the research ethics application, and the nature of research activity in each jurisdiction.

The MSFHR will be seeking feedback from key stakeholders who may use this model through the collection of data (using pre-determined metrics) and a post review survey.

Health Research Ethics Board

At the same time as being involved in BCEHI activities, the Office of Research continues to work with Northern Health, the Northern Medical Program and the BC Cancer Agency to consider providing a harmonized Research Ethics Process for health-related applications that involve more than one agency. The goal of this initiative is to expedite and streamline the approval process as an optional choice of review and approval available to researchers in the North.

CONCLUSION

We continue to have productive collaboration with Northern Health and affiliated community organizations. The REB continues to be available to support faculty and students with research ethics applications and education at UNBC.

Highlights from 2014 (so far)

Oct. 24, 2014

Research Projects

18 Active research projects

See attached Research Projects List

Internship Program

The ALRF paid internships program is designed to overcome the “I cannot get a job because I have no work experience, and I cannot get work experience because I can’t get a job.” conundrum.

This year was our second year running the ‘Forest Roots’ program an eight week paid internship targeting university students from within the natural resources and environmental fields who do not have work experience. The two UNBC students hired this year received a great level of field training and made significant contributions to various ALRF projects. This program is in addition to our Senior Forestry Internship.

Teaching and Research

ALRF staff contribute significant in-kind support to UNBC classes and research projects guest teaching in ESM classes and assisting faculty and grad student in the set-up of new projects. ALRF staff led classes and full field lab modules in three undergraduate courses (FSTY 209 - Forest Biology and Silvics, FSTY305 - Silviculture, and NREM 333 - Natural Resources Field Applications. ALRF contributions to education focused on ‘boots-on-the-ground’ / experiential learning.

Forest Management Services for UNBC Forest Lands (PG Campus)

The Aleza Lake Research Forest Society has been contracted by UNBC Facilities to manage Forest and Campus/ Forest Lands interface issues. Projects include the management of dangerous trees within public/forest interface, and mapping of the 550 hectares of dominantly forested lands surrounding campus.



NEW ! The Aleza Field Education Centre (1 hour from PG)

The Research Forest has long been in need of an enclosed educational building as a base for field based teaching and programs.

2014 Marks the major construction phases for this 900ft² building. This day use building will enhance the delivery of forest-based education for diverse UNBC curricula, young people, communities, and training groups across many natural resource disciplines, and will strengthen post-secondary professional forestry programs and student recruitment in the region.

A grand opening is planned for 2015.



For further information please contact Colin Chisholm RPF, Assistant Forest Manager

colin.chisholm@unbc.ca

2014 Research Projects List

Principle Investigator	Affiliation	Study Title (short form)	Topic area
Jull	ALRF	ICH Ecological Restoration	Forest Ecology
Allan Prest	UNBC	Arboreal lichen dispersal into younger stands	Ecology
Hardy Greisbauer	CNC	Growing-season Frost Study	Silviculture / climatology
Barb Coupe (M. Jull)	ALRF (UNBC)	Oral History of Aleza Lake Research Forest contributors	Forest History
Rylee Isitt	UNBC	Spruce beetle genetics study	Entomology
Roy Rea	UNBC	Moose foliage species preference trial	Wildlife biology
Roy Rea	UNBC	Moose diet study	Wildlife biology
Roy Rea	UNBC	Bear impacts on Moose Rearing	Wildlife biology
M. Rutherford / H. Massicote	UNBC	Bioenergy ash as a soil amendment for forested sites	Soils / silviculture
N. Gilbert	UNBC	Forest Seedling response to bioenergy ash	Soils / silviculture
John Neumann	CNC	A study of wildlife use of stub-trees using remote cameras.	Wildlife biology
Mark Thompson	DWB Consulting Ltd	Amphibian Surveys	Wildlife biology
Jull	ALRF	Replicated planting trial of black spruce, tamarack, and white spruce	Long-term silvicultural trial
Kathryn Berry	UNBC	Spruce beetle cold tolerance and genetics study	Entomology
Jull	ALRF	Spruce Shelterwood study: Year 16 remeasurement and analysis of tree response and regeneration.	Long-term silvicultural trial
M. Jull / Bruce Rogers	ALRF, MoFLNRO	Douglas-fir leave tree monitoring study	Long-term silvicultural trial
Chisholm	ALRF	Replicated planting trial of western white pine	Long-term silvicultural trial
Chisholm	ALRF	Replicated planting trial of western larch and hybrid white spruce	Long-term silvicultural trial

Financial Statements of

**ALEZA LAKE RESEARCH
FOREST SOCIETY**

Year ended December 31, 2013
(Unaudited)



KPMG LLP
Chartered Accountants
177 Victoria Street, Suite 400
Prince George BC V2L 5R8
Canada

Telephone (250) 563-7151
Fax (250) 563-5693
Internet www.kpmg.ca

REVIEW ENGAGEMENT REPORT

To the Members of Aleza Lake Research Forest Society

We have reviewed the statement of financial position of Aleza Lake Research Forest Society ("the Society") as at December 31, 2013 and the statements of operations, changes in net assets and cash flows for the year then ended. Our review was made in accordance with Canadian accounting standards for not-for-profit organizations and, accordingly, consisted primarily of enquiry, analytical procedures and discussion related to information supplied to us by the Society.

A review does not constitute an audit and, consequently, we do not express an audit opinion on these financial statements.

Based on our review, nothing has come to our attention that causes us to believe that these financial statements are not, in all material respects, in accordance with Canadian accounting standards for not-for-profit organizations. As required by the Society Act of the Province of British Columbia, we report that, in our opinion, these principles have been applied on a basis consistent with that of the preceding year.

Chartered Accountants

May 1, 2014

Prince George, Canada

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Financial Position

December 31, 2013, with comparative information for 2012
(Unaudited)

	2013	2012
Assets		
Current assets:		
Cash	\$ 78,456	\$ 125,021
Accounts receivable	22,338	15,449
Investments, at cost	60,000	-
Prepaid expenses	3,344	5,318
	<u>164,138</u>	<u>145,788</u>
Tangible capital assets (note 3)	21,062	17,249
	<u>\$ 185,200</u>	<u>\$ 163,037</u>

Liabilities and Net Assets

Current liabilities:		
Accounts payable and accrued liabilities (note 4)	\$ 21,188	\$ 19,902
Current portion of long-term debt (note 5)	9,500	9,500
	<u>30,688</u>	<u>29,402</u>
Long-term debt (note 5)	76,000	85,500
Reforestation liability (note 6)	120,471	138,039
Stumpage liability (note 6)	-	5,853
Deferred contributions (note 7)	1,632	1,500
Deferred contributions related to tangible capital assets (note 8)	7,272	-
	<u>236,063</u>	<u>260,294</u>
Net assets:		
Invested in tangible capital assets (note 9)	21,062	17,249
Unrestricted	(71,925)	(114,506)
	<u>(50,863)</u>	<u>(97,257)</u>
Commitments (note 10)		
	<u>\$ 185,200</u>	<u>\$ 163,037</u>

See accompanying notes to financial statements.

Approved by the Board:

_____ Director

_____ Director

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Operations

Year ended December 31, 2013, with comparative information for 2012

(Unaudited)

	2013	2012
Revenues, Schedule 1	\$ 445,245	\$ 518,977
Cost of sales:		
Forest management	-	19,666
Stumpage	4,687	4,680
	4,687	24,346
Gross margin	440,558	494,631
General and administrative expenses:		
Advertising and promotion	2,033	2,084
Amortization	3,459	3,907
Automotive	33,244	30,401
Bank charges and interest	790	585
Contracts and agreements	7,291	28,170
Field supplies	4,663	2,717
Forest extension and research project	14,936	1,594
Insurance, licences and dues	8,412	6,424
Office	4,468	2,822
Operational planning and development	10,492	3,552
Professional fees	11,005	16,985
Road maintenance and construction	58,311	71,236
Silviculture	9,038	74,649
Telephone	1,659	1,587
Travel	2,786	1,051
Wages and benefits	221,577	161,013
	394,164	408,777
Excess of revenue over expenses	\$ 46,394	\$ 85,854

See accompanying notes to financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Changes in Net Assets

Year ended December 31, 2013, with comparative information for 2012
(Unaudited)

	Unrestricted	Invested in Tangible Capital Assets	Total 2013	Total 2012
Balance, beginning of year	\$ (114,506)	\$ 17,249	\$ (97,257)	\$ (183,111)
Excess (deficiency) of revenues over expense	49,853	(3,459)	46,394	85,854
Interfund transfers	(7,272)	7,272	-	-
Balance, end of year	\$ (71,925)	\$ 21,062	\$ (50,863)	\$ (97,257)

See accompanying notes to financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Cash Flows

Year ended December 31, 2013, with comparative information for 2012

(Unaudited)

	2013	2012
Cash provided by (used in):		
Operations:		
Excess of revenue over expenses	\$ 46,394	\$ 85,854
Items not involving cash:		
Amortization	3,459	3,907
	<u>49,853</u>	<u>89,761</u>
Change in non-cash operating working capital:		
Accounts receivable	(6,889)	14,878
Prepaid expenses	1,974	(1,154)
Accounts payable and accrued liabilities	1,286	(364)
Reforestation and stumpage liability	(23,421)	(27,594)
Deferred contributions	132	(8,147)
Deferred contributions related to tangible capital assets	7,272	-
	<u>30,207</u>	<u>67,380</u>
Financing:		
Repayment of long-term debt	(9,500)	(4,500)
Investing:		
Purchase of investments	(60,000)	-
Purchase of tangible capital assets	(7,272)	(1,709)
	<u>(67,272)</u>	<u>(1,709)</u>
(Decrease) increase in cash	(46,565)	61,171
Cash, beginning of year	125,021	63,850
Cash, end of year	<u>\$ 78,456</u>	<u>\$ 125,021</u>

See accompanying notes to financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements

Year ended December 31, 2013
(Unaudited)

1. Purpose of the Society:

The Society was incorporated under the Society Act of British Columbia and is a non-profit organization pursuant to Section 149(1)(l) of the Income Tax Act. The purpose of the Aleza Lake Research Forest Society is to hold and administer assets for the purpose of forest research management in the Prince George, British Columbia area.

2. Significant accounting policies:

The financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations in Part III of the CPA Canada Handbook. The significant policies are as follows:

(a) Revenue recognition:

The Society follows the deferral method of accounting for contributions. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Contributions for the purchase of tangible capital assets are deferred and amortized over the life of the related tangible capital asset.

The Society recognizes logging revenue upon delivery of logs to the customer. Amounts received in advance are recorded as deferred revenue.

The Society recognizes revenue from the sale of timber rights to the extent received or receivable.

(b) Investments:

Investments consist of guaranteed investment certificates and are stated at cost.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2013
(Unaudited)

2. Significant accounting policies (continued):

(c) Tangible capital assets:

Tangible capital assets purchased are recorded at cost. Contributed tangible capital assets are recorded at fair market value at the date of contribution. No amortization is recorded on tangible capital assets under development until development is substantially complete and the assets are ready for use. Amortization is provided using the declining balance basis at the following annual rates:

Asset	Rate
Automotive equipment	30%
Bridge	20%
Computer software	20%
Field Education Centre under development	0%
Field equipment	100%
Office equipment	20%

(d) Reforestation liability:

Forestry legislation in British Columbia requires the Society to incur the cost of reforestation on its timber licences. Accordingly, the Society records the fair value of the costs of reforestation in the period in which the timber is cut. In periods subsequent to the initial measurement, changes in the liability resulting from the passage of time and revisions to fair value calculations are recognized in the statement of financial position as they occur. These costs are included in cost of sales.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2013
(Unaudited)

2. Significant accounting policies (continued):

(e) Use of estimates:

The preparation of the financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the year. Significant items subject to such estimates and assumptions include the carrying amounts of tangible capital assets, and the reforestation and stumpage liabilities. Actual results could differ from those estimates.

(f) Financial instruments:

Financial instruments are recorded at fair value on initial recognition. Equity instruments that are quoted in an active market are subsequently measured at fair value. All other financial instruments are subsequently recorded at cost or amortized cost, unless management has elected to carry the instruments at fair value. The Society has not elected to carry any such financial instruments at fair value.

Transaction costs incurred on the acquisition of financial instruments measured subsequently at fair value are expensed as incurred. All other financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight-line method.

Financial assets are assessed for impairment on an annual basis at the end of the fiscal year if there are indicators of impairment. If there is an indicator of impairment, the Society determines if there is a significant adverse change in the expected amount or timing of future cash flows from the financial asset. If there is a significant adverse change in the expected cash flows, the carrying value of the financial asset is reduced to the highest of the present value of the expected cash flows, the amount that could be realized from selling the financial asset or the amount the Society expects to realize by exercising its right to any collateral. If events and circumstances reverse in a future period, an impairment loss will be reversed to the extent of the improvement, not exceeding the initial carrying value.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2013

(Unaudited)

3. Tangible capital assets:

			2013		2012	
	Cost	Accumulated amortization	Net book value	Net book value		
Automotive equipment	\$ 1,676	\$ 1,605	\$ 71	\$ 100		
Bridge	14,338	9,640	4,698	5,873		
Computer software	14,777	12,233	2,544	3,179		
Field Education Centre under development	7,272	-	7,272	-		
Field equipment	34,350	29,765	4,585	5,732		
Leasehold improvements	1,400	1,400	-	-		
Office equipment	14,540	12,648	1,892	2,365		
	\$ 88,353	\$ 67,291	\$ 21,062	\$ 17,249		

The field education centre under development is not amortized because it was not available for use during the 2013 fiscal year.

4. Accounts payable and accrued liabilities:

	2013		2012	
Trade payables and accrued liabilities	\$ 21,188	\$ 10,514		
Sales tax payable	-	6,818		
Government remittances payable	-	2,570		
	\$ 21,188	\$ 19,902		

5. Long-term debt:

	2013		2012	
Note payable, unsecured, non-interest bearing	\$ 85,500	\$ 95,000		
Less current portion of long-term debt	9,500	9,500		
	\$ 76,000	\$ 85,500		

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2013
(Unaudited)

5. Long-term debt (continued):

Effective March 16, 2012 the Society signed a long-term agreement with the University of Northern British Columbia assigning terms over the next ten years of annual repayments of \$9,500.

Principal repayments are due as follows:

2014	\$	9,500
2015		9,500
2016		9,500
2017		9,500
2018		9,500
Thereafter		38,000
	\$	85,500

6. Reforestation and stumpage liabilities:

In October 2011, the Society entered into a contract with a third party to sell timber rights to the third party until 2015. Under the contract, the Society is responsible for all stumpage and a portion of reforestation costs related to the timber harvested by the third party.

The Society has recorded management's estimate of the long-term reforestation liability relating to the contract above. Any change in estimate is recorded to resolution of current reforestation revenue. During the year, the Society recovered \$17,568 (2012 - \$51,940) for reforestation.

7. Deferred contributions:

Deferred contributions reported relate to the Habitat Conservation Trust fund, the Field Education Centre Fund, and the Oral History project.

8. Deferred contributions related to tangible capital assets:

	2013	2012
Balance, beginning of year	\$ -	\$ -
Contribution received in the year	7,272	-
	\$ 7,272	\$ -

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2013
(Unaudited)

9. Invested in tangible capital assets:

The amount invested in tangible capital assets is calculated as follows:

	2013	2012
Accounts receivable	\$ 7,272	\$ -
Tangible capital assets	21,062	17,249
	28,334	17,249
Financed by:		
Deferred contributions related to tangible capital assets	7,272	-
	\$ 21,062	\$ 17,249

10. Commitments:

The Society has leased two automobiles under two separate agreements expiring May 2015 and February 2016. The minimum lease payments in the next year total \$12,979.

11. Pension Plan:

The Society offers certain employees access to a defined contribution plan. Under the defined contribution plan, the Society makes annual contributions to employees' accounts which are subject to vesting. The Society's contribution expense pursuant to these plans was \$12,559 for the year ended December 31, 2013 (December 31, 2012 - \$7,057).

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2013
(Unaudited)

12. Financial risks and concentration of risk:

Financial risks:

(a) Credit risk:

Credit risk refers to the risk that a counterparty may default on its contractual obligations resulting in a financial loss. The Society deals with creditworthy counterparties to mitigate the risk of financial loss from defaults.

(b) Liquidity risk:

Liquidity risk is the risk that the Society will be unable to fulfill its obligations on a timely basis or at a reasonable cost. The Society manages its liquidity risk by monitoring its operating requirements. The Society prepares budget and cash forecasts to ensure it has sufficient funds to fulfill its obligations. There has been no change to the risk exposures from 2012.

Concentration of risk:

(a) Industry:

The Society operates primarily in logging and reforestation and is affected by general economic trends. A decline in economic conditions, funding levels, or other adverse conditions could lead to reduced revenue and gross margin.

(b) Limited counterparties:

A substantial portion of the Society's revenue is derived from a contract with Dunkley Lumber. This one customer accounted for 95% of revenue (2012 - 75%). The loss of this relationship would have a significant impact on the Society's revenue.

ALEZA LAKE RESEARCH FOREST SOCIETY

Schedule 1 - Revenue

Year ended December 31, 2013, with comparative information for 2012
(Unaudited)

	2013	2012
Conservation and restoration projects	\$ 5,110	\$ 8,146
Gift agreement	15,490	468
Intensive or post-free-growing silviculture	3,125	36,035
Interest	973	624
Miscellaneous	9,661	6,988
Research project revenue	-	21,457
Resolution of current reforestation	17,568	51,940
Timber	393,318	393,319
	<u>\$ 445,245</u>	<u>\$ 518,977</u>

ALEZA LAKE RESEARCH FOREST SOCIETY

Schedule 2 - Forest Management and Research/Education Allocation

Year ended December 31, 2013, with comparative information for 2012
(Unaudited)

	Forest Management	Research / Education	2013	2012
Revenue:				
Revenue, Schedule 3	\$ 424,645	\$ 20,600	\$ 445,245	\$ 518,977
Cost of sales:				
Forest management	-	-	-	(19,666)
Stumpage	4,687	-	4,687	4,680
Gross margin	419,958	20,600	440,558	494,631
Expenses:				
Forest management and research/education expenses:				
Automotive	19,946	13,298	33,244	30,401
Contracts and agreements	4,375	2,916	7,291	28,170
Field supplies	2,798	1,865	4,663	2,717
Forest extension and research project	8,962	5,974	14,936	1,594
Operational planning and development	10,492	-	10,492	3,552
Road maintenance and construction	58,311	-	58,311	71,236
Silviculture	9,038	-	9,038	74,649
General and administrative expenses				
Advertising and promotion	1,220	813	2,033	2,084
Amortization	2,075	1,384	3,459	3,907
Bank charges and interest	474	316	790	585
Insurance, licences and dues	5,047	3,365	8,412	6,424
Office	2,681	1,787	4,468	2,822
Professional fees	6,603	4,402	11,005	16,985
Telephone	995	664	1,659	1,587
Travel	1,672	1,114	2,786	1,051
Wages and benefits	132,946	88,631	221,577	161,013
	267,635	126,529	394,164	408,777
Excess (deficiency) of revenue over expenses	\$ 152,323	\$ (105,929)	\$ 46,394	\$ 85,854

ALEZA LAKE RESEARCH FOREST SOCIETY

Schedule 3 - Revenue Schedule for Forest Management and Research/Education Allocation

Year ended December 31, 2013, with comparative information for 2012
(Unaudited)

	Forest Management	Research / Education	2013	2012
Conservation and restoration projects	\$ -	\$ 5,110	\$ 5,110	\$ 8,146
Gift agreement		15,490	15,490	468
Intensive or post-free-growing silviculture	3,125	-	3,125	36,035
Interest	973	-	973	624
Miscellaneous	3,151	-	3,151	6,988
Other	6,510	-	6,510	-
Research project	-	-	-	21,457
Resolution of current reforestation	17,568	-	17,568	51,940
Timber	393,318	-	393,318	393,319
	\$ 424,645	\$ 20,600	\$ 445,245	\$ 518,977

UNBC Community Development Institute

2013 Annual Report



UNBC Campus, Photo Courtesy of UNBC

**University of Northern British Columbia
Prince George, BC**

Table of Contents

Introduction	4
About the Community Development Institute	6
Vision for the Community Development Institute at UNBC	6
Community Transformation and Renewal.....	7
Dialogues on Readiness	7
District of Tumbler Ridge Sustainability Plan.....	7
District of Clearwater Seniors Mobility:.....	8
From Front Door to Grocery Store: Getting Seniors Where They Want To Be	8
City of Prince George Housing Need and Demand Study and Housing Strategy Framework	8
Sunrise Ridge Seniors Housing Society	9
District of Fort St. James Community Economic Development Strategy.....	9
Education for Community and Economic Development	10
CDI Community Speakers Series	10
Presentations	11
Newsletter.....	11
Student Research Assistants	11
Youth on Board	12
New Realities, New Relationships: Canadian Rural Revitalization Foundation Conference	12
Research.....	13
On the Move: Impacts of Long Distance Labour Commuting.....	13
Dimensions of Voluntarism in Aging Resource Towns:	14
Preliminary Scan of Quesnel and Tumbler Ridge, BC	14
Tracking the Social and Economic Transformation Process in Kitimat, BC.....	14
Study of Best Practices in Rotational Work Practices	15
Forest Industry History Project	15
Community Socio-Economic Profiles: Developed for the United Way of Northern British Columbia ...	15
Career Training Available in Northern BC.....	16
Policy Dialogues and Advice.....	17
Government Dialogues	17
Industry Dialogues	18
Community Dialogues	18

Funding	19
Research and Contact Funding	19
Donation Funding.....	20
The CDI Team	20
Appendices.....	21
Appendix A: Reports	22
Appendix B: Presentations.....	25
Appendix C: Conference Organization.....	28
Appendix D: Government Dialogues.....	29
Appendix E: Industry Dialogues	31
Appendix F: Community Dialogues.....	32

UNBC Community Development Institute

2103 Annual Report

Introduction

Northern BC is on the cusp of the most significant transformation of economies and communities since the 1950-1980s era of province-building. Throughout 2013, the Community Development Institute (CDI) used this phrase time and again to express the momentum that we saw building across the north and to highlight the need for communities to be prepared for change. In early 2013, it was estimated that there could be over \$70 billion invested in resource development across the north in the coming decade. Optimism was high that there would be economic growth and a return to a stronger economy.

Over the year, the CDI experienced a significant increase in the number of requests from community and economic development stakeholders for our knowledge, expertise, and services. A growing awareness of the opportunity to develop a vision and strategies to realize lasting benefit through economic transformation and renewal was behind many of these requests. In 2013, the CDI engaged with communities such as Mackenzie, McBride, Valemount, Quesnel, Williams Lake, Tumbler Ridge, Clearwater, Fort St. James, Prince Rupert, Terrace, Kitimat, Prince George, Clearwater, and the Regional District of Fraser-Fort George.

Throughout 2013, signs were emerging that the economy was picking up. One of the first areas impacted by economic growth was housing. In most communities across the north, vacancy rates decreased and rents increased. Plans for new major projects were announced. In the energy sector, plans were developing for an LNG industry, including extraction in the northeast, pipelines across the central region, and shipping terminals in the northwest. The Site C hydroelectric dam also moved forward. In the mining sector, new exploration was taking place, new mines were commissioned, and dormant mines were being reopened. In the forestry sector, demand from China opened up markets for Canadian lumber.

As the year progressed, the speed of change quickened. With the planning for all of this potential development underway, signs of stress were beginning to appear in northern communities. Local government staff reported that meeting with and providing feedback to major project proponents was consuming more and more time for both elected officials and staff. They also reported that development applications were on the upswing, with new hotels and housing projects leading the way. Social service agencies began reporting that they were dealing with more cases of people and families coming to town looking for work, only to find that they did not have the skills required for the jobs available. Often these individuals and families had used their last resources to come north, and now needed assistance. Local business owners began reporting that hiring staff had become difficult, as many people were moving to higher paying industry jobs. In some cases, businesses had to shorten opening hours due to lack of staff.

Against this backdrop, the CDI focused much of our effort on issues related to ‘community readiness’. We worked with local government, industry, business, community and voluntary organizations, and senior levels of government to help them understand the opportunities and challenges that would emerge with the anticipated resource sector investment. We emphasized that communities must think about the long-term operations phase of these projects, as well as the short-term construction phase.

Specifically, we researched and provided information on critical issues such as housing, workforce development, fly-in/fly-out workers, workforce accommodation, infrastructure planning and replacement, social service requirements, and community and economic development opportunities. Throughout, we highlighted two messages:

- Resource sector development brings with it both opportunities and challenges. Being ready is the key to identifying opportunities and transforming them into long-term benefit for the community. Being ready is also the key to developing successful strategies and relationships to deal with the challenges that will emerge.
- Decisions around whether projects proceed or not are not made by the community; they are made by industry with the approval of senior government. Communities must be prepared for either outcome; for projects to go ahead and for projects not to proceed. Both will have significant consequences.

Throughout 2013, our work with major community development stakeholders brought community and industry closer together to develop a better understanding of the opportunities and pressure points that were emerging. Through specific projects and research; presentations, workshops, and educational opportunities; and dialogues with decision-makers the CDI continued its tradition of helping northern BC understand and realize its potential in a changing global economy.

The CDI at UNBC is pleased to present its 2013 Annual Report, which covers the period from January to December 2013.



Greg Halseth
Co-Director
Community Development Institute at UNBC



Marleen Morris
Co-Director
Community Development Institute at UNBC

About the Community Development Institute

The Community Development Institute (CDI) at the University of Northern British Columbia (UNBC) was established in 2004 with a broad mandate in community, regional, and economic development. The CDI has worked with more than 35 communities across north and central BC to develop and implement strategies for economic diversification and community resilience. The CDI is well-known for its high-quality research, which helps build understanding of the new non-metropolitan economy, specifically the global and local factors affecting these regions, the factors that impact their ability to respond to changes, and the options available for moving forward. It is also respected as a neutral and independent facilitator able to create a platform for dialogue, planning, and collaboration. The CDI has deeply-rooted networks and has earned a reputation as a trusted advisor.

Vision for the Community Development Institute at UNBC

The Community Development Institute at UNBC is dedicated to understanding and realizing the potential of BC's non-metropolitan communities in a changing global economy, preparing students and practitioners for leadership roles in community and economic development, and creating a body of knowledge, information, and research that will enhance our understanding and our ability to deal with the impacts of ongoing transformation.

In keeping with the vision of the University of Northern British Columbia, the Community Development Institute is committed to working with all communities – Aboriginal and non-Aboriginal – to help them further their aspirations in community and regional development.

To realize this vision, the Community Development Institute provides programs and services in four broad areas. The CDI's 2013 annual report is organized under each of these areas.

Community Transformation and Renewal

- Work with communities, industry, business, and government to identify and assess opportunities, develop strategies, and facilitate partnerships for long-term community and economic benefit in a changing global economy.

Education for Community and Economic Development

- Provide academic and professional development programs and courses and community education opportunities to develop knowledge, expertise, and leadership capacity in community and economic development.

Research

- Provide community-based research and information that enhance our understanding and ability to deal with the impacts of ongoing transformation.

Policy Dialogues and Advice

- Support multi-sectoral dialogue and planning and provide policy advice to prepare industry, communities, and government for future opportunities and challenges.

Community Transformation and Renewal

The prosperity of all of BC remains largely dependent on the economic activities that take place in our northern and interior communities and regions. BC generates over 80% of its export wealth from natural resources, up from 68% a decade ago. In 2013, there was an upswing in forestry and mining activities and planning for a potential liquefied natural gas (LNG) investment got underway. It is anticipated that there may be over \$70 billion invested in resource development in northern BC over the coming decade. For communities, this resource sector expansion brings with it both opportunities and challenges.

In 2013, the CDI worked on a number of projects to support community readiness, resilience, and economic diversification. Many of these projects emerged as a result of the community's desire to understand the implications and plan for the anticipated resource industrial investment in the region. The projects are described below.

Dialogues on Readiness

The *Dialogues on Readiness* project was initiated in 2013 to better support community readiness for the anticipated opportunities, pressure points, and processes associated with the development of large industrial projects.

The *Dialogues on Readiness* explored a number of community factors that need to be considered in order to be prepared and ready for these projects, including capacity in workforce development, housing, education, health, community services, community amenities, the voluntary sector, transportation networks, and local economic and business development.

This project was designed to be flexible and adaptable. It can be carried out in communities and regions of various sizes and involve single or multiple industry partners. The project takes a multi-sectoral approach, involving and bringing together communities, industry, business, and government to build economic diversity and advantage, increase community capacity, and prepare people to be successful in the new global economy.

The initial phase of the project was conducted in Prince Rupert, Terrace, Kitimat, and Prince George.

District of Tumbler Ridge Sustainability Plan

The District of Tumbler Ridge Sustainability Plan was intended to help diversify the economy and strengthen the community to become more resilient and adaptable in the face inevitable changes in resource demand and availability. The goals of the Tumbler Ridge Sustainability Plan are to:

- Become a community that is resilient and flexible by being ready, responsive, and adaptive to change.
- Develop and maintain a quality of life that will attract and retain people and business.

- Expand and diversify the economy and population.
- Manage, protect, and leverage the community's assets.
- Develop and foster relationships and partnerships while remaining self-reliant.

The sustainability plan looked at several factors that must be considered in building community sustainability: housing, income, health, social services, public safety, recreation, sports, arts, culture, economic development, education, infrastructure, and civic engagement.

The project engaged community organizations, industry, business, and residents in the development of the plan.

District of Clearwater Seniors Mobility: From Front Door to Grocery Store: Getting Seniors Where They Want To Be

In partnership with the District of Clearwater, the Vancouver Foundation, and older adults and seniors in Clearwater, this project aims to understand the factors that support and impede seniors' mobility in small rural communities in both summer and winter conditions so as to enhance their level of physical activity and social engagement in order to promote health, well-being, and independence and address issues of social isolation. The objectives of this three-year project are to:

- Develop a comprehensive understanding of the mobility needs of seniors in Clearwater, with particular focus on understanding the challenges related to income and increasing age.
- Identify the barriers and supports to seniors' mobility that currently exist in the community, with particular attention to the conditions that apply in summer and in winter.
- Determine the key features of a senior's mobility strategy to be implemented by various government, non-profit, and for-profit organizations in the community.

City of Prince George Housing Need and Demand Study and Housing Strategy Framework

The CDI, working with the City of Prince George developed two complementary reports: the City of Prince George Housing Strategy Framework and the City of Prince George Need and Demand Study.

The objectives of the Housing Strategy Framework were to:

- Inform the development of a robust and diverse housing supply that meets the needs and provides options for the full range of Prince George residents.
- Create a platform for dialogue that positions all segments of the housing sector in Prince George to take advantage of opportunities as they arise.
- Position the City of Prince George to establish a housing supply that aligns with economic growth and diversification opportunities.

The objectives of the Housing Need and Demand Study were to:

- Understand current housing need and demand.
- Forecast future housing need and demand.
- Develop options for future housing development in Prince George, including discussion of neighbourhood and housing sustainability.

Sunrise Ridge Seniors Housing Society

The Sunrise Ridge Seniors Housing Society (SRSHS) became concerned about the availability of seniors housing in Fraser-Fort George Electoral Areas D and E. They were responding to concerns from older residents about having to move away from their 'home' communities in order to access seniors housing.

In order help SRSHS understand the need for seniors housing and services in these rural communities, the CDI designed and conducted a housing needs survey. The survey explored:

- Current housing and support needs.
- Anticipated housing and support needs in five and ten years.
- Preferred housing form.
- Preferred community amenities and programs.
- Family and friend support networks.

The survey also included the development of a demographic profile, including age, marital status, household status, income, and a health self-evaluation. The SRSHS is using the results of this survey to plan for the development of seniors housing in these areas.

District of Fort St. James Community Economic Development Strategy

The District of Fort St. James and the CDI are working to develop a community economic development strategy. This strategy will identify opportunities for building community capacity and diversifying the economy. The goal of this project will be to enhance responsiveness, adaptiveness, and innovation, creating a more resilient community and sustainable economy.

The project will involve the development of a community profile, community workshops, community interviews, and a final report and presentation.

For a full listing of the reports to emerge from these projects, see Appendix A.

Education for Community and Economic Development

In the coming decades, BC will need people who understand and can provide leadership in community and economic development in government, business, community, and academic organizations. We will need practitioners who know how to build strong and resilient communities and economies. We will need leaders who know how to collaborate across sectors and across cultures.

The CDI has a commitment to sharing our research and the learnings from our community development work with a broad range of stakeholders. For 2013, the focus of the CDI's education program was on community education opportunities. We continued a long tradition by once again offering the CDI Community Speakers Series in Spring and Fall, publishing the **Community Connections** newsletter, and maintaining the CDI website. In addition, we were invited to give presentations at a number of conferences, workshops, and webinars, many of which were related to the anticipated industrial investment in the region. Our commitment to providing community development experience to students continued to be a priority, with several term and summer students working on our projects. The CDI was also accorded the honour of hosting the 2014 Canadian Rural Revitalization Foundation Conference.

CDI Community Speakers Series

Spring 2013

Gwyn Symmons

Founder, CitySpaces Consulting

Housing in a Changing Community: Opportunity for Innovation

Gwyn's presentation focused on changes in the demographics and economy of northern BC and how these are resulting in changing housing needs. He provided examples of housing for an aging population through new development and renovations. He also discussed best practices in secondary suites and infill housing and how these can assist in providing much-needed housing for the anticipated industrial workforce. Gwyn also reviewed how land use planning can play a role in strengthening the economy, including supporting small business development.

Gwyn is the founder of CitySpaces Consulting, one of Canada's most innovative design and planning firms. His career has included work in communities throughout British Columbia, Ontario, and the United Kingdom. A land use planner by training, Gwyn is a member of the Canadian Institute of Planners and the Planning Institute of BC.

The CDI Spring Community Speakers Series was hosted by Mackenzie and Prince George.

Fall 2013

Greg Halseth and Marleen Morris

Co-Directors, Community Development Institute, UNBC

Reimagining your Community: Examples from British Columbia, Scandinavia, and the UK

Communities and industry across the north are being challenged to adapt and innovate to respond to change. Some of the changes are driven by transformation and demand in the global economy. Others are driven by changes within our own communities, such as an aging population. This presentation examined how communities can adapt and transform so that they are more resilient and have more sustainable economies. Greg Halseth and Marleen Morris drew upon examples from BC, Scandinavia, and the United Kingdom to provide inspiration and a framework for moving forward.

The CDI Fall Community Speakers Series was hosted by McBride and Valemount.

Presentations

The CDI is asked, on a regular basis, to make presentations at conferences, workshops, webinars, lectures, and community events. Many of the presentations in 2013 focused on community readiness for industrial investment. The other topic of significant interest was establishing age-friendly communities.

In 2013, the CDI made 33 presentations across British Columbia, Canada, and internationally. Audiences included representatives of local government, senior government, First Nations, industry, business, community agencies, and public service agencies. For the full list of presentations, see Appendix B.

Newsletter

Community Connections, the CDI's newsletter, was published quarterly in 2013. The newsletter focused on sharing news and outcomes from our research and projects. We also shared information about resources, such as grants available and upcoming events that we felt would be of interest to our readers. The newsletter is distributed electronically to local government, senior government, industry, business, community groups, and other educational institutions and is available on the CDI website.

Student Research Assistants

Through our student research assistant program, the CDI provides opportunities for undergraduate and graduate students to gain first-hand experience working on community development and research projects alongside experienced professionals. Many of our former research assistants have gone on to work across northern BC. In 2013, the CDI provided community-based work experience to six student research assistants. Their names and the communities they worked in are listed below.

- Daniel Bell: Mackenzie, Williams Lake

- Courtney Chingee: Williams Lake
- Erin MacQuarrie: Prince George, Prince Rupert, Terrace, Kitimat
- Gerald Pinchbeck: Williams Lake
- Alika Rajput: Mackenzie
- Devon Roy: Quesnel, Tumbler Ridge

Youth on Board

Youth on Board was a four-part professional development program to promote the multiple benefits of having young people involved with community social service agencies. The program was a partnership between the CDI, Board Voice, the UNBC Social of Social Work, and the UNBC Alumni Association. The program attracted more than 50 participants. The **Youth on Board** program was led by CDI Faculty Associate, Dawn Hemingway.

New Realities, New Relationships: Canadian Rural Revitalization Foundation Conference

The CDI will be hosting the Canadian Rural Revitalization Foundation's (CRRF) annual conference in Prince George September 25-27, 2014. The CRRF conference brings together professionals and academics from across Canada to exchange information and ideas.

New Realities, New Relationships will focus on the need for new responses, policies, tools, capacities, and relationships to respond to the opportunities and challenges emerging in rural Canada. The conference will host a series of panels and workshops on topics such as:

- Labour mobility and workforce camps in the resource sector.
- Collaboration between Aboriginal and non-Aboriginal communities.
- Economic development and diversification.
- Service delivery in rural communities.

This will be an opportunity to highlight rural issues to the broader provincial and national audience.

The conference program will include two tours of the region: one of Prince George and the other of the Ancient Forest Trail, Mount Robson, and the Robson Valley, as well as evening social events.

For more information, visit www.crrf.ca

Research

The issue of global economic transformation and its impact on rural and small town communities is complex. Many factors come into play, and understanding these will provide insight into the options for moving forward. The CDI's research provides access to practical information, insights, and knowledge to assist communities, government, industry, business, and the non-profit sector.

In 2013, our research focused on issues related to the anticipated industrial investment, including the impact of fly-in/fly-out workforce practices on home and host communities, workers, and their families; rotational workforce best practices; and the impact of workforce accommodation on communities. We also continued our research on the voluntary sector, aging populations, and poverty in rural and resource-based communities.

On the Move: Impacts of Long Distance Labour Commuting

Labour mobility presents numerous opportunities and challenges for communities in rural and small town settings. Opportunities exist in terms of addressing needed services for workers, while also presenting the possibility for community growth and stability by attracting new residents and businesses. However, workers can also challenge the limited service and support capacity available in rural and small town communities.

Over five years, Greg Halseth, in partnership with Sean Markey at Simon Fraser University, will be conducting research as part of the national project ***On the Move: Employment-Related Mobility***. The purpose of this research is to provide an integrative lens through which to view issues related to labour mobility, such as recruitment and retention of workers; capacity gaps in the workforce; key pressures facing the community; supports provided to long distance labour commuting workers on site and in the community; workers' experiences with commuting and being away from home; and additional investments needed to support workers, families, and community stakeholders. The research will examine differences and similarities in preparation for and management of mobile workers at mines in two communities: Williams Lake and Mackenzie.

2013 project reports include:

- A Review of Socio-Economic Characteristics in Mackenzie.
- A Review of Socio-Economic Characteristics in Williams Lake.
- On the Move: Community Impacts of Long Distance Labour Commuting Summary Report for Mackenzie.
- On the Move: Community Impacts of Long Distance Labour Commuting Summary Report for Williams Lake.
- On the Move: Mitigating Impacts – A Local Workers' Perspective.

Dimensions of Voluntarism in Aging Resource Towns: Preliminary Scan of Quesnel and Tumbler Ridge, BC

Since the 1980s, the population of many rural and small town places in northern BC communities has been aging. This research project examines the role that voluntary organizations, community groups, and volunteers play in both supporting older people and in influencing community development in aging resource communities. It also examines the influence of seniors in volunteer organizations and community development initiatives. Reports have been completed to provide preliminary information about the dimensions of voluntarism in two pilot study towns to establish the empirical foundation for further phases of the project. These communities include Quesnel and Tumbler Ridge. The project, based out of the CDI, is being undertaken by Greg Halseth and Neil Hanlon in collaboration with Mark Skinner at Trent University and Alun Joseph at the University of Guelph.

2013 project reports include:

- The Transformative Role of Voluntarism in Aging Resource Communities: Community Report for Tumbler Ridge, BC.
- A Review of Socio-Economic Characteristics in Tumbler Ridge, BC.
- The Transformative Role of Voluntarism in Aging Resource Communities: Community Report for Quesnel, BC.
- A Review of Socio-Economic Characteristics in Quesnel, BC.

Tracking the Social and Economic Transformation Process in Kitimat, BC

When industrial investments come to small communities, the local social impacts can be significant and transformative. The town of Kitimat has been an industrial centre in northwestern British Columbia since the early 1950s. The town is now experiencing a large number of industrial construction projects that will change and renew the local economy. These construction projects will also impact and change the community. This project involves a long-term tracking study of the economic and social transformation processes now underway in Kitimat, BC.

The CDI is also working with a number of local groups to help steward bi-annual local roundtable conversations among small businesses, social service providers, and economic development interests.

2013 project reports include:

- An Inventory of Community and Economic Development Strategies and Plans in the Kitimat Area.
- A Review of Socio-Economic Characteristics in the Kitimat Area.
- Interim Summary Report.
- Methodology Report.

Study of Best Practices in Rotational Work Practices

The CDI is partnering with the BC Natural Gas Workforce Strategy Committee in a research project designed to develop a solid understanding of the best practices related to rotational work practices as they may apply to the development and further diversification of the BC natural gas industry. The research will include the following elements:

- International and domestic best practices review.
- Models of construction phase accommodation.
- Models of operational phase accommodation.
- Key informant interviews with a wide range of stakeholders including corporations, industry associations, local government, provincial government, community service groups, health authorities, and labour.

The project will culminate in the preparation of a report that can provide industry and communities with information to help minimize the potential challenges associated with all types of rotational work practices.

Forest Industry History Project

The CDI is working with past and present BC forest industry leaders to capture the history of forestry in BC since the 1950s. The goals of this project are to:

- Extend and make more comprehensive the record of forest industry development and transformation in BC's central interior through videotaped oral histories of companies and the industry.
- Harness the experience and expertise of industry leaders to explore opportunities and directions for the forest industry in BC's central interior into the future.
- Create a book publication that would be broadly accessible to those in research, industry, government, and communities.
- Inform those involved with future industrial projects and transformations across BC more generally so that they might gain insight from lessons learned through the forest industry.

Community Socio-Economic Profiles: Developed for the United Way of Northern British Columbia

The CDI completed socio-economic profiles for 28 communities in northern BC. These profiles were created to assist communities and regional districts to better understand their social challenges and pressures and help inform the development of community-based strategies and plans to address these. The profiles made use of the 2011 Census data.

Career Training Available in Northern BC

The CDI examined the availability of career-oriented training programs, including skilled trades programs, at four educational institutions in northern BC: College of New Caledonia, Northern Lights College, Northwest Community College, and UNBC. The report provides information on the length, location, and prerequisites of the programs offered, as well as the certification received upon completion.

For a full listing of the CDI's 2013 research reports, see Appendix A.

Policy Dialogues and Advice

In a complex global environment, opportunities and challenges can emerge very quickly. Anticipating and responding to these requires an integrated and comprehensive approach to the development of policies, programs, and strategies that incorporates the interests of government, communities, and industry. The CDI is actively engaging these stakeholders individually and in multi-sectoral dialogue to increase understanding and foster collaboration and partnership that will build synergy and increase impact.

In 2013, our policy dialogues and advice focused on topics related to readiness for the anticipated industrial and resource sector investment in BC. The CDI's messages were that all levels of government have to be prepared for both the short-term construction phase and the long-term operations phase of these projects. We also highlighted the need for involvement and collaboration between local and senior government, industry, business, and community organizations in becoming 'ready'.

Specific topics discussed included workforce accommodations in or near communities; strategies for leveraging workforce accommodations for long-term community benefit; the impact of the construction phase workforce on housing, cost of living, social services, transportation infrastructure, and retail and hospitality services; and preparing the workforce for the operational jobs that will emerge from the anticipated investment.

More generally, we also engaged in dialogue regarding issues related to strategies for economic diversification, housing, population aging, the voluntary sector, and social service delivery. Our activities included meetings with elected officials, senior government staff, and industry representatives.

Government Dialogues

In 2013, the CDI held a number of policy dialogues with provincial elected officials, ministry staff, and crown corporations and agencies. We also held discussions with local government and regional district officials, and staff. These meetings highlighted the extent to which all levels of government are working on LNG files, and to some degree are feeling overwhelmed with the volume of material and the expectations for review and feedback. Local and regional governments, particularly in the northwest and along the proposed pipeline routes, expressed concern that they do not have enough information about what to expect in their community to be able to plan effectively.

In 2013, the CDI met with 13 elected provincial government representatives, 13 provincial government ministries, 6 crown corporations and provincial organizations and agencies, and 15 regional and local governments. For the full list of government policy dialogues, see Appendix D.

Industry Dialogues

The CDI held dialogues with industry associations and individual corporations in the forestry, mining, oil, and gas sectors. These discussions highlighted the degree to which these sectors hold interests in common with respect to community 'readiness'. To some degree, all are concerned with being able to access a skilled workforce and attract and retain workers in northern BC communities. They also acknowledged the continuing uncertainty in the global marketplace and the need for local economic diversification strategies to mitigate the risk of dependency on a single resource sector.

The CDI also brought together the five major resource sector associations in BC: Association for Mineral Exploration BC (AMEBC), BC Mining Association (BCMA), Canadian Association of Petroleum Producers (CAPP), Canadian Energy Pipeline Association (CEPA), and the Council of Forest Industries (COFI). This created a unique opportunity for these associations to explore issues of common interest.

In 2013, the CDI met with 7 industry associations and 12 individual corporations in the forestry, mining, gas, and oil sectors. For a full list of industry dialogues, see Appendix E.

Community Dialogues

The CDI's dialogues with community organizations provided insight into both the social and business sectors in northern communities as they prepare for the anticipated industrial investment. Both sectors expressed concern about their ability to meet service demands associated with the anticipated construction phase of large industrial projects. There is concern that the high cost of living, especially housing, and the lure of higher-paying industry jobs will make it difficult for community-based businesses and organizations to hire and retain staff. There is also concern about the lack of information about what exactly to expect, for while it was recognized that workers who live in 'official' camps will have access to services, those that live in town will not.

In 2013, the CDI met with 18 community organizations. For a full list of community dialogues, see Appendix F.

Funding

Research and Contact Funding

The following table provides a list of new and continuing research and contract funding obtained by the CDI. Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)).

Funding Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)
Resource Training Organization	Best Practices for Long Distance Labour Commuting	NC	\$75,000	2013	Greg Halseth	Marleen Morris
Vancouver Foundation	Healthy Aging in Rural and Small Town Places	C	\$76,000 per year in 3 year grant	2012-2015	Greg Halseth	Marleen Morris
District of Fort St. James	Community Economic Development Strategy	NC	\$10,000	2013	Greg Halseth	Marleen Morris
Sunrise Ridge Seniors Housing Society	Seniors Housing Needs Assessment	NC	\$7,500	2013	Greg Halseth	Marleen Morris
BC Oil and Gas Commission	Community readiness for oil and gas sector investment	NC	\$25,000	2013	Greg Halseth	Marleen Morris
City of Prince George	Prince George Housing Strategy	NC	\$30,000	2013	Greg Halseth	Marleen Morris
District of Tumbler Ridge	Sustainable Community Development Plan	NC	\$94,921	2013	Greg Halseth	Marleen Morris
District of Clearwater	Healthy Aging in Rural and Small Town Places	NC	\$3,000	2013	Greg Halseth	Marleen Morris
Thompson Nicola Regional District	Healthy Aging in Rural and Small Town Places	NC	\$5,000	2013	Greg Halseth	Marleen Morris

Donation Funding

The following table provides a list of donations received in 2013 from all sources.

Donor	\$ Per Year	Year
BC Housing	\$130,000	2013
Canadian Energy Pipeline Association	\$100,000	2013

The CDI Team

The CDI team has a breadth of knowledge and experience that we bring to all that we do. We share a commitment to working with communities, all levels of government, industry, business, the non-profit and voluntary sectors, and other researchers to understand realize the potential of BC's non-metropolitan communities.

Staff

Greg Halseth, Co-Director
Marleen Morris, Co-Director
Jessica Blewett, Community Development Project Manager
Erin MacQuarrie, Research Associate
Kyle Kusch, Website and Mapping Support

Faculty Associates

Neil Hanlon, Chair, Geography Department
Dawn Hemingway, Chair, School of Social Work

Community Associates

Anne Hogan
Melanie Karjala

Appendices

Appendix A: Reports

Appendix B: Presentations

Appendix C: Conference Organization

Appendix D: Government Dialogues

Appendix E: Industry Dialogues

Appendix F: Community Dialogues

Appendix A: Reports

Ryser, L. and Halseth, G. 2013. *Tracking the Social and Economic Transformation Process in Kitimat, BC: Interim Summary Report*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L. and Halseth, G. 2013. *Tracking the Social and Economic Transformation Process in Kitimat, BC: Methodology Report*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Kusch, K., and Halseth, G. 2013. *A Review of Socio-Economic Characteristics in the Kitimat Area*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Roy, D., and Halseth, G. 2013. *An Inventory of Community and Economic Development Strategies and Plans in the Kitimat Area*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Bell, D., Ryser, L., Good, J., Pinchbeck, G., MacQuarrie, E., Chingee, K., Rajput, A., Kusch, K., Halseth, G., and Markey, S. 2013. *On the Move: Employment Related Geographic Mobility – A Review of Socio-Economic Characteristics in Mackenzie*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Bell, D., Pinchbeck, G., Rajput, A., Halseth, G., and Markey, S. 2013. *On the Move: Community Impacts of Long Distance Labour Commuting. Summary Report for Mackenzie, BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Pinchbeck, G., Chingee, K., Bell, D., Halseth, G., and Markey, S. 2013. *On the Move: Mitigating Impacts – A Local Workers' Perspective. Summary Report for Williams Lake, BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Pinchbeck, G., Chingee, K., Bell, D., Halseth, G., and Markey, S. 2013. *On the Move: Mitigating Impacts – A Long Distance Labour Commuting Workers' Perspective. Summary Report for Williams Lake, BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Pinchbeck, G., Chingee, K., Halseth, G., and Markey, S. 2013. *On the Move: Community Impacts of Long Distance Labour Commuting. Summary Report for Williams Lake, BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Good, J., MacQuarrie, E., Ryser, L., Chingee, K., Rajput, A., Kusch, K., Halseth, G., Hanlon, N., Skinner, M., and Joseph, A. 2013. *The Transformative Role of Voluntarism in Aging Resource Communities: A Review of Socio-Economic Characteristics in Tumbler Ridge, BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Good, J., Roy, D., Ryser, L., Rajput, A., Chingee, K., MacQuarrie, E., Kusch, K., Halseth, G., Hanlon, N., Skinner, M., and Joseph, A. 2013. *The Transformative Role of Voluntarism in Aging Resource Communities: A Review of Socio-Economic Characteristics in Quesnel, BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Roy, D., MacQuarrie, E., Skinner, M., Halseth, G., Hanlon, G., and Joseph, A. 2013. *The Transformative Role of Voluntarism in Aging Resource Communities: Final Report for Quesnel, BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Roy, D., MacQuarrie, E., Skinner, M., Halseth, G., Hanlon, G., and Joseph, A. 2013. *The Transformative Role of Voluntarism in Aging Resource Communities: Final Report for Tumbler Ridge, BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Community Development Institute. 2013. *Planning Future Strategic Directions: A Socio-Economic Profile for the Village of Burns Lake*. Prepared for the United Way of Northern British Columbia. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Note: reports were also prepared for Chetwynd, Dawson Creek, Fort St. James, Fort St. John, Fraser Lake, Granisle, Hazelton, Houston, Hudson's Hope, Kitimat, Mackenzie, Masset, McBride, New Hazelton, Northern Rockies, Port Clements, Port Edward, Prince George, Prince Rupert, Queen Charlotte, Quesnel, Smithers, Telkwa, Terrace, Tumbler Ridge, Valemount, and Vanderhoof.

Morris, M., Evans, H. and Halseth, G. 2013. *Dialogues on Readiness: Preparing for Industrial Development in Northern BC Communities: Prince Rupert*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Morris, M., Evans, H. and Halseth, G. 2013. *Dialogues on Readiness: Preparing for Industrial Development in Northern BC Communities: Terrace*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Morris, M., Evans, H. and Halseth, G. 2013. *Dialogues on Readiness: Preparing for Industrial Development in Northern BC Communities: Kitimat*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Morris, M., Evans, H. and Halseth, G. 2013. *Dialogues on Readiness: Preparing for Industrial Development in Northern BC Communities: Prince George*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Morris, M., Karjala, M. and Halseth, G., 2013. *District of Tumbler Ridge Sustainability Plan: Housing and Income*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Morris, M., Karjala, M. and Halseth, G. 2013. *District of Tumbler Ridge Sustainability Plan: Health, Social Services, and Safety*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Halseth, G., Markey, S. and Manson, D. 2013. *Australia Skills Project - Becoming a Source Region for Skilled Workers: Overview Report*. A report to James Cook University, School of Urban and Environmental Sciences, Cairns, Queensland, Australia. Community Development Institute: University of Northern British Columbia.

Appendix B: Presentations

Marleen Morris and Greg Halseth. NW Community Readiness - Historical Development of the North. First keynote presentation for NW Community Readiness Coordinating Table, Local Government Department, BC Ministry of Citizen Services and Community Development. Victoria. November 26, 2013.

Marleen Morris and Greg Halseth. Community Readiness & Economic Transition Are We Ready? Second keynote presentation for NW Community Readiness Coordinating Table, Local Government Department, BC Ministry of Citizen Services and Community Development. Victoria. November 26, 2013.

Marleen Morris and Greg Halseth. Dialogues on Readiness: Preparing for Industrial Development in Northern BC Communities: Prince George. UNBC Community Development Institute Dialogues on Readiness Project. Prince George. November 22, 2013.

Greg Halseth and Marleen Morris. Home and Away: Workers and Communities in a Global Natural Resource Sector. BC Natural Gas Workforce Committee. Richmond. November 21, 2013.

Marleen Morris and Greg Halseth. Dialogues on Readiness: Preparing for Industrial Development in Northern BC Communities: Terrace. UNBC Community Development Institute Dialogues on Readiness Project. Terrace. November 20, 2013.

Marleen Morris and Greg Halseth. Dialogues on Readiness: Preparing for Industrial Development in Northern BC Communities: Kitimat. UNBC Community Development Institute Dialogues on Readiness Project. Kitimat. November 19, 2013.

Marleen Morris and Greg Halseth. Dialogues on Readiness: Preparing for Industrial Development in Northern BC Communities: Prince Rupert. UNBC Community Development Institute Dialogues on Readiness Project. Prince Rupert. November 18, 2013.

Marleen Morris and Greg Halseth. Reimagining your Community: Examples from British Columbia, Scandinavia, and the UK. Keynote presentation for 2013 UNBC Community Development Institute's Community Speaker Series. McBride. November 14, 2013.

Marleen Morris and Greg Halseth. Reimagining your Community: Examples from British Columbia, Scandinavia, and the UK. Keynote presentation for 2013 UNBC Community Development Institute's Community Speaker Series. Valemount. November 13, 2013.

Marleen Morris and Greg Halseth. Fragile Communities and Resiliency. Keynote presentation for the 16/97 Economic Alliance Annual Conference. Prince George. October 30, 2013.

Greg Halseth, Laura Ryser, Marleen Morris, and Sean Markey. Economies, Environments, and Communities: Transitioning to Place-Based Rural Development. University of the Arctic's Thematic network on Northern Regional Development. Tana, Norway. October 23-26, 2013.

Marleen Morris and Greg Halseth. Making it work: collaboration in regional economic development. Keynote presentation for 2013 Columbia Basin Trust Symposium. Creston. October 18-20, 2013.

Greg Halseth. Opportunities and Challenges: An introduction to "second-home" issues in British Columbia's northern resource frontier. International Conference: Good Life Practices / Practicing the Good Life, Lisbon, Portugal. October 17-18, 2013.

Greg Halseth. Linking Tourism and Destination Management with place-based community development: Examples from British Columbia, Canada. University of Lapland, Rovaniemi, Finland, October 10, 2013.

Marleen Morris. Building Effective Collaboration. With Paul Born and Mayor Brad Woodside. 2013 Columbia Basin Trust Symposium. Creston. October 18-20, 2013.

Greg Halseth and Marleen Morris. Indivisibility. Keynote presentation for Prince George Sustainability and Legacy Summit – BC Winter Games 2015. Prince George. October 10, 2013. (by video)

Marleen Morris and Greg Halseth. Resource Sector Developments: Community Social Impacts. Keynote presentation for BC Health Officers Council. Fort St John. October 8, 2013.

Marleen Morris and Greg Halseth. Regional collaboration – what does it really mean? Keynote presentation for Northwest Regional Collaborative 2013. Terrace. September 27, 2013.

Greg Halseth and Marleen Morris. Traditions and Transitions: Steps small places must take. Keynote presentation for Union of BC Municipalities Annual Convention. Vancouver. September 17, 2013.

Marleen Morris, Melanie Karjala, and Greg Halseth. Tumbler Ridge Sustainability Plan: Health, Social Services, and Safety. Presentation to the District of Tumbler Ridge. Tumbler Ridge. September 13, 2013.

Greg Halseth and Marleen Morris. Community Sustainability: Lessons and Challenges from the BC Experience. Keynote presentation to Kirklees Council. Kirklees, United Kingdom. July 26, 2013.

Greg Halseth and Marleen Morris. Billions in Resource Sector Investment: Are we Prepared? Keynote presentation to the Prince George Community Leaders Table. Prince George. June 13, 2013.

Laura Ryser and Greg Halseth. On the Edge in Rural Canada: The Changing Capacity and Role of the Voluntary Sector. Keynote presentation for Association of Nonprofit and Social Economy Research, Congress of Humanities and Social Sciences, University of Victoria, June 5-7, 2013.

Greg Halseth and Marleen Morris. Education: The foundation for the new economy. With Marleen Morris. Presentation to the BC Ministry of Education and Ministry of Advanced Education. Victoria. June 3, 2013.

Greg Halseth. Guess who's coming to town: Workcamps and issues in community development. With Ron Poole and Connie Kaweesi, BC Healthy Communities, May 30, 2013.

Marleen Morris, Melanie Karjala, and Greg Halseth. Tumbler Ridge Sustainability Plan: Housing and Income. Presentation to the District of Tumbler Ridge. May 25, 2013.

Marleen Morris. What to Plan For: Key Opportunities and Challenges in Northern BC. College of New Caledonia Educational Planning Session. Prince George. May 13, 2013.

Marleen Morris and Greg Halseth. Embedded Collaboration: Retooling for Continuous Workforce Renewal in Northern BC. Keynote presentation to Partnerships 2020. Northwest Labour Market Partnership. Terrace. March 6-8, 2013.

Marleen Morris and Greg Halseth. Housing in Northern BC: Resource Towns Come of Age. Presentation to the Canadian Home Builders Association's Housing Affordability Symposium. Richmond. March 15, 2013.

Marleen Morris and Greg Halseth. Community Transition: Housing in Non-Metropolitan BC. Presentation to the BC Housing Policy Branch, Victoria. January 16, 2013.

Greg Halseth and Marleen Morris. "Repositioning": Supporting Community Transition through Place-Based Development. Presentation to the UBCM Community Economic Development Committee. Victoria. January 17, 2013.

Greg Halseth. NEV2: The Recession Response Project. Presentation to the Omineca Beetle Action Coalition. January 10, 2013.

Marleen Morris and Greg Halseth. Building Understanding for Tomorrow: The Legacy of Tumbler Ridge. Presentation to the District of Tumbler Ridge. Tumbler Ridge. January 5, 2013.

Appendix C: Conference Organization

Maintaining environmental, cultural and community values and opportunities on a changing landscape. Greg Halseth, with Michael Gillingham, joint Panel Presentation, Natural Resources and Environmental Studies Institute and Community Development Institute, Featuring Wade Davis, Paul Michel and Gerry Thiessen. UNBC campus, Prince George, April 5, 2013.

Appendix D: Government Dialogues

Provincial Government: Elected Representatives

1. MLA Robin Austin
2. Honourable Pat Bell
3. MLA Mike Bernier
4. Honourable Shirley Bond
5. MLA Doug Donaldson
6. MLA Eric Foster
7. MLA Mike Farnworth
8. MLA Carole James
9. Honourable Blair Lekstrom
10. MLA Mike Morris
11. Honourable Coralee Oakes
12. Honourable John Rustad
13. Honourable Steve Thomson

Provincial Government: Ministries

1. Ministry of Aboriginal Relations and Reconciliation
2. Ministry of Advanced Education
3. Ministry of Children and Family Development
4. Ministry of Community, Sport and Cultural Development
5. Ministry of Education
6. Ministry of Environment
7. Ministry of Health
8. Ministry of Jobs, Tourism and Skills Training
9. Ministry of Justice
10. Ministry of Natural Gas Development (responsible for Housing)
11. Ministry of Social Development and Social Innovation
12. Ministry of Technology, Innovation and Citizens' Services
13. Ministry of Transportation and Infrastructure

Crown Corporations and Provincial Organizations and Agencies

1. BC Housing
2. BC Health Officers Council
3. Canada Mortgage and Housing Corporation
4. Northern Health Authority
5. Prince Rupert Port Authority
6. Union of BC Municipalities

Local and Regional Governments

1. Regional District of Bulkley Nechako
2. Village of Burns Lake
3. District of Clearwater
4. District of Fort St. James
5. City of Fort St. John

6. Regional District of Fraser-Fort George
7. District of Kitimat
8. Village of McBride
9. District of Mackenzie
10. City of Prince George
11. City of Terrace
12. District of Tumbler Ridge
13. Village of Valemount
14. District of Vanderhoof
15. City of Williams Lake

Appendix E: Industry Dialogues

Industry Associations

1. Association for Mineral Exploration BC
2. British Columbia Mining Association
3. Canadian Association of Petroleum Producers
4. Canadian Energy Pipeline Association
5. Canadian Home Builders' Association – Northern BC
6. Council of Forest Industries
7. BC Natural Gas Workforce Strategy Committee

Corporations

1. Canfor
2. Carrier Lumber
3. Conifex Timber Incorporated
4. Dunkley Lumber
5. Mt. Milligan Mine (Thompson Creek Metals)
6. Northern Development Initiative Trust
7. Sinclair Group Forest Products
8. Shell Canada
9. Spectra Energy
10. TransCanada Pipelines
11. West Fraser Timber
12. Kitimat industry: Rio Tinto Alcan/Bechtel, Apache Canada

Appendix F: Community Dialogues

1. Aboriginal Business Development Centre
2. Board Voice
3. BC Healthy Communities
4. BC Healthy Living Alliance
5. College of New Caledonia
6. Kitimat Chamber of Commerce
7. Kitimat Child Development Centre
8. McBride Chamber of Commerce
9. McBride First Responders
10. Northwest Community College
11. Prince George Metis Housing Society
12. Prince George Native Friendship Centre
13. Robson Valley Support Society
14. Tourism Valemount
15. United Way of Northern BC
16. Valemount and Area Chamber of Commerce
17. Valemount Learning Centre
18. Vancouver Foundation

UNBC Health Research Institute

Report on Activities

May 1, 2013-March 31, 2014

The UNBC Health Research Institute (HRI) is a result of ongoing actions on the part of health researchers to find ways of enhancing the creation of knowledge, the development of research capacity and the exchange of knowledge with research partners: communities, community organizations, practitioners, and most notably, Northern Health. On December 23, 2012, the HRI was officially established through a motion of the UNBC Senate, and on March 7, 2013 President's Executive Council approved the creation of an HRI fund.

Leadership Council

The Co-Leads are Geoff Payne (NMP) and Martha MacLeod (Nursing/Health Sciences). The *Leadership Council* consists of Henry Harder (Health Sciences), Dawn Hemingway (Social Work), Neil Hanlon (Geography), Margo Greenwood (First Nations and National Collaborating Centre on Aboriginal Health), and Margot Parkes (Health Sciences). The Leadership Council meets at a minimum of 2 times each Semester to manage the affairs and contribute to the core strategic directions of the Health Research Institute.

Membership

The membership process is inclusive. Individuals wishing to become members of the Health Research Institute will complete a membership form on the Institute website. Current list of members is in Appendix 1.

Report on Activities: May 1, 2013-March 30, 2014

From May 2013 to the end of March 2014 the HRI focused on 3 main activities:

1. Strategic planning
2. Implementation of NH-UNBC MOU
3. Tri-Institute Initiative on Cumulative Impacts

Strategic Planning

The HRI members and Dr. Ian Graham met to review the priorities and directions of the HRI in November 2013. There was recognition that the major assets of the HRI are UNBC being 'small' and 'linked' and already working in transdisciplinary and intra research pillar fashion, community based research approach and having excellent relationships with NH and other community partners. There was consensus that HRI research niches are a focus on knowledge mobilization (translational) gaps, community based research, implementation research, and knowledge synthesis. There was consensus about the need for two enabling strategies. The first strategy would be a knowledge synthesis resource (having the capacity of performing a range of

types of knowledge syntheses in different time periods (rapid, quickly, and in longer time periods). And the second strategy would focus on developing a data access centre (HRI researchers would have access to databases such as health services administrative databases as well as other relevant databases). The proposed focus for this centre would be to provide access and facilitation of research, not to house the data. The next step in the Strategic Planning process is for the HRI to undertake a research theming exercise with the health researchers at UNBC. The purpose of this exercise is to identify who we are, and who we are not, where our areas of excellence lie, and where they are ready to be developed. In April 2014 the results of the theming process will be presented to the membership at the HRI Annual General Meeting for review and confirmation.

Implementation of NH-UNBC MOU

Included in the MOU workplan is the annual IDC Research Days Conference. On November 13-15, 2013 in Prince George, the 12th Annual Conference of the CRHRS and 3rd Annual IDC Research Days, “The Stories of Rural Health through Knowledge, Research and Collaborative Action” was hosted in partnership between the Canadian Rural Health Research Society (CRHRS), the Innovation and Development Commons (IDC) and the Health Research Institute (HRI). Approximately 200 academics, students, health care providers and community services providers attended the conference and over 100 presentations were delivered that focused on northern, rural and remote health.

As of December 2013, Martha MacLeod HRI Co-Lead and Fraser Bell VP Planning and Quality at NH were appointed as the co-chairs of MOU Steering Committee. In early 2014 the co-chairs renewed the Steering Committee membership and Terms of Reference. The Steering Committee is scheduled to meet for April 7, 2014 to review progress to date on the MOU workplan and seek approval for next steps.

Tri-Institute Initiative on Cumulative Effects

The BC Oil and Gas Commission provided a donation to the UNBC Office of Research, with the funds to be used for research in relation to the mandate of the OGC. The VP (Research), Dr. Ranjana Bird, dedicated a portion of those funds to a project that would allow collaboration among three research institutes at UNBC: CDI, HRI, and NRESi.

The Research Institutes saw an opportunity to advance understanding of the cumulative environmental, community, and health effects and impacts of multiple natural resource developments in northern British Columbia through: 1) open respectful public discussions; and, 2) an associated record of ideas and insights emerging from them.

1. The public discussions were held over a 2-day event titled, *Cumulative Environmental, Community and Health Effects of Multiple Natural Resource Developments in Northern British Columbia* on January 10-11, 2014. The Tri- Institute initiative began with the NRESi Colloquium on the afternoon of January 10th. The keynote colloquium presentation was followed by a public panel discussion Friday evening. Approximately 120 people from the academic, public, and First Nation communities attended the panel discussion.

On Saturday January 11, a full day workshop was held to reflect on Friday's presentations and discussions and to explore current research being undertaken by the Institutes. Interest was high and the registration for Saturday's event had to be capped at 85 participants due to space constraints.

A website was created on the HRI webpage to archive the January 10-11, 2014 event. Details can be viewed at <http://www.unbc.ca/health-research-institute/cumulative-effects>

2. In line with creating a record of associated ideas and insights from the public discussion, the Tri-Institute Initiative is focused on developing a book proposal for submission to Springer by the end of 2014. The conceptual work for the January 10-11th event was supported by a writing project led by Greg Halseth (CDI), Mike Gillingham (NRESi), Chris Johnson (NRESi), and Margot Parkes (HRI).

The leads of this initiative have also been exploring potential options for continued funding that supports a continuation of this initiative with Pacific Institution for Climate Solutions (PICS) regarding funding support. If funding is received, UNBC will become a hub of PICS that will focus on environmental, community and health impacts.

Academic and Research Contributions

None to report for this period.

Audited Budget Report

See Appendix 2.

Fiscal Year: April 1, 2014-March 31, 2015 - Proposed Workplan

1. Events

HRI Annual General Meeting and Member's Update, April 17, 2014

PHSA-NH-UNBC Environmental Scan- Validation Forum, June 23, 2014

NH-UNBC MOU Workplan Implementation

2014 IDC Research Days, November 5-7, 2014 Prince George
IDC Brown Bag Series, runs once a month Sept-June

Tri-Institute Initiative:

Developing publication for publication by Springer
PICS proposal

2. Infrastructure Development

Implement UNBC Overhead Re-Direction Policy among HRI members
Further develop implementation of UNBC-NH Memorandum of Understanding
Develop approach to implement PHSA-NH-UNBC Memorandum of Understanding
Plan for ongoing governance of Institute
Initiate HRI membership
Develop Communications Plan (including initiating website)
Further Develop and Implement Strategic Plan

3. Partnered Initiatives/Discussions

The HRI is engaged in several partnership and partnered initiatives:

Environmental Scan and partnership planning with Provincial Health Services Agency and Northern Health
BC Oil and Gas Commission- Tri-Institute with NRESi & CDI (Cumulative Effects Initiative)
Northern Health (e.g. Planning for capacity development and knowledge mobilization)
Innovation and Development Commons (e.g. Brown Bag seminars, Research Days)

Appendix 1: Health Research Institute Members List

1. Name	2. Title	3. Affiliation	4. Email	5. Research Interests
Linda Axen	Nursing Research Facilitator	Northern Health	linda.axen@northernhealth.ca	nursing health research
Kathy Banks	Assistant Professor	UNBC School of Nursing	kathryn.banks@unbc.ca	qualitative methods: including interpretive description, grounded theory, ethnics, women's health, family relationships
Davina Banner	Assistant Professor	UNBC School of Nursing	bannerl@unbc.ca	cardiovascular health; rural health services & knowledge mobilization
Mark Barnes	Graduate Student	UNBC Chemistry, BC Cancer Agency	barnesm@unbc.ca	cancer
Fraser Bell	VP Planning, Quality & Information Management	Northern Health	fraser.bell@northernhealth.ca	rural; knowledge translation; implementation science
Russ Callaghan	Associate Professor	Northern Medical Program	russ.callaghan@unbc.ca	addiction & psychiatry
Tamara Checkley	Research and Evaluation Coordinator	Northern Health	tamara.checkley@northernhelath.ca	
Leana Garraway	Graduate student; Research assistant	UNBC Interdisciplinary Program; UNBC School of Nursing	garraway@unbc.ca	Health promotion; knowledge mobilization/translation; health research; rural & remote research
Sarah Gray	Assistant Professor	UNBC, NMP	sgray0@unbc.ca	diabetes; obesity
Margo Greenwood	Associate Professor	NCCAH, First Nation Studies	margo.greenwood@unbc.ca	indigenous health and knowledges, children's wellbeing, knowledge translation
Neil Hanlon	Associate Professor	Geography Program, UNBC	neil.hanlon@unbc.ca	community-based health service research; recruitment and retention; rural and small town places; community development
Henry Harder	Professor	School of Health Sciences	henry.harder@unbc.ca	aboriginal health, mental health, suicide

Dawn Hemingway	Associate Professor	School of Social Work	dawn.hemingway@unbc.ca	women's health, seniors care
Tammy Hoefler	Regional Manager IDC	Northern Health	tammy.hoefler@northernhealth.ca	
Nancy Jokinen	Assistant Professor	UNBC School of Social Work	jokinenn@unbc.ca	aging; health; developmental disabilities; dementia care
Kevin J. Keen	Associate Professor	UNBC Department of Mathematics and Statistics	keenk@unbc.ca	rheumatic diseases; medical statistics/genetic epidemiology
Jeff Kormos	Graduate student; Research assistant	UNBC Political Science; UNBC School of Nursing	kormos@unbc.ca	northern/arctic governance & policy; Aboriginal/state relationships
Diana Kutzner	Research Manager	UNBC Survey Research Centre	diana.kutzner@unbc.ca	patient satisfaction; program evaluation
Lois Lochhead	Research Associate	WNNINFIRE - Centre for Women's Health Research	lois.lochhead@unbc.ca	quantitative; women's health; MSK
Martha MacLeod	Professor	School of Nursing	martha.macleod@unbc.ca	rural and northern health services, implementation science, knowledge translation
Indrani Margolin	Assistant Professor	UNBC School of Social Work	margolin@unbc.ca	meditation & visualization as intervention; dance as intervention; arts-based research; violence against women
Jason Morris	Lecturer	UNBC Political Science	jason.morris@unbc.ca	Canadian healthcare policy process; US healthcare system; economic development through NGOs in informal settlements (slums) such as Kenya - health of orphans
Rob Olson	Assistant Professor	BC Cancer Agency; UBC NMP; affiliate UNBC IDIS	rolson2@bccancer.bc.ca	cancer - rural cancer care delivery
Margot Parkes	Associate Professor	School of Health Sciences	margot.parkes@unbc.ca	ecohealth, public health, knowledge translation

Joanna Paterson	Graduate student; Research assistant	UNBC Community Health; UNBC School of Nursing	paters8@unbc.ca	access to healthcare services; recruitment and retention; primary health care integration
Geoff Payne	Associate Professor	Northern Medical Program	geoff.payne@unbc.ca	
Stephen Rader	Associate Professor	UNBC Chemistry	rader@unbc.ca	biochemistry of RNA splicing
Catharine Schiller	Assistant Professor; PhD Student	UNBC School of Nursing; School of Health Sciences	catharine.schiller@unbc.ca	legal education of BScN students; Ethics; Curriculum design
Tammy Stublely	Graduate student	UNBC	stublely@unbc.ca	child welfare; mental health
Gregory Thomas-Reilly	Assistant Professor	UNBC	Greg.Thomas-Reilly@unbc.ca	Public health surveillance, HIV , vulnerable populations
Erin Wilson	Assistant Professor; Family Nurse Practitioner; PhD Student	UNBC School of Nursing; Northern Health; UNBC Health Sciences	erin.wilson@unbc.ca	primary health care; rural health; interprofessional practice/education
Lela Zimmer	Associate Professor	UNBC School of Nursing	lela.zimmer@unbc.ca	women's health; perinatal health; interprofessional practice; experiences of embodiment; rural nursing practice; arts-based & qualitative approaches

Appendix 2: Budget Report- May 1, 2013-March 31, 2014

Revenues/Transfers		
Research Grants	PHSA	50,000
Research Grant Overhead	Overhead re-direction	1,296
Sponsored Research	25,000-HRI Seed Funding from NMP 10,000- Sponsorship from NCCAH	35,000
	Total Revenues	86,296
Expenses		
Total Personnel Salaries + Benefits	Research Manager	9,617
Meeting Expenses	Strategic Planning discussions and Leadership Council meetings	1,066
Partnered Events	IDC Research Days	1,903
Supplies	Printing and copy charges	87
	Total Expenses	12,673
Total Remaining Balance		73,623

Minutes of the annual meeting
of the
Executive Advisory Group (EAG)
of the
UNBC Landscape Ecology Research Group (LERG)

6th May 2014
Scout Island Nature Centre, Williams Lake, BC

prepared by the LE Research Chairs
Philip N. Owens and Ellen L. Petticrew

Present:

Sam Albers – Manager, QRRRC, UNBC (observer)

Mauro Calabrese – West Fraser Mills

Sue Hemphill – Scout Island Nature Reserve

Don Lawrence – DFO (retired)

Maureen Lebourdais – Fraser Basin Council

Phil Owens – FRBC Endowed Research Chair in Landscape Ecology, UNBC

Ellen Petticrew – FRBC Endowed Research Chair in Landscape Ecology, UNBC

Absent:

Dan Ran – Dean, College of Science and Management, UNBC

Pat Teti – Ministry of Forests, Range and Natural Resource Operations, FLNRO (retired) and local resident

David Zirnhelt – Former provincial minister, local landowner and farmer, and resident

Introduction:

Ellen opened the meeting with a welcome on behalf of her and Phil, and gave a brief introduction to the role of the EAG and the annual meeting of the EAG. She gave apologies for those EAG members who were not able to attend. Those present then introduced themselves.

Presentation:

Phil presented the annual report of 2013 activities to the EAG. During this presentation there was open discussion both of the report and of potential research, teaching and outreach opportunities. The following section describes the main points raised during this discussion.

Discussion:

- Based on the description of the SSHRC workshops, Sue asked for examples of follow-up activities. Sam described the work by Orla (a UNBC undergraduate student), himself and Ellen on the update and refinement of the QRRRC database, which can be accessed via the QRRRC website. Sam also described his on-going work in monitoring Patenaude Creek. Both of these initiatives are a direct result of requests/concerns made at the SSHRC workshops. Phil also described a potential project at Mt Polley mine by a new MSc student related to concerns about off-site effects of the mine.
- Sue described that there is Pacific Salmon Foundation (PSF) funding opportunities for “stream keepers” that could be used to help with “citizen science” activities that may be relevant to some of the local concerns raised by some of the SSHRC workshop attendees. Related, Sue mentioned that local senior citizens may represent a potential group of potential volunteers to help with local research activities.
- Don mentioned the work of Chris Nowotny – senior habitat scientists with FLNRO – in particular in relation to on-going activities in the Horsefly watershed. Action: Ellen and Phil will write a letter of introduction to Chris.

- There is local interest in keeping up monitoring of temperature and turbidity in the Horsefly River. Related, the EAG discussed the report by Rob Dolighan on the Horsefly watershed.
- There was discussion on local conservation biology and, in particular, a possibility of the QRRC to be part of the management of the TLC property in the Horsefly watershed. Action: discuss with Dan the possibility of future options for the TLC land, and the involvement of QRRC/UNBC.
- The possibility of videoing the QRRC Open House for archiving was discussed as something for consideration, especially as many people are not able to attend the Open Houses, yet have a keen interest in the activities of the QRRC and LERG.
- There was a discussion on the Biology 302 (Limnology) course which was delivered at the QRRC in May 2013. While there are no plans to deliver this course again at the QRRC (for a variety of reasons) there are plans to offer other courses at the QRRC, such as the forthcoming courses involving 5 visiting undergraduate students from Brazil (for 6 weeks starting early June) and the potential block-course being considered by Dan, Sam, Ellen and Phil (and others at UNBC) for fall semester 2015 or 2016.
- Don mentioned the Risk Assessment report on the Horsefly by Mike Milne, which he will find and email to Ellen and Phil.
- In his absence, Ellen presented some thoughts that David sent as an email: "I want to alert you to the BC Agriculture Council, Cariboo Regional District, Climate Adaptation work and plan for Agriculture which has been put into draft form. Soon there will be a strategy with projects attached. One of the recommendations is for an applied research collaboration involving all those working - including farmers - on adaptation. G. Jasper at Ministry of Agriculture in WL would be the local contact. There might be projects for students of UNBC. There is \$250,000 attached for implementation - probably not studies, but applications i.e. planting a wider range of crops, water retention strategies."
- Maureen mentioned the work in San Jose Creek, that was focussing on the link between agriculture and hydrology (including work on the decommissioning of dams), and the potential for similar work on the Quesnel watershed.

Summary:

The EAG members were pleased with the progress made by the Landscape Ecology Research Chairs and the LERG during the 2013 calendar year. The discussion raised many useful ideas which the Research Chairs will consider and pursue if appropriate. The Research Chairs thanked the EAG for their advice and continued support of the research program.

The meeting ended at ca. 1.45 pm. The EAG will meet again at a similar time next year (location TBD).

Phil Owens & Ellen Petticrew, 28th May 2014

Annual Report of 2013 activities
of the
UNBC Landscape Ecology Research Chairs

Philip N. Owens and Ellen L. Petticrew

prepared in 2014 for the
Landscape Ecology
Executive Advisory Group (EAG)

Content

- 1) Background
- 2) Overview of 2013
- 3) Year 7 (2013) activities
 - Funding
 - Graduate students and highly qualified personnel
 - Research collaborations
 - Outreach
 - Teaching
 - Dissemination
 - Other relevant LERG-focused and outreach activities
- 4) Plans for 2014

1) Background

As research chairs in Landscape Ecology we believe the role of the Landscape Ecology Research Group (LERG) is to investigate processes regulating landscape (watershed) response to change which also serves to underpin the knowledge needs for watershed management.

Our objective is to: *Develop a sustainable Landscape Ecology Research Group based out of UNBC that undertakes research activities in the Quesnel watershed (through the Quesnel River Research Centre; QRRRC) and wider BC landscape, and which includes collaboration and dissemination at the local, regional, national and international level.*

Our research objective is to: *Understand the effects of natural and anthropogenic disturbances on land and water systems, and the implications for management of the landscape of western Canada*

Our first Five Year Plan (2007-2011) was to develop a steady growth in research activities within the LERG and to disseminate information about research activities and opportunities at the QRRRC to international, national and local audiences. Our second Five Year Plan (2012-2016) includes consolidating and further developing these plans. Specific activities central to this are: (i) the hiring of a full-time manager at the QRRRC in 2012; (ii) working with the Dean of CSAM to develop a broader vision of watershed research and academic involvement at the QRRRC; and (iii) the securing of funds for equipment and infrastructure to support landscape ecology research at the QRRRC and UNBC.

2) Overview of 2013

Phil Owens was on sabbatical for the full calendar year and was only resident in British Columbia for the month of August. The majority of his efforts focused on research and outreach during this year. Ellen had a half year sabbatical and left for U California Santa Barbara in September, 2013. While our research efforts continued while away the focus was more on writing (new grants, graduate student-led papers), developing new networks and outreach.

A May meeting with the LERG Executive Advisory Group was scheduled at Scout Island Nature Centre but had to be cancelled so 2013 was the first year we did not meet face to face with our EAG. However, as per normal, we did send out the annual report to all the members for a review of the 2012 activities and progress.

The Canadian Foundation for Innovation funding for equipment and renovations to the QRRRC laboratory was completed in spring 2013. This occurred just in time to host the Biology 302 (Limnology) field course at the station. This opportunity set the stage for hosting more short, intensive field courses at the QRRRC in the future.

3) Year 7 (2013) Activities

This section presents the main activities undertaken by the Joint Chairs in Landscape Ecology, Phil Owens (PNO) and Ellen Petticrew (ELP), in the 7th year (2013 calendar year) of the UNBC Landscape Ecology Research Group (LERG).

In 2013 the Landscape Ecology Research Group comprised 19 people: 13 researchers (chairs, graduate students and research associates) and six undergraduate student positions.

It is important to recognize that PNO was on a 12 month sabbatical in 2013 (UK: January to July; Canada: August to September; USA: September to December), while ELP was on a 6 month sabbatical (Canada: July to September;

USA: September to December). Because of our absence from BC for much of 2013, we took on fewer new students and research assistants in 2013 compared to previous years and did not teach during our sabbatical periods. It did not affect our other research activities (e.g. grant and paper writing).

Research funding (new and continuing)

- **NSERC Discovery Grant**, (\$135,000; 2013-2018) – Cumulative effects on sediment and associated chemical fluxes at the landscape scale: the role of geomorphological connectivity (PNO)

This project will examine how storage elements in the landscape (floodplains, wetlands, lakes etc) control the connectivity between sources of sediment and chemicals and their subsequent transport in river systems, and how such geomorphological connectivity impacts how we interpret the cumulative effects recorded at downstream locations within watersheds. For example, do floodplains trap sediments and chemicals which then undergo transformations before subsequent remobilization. Work will mainly be focused on the Quesnel watershed.

- **NSERC Discovery Grant**, (\$200,000; 2013-2017) – Sediment and salmon interactions: implications for nutrient storage and downstream lake productivity (ELP)

This study investigates the interaction of sediment and salmon (specifically decay products) in altering the delivery of salmon-derived nutrients (SDN) from the spawning grounds to the downstream nursery lakes. In the interior of BC, salmonid nursery lakes require levels of primary production that can maintain the food web to support salmon fry. It is uncertain to what degree the decay products of returning spawners contribute to primary production in downstream nursery lakes. The fate of salmon decay nutrients has implications in the management of the spawning grounds and potentially for the success of future stocks. Over a 5-year period, which captures high- and low-density spawner returns, the research will i) estimate the amount and timing of channel-stored SDN transferred in river discharge between the spawning grounds and nursery lake, ii) quantify the upstream river channel and floodplain storage of SDN, and iii) measure and model the physical mixing processes associated with a spawning stream emptying into a nursery lake in order to determine the effects of SDN loads on nursery lake primary productivity.

- **Canada Foundation for Innovation (CFI) and B.C. Knowledge Development Fund (BCKDF)** (each provided \$121,036; 2012-2013) – Landscape Ecology of Large Watersheds (ELP and PNO and S. Déry)

These funds were obtained to purchase a suite of new instruments for Landscape Ecology research at the QRRC. Larger items included a Malvern laser particle analyser, an E-pure water delivery system, a benchtop centrifuge, a portable Turner fluorometer, a Buchi automated organic extractor and a five digit balance. Importantly funds were also secured to allow renovations to the QRRC laboratory to house the new equipment. These renovations were started in the fall of 2012, and completed in spring of 2013.

- **SSHRC Public Outreach Workshop Grant**, (\$18,500; 2012-2013) – Science Town Hall Series (ELP and PNO)

A successful grant application allowed a Science Town Hall Series to be undertaken in three locations – Likely, Horsefly and Williams Lake. These town halls were organized for the fall of 2012 to bring concerned citizens and interested stakeholders together with researchers from the LERG to discuss opportunities for collaboration regarding watershed issues. These open town halls were to present our strengths and interests to the communities but also to determine where these could intersect with local environmental concerns. Erin Robinson and Barry Booth facilitated these workshops and produced reports and newsletters in 2012 and 2013. Barry Booth is also working on a journal publication based on these and a previous set of SSHRC-funded workshops to PNO and ELP.

- **NSERC Strategic Grant**, (\$523,920; 2011-2014) – Development of environmental fingerprinting techniques for sources of sediment and associated phosphorus within agricultural watersheds of Canada (PNO and ELP with D. Lobb at U Manitoba)

This is a major research project investigating and developing techniques to identify/trace the origin and movement of sediment and phosphorus in agricultural watersheds. The lead investigator is David Lobb at University of Manitoba. Most of the funds go to PNO and ELP (\$349,000) to fund graduate student projects (2 PhDs: Alex Koiter and Dominic Reiffarth, and a post-doctoral researcher in 2014). A considerable amount of work by the students has been undertaken at the QRRC and in the Quesnel watershed. Addition work within the larger project will involve watersheds in Manitoba.

- **Real Estate Foundation of BC Partnering Fund** (\$9,328; 2013-2014) – *UNBC and the Horsefly River Round Table: the development, training and extension of a management planning tool for the Horsefly River Riparian Conservation Area* (PNO)

The objective of this project was to develop a management planning tool for the Horsefly River Riparian Conservation Area (HRRCA), a 1000 acre conservation area owned by TLC, The Land Conservancy of BC using Miradi conservation planning software. There was also some fieldwork in the Horsefly watershed to assess vegetation composition and soil type of this conservation area. The funds enabled PNO to hire Barry Booth as a research associate.

- **Real Estate Foundation of BC Partnering Fund** (\$6,000; 2013-2014) – *Salmon-derived nutrients: The value of spawning stocks for interior habitat sustainability* (ELP)

These funds helped to support John Rex, Chris Jones, Sam Albers and our DFO collaborators to collect both hyporheic water in the floodplain of Horsefly River and to sample river plume sediment being delivered to Horsefly Bay of Quesnel Lake. This project investigates the pathways, uptake and transport of salmon derived nutrients from the fall 2012 sockeye returns.

- **Environment Canada – Lake Winnipeg Basin Stewardship Fund (LWBSF)** (\$147,500; 2013-2017) – *Designing and managing riparian areas to filter phosphorus and sediment* (PNO)

This project will examine how riparian buffer zones can be improved to control the delivery of sediment and associated phosphorus from land to watercourses in the Lake Winnipeg Basin, Manitoba. There are other LWBSF projects and related funding sources (e.g. Agriculture and Agri-Food Canada) on which PNO is a co-investigator: total funds \$700,000.

- **Nechako Environmental Enhancement Fund (NEEF)** (\$500,000; 2014-2017) – *Integrated watershed-based research in the Nechako watershed* (ELP and PNO – with two others)

This is a large project of \$1M involving four UNBC research chairs (ELP, PNO, Margot Parkes and Stephen Déry) with 50% coming from NEEF and 50% from other funding sources. Work is in the Nechako watershed. While the final award was in 2014, we spend a considerable amount of time in 2013 preparing the proposal and subsequent research contract with NEEF.

- **UNBC Travel Grants** (\$828 and \$600) (PNO and ELP)

These funds were used to attend the European Geoscience Union meeting in Vienna, Austria, in April 2013. A list of the oral and poster presentations given is provided later in this report.

Graduate Students and Highly Qualified Personnel

People are listed in the order: MSc students; PhD students; Research Associates; Adjunct faculty; International students and Undergraduates

- Phillip Krauskopf (MSc, UNBC, 2007-) (ELP)

Phillip is investigating temperature changes in small headwater streams affected by forest harvesting. His field sites were located in the Vanderhoof forest district and followed up on work initiated by MoFR research hydrologist John Rex. Phillip completed his field work in 2009 and has published some of his 2008 results in Forrex's journal *Streamline Watershed Management Bulletin*. He is working full time with the BC Ministry of Environment as a Water Officer and plans to complete his MSc in 2014 and convocate in 2015.

- Jocelyn Joe-Strack (MSc, UNBC, 2009-) (ELP)

Jocelyn began her program in May 2009 and arrived at the QRRC in July to begin sampling a range of different land uses for collection of sediment and soils for subsequent bacterial DNA analysis. She has successfully sampled and analysed Mt Polley, a cattle feedlot (near Cinema) and the city of Quesnel urban sediments. The results for this novel tracing technique have proved useful in the first two of these three land uses. Jocelyn presented the lab and statistical methods for this technique as an independent study (completed Aug 2011) and has presented this work as both a poster and an oral presentation. However, due to family issues she elected to change the focus of her MSc research from the Quesnel watershed to the Yukon and so is addressing another research question for her graduate thesis (DNA analysis of mercury-associated bacteria in a Yukon lake). Jocelyn has been awarded in excess of \$50,000 in scholarships and grants to complete her work in the Yukon. In the past couple of years she has been working for the Canadian Polar Council and working on her thesis. She plans to convocate in May 2015.

- Kristina Anderson (MSc, UNBC, 2010-) (PNO)

Kristina is doing her thesis part-time while working as a Water Officer for the BC Ministry of Environment in Cranbrook. Originally based in Prince George, with a project based on buffers in the Nechako watershed, she moved to Cranbrook in 2012 and consequently revised her project to assess cumulative effects on water flows in the Elf watershed, south-eastern BC.

- Mike Leggat (MSc, UNBC, 2010-) (PNO)

Mike is looking at how a receding glacier at the headwaters of the Quesnel basin/Fraser basin influences downstream water and sediment fluxes. In particular, he is interested in understanding the processes that influence the location and timing of these fluxes. He worked at the Castle Creek Glacier near McBride, which is representative of the headwaters of the Quesnel basin. He undertook fieldwork in summer 2011. He is now analyzing the data and writing his thesis while working full time for Environment Canada (Water Survey). He submitted one manuscript to a journal in late 2013.

- Leah Vanden Busch (MSc, UNBC, 2010-) (ELP)

Leah began an MSc program in Sept 2010 and is co-supervised by ELP and John Rex (QRRC's first PhD graduate, and Geography Program Adjunct Professor). She is looking at the movement of marine-derived nutrients in the hypohoreic zone of streams in order to determine the spatial and temporal extent of nutrient retention in the riparian zone of salmon bearing streams. While much literature has suggested that bears and wildlife are responsible for moving the carcasses and nutrients to the riparian we are testing the impact of mixing of stream and groundwater in these regions. Her work is focused on DFO's Horsefly Spawning Channel. Leah was awarded the Peace-Williston Aquatic Research Scholarship for 2011 and her project has been partially funded by the BC Real Estate Foundation Grant. She too hopes to graduate in 2015.

- Titi Kunkel (PhD, UNBC, 2008 –2014) (ELP)

Titi was working with First Nations groups in the Cariboo-Chilcotin region to evaluate if and how a First Nations' values synchronize with resource development on territorial lands. She worked with the Nazca First Nations to assist their evaluation of geothermal energy development and secondly identified parameters characterizing perceptions of Native Space from interviews and hearings associated with mining development in the Chilcotin. She organized an Alternate Energy meeting held in Williams Lake in October 2010 as a means to disseminate information on bioenergy, solar power and geothermal energy options. She successfully defended her thesis in April 2014 and is currently working at UNBC – Quesnel campus as a lecturer.

- Alex Koiter (PhD, UNBC, 2010-) (PNO and ELP)

Alex is looking at improving methods to fingerprint sediment sources in agricultural watersheds. The project is linked to the PhD project of Nick Reiffarth (described below) and the NSERC Strategic Grant (described above). In particular, Alex is looking at testing the conservative behaviour of tracers of minerogenic sediment and in improving statistical and modeling approaches to source fingerprinting. He is doing his fieldwork in the Quesnel basin (including using the QRRC flumes) and in South Tobacco Creek watershed, Manitoba. Alex is a fully funded NSERC PhD scholar. Two papers with Alex as first author were published in 2013 (noted below)

- Nick Reiffarth (PhD, UNBC, 2010-) (ELP and PNO)

Nick is looking at improving methods to fingerprint sediment sources in agricultural watersheds. The project is linked to the PhD project of Alex Koiter (described above) and the NSERC Strategic Grant (described above). In particular, Nick will look at testing the use of compound-specific stable isotopes (CSSIs) as tracers of organic sediment. He is doing his fieldwork in the Horsefly basin and in South Tobacco Creek watershed, Manitoba.

- Barry Booth (Research Associate, UNBC, 2012-2013) (PNO and ELP)

Barry had been collaborating with LERG for a couple of years as a member of The Land Conservancy of BC, who oversees and manages parcels of riparian floodplain in the Horsefly watershed. With the demise of his position at TLC he aided us in facilitating and taking on the management of the SSHRC-funded Town Hall Series project (described above) when Erin stepped down and working with PNO on a BC Real estate Foundation Partnering Fund project (described above).

- John Rex (Adjunct Professor, Geography Program and LERG member – QRRC first PhD graduate, 2009) (ELP)

John initiated a flume-based project at the QRRC which involved ELP, Sam Albers and Alex Koiter in summer 2010. This work followed up on his PhD work (published in Nature Geoscience) investigating the fate of marine-derived nutrients (MDN) in gravel bed rivers. We evaluated the temporal and spatial significance of gravel bed storage of nutrients over a 21 day period, and a manuscript on this work was recently accepted in Earth Surface Processes and Landforms (2014). John continues to co-supervise graduate students and maintain a collaborative research project in the Horsefly watershed.

- International Undergraduates

In 2013 we had two international students working in the LERG and at the QRRC. Sanelisa Russell-Dean (Bahamian) was a work placement student who was originally enrolled in an MSc at McGill University (2012/2013 - not completed). She was based at the QRRC in the summer of 2013 and assisted PNO and ELP and our graduate students with a variety of field and laboratory activities. Also, Ben Anderson-Millington from the School of Geography, University of Plymouth, UK, began in June 2012 and completed a full year with us on LERG research. He resided at QRRC for 6 months and assisted graduate students in the field and processed samples in the QRRC

and UNBC labs. He was then based at UNBC in Prince George where he assisted with laboratory analysis of samples and other duties.

- Undergraduate/Graduate Research Assistants

Aurora Gagnon, a UNBC biochemistry student, won an NSERC summer undergraduate research award which supported Nick Reiffarth (ELP) in his PhD research in the organic chemistry lab at UNBC. She continued to work with Nick in the fall 2013 and winter 2014 terms with funding from ELP. In winter 2013 Orla Tobin was hired (ELP) to assist Sam Albers develop a library database and generate a local literature list which is on the QRRC website. One UNBC undergraduate student (Deanna Lindzen-Bibbs) and one graduate student (Ty Smith) were hired by PNO to work on LERG projects for several months in 2013. In 2013, one summer student was hired and worked for a six week period to assist at the QRRC. Chris Jones (BSc, SFU, Biology) was with LERG in June and July. Petticrew and Owens did not have graduate students working or living extensively at the QRRC (as we were both on sabbatical from July 2013) so there was less need for summer student support at the field station.

Research collaborations

- BC Ministry of Forests and Range, and University of British Columbia (UBC)

This is on-going collaboration between UNBC (PNO and ELP), BC MFLNRO (Tim Giles) and UBC (Prof. Dan Moore and Dr Brett Eaton) documenting the response of a watershed near Kamloops to the 2003 McLure wildfire.

- Department of Fisheries and Oceans (DFO) (three different collaborations)

This collaboration involves the use of the Horsefly Spawning Channel as a research tool to evaluate salmon nutrient delivery and retention in streams. The channel was used extensively in 2009 (Albers, MSc) and again extensively in 2011 by Vanden Busch (MSc). This collaboration with DFO is extremely helpful and we hope to continue to use the channel for future experiments. There is the potential to work in collaboration with Judy Hillaby in 2014 on the channel.

DFO (Vancouver – Erland McIssac), has generously allowed us the use of a 31' travel trailer for use in LERG research. It was picked up and installed at the DFO site at the Horsefly Spawning Channel in 2009 for use in the graduate research program of Albers and in 2011 for Vanden Busch's MSc research. It has been used on the QRRC site as both overflow accommodation and as a field office in years when it is not off site.

Drs Svein Vagle, Eddy Carmack and John Morrison have been involved in a research project in Horsefly Bay of Quesnel Lake. These researchers from DFO's Institute of Ocean Sciences have been instrumenting parts of Quesnel Lake to monitor the physical dynamics of water movement since ~ 2000. In 2012 and 2013 ELP obtained a BC Real Estate Foundation Partnering Fund grant to fund their travel and accommodation at QRRC during the period of deployment and collection of instrumentation. They collaborated on the Horsefly Bay project by adding three moorings with physical and biological recording instruments in the bay to allow the tracking of the river plume. This project has been successful but was pared down in 2013 while ELP was on sabbatical but will continue with a new graduate student involved in 2014.

- Utrecht University, the Netherlands

This is on-going collaboration with Dr Marcel van der Perk. Three MSc students from Utrecht undertook their field work out of the QRRC in 2012 (Deirdre Clark, Marjolein Vogels and Arno Slager) working on projects involving the effects of mining on heavy metals in the Horsefly watershed and water flow in gravel beds using the QRRC flumes. These students analysed their data and completed their degrees in 2013. PNO visited them in March 2013 in Utrecht to assist with this during his sabbatical.

- Plymouth University, UK

This involves collaboration with Dr Will Blake on the McLure wildfire project near Kamloops (described above) and undergraduate exchanges (e.g. Ben Anderson Millington in 2012/2013). The former research collaboration involves the analysis of soil and sediment samples at Will's Consolidated Radioisotope Facility laboratory at the University of Plymouth.

- UNBC

We are actively collaborating and discussing our research activities with other faculty (Stephen Déry, Brian Menounos, Mike Rutherford and Kerry Reimer) and students at UNBC on hydro-meteorological, geomorphological and environmental chemistry research in the Quesnel watershed.

Outreach activities

We were involved in attending (representing UNBC, LERG and QRRRC) and organizing several outreach activities at the local, national and international level. These included:

- We each co-organised a session (oral and poster) at the European Geosciences Union annual conference in Vienna, April 2013 entitled *Transfer of sediments and associated substances in catchment and river systems*. (ELP) and *Quantifying sources and travel times of fine sediment in river basins* (PNO). We gave several oral and poster presentations at this conference (see *Dissemination* section). PNO also co-organised a session at the Canadian Society of Soil Science annual meeting in Saskatoon in July 2013 entitled *Environmental footprinting and fingerprinting*. Koiter presented his PhD research results in this session.
- ELP attended Canadian Geophysical Union Annual Meeting in Saskatoon, Saskatchewan in May 2013 with Koiter and Reiffarth who both presented talks on their PhD research on fingerprinting and tracing of soils and sediment.
- Dominic Reiffarth attended the International Atomic Energy Association (IAEA) Coordinated Research Project workshop on soil and sediment tracers at the IAEA United Nations headquarters in Vienna, Austria (Nov. 2013) to represent our work on organic fingerprinting methods (Reiffarth PhD research).
- Alex Koiter (and fellow UNBC graduate student Stefanie LaZerte) gave a presentation "From birds to soils: what is the connection" to grade 8 and 9 science students at Columneetza High School in Williams Lake in November 2013. Sue Hemphill helped to coordinate this activity.
- PNO gave several presentations during his sabbatical which included aspects of the research activities described above (e.g. wildfire or proglacial research) in addition to a description of research and teaching opportunities at the QRRRC (including disseminating QRRRC fliers specially prepared by PNO, ELP and Sam Albers for these presentations). These presentations were at:
 - University of Utrecht, The Netherlands (March 2013)
 - University of Cordoba, Spain (March 2013)
 - University of Lund, Sweden (May 2013)
 - University of California-Santa Barbara (November 2013) (joint with ELP)
 - University of California-San Diego (January 2014) (joint with ELP)
- As we were away this year, we provided support (at a distance) to Sam Albers (QRRRC manager) who organised the 7th annual QRRRC workshop in October 2013, which was attended by about 35 people representing local stakeholders and community in the Quesnel watershed.

Teaching

We included our on-going research activities within the LERG in the following courses that were taught at UNBC in 2013 (note: PNO was on sabbatical during all of 2013, Petticrew for the last six months):

- NRES 803 (ELP) PhD seminar (winter 2013)
- BIO 302 (ELP) Limnology. This course was offered in the spring session as a two-week field course at the QRRC with 11 students. Sam Albers assisted with the delivery of the course with the expectation that he would be able to structure similar courses at the centre in the future. The course delivery was very well received and provided us with good student and staff input for future field course opportunities at the QRRC.

Dissemination

Oral and poster () presentations (PNO) – also see presentations described above in outreach*

- *The health and status of freshwater ecosystems in Canada: the role of science* (invited keynote). 11th International Conference on Aquatic Ecosystem Health and Management, Victoria, Canada, June 2013.
- *Investigating the role of connectivity and scale in assessing the sources of sediment in an agricultural watershed in the Canadian prairies using sediment source fingerprinting*. Technical session: Environmental footprinting and fingerprinting, Canadian Society of Soil Science, Manitoba Soil Science Society, Canadian Society of Agricultural and Forest Meteorology Joint Annual Meeting. Winnipeg, Manitoba, Canada, July 2013 (presented by Alex Koiter)
- **Evaluation of dynamic image analysis for characterizing clast particles derived from bedrock outcrops in the South Tobacco Creek Watershed*. Technical session: Environmental footprinting and fingerprinting, Canadian Society of Soil Science, Manitoba Soil Science Society, Canadian Society of Agricultural and Forest Meteorology Joint Annual Meeting, Winnipeg, Manitoba, Canada, July 2013 (Cenwei Liu lead author)
- **Preliminary assessment of sediment sources in the Lower Little Bow River watershed using ¹³⁷Cs as a tracer*. Environmental footprinting and fingerprinting. Canadian Society of Soil Science, Manitoba Soil Science Society, Canadian Society of Agricultural and Forest Meteorology Joint Annual Meeting. Winnipeg, Manitoba, Canada, July 2013 (David Lobb lead author)
- **Channel morphology of the Tobacco Creek watershed in southern Manitoba*: Session on Environmental footprinting and fingerprinting. Canadian Society of Soil Science, Manitoba Soil Science Society, Canadian Society of Agricultural and Forest Meteorology Joint Annual Meeting. Winnipeg, Manitoba, Canada, July 2013 (H. Petzold, lead author)
- *Assessment of soil erosion and sedimentation in South Tobacco Creek watershed using ¹³⁷Cs as a tracer*. Technical session: Prairie hydrology. GAC-MAC 2013, Geological Association of Canada – Mineralogical Association of Canada annual conference. Winnipeg, Manitoba, Canada, May 2013 (presented by David Lobb)
- **Channel morphology of the Tobacco Creek watershed in southern Manitoba*. Technical session: Prairie hydrology. GAC-MAC 2013 Annual Conference, Geological Association of Canada – Mineralogical Association of Canada. Winnipeg, Manitoba, Canada, May 2013 (H. Petzold, lead author)
- *Location, location, location: the importance of sampling site in sediment source fingerprinting*. Canadian Geophysical Union annual meeting, Saskatoon, Canada, May 2013 (presented by Alex Koiter)
- *All fats are not equal: considerations when using fatty acids biomarkers in compound-specific stable isotope soil and sediment tracing*. Canadian Geophysical Union annual meeting, Saskatoon, Canada, May 2013 (presented by Dominic Reiffarth).
- **Suspended sediment dynamics in forefield of the rapidly deglaciating Castle Creek Glacier, British Columbia*. European Geosciences Union annual meeting, Vienna, Austria, April 2013 (Dr Tim Stott lead author)

- *Location, location, location: the importance of sampling site in sediment source fingerprinting. European Geosciences Union annual meeting, Vienna, Austria, April 2013 (Alex Koiter lead author)
- *All fats are not equal: considerations when using fatty acids biomarkers in compound-specific stable isotope soil and sediment tracing. European Geosciences Union annual meeting, Vienna, Austria, April 2013 (Dominic Reiffarth lead author).

Oral and poster () presentations (ELP)*

- **Koiter, A.J.**, Owens, P.N, Petticrew, E.L and Lobbs, D. (2013) *Location, location, location: The importance of sampling site in sediment source fingerprinting*. Canadian Geophysical Union Annual Meeting, Saskatoon, SK.
- **Reiffarth, D**, Petticrew, E.L, Owens, P.N and Lobb, D. (2013). *All fats are not equal: Considerations when using fatty acid biomarkers in compound-specific stable isotope soil and sediment tracing*. Canadian Geophysical Union Annual Meeting, Saskatoon, SK.
- **Koiter, A.J.**, Owens, P.N, Petticrew, E.L and Lobbs, D. (2013). *Investigating the role of connectivity and scale in assessing the sources of sediment in an agricultural watershed in the Canadian prairies using sediment source fingerprinting*. Technical session: Environmental footprinting and fingerprinting, Canadian Society of Soil Science, Manitoba Soil Science Society, Canadian Society of Agricultural and Forest Meteorology Joint Annual Meeting. Winnipeg, Manitoba, Canada.
- **Vanden Busch, L.M.**, Petticrew, E.L.and J.F. Rex (2013) *Seasonal storage, tropic transport and uptake of marine-derived nutrients in the hyporheic zone of the Horsefly River spawning channel, British Columbia*. American Society of Fisheries, Alaskan Chapter Meeting, Fairbanks, AK.
- ***Koiter, A.J.**, Owens, P.N, Petticrew, E.L and Lobbs, D. (2013) *Location, location, location: The importance of sampling site in sediment source fingerprinting*. European Geosciences Union Annual Meeting, Vienna, Austria.
- ***Reiffarth, D**, Petticrew, E.L, Owens, P.N and Lobb, D. (2013). *All fats are not equal: Considerations when using fatty acid biomarkers in compound-specific stable isotope soil and sediment tracing*. European Geosciences Union Annual Meeting, Vienna, Austria.
- *Kunkel, T. I., Halseth, G., Petticrew, E., Mills, A., Ghomshei, M., and R. Ellis. 2013. First Nations expectations from the Mining Industry: Lessons from the Tsilhqot'in People. World Mining Congress, Montreal, Canada.

Publications (PNO)

- Koiter, A.J., Lobb, D.A., **Owens, P.N.**, Petticrew, E.L., Tiessen, K.H.D, Li, S. (2013). Investigating the role of connectivity and scale in assessing the sources of sediment in an agricultural watershed in the Canadian prairies using sediment source fingerprinting. *Journal of Soils and Sediments*, **13**, 1676-1691.
- **Owens, P.N.**, Giles, T.R., Petticrew, E.L, Leggat, M., Moore, R.D., and Eaton, B.C. (2013). Muted responses of streamflow and suspended sediment flux in a wildfire-affected watershed. *Geomorphology*, **202**, 128-139.
- Koiter, A.J., **Owens, P.N.**, Petticrew, E.L. and Lobb, D.A. (2013). The behavioural characteristics of sediment properties and their implications for sediment fingerprinting as an approach for identifying sediment sources in river basins. *Earth-Science Reviews*, **125**, 24-42.
- Smith, H.A., Blake, W.H. and **Owens, P.N.** (2013). Discriminating fine sediment sources and the application of sediment tracers in burned catchments: a review. *Hydrological Processes*, **27**, 943-958.

Publications (ELP)

- Albers, S.J. and **Petticrew, E.L.** (2013). Biogeomorphic impacts of migration and disturbance: Implications of salmon spawning and decay. *Geomorphology* 202:43-50. doi.org/10.1016/j.geomorph.2013.02.002.

- Kunkel, T. I., Halseth, G., **Petticrew**, E., Mills, A., Ghomshei, M., and R. Ellis. 2013. First Nations expectations from the Mining Industry: Lessons from the Tsilhqot'in People. Proceedings of the World Mining Congress.
- Koiter, A.J., Lobb, D.A., Owens, P.N., **Petticrew**, E.L., Tiessen, K.H.D, Li, S. (2013). Investigating the role of connectivity and scale in assessing the sources of sediment in an agricultural watershed in the Canadian prairies using sediment source fingerprinting. *Journal of Soils and Sediments*, **13**, 1676-1691.
- Owens, P.N., Giles, T.R., **Petticrew**, E.L., Leggat, M., Moore, R.D., and Eaton, B.C. (2013). Muted responses of streamflow and suspended sediment flux in a wildfire-affected watershed. *Geomorphology*, **202**, 128-139.
- Koiter, A.J., Owens, P.N., **Petticrew**, E.L. and Lobb, D.A. (2013). The behavioural characteristics of sediment properties and their implications for sediment fingerprinting as an approach for identifying sediment sources in river basins. *Earth-Science Reviews*, **125**, 24-42.

Other relevant LERG-focused and outreach activities

In addition to the activities listed above PNO and ELP were also involved in the following activities:

- Reviewed journal and book chapter manuscripts and NSERC research grant proposals (PNO and ELP)
- Members of editorial board of *Journal of Soils and Sediments* (PNO and ELP)
- Treasurer of International Association of Sediment-Water Science (PNO)
- Co-supervised non-UNBC PhD and MSc students (PNO and ELP)
- Members of several graduate student committees (PNO and ELP)
- Numerous UNBC committees and administration activities (ELP and PNO)
- Scientific member of Gibraltar Mines Technical Advisory Committee on discharges to Fraser River (PNO)
- Scientific advisor to Prince George Regional District (Limnology) (ELP)
- External examiner for PhD student defence, Lund University, Sweden (PNO)
- External examiner for Full Professorship Application, University of London (ELP)
- Other grant applications (initiated in 2013 and continued into 2014, see below)

4) Plans for 2014:

The following outlines our on-going and planned activities for 2014.

Research funding

- Our NSERC Discovery grants will run for another four years therefore enabling us to do basic research and partly fund graduate students and HQP.
- In 2014 both PNO and ELP will each apply for another Real Estate Foundation of BC Partnering Fund.
- ELP may collaborate with Albers (QRRC) and Hillaby (DFO) to apply for Pacific Salmon Foundation funds to work on the Horsefly spawning channel evaluation.
- We will also seek other sources of funding, especially targeted funds which are associated with issues in the Quesnel watershed (i.e. Pacific salmon, climate change, mining). Indeed, to date we are working on the following grant applications (many of which were initiated in 2013):
 - CFI (Innovation Fund) – *An integrative approach to assess ecosystem change*. This application by PNO and ELP is with other members of UNBC including Sam Albers; PI is Stephen Déry. This application contains about \$500,000 for further field and lab equipment and infrastructure for the QRRC (similar to our previous CFI application).

- CFI (John R Evans Leaders Fund) – *Infrastructure to support innovations in soil erosion and sedimentation research*. This application by David Lobb (PI, U of Manitoba) and PNO is for field and laboratory equipment for fallout radionuclide and geochemical research. The field portable equipment (2 gamma spectrometers and 2 spectroradiometers) is likely to be based at the QRRC. (total application amount is ca. \$800,000; amount for QRRC is ca. \$250,000)
- USGS Powell Centre – *Advancing sediment source analysis using the sediment-fingerprinting approach*. This application involves PNO, ELP and ca. 10 other academics from Canada, the USA, Australia and Europe (total amount uncertain; funds for PNO and ELP to attend workshops and meeting in USA)
- European Union Marie Curie RISE (Research and Innovations Staff Exchange) – *Integrating isotopic techniques with Bayesian modelling for improved assessment and management of global sedimentation problems*. This project is being led by our EU collaborators and will involve PNO and ELP in workshops and training activities in the USA (total amount uncertain; funds for PNO and ELP to attend workshops in USA)
- International Atomic Energy Agency – *Climate change and its impact on glacier retreat and land-water-ecosystem quality in polar and mountain regions across the world: from assessment to action*. This project involves researchers from many countries throughout the world. PNO and ELP are involved for expert advice on use of sediment tracers in mountain watersheds in Canada. (total fund amount >\$1M; funds for PNO and ELP are to attend meetings and workshops).
- NSERC – Collaborative Research and Development (CRD) – *Contributions of climate change and hydro-electric regulation to the variability and change of freshwater-marine coupling in the Hudson Bay System*. This project involves UNBC (PNO, ELP and Stephen Déry), University of Manitoba and Manitoba Hydro. The project will look at present and predicted flows of water, sediment and chemicals into and within Hudson Bay. (Grant; >>\$1M, LERG portion ca. \$100,000)

Graduate students and Highly Qualified Personnel (HQP) – new in 2014 underlined

At present we have seven MSc students (Phillip Krauskopf, Jocelyn Joe-Strack, Mike Leggat, Kristina Anderson, Leah Vanden Busch, Richelle Sussbauer and Jake Duros) and two PhD students (Alex Koiter and Nick Reiffarth). In addition we have one Research Manager (Barry Booth) and one post-doctoral research associate (Dr Leticia Gaspar) in LERG. Including ourselves (PNO and ELP) and John Rex, the LERG consists of 14 members without considering undergraduate student assistant employees. In fall 2014 we will have another two MSc students (Kristen Kieta and Kristy Rasmus) and one post-doctoral researcher (Dr David Gateuille); bringing the total within LERG to 17. We envisage having a rotating system such that leaving/completed research students are replaced with new students.

We plan to expand the LERG to include additional graduate students and HQP, including post-doctoral and post-masters fellows. This expansion is conditional upon attracting good national and international students and HQP, and upon having available funds and infrastructure to support them. Attracting good students and HQP, such as post doctoral fellows, is partly dependent on: i) the reputation of UNBC; ii) the reputations and research profiles of the LERG and PNO/ELP; and iii) contacts and interactions with potential researchers. We will attempt to ensure that we develop (i)-(iii) so as to attract such students and HQP. Conferences, workshops and meetings represent mechanisms to achieve this.

Expansion of the research group is also dependent on financial support and associated infrastructure. Our present Landscape Ecology operating grants, and grant income (e.g. NSERC Discovery Grants) enable us to support between two and four graduate students/HQP per year. Additional students will require further financial support either through research income (e.g. as described above in *Research Funding*) or through additional funding through the Landscape Ecology Endowment. Furthermore, we presently have office space at UNBC for 6 students and HQP. Thus a larger LERG would require additional space.

Research projects and collaboration

One of our main research objectives is to develop the QRRC and Quesnel watershed as an area of research of international standing. We plan to do this through conducting high-quality research projects. Central to this is the establishment of appropriate research facilities. Thus we are in the process of upgrading and improving the laboratory and equipment through CFI and BCKDF funding (see above)

We will continue to develop existing and new collaborations with regional, national and international colleagues.

Outreach activities

Maintain and strengthen our connections to existing national and international (especially European) organizations and networks, including (* indicates organizations that we are actively involved with/support):

- *International Association for Sediment–Water Science (IASWS)
- *International Association of Hydrological Sciences (IAHS)
- *European Geosciences Union (EGU) (annual conferences are attended by about 12,000 scientists) – we will attend the annual conference in Vienna in April 2014 and will give oral and poster presentations LERG work.
- *American Society of Limnology and Oceanography (ASLO).
- *American Fisheries Society.
- *North American Lake Management Society (NALMS)
- Canadian Geomorphological Research Group (CGRG)
- *Canadian Geophysical Union (CGU)
- *Western Division of the Canadian Association of Geographers (WDCAG)
- North American Wetland Society

Develop and support local and regional outreach initiatives such as:

- Annual QRRC Research Open House (held in the fall season each year)
- Regional BC stewardship community workshops
- Local primary and secondary educational opportunities through the QRRC
- Fraser Basin Council

Teaching

Our teaching loads are relatively light due to our Research Chair positions (i.e. ca. 50% of a normal teaching load). This, therefore, partly constrains that amount of teaching that we are able to offer. However, we will continue to incorporate our research activities and broader Landscape Ecology issues in our forthcoming courses:

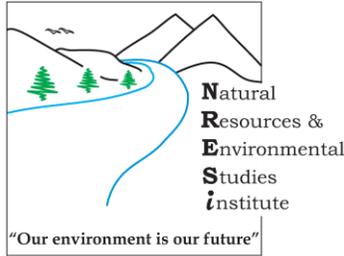
- Geography 111 – *Theory and Practice in Physical Geography* (ELP)
- Environmental Science 308 – *Northern Contaminated Environments* (PNO)
- Geography 311 – *Drainage Basin Geomorphology* (PNO)
- Geography 405/605 – *Fluvial Geomorphology* (ELP)
- Natural Resources and Environmental Studies 751 – *Processes in Geomorphology* (PNO)
- Biology 302 – *Limnology* (ELP)
- Natural Resources and Environmental Studies 803 – *Integrated Environmental Systems III* (PhD seminar) (ELP)

Dissemination

- The LERG will continue to give oral and poster presentations at regional, provincial, national and international conferences.
- The LERG will continue to publish our research in international journals, books and trade/public publications.

Thus the following papers have been accepted, submitted or are “in-press” as of April 30th 2014:

- Smith, T.A., **Owens, P.N.** (2014) Flume- and field-based evaluation of a time-integrated suspended sediment sampler for the analysis of sediment properties. *Earth Surface Processes and Landforms* doi: 10.1002/esp.3528
- Mabit, L., Muesbuger, K., Iurian, A.R., **Owens, P.N.**, Toloza, A., Alewell, C. (2014). Sampling soil and sediment depth profiles at a fine resolution with a new device for determining physical, chemical and biological properties: the Fine Increment Soil Collector (FISC). *Journal of Soils and Sediments*, **14**, 630-636.
- Benmansour, M., Mabit, L., **Owens, P.N.**, Tarján, S., Walling, D.E. (in press). The use of excess 210Pb (210Pb_{ex}) as a soil and sediment tracer. In: Use of fallout radionuclides to assess erosion and effectiveness of soil conservation strategies. A practical guide to 137Cs, 7Be and 210Pb based methods. IAEA Technical Document, IAEA, Austria.
- Mabit, L., Benmansour, M., Abril, J.M., Walling, D.E., Meusburger, K., Iurian, A.R., Bernard, C., Tarjan, S., **Owens, P.N.**, Blake, W.H., Alewell, C. (submitted). Excess lead-210 as a soil and sediment tracer in terrestrial and aquatic environments: a review. *Earth-Science Reviews* (submitted March 2013, major revisions, resubmitted March 2014, minor revisions, resubmitted June 2014)
- Smith, T.A., **Owens P.N.** (submitted). Individual and cumulative effects of agriculture, forestry and mining activities on the metal and phosphorus content of fine-grained sediment; Quesnel River basin, British Columbia, Canada. *Science of the Total Environment* (submitted April 2014, moderate revisions, resubmitted June 2014)
- Leggat, M., **Owens, P.N.**, Stott, T.A., Forrester, B., Dery S., Menounos, B. (submitted). Hydroclimatic drivers and sources of suspended sediment flux in the proglacial zone of the retreating Castle Creek glacier, Caribou Mountains, British Columbia, Canada. *Earth Surface Processes and Landforms* (submitted November 2013, major revisions)
- Rex, J.F., **Petticrew**, E.L., Albers, S.J. and Williams, N.D. (in press). The influence of Pacific salmon decay products on near-field stream bed sediment and organic matter dynamics: A flume simulation. *Earth Surface Process and Landforms*.
- Schiefer, E., **Petticrew**, E.L., Immell, R., Hassan, M.A, and Sonderegger, D.L. (2014). Land use and climate change impacts on lake sedimentation rates in western Canada. *Anthropocene* 3:61-71. <http://dx.doi.org/10.1016/j.ancene.2014.02.006>
- Albers, S.J., Dery, S. and **Petticrew**, E.L. (submitted). Flooding in the Nechako River Basin of Canada: A random forest modeling approach to flood analysis in a regulated reservoir system. *Canadian Water Resources Research* (submitted May 2014)



UNIVERSITY OF NORTHERN BRITISH
COLUMBIA

MEMORANDUM

To: Dr. Ranjana Bird, Vice President Research
Dr. Mark Dale, Chair Senate Committee on Academic Affairs

From: WB McGill

Date: 29 May 2014

Re: 2013-2014 Annual Report for the NRES Institute

Dear Drs. Bird and Dale,

As per UNBC's Policy and Procedures for Centres and Research Institutes, please find attached the 2013-2014 Annual Report for the Natural Resources and Environmental Studies Institute (NRESi) covering FY 2013-2014.

On behalf of NRES Institute, I would like to thank you for your continued support during FY 2013-2014. At the beginning of FY 2012-2013, the Institute completed a five-year Strategic Plan outlining a vision for NRESi and identifying the resources needed to move the Institute from a 'side-of-the-desk' operation to a sustainable research body at UNBC. This focus continues to be a priority for the NRES Institute and we are working to make this vision a reality. With the signing of a two-year contribution agreement to support a Biodiversity Monitoring and Assessment Program came a significant increase in overhead supporting NRESi. This has led to the hiring of the NRES Institute's Research Manager, which has added considerable capacity to move forward its objectives.

The Institute had a productive year in 2013-2014, its finances are sound and we look forward to exciting developments in 2014-2015.

Enclosures: NRESi Annual Report 2013-2014

cc: NRESi Steering Committee Members
Dr. Dan Ryan, NRESi Management Committee Member
Alex Koiter (NRES Grad Representative)

2013-2014 Annual Report of the Natural Resources and Environmental Studies Institute

29 May 2014

Overview of NRES Institute

The Natural Resources and Environmental Studies Institute (NRESi) is a formal association of UNBC faculty and affiliates that promotes and implements integrative research to address natural resource systems and human uses of the environment, including issues pertinent to northern regions with a focus on developing solutions-based approaches. Founded on and governed by the strengths of its members, the NRES Institute creates collaborative opportunities for researchers to work on complex problems and disseminate results. The NRES Institute serves to extend associations among researchers, resource managers, representatives of governments and industry, communities, and First Nations. These alliances are necessary to integrate research into management, and to keep research relevant and applicable to problems that require innovative solutions.

Our Mission

The purpose of the NRESi is to facilitate innovative and interdisciplinary research on issues relating to natural resources and the environment. Given that natural resources are the foundations of the economy of many communities in northern BC and other northern regions, and that the environment is increasingly subject to anthropogenic changes, it is important to direct efforts towards understanding these complex interrelationships to ensure environmental, social and economic sustainability. Therefore, the primary goal of NRESi is to integrate across perspectives to better understand the functions, viability, and values of natural resource and environmental systems. Helping communities affect their futures and challenging researchers to contribute to innovation through research are the consequences of this goal. NRESi fosters communication and interaction among faculty, graduate students, and associated researchers (e.g., those working at the UNBC research forests and the Quesnel River Research Centre); it also promotes connections among local communities, management agencies, and research professionals from industry and government.

What We Do

By enabling communication among researchers and potential external partners, the NRESi provides a conduit for basic and applied research opportunities from outside of the University, as well as a means to synthesize research findings for dissemination beyond academia. In addition, we create an important bridge to the NRES Graduate Programs by providing graduate students with opportunities to interact with researchers and to showcase their own research activities. Synthesis and extension is encouraged through the peer-reviewed NRESi Extension Note and NRESi Occasional Paper Series, as well as a Technical Reports publication series under development. NRESi fills a crucial role at UNBC. Environment and Natural Resources is one of the four Strategic Research Areas at UNBC. The Institute is the UNBC body whose sole focus is to support research in this area.

NRESi provides a number of 'core services' to UNBC, its members and the community including: 1) communication about Natural Resources and Environmental Studies; 2) publication

and extension; 3) providing a public face for UNBC in Natural Resources and the Environment; and, 4) facilitating research opportunities/networking/problem-solving. Over the past year, it has been working to gain additional focus on the fourth core service and will continue to work with its membership, as well as other UNBC Research Institutes, Programs and Departments, to further expand the scope and opportunities in this realm.

Activities to Support the NRESi Core Services

Several activities that could better support the Institute’s core services were outlined in the 2012 5-year Strategic Plan for the Institute:

Activities	Progress 2013 -2014
1. Work with the Office of Research and with Graduate Programs to coordinate the logistics for post-graduate internship positions as part of bridging students from the University into their area of practice.	Such Internship positions are not yet in place. Little progress to report
2. Advance forward-looking research initiatives at UNBC by hosting visionary conferences on emerging topics (e.g., cumulative effects). These events would be held jointly with other UNBC Institutes to showcase extant expertise.	A very successful Cumulative Effects Conference was held in January jointly with the CDI and HRI. http://www.unbc.ca/health-research-institute/cumulative-impacts A statement of interest has been forwarded to PICS as an outcome.
3. Support the research agenda of UNBC Institutes by providing logistical support for major collaborative research grant proposals (both proactive and reactive).	In process of identifying interest in such grants. Working collaboratively with Office of Research Services on this.
4. Write policy briefs from completed Institute research.	NRESi Annual Lecture led to an information session on Area Based Tenure that provided information for representations to Jim Snetsinger (preparing a report on Area Based Tenure for the Province).
5. Be an advocate for UNBC’s research findings in helping to shape the future. This would be facilitated by maintaining links to the provincial and federal governments (at the levels of elected members and staff).	Informal conversations with elected members. Significant coordination with Office of Research Services in past year.
6. Coordinate logistics for Institute Post-docs and visiting fellow positions. This can include work on creating a funding allocation to support such positions.	Working with Vice President (Research) on this.
7. Work with the Development Office to develop additional support for NRESi members and their graduate students	Increasing collaboration and coordination with Development Office and VP (External Relations).

Governance

The NRESi is overseen by a Director (3-year term). The Director works closely with an internal Steering Committee (three elected to 2-year terms by the membership of the Institute, one additional member representing the Pacific Institute for Climate Solutions, and another representing members of the NRES Graduate Program), who reflect the perspectives of the members of the Institute and ensure that it functions in accordance with its vision statement and purpose. From its inception, the Institute has embraced a bottom-up governance model rather than a top-down approach guided solely by a Director. Members of the Steering Committee that served partial or full terms during FY 2013-2014 are listed in Table 1.

Table 1. Steering Committee membership during FY 2013-2014.

Name	Role	Term
Bill McGill*	Director	1 July 2013 - Present
Peter Jackson	Elected Member	1 July 2013 – 30 June 2015
Art Fredeen*	Elected Member	1 January 2013 – 31 December 2014
Phil Mullins*	Elected Member	1 July 2012 – 30 June 2014
Staffan Lindgren*	NRES Grad Program Rep	No Fixed Term
Kyle Aben	PICS Representative	No Fixed Term

*Steering Committee Members who will be leaving in the 2014-2015 FY.

The Steering Committee and the NRESi in general have benefitted from the appointment in February 2014 of Leanne Elliott as Research Manager.

The NRESi Management Committee did not meet in 2013-2014. It consists of the Vice-President Research, an NRES Graduate Student (current elected student is Alex Koiter), the Dean of the College of Science and Management (Dr. Dan Ryan), and all members of the NRESi Steering Committee (chaired by the NRESi Director), normally meets annually to seek input on the performance of the Institute. Depending on her/his interest, the Dean of Graduate Programs has also participated in NRESi Management Committee meetings.

The original structure of NRESi included three guiding committees: The Steering Committee, the Management Committee and the Advisory Committee. The Advisory Committee was never formed and the Management committee hasn't always meet annually. In FY 2013-2014, a proposal was developed to merge the Management Committee and the Advisory Committee into an Advisory Panel. This proposal is under review of the membership and upon approval of the Membership of NRESi at the AGM, it will be submitted through the Vice President (Research) to UNBC Senate for final approval. It is anticipated, with acceptance of the proposal, that FY 2014-2015 will see the identification of members and inaugural meeting of this new guidance body. Members of the Advisory Panel will include: (a) *ex officio* members: VP Research as Chair, NRESi Director, VP External Relations, NRESi Research Manager, and, (b) appointed members: one Steering Committee members, five members external to the university. This committee may also seek advice, support, and involvement from scholars and administrators including the Dean of CSAM, Dean of CASHS, Dean of Graduate Programs, Chair of NRES

Graduate Committee, Directors of other Research Institutes at UNBC, and the Research Innovation Officer.

Membership

Table 2. NRESi members during FY2013-2014.

Name	Membership	Name	Membership
Aben, Kyle ^R	April 15, 2013	McGill, Bill	Full
Arocena, Lito	Full	Meletis, Zoe	Full
Burton, Philip	Full	Menounos, Brian	Full
Connell, David	Full	Mullins, Philip	Full
Costello, Allan	Full	Murray, Brent	Full
Coxson, Darwyn	Full	Nolin, Catherine	Full
Curry, John	Full	Opio, Chris	Full
Dawson, Russ	Full	Otter, Ken	Full
Déry, Stephen	Full	Owens, Philip	Full
Egger, Keith	Full	Parker, Katherine	Full
Erasmus, Daniel	Full	Petticrew, Ellen	Full
Fondahl, Gail	Full	Procter, Dennis	Full
Fredeen, Art	Full	Psyllakis, Jennifer	March 1, 2011
Garcia, Oscar	Full	Rea, Roy	Full
Gillingham, Mike	Full	Rutherford, Mike	Full
Green, Scott	Full	Ryan, Dan	Full
Haeussler, Sybille	September 25, 2012	Sambaraju, Kishan	November 19, 2011
Halseth, Greg	Full	Sanborn, Paul	Full
Hanlon, Neil	Full	Schwarzfeld, Marla ^N	October 9, 2013
Hardy, Anne	February 17, 2012	Shrimpton, Mark	Full
Hartley, Ian	Full	Shultis, John	Full
Hawkins, Chris	January 1, 2013	Stevenson, Susan	April 12, 2012
Hawley, Alex	Life Member	Sui, Jueyi	Full
Heard, Doug	March 7, 2013	Summerville, Tracy	Full
Helle, Steve	Full	Tang, Youmin	Full
Henry, Philippe	October 31, 2012	Thielman, Aynsley ^N	October 17, 2013
Huber, Dezene	Full	Thring, Ron	Full
Jackson, Peter	Full	Wheate, Roger	Full
Johnson, Chris	Full	Whitcombe, Todd	Full
Karjala, Melanie ^R	April 22, 2013	Wilkening, Ken	Full
Lautensach, Alex	Full	Wilkerson, Orland	Full
Lavallee, Loraine	Full	Wright, Pam	Full
Lewis, Kathy	Full	Young, Jane	Full
Li, Jianbing (Jason)	Full		
Lindgren, Staffan	Full		
Maher, Patrick	Full		
Massicotte, Hugues	Full		

The two new members are marked ^N and ^R indicates a renewal during the year; Associate members are indicated by the start date for their current three-year term.

There are currently 70 members of NRESi (Table 2). Membership activity during the reporting period included the addition of 2 new full members, and 3 associate members, the loss of 2 associate members, and the renewal of the terms of 2 associate members. Description of each

member's research interests, and links to additional information on each member, can be found on the NRESi web site at <http://unbc.ca/nres-institute/institute-members>.

Report on Activities for 2013-2014

General Activities

- In 2011-2012 the Institute's Steering Committee undertook a Strategic Planning process in order to identify the Institute's longer-term requirements and identify a sustainable model for the resourcing of NRESi. That 5-year plan was approved by the Steering Committee on March 26th 2012 and early in 2012-2013 the Director began meeting with members of UNBC Administration to work towards obtaining the bridge funding needed by NRESi. President Iwama generously offered to meet those short-term needs (i.e., teaching relief for the director and administrative support) for five years. Overhead funds for NRESi increased and the new Director declined the offer of teaching relief in 2013-2014. Consequently the promised funds from Dr. Iwama were not needed in 2013-2014.
- The Institute hosted 27 colloquia as part of the weekly NRESi Colloquium Series (past abstracts available at <http://unbc.ca/nres-institute/colloquium-series>). In 2013-2014 the Institute created a video archive for its colloquium presentations, which will continue, both for the colloquium and for special lectures. They can be viewed at: <http://www.unbc.ca/nres-institute/colloquium-series/archived-colloquium-series>.
- Travel costs for two external speakers were shared by the Institute.
- Special items in the Colloquium series also included:
 - The Annual NRES Grad Icebreaker (Dr. Ryan Norris, University of Guelph)
 - A colloquium by the 2013 NRESi Annual Lecture (Al Gorley, Past Chair, BC Forest Practices Board),
 - Peace Fish and Wildlife Compensation Fund lecture (Dr. Stephen McCormick, USGS, Conte Anadromous Fish Research Center)
 - Lead Colloquium by Allan Lidstone, (Director, Resource Management Objectives Branch, Forest, Lands and Natural Resource Operations) to start a 1 ½-day Tri-Institute workshop on Cumulative Environmental, Community and Health Effects of Multiple Natural Resource Developments in Northern British Columbia. It was co-hosted with the Community Development Institute and the Health Research Institute, funded by the Vice President (Research).
- We introduced live video broadcasting of colloquia using Livestream in 2013-2014. It has been popular with external colleagues.
- The 'virtual' audience attending the Elluminate and Livestream broadcasts versions of the Colloquia continued to grow. For example, the archived Livestream video of our Annual Lecture has been viewed well over 100 times.
- The 8th Annual NRES Graduate Fall Research Social was held in October 2012 to showcase the work of NRES Graduate Students and to welcome new graduate students to

the program. We continued the model of pairing this event with a presentation by a speaker nominated by the NRES Graduate Students – Dr. Ryan Norris, University of Guelph was the speaker in 2013.

- The NRESi Director applied successfully to the Peace Fish and Wildlife Compensation Fund for support of the Annual Fish and Wildlife Compensation Program (FWCP) lecture in 2013-2014. Dr. Steve McCormick was the speaker.
- The Director and Research Manager of NRESi have met with Dan Bouillon, the FWCP Peace Program Manager respecting continuation of the FWCP lectureship and research funding opportunities from the FWCP.
- This year's Annual Lecture was held on April 3rd with a presentation by Al Gorley, President of Triangle Resources Ltd. and Former Chair of the B.C. Forest Practices Board. The event also included a dinner for NRESi's members and key community partners, as well as a graduate poster session. Approximately 60 people attended the event. Al also presented during the weekly colloquium session on April 4th.
- There was one NRESi Research Extension Notes (REN) published during FY 2013-14. This REN entitled "Effects of heli-skiing on mountain goats: Recommendations for updated guidelines" by Becky Cadsand, Michael Gillingham, Doug Heard, Katherine Parker, and Garth Mowat. This paper was also awarded the prize available for NRES student-submitted Research Extension Notes. Papers in the peer-reviewed Research Extension Notes Series are available in PDF format [from http://unbc.ca/nres-institute/research-extension-note-series](http://unbc.ca/nres-institute/research-extension-note-series).
- There were no NRESi Occasional Papers published during FY 2012-13. Papers in the peer-reviewed Occasional Papers Series are available in PDF format from <http://unbc.ca/nres-institute/occasional-paper-series>.
- During this reporting period, the NRESi continued to support and promote undergraduate thesis (NRES 430) presentations. It was attended by both the public and internal UNBC participants. This year, NRESi hosted a morning event, with seven presentations.

Research

The NRESi links a community of researchers with varied backgrounds and research interests empowering them to pursue their disciplinary research in an interdisciplinary context. Consequently, many of the research initiatives undertaken by Institute members are collaborative efforts with other Institute members. Research endeavors can be broadly grouped into one or more of the following categories: *Ecological Patterns and Processes*, *Societal Structures and Values*, and *Earth Systems and Dynamics*. Individual members of the Institute have strong disciplinary expertise in the natural, physical, environmental and social sciences. The NRESi provides a forum to promote integrative research to address natural resource systems and human uses of the environment, including issues pertinent to northern regions.

Many of the projects currently being undertaken by Institute members can be viewed in a Google Earth format from the NRES website (<http://unbc.ca/sites/default/files/sections/nres-institute/projects.kmz>). The entire database was updated in 2013 and dates for the active research window have been added to each location.

Biodiversity Assessment

FY2013-2014 saw Institute members invest a considerable amount of time into a biodiversity monitoring and assessment program (BMAP) involving 15 NRESi members. Researchers have been hired, Graduate Students recruited, equipment purchased and projects initiated. The BMAP has the goal of developing best practices for pipeline and linear corridor construction and is in addition to any regulatory or First Nations' accommodations requirements.

Forest Tenure Workshop

NRESi hosted a workshop: "*Forest Tenure in British Columbia: Discussing the Options, Developing Innovative Solutions*", on Wednesday, April 16th. The goal was to build on the Annual Lecture and continue the dialogue on forest tenures in B.C. It provided a venue and brought together diverse perspectives and interests to discuss openly the challenges, benefits, and possible innovative solutions to forest tenures. With the Government of B.C.'s current forest tenure consultation process underway (from April 1st-May 30th, 2014), the event also intended to provide information for participants and the broader community to support their individual comments to the consultation (note: the intent of the event was not to come to a group consensus as to the best approach, but instead provide a venue for the sharing of knowledge, perspectives, and values). As a result of the session, the group identified some high level themes and characteristics of a forest tenure(s) system, including: a desire to improve the oversight through community engagement and incorporation of objectives; harvesting done in a way to maximize the resources and the economic return, diversification of products and value-added, while respecting non-timber values; innovative approaches to management and products developed; the requirement of full First Nations inclusion in the identification of objectives and management, as well as to allow for ease in management transition as a result of treaty settlements; tenures should be flexible and adaptable to new information or situations, as well as be fair and transparent in their approaches; incorporate social and community sustainability balanced with that of the environment; and, make required improvements to inventories and monitoring, for accuracy and accessibility. The results of the discussions will be circulated to the participants, throughout NRESi's networks, and to other community members, welcoming the sharing of the information collected and to inspire and strengthen individuals' comments into the current forest tenure consultation process.

Cumulative Effects

On Friday January 10 and Saturday January 11, 2014, a two-day event on Cumulative Environmental, Community and Health Effects of multiple Natural Resource Developments in Northern British Columbia with a focus on oil and gas was held at UNBC. This event was hosted jointly by three UNBC research institutes: Natural Resources and Environmental Studies Institute (NRESi), Health Research Institute (HRI) and Community Development Institute (CDI).

The NRESi colloquium on Friday January 10 (3:30-4:30) provided a kick-off to this event. On Friday evening, beginning at 7:00, a public panel and discussion brought together representatives from a number of sectors to engage with community members, policy makers, and researchers around this regional concern with global importance.

On Saturday, January 11, a full day workshop was offered for participants to reflect on the previous day's presentations and discussion, and to hear from a range of research, community and other perspectives. We were able to work collectively in dialogue towards a better understanding of the integration of cumulative environmental, community and health effects of natural resource developments. We had a strong response to this event, with over 100 participants informed by stimulating presentations and engaged in thoughtful discussions. Insights emerging from the workshop will be synthesized, to assist in improving and refining our understanding of cumulative effects and related frameworks.

Funding support for this dialogue was provided by the BC Oil and Gas Commission through the UNBC Office of Research. During spring of 2013, the BC Oil and Gas Commission made a contribution to UNBC to be used for seed grants. Disbursement of that donation was managed by the UNBC Office of Research. Most of the funds were allocated to individual research projects in response to an internal call for proposals. The UNBC Vice President Research set aside a small part of those funds for a joint initiative by the University's three active research institutes: the CDI, the HRI, and the NRESi. The three institutes chose to work collaboratively to begin a conversation on understanding and thinking further about the cumulative impacts of multiple natural resource development projects. This two day event marked the start of that conversation.

Budget Report

Total revenues for FY 2013-2014 came from overhead (Institute projects) and overhead redirection (member projects), residual funds from the Northern Land Use Institute, a grant from Peace Fish and Wildlife Compensation Fund to continue a lecture series.

Total expenditures included sponsorship of the NRESi Colloquium series, advertising, support for the Fall Grad Ice Breaker, support for the NRES 430 Undergraduate Thesis presentations, co-hosting the Yukon-to-Yellowstone Peace Break Workshop, office costs, and the partial support of the other special events. Our year-end closing balance was \$345,998.34. The financial situation for the institute is sound. The revenues exceeded expenditures by \$186,819.22 (Table 3).

Table 3. NRESi operating budget (30181): Summary for FY 2013-2014.

Opening Balance (April 2013)		\$159,179.12
Revenue: Commissions Travel	\$33.88	
Revenue: Research Overhead	\$231,114.07	
Revenue: Transfer	\$9,500.00	
Total Revenues (FY 13-14)		\$240,647.95
Expenditure: Labor	\$22,386.98	
Expenditure: Supplies etc.	\$6,884.55	
Expenditure: Transfer	\$24,557.20	
Total Expenditures		\$53,828.73
Year End Balance (March 2014)		\$345,998.34

The current year end balance exceeds past balances, which had hovered around \$50,000 until 2012. Continuation of such a budget situation will require continuation of the biodiversity

monitoring and assessment program (BMAP) project and / or additional projects of that size. It is critical that we address ways to do so in all our future endeavors. It will also be important to maintain a cushion in the budget to ensure against disruptions to operations between large overhead-generating projects.

The Institute has three additional endowments. The main endowment (70105) is the Northwood/Canfor endowment. This endowment gained approximately \$24,257 during 2013-2014 (Table 4). The NRESi Endowment (46055) has an FY 2013-2014 year-end balance of \$7046.17, a gain of \$1,450 (Table 5). In addition, the Linnaea Fund (34164), which is also administered by NRESi, remained unchanged with a balance of \$4,350 (Table 6). The Linnaea Fund permits the spending of the principle while the NRESi Endowment is a traditional endowment fund in which only a portion of the earnings can be used.

Table 4. Northwood/Canfor endowment (70105): year-end budget statement for FY 2013-2014.

Opening Balance (April 2013)	\$86,339.76
Revenue: Interest	\$24,256.56
Total Revenues (FY 13-14)	\$24,256.56
Expenditure:	\$0.00
Total Expenditures	\$0.00
Year End Balance (March 2014)	\$110,596.32

Table 5. NRESi Endowment (46055): year-end budget statement for FY 2013-2014.

Opening Balance (April 2013)	\$5,596.03
Revenue: Interest	\$1,220.17
Revenue: Donations	\$261.00
Total Revenues (FY 13-14)	\$1,481.17
Expenditure: Overhead recovery	\$31.03
Total Expenditures	\$31.03
Year End Balance (March 2014)	\$7,046.17

Table 6. Linnaea Fund (34164): year-end budget statement for FY 2013-2014.

Opening Balance (April 2013)	\$4,350.00
Revenue: Interest	\$58.01
Total Revenues (FY 13-14)	\$58.01
Expenditure: Overhead recovery	\$58.01
Total Expenditures	\$58.01
Year End Balance (March 2014)	\$4,350.00

The Funds held by NRESi in combination increased by \$212,526 during 2013-2014 for a combined total of 467,991 (Table 7).

Capital assets of the institute include a computer. It was purchased previously but switched at no cost for a new one of equal capacity in 2014.

Table 7. Summary of NRESi Fund totals and change during FY 2013-2014.

NRESi Funds	2013-2014 FY End	Change during FY
30181	\$345,998.34	\$186,819.22
70105	\$110,596.32	\$24,256.56
46055	\$7,046.17	\$1,450.14
34164	\$4,350.00	\$0.00
Totals	\$467,990.83	\$212,525.92

Workplan for 2013-2014

This workplan describes the activities that NRESi plans to undertake over the 2014-2015 fiscal year. Tasks will be focused on continuing to build relationships with partners and external stakeholders, developing project opportunities, engaging with its members, and sharing successes. The planned initiatives are described under five broad headings, which include a purpose, description, and desired outcomes for each. A budget can be found at the end of this report, outlining the anticipated expenditures for this year.

Project Descriptions

A. Partnerships & Project Development

Purpose: To develop partnerships and project opportunities to support the research goals of NRESi members and address the issues of UNBC’s community through solutions-based approaches.

Description of Activities:

NRESi will be working both on a reactive and proactive basis to identify project needs and opportunities on behalf of its membership, matching these needs with the expertise and experience of its members. Initiatives could be in the form of externally driven projects with partners, as well as internally led interdisciplinary membership projects. This will be approached in two ways: (a) collaboratively within the members themselves by identifying opportunities to engage on project themes and with external partners, and, (b) developing topics of interest and building connectivity within the membership through research clusters to improve grant success. Efforts will be streamlined and jointly approached together with UNBC Research Institutes, community partnership development and engagement activities, as well as working with UNBC’s Development Office, Office of Research, and External Relations. Not only is the intent to build the research capacity, scope and work of NRESi members, it would provide access to additional resources, exposure to external stakeholders of the value, benefit, and opportunities working with NRESi can provide, as well as better solidify UNBC’s standing as a small, research-intensive university.

Desired Outcomes:

- Combination of reactive and proactive research project opportunities realized with diverse stakeholders and partners, engaging a diverse set of NRESi members and expertise, identifying needs and resulting solutions

- Continued focus on developing interdisciplinary research approaches (e.g. breaking down silos, addressing complex issues)
- Collaborative partnership development and fundraising processes with other UNBC departments and Institutes are developed and implemented

B. Service to NRESi Members and UNBC

Purpose: To maintain service delivery and networking between NRESi members and other UNBC departments for knowledge sharing, celebrating successes, building on each other's strengths, and reducing duplication of efforts where possible.

Description of Activities:

NRESi will act as the public face on behalf of its members in meetings, conferences, and other events, working to promote the work of the members, Natural Resources and Environmental Studies and the NRES Graduate Program, wherever possible. It will also be UNBC's public face for environmental issues and knowledge. By engaging in this manner, NRESi will work to identify and share any project and funding opportunities it learns of or develops with its members. NRESi will work with UNBC Development Department on a continual basis to further identify opportunities and support each other's efforts. It will continue to encourage and release Research Extension Notes and Occasional Papers on behalf of its members, working with the UNBC library to catalogue and input these reports into a form that is broadly searchable through online databases, as well as exploring the development of a Technical Report series. NRESi will be undertaking a data capture exercise and building a searchable database of member expertise and research interests, to help inform projects development and knowledge on which individuals would be appropriate to engage when opportunities arise. The results of this work will also be shared within the Institute, so when a member is looking for a particular area of expertise for their research or teaching, they have access to a summarized collection of this information. This will be undertaken collaboratively with the Office of Research. NRESi will also continue and encourage the celebration of member successes through sharing new projects or key results (e.g. through the newsletter and other channels), as well as organizing the Lifetime Achievement and Distinguished Fellow awards to be recognized annually.

Desired Outcomes:

- Summary of member expertise that is shared within the membership, other Research Institutes, and UNBC's Development and External Relations Offices, as well as the Office of Research, to better understand the capacity and opportunity to engage on different topics
- Represent NRESi, its membership and UNBC at meetings and events to promote its work, the opportunities it provides, and identify project opportunities for members
- Share information to members about funding programs and partnership development initiatives
- Support the development and sharing of publications (Occasional Papers, Research Extension Notes, Technical Reports)
- Work of members is recognized, promoted and celebrated within UNBC, as well as to the broader northern British Columbia community

C. NRESi Special Projects & Events

Purpose: To engage NRESi members, UNBC, and the broader community in events on relevant topics of interest, providing the opportunity for sharing knowledge and a forum for discussion.

Description:

NRESi has built a history of bringing together research perspectives in dialogues on important issues for this region and beyond. This has been achieved through its weekly colloquium series, Annual Lecture, graduate student activities, and other special events. NRESi has worked on its own, as well as collaboratively with other UNBC Institutes, in facilitating discussions and workshops with diverse perspectives that span across disciplines on important and relevant topics. NRESi is committed to continuing these activities and building even stronger relationships with partners to develop ongoing initiatives in a collaborative manner, informed by both research and the community.

UNBC will be celebrating its 25th anniversary in 2014-2015. NRESi submitted a proposal to commemorate this milestone with activities to celebrate the past and look to the future with new opportunities. The intent is to undertake initiatives that will have a lasting legacy, while recognizing the contributions of our region to the university's success.

Desired Outcomes:

- NRESi events and joint initiatives are continued, capitalizing on collaborative opportunities with other Institutes and partners where appropriate
- Commemorate UNBC's 25th anniversary with events and initiatives that will recognize and celebrate the contributions of UNBC, NRESi, and its community, looking to the future of new opportunities, while also leaving a lasting legacy
- Continue supporting and planning NRESi activities (e.g. colloquium, Annual Lecture, graduate student engagement activities) and networking

D. Communications

Purpose: To facilitate communication within the membership, to UNBC and external stakeholders, governments, communities, and other partners.

Description:

NRESi has built a number of channels for disseminating information about activities and the work of its members, both within the Institute and to a broader community. This has historically been done through email distribution of event invitations, newsletters, and announcements. As the ways that people get information is expanding to social media and online forms of communication, NRESi will be exploring how it can engage through these venues. Initial ideas of this are to link or substitute the current newsletter with a blog, which can be pointed to on a regular basis for updates or through RSS feeds, providing the opportunity for its content to be searchable for members and the public. NRESi is also exploring, and will be engaging UNBC's Communications department, in looking at the opportunities of connecting a blog with other media such as Facebook and Twitter. The intent with these platforms is to encourage conversations between members and the Institute's partners to create a dialogue, rather than a one-sided release of information. NRESi will also be taking a close look at its website this fiscal year, identifying ways it could be better streamlined, become more user-friendly and focused on its current objectives and activities. It is recognized that some of the NRESi's messaging should be updated with the expanding direction and priorities of the Institute; this should be consistent

with any additional marketing materials and updates will be required for handouts, brochures, etc. NRESi does not have a current set of public handouts; this will need to be addressed, to support partnership development and identification of research opportunities. An additional role that NRESi could also support is better sharing information about member strengths, research (starting, underway, or completed), and expertise to demonstrate the capacity and knowledge within the Institute and opportunities for external stakeholders to engage.

Desired Outcomes:

- Newsletter linked or converted to online blog for searching, archiving
- Building NRESi's presence on social media platforms for sharing of events, information, etc.
- Update NRESi's website and marketing materials to be more user-friendly and relevant to diverse audiences, represents the current direction and objectives, are streamlined, and consistent
- Incorporate member research stories, successes, activities and results into NRESi, as well as broader UNBC communication

E. Governance & Administration

Purpose: To develop a future direction and organizational approach that works to meet the needs of NRESi and its members

Description:

NRESi will undertake member interviews that will explore the current mission, approach, and objectives of the Institute, to provide insight and advice into the needs and opportunities as the Institute plans for the future. This will take a number of different approaches, such as what the NRESi can do to directly support members and their research, as well as the role members see NRESi playing in the community and with existing and potential research partners. Through the anticipated implementation of the Advisory Panel, NRESi will be posing similar questions to this external body, to help provide insight in what this group views as the role and opportunities for NRESi in the future. The Steering Committee will continue to be an important channel for day-to-day guidance and support to NRESi, while it implements the members' and broader external stakeholders' vision. The governance theme will also include undertaking the required administrative tasks, project planning, reporting, and budgeting, so as to meet the needs of NRESi, its members, and UNBC.

Desired Outcomes:

- Completion of membership interviews to inform the direction, messaging, and opportunities for NRESi to benefit researchers and play a role in addressing the needs of the community
- Initiation and implementation of an Advisory Panel, to provide an external view of NRESi's role and opportunities
- Administration requirements needed to ensure appropriate management of the organization, including but not limited to: ongoing meetings and engagement from the Steering Committee, reporting, budgeting, project and organizational planning, etc.

Quesnel River Research Centre year end report – 2013/14

Submitted by: Sam Albers
Quesnel River Research Centre Manager

March 26, 2014



Contents

1	One year goals - Progress Report	4
1.1	Vision and Future Plans	4
1.1.1	5 year plan (%100 complete)	4
1.1.2	Adopt guiding principles, vision and mission statement	4
1.1.3	Present plan to advisory group in April 2013	5
1.2	Administration	5
1.2.1	Finish preventative maintenance plans	5
1.2.2	Work with UNBC safety coordinator to finalize QRRC safety manual	5
1.2.3	Massive update and re-organizing of QRRC's website	5
1.2.4	Upgrade site network to include shared network storage (data back-ups)	5
1.3	Facilities, Grounds and Maintenance	5
1.3.1	CFI renovation 100% complete	5
1.3.2	Develop full and partial winterization plans	6
1.3.3	HVAC maintenance for energy savings	6
1.3.4	Develop plan for Babine restoration	6
1.3.5	Develop and finalize roof and road repair	6
1.3.6	Develop maintenance fund	6
1.3.7	QRRC Capital Plan	8
1.4	Education	8
1.4.1	Host UNBC Limnology course at the QRRC	8
1.4.2	Develop a plan and budget for 2015 fall semester	8
1.4.3	Explore opportunities for an ESL science field school	8
1.5	Academic and Professional Outreach	8
1.5.1	Develop QRRC promotional materials and Produce QRRC wear	8
1.5.2	Coordinate more closely with Dr. Stephen Dery and CAMnet	9
1.5.3	During the summer, when possible, host seminar series	9
1.5.4	Develop cost-neutral proposals for community monitoring projects	9
1.6	Research Facilitation	9
1.6.1	Liaise with Northern Hydrometeorology Group and Stephen Dery	9
1.6.2	Complete Dr. Dan Heath (Windsor) salmon mating trial project	9
1.6.3	Liaise and facilitate with LERG research activities (Koiter and Reif-farth)	10
1.7	Finances	10
1.7.1	Budgetary	10
1.7.2	Grant Applications	10
1.8	Professional Development	10
1.8.1	WHMIS	10
1.8.2	Small Vessel Operators Proficiency Certificate	11
1.8.3	First Aid	11

2	Community Outreach Projects	11
2.1	Local area media attention	11
2.2	Stream2Sea program	11
2.3	Stream of dreams	12
2.4	Horsefly River Salmon Festival	12
2.5	Watershed monitoring project	12
3	Projects and Classes at the QRRC in 2013–Financials	12
3.1	Ian Pattison – Loughborough University	12
3.2	Svein Vagle – DFO	12
3.3	Biology 302 – Limnology	13
3.4	Forestry 425–Paul Sanborn	13
3.5	Richard Jones – Exeter University	13
3.6	Stephen Dery–CAMnet	13
3.7	Landscape Ecology Research Group	13
3.8	Geography 111–Dr. Brian Menounos	14
3.9	Patenaude Creek Monitoring–Sam Albers	14
3.10	Dr. Dan Heath and Sarah Lehnert–Red versus White Salmon	14
3.11	QRRC Access Road Repair	15
4	Trends in QRRC activities	15
4.1	2013/2014 salaries–A closer look	15
5	Safety Training Records	18
6	Appendix	19
6.1	Goals - 2013	20
6.2	QRRC Website Upgrade	22
6.3	QRRC Winter Plan 2013	23
6.4	QRRC Capital Plan 2013	24
6.5	Biology 302 Summary	25
6.6	Casual Country Article	26
6.7	QRRC brochure–Research	27
6.8	QRRC brochure–Education	28
6.9	AMEC Completion Report	29

List of Figures

1	Historical QRRC electricity costs. Horizontal axes represent the year in which the fiscal year ended. The portion of the bar in 2014 labeled billable is a cost recovered amount. This means that the base cost is more reasonably estimated by the box below the billable label.	7
2	Current year summary of the QRRC financial picture. Numbers in black represent sum of each cost type.	16
3	Sources of direct salary recovery for QRRC staff time.	17

List of Tables

1	Revenue generated from the Biology 302 course	8
2	Summary of grants applied for with other researchers. The intent of each grant is to bring funds or infrastructure to the QRRC.	11
3	2013/2014 QRRC projects and financial returns.	13
4	Revenue generated from Dr. Ian Pattison	13
5	Revenue generated via Dr. Petticrew’s activities at the QRRC	14
6	Revenue generated via Dr. Owens activities at the QRRC	14
7	Revenue generated from the Heath/Lehnert project at the QRRC	15

1 One year goals - Progress Report

A list of goals was drafted after my first six months as QRRC manager. The following represents a short progress report on each of those goals. I am reporting on activities up until March 01, 2014. The original goals document is included in appendix 6.1.

1.1 Vision and Future Plans

1.1.1 5 year plan (%100 complete)

The five year plan has been written, revised and is currently under consideration for adoption. Although the language is the plan is currently being edited, the spirit of the plan has guided QRRC activities for the Dean and the QRRC Manager.

1.1.2 Adopt guiding principles, vision and mission statement

Adopting the guiding principles has been delayed a result of conflicting schedules. Nevertheless, these principles have provisionally adopted and implemented.

1.1.3 Present plan to advisory group in April 2013

Upon further information, the Landscape Ecology Advisory group is not the right forum to present this plan. Rather the plan has been circulated among the QRRC Executive for revision and adoption.

1.2 Administration

1.2.1 Finish preventative maintenance plans

Considerable progress has been made on the preventative maintenance plans. In early May, 2013 several staff from the facilities department at UNBC visited the QRRC to address a range of mechanical, electrical and preventative maintenance needs. Dale Martens, has been, working on the preventative maintenance plans. A follow-up trip of facilities staff was planned for October 2013 but was canceled . Additionally, I was given preliminary instruction in the web-based preventative maintenance system website Subsequent training on this system for the QRRC facilities maintenance staff is being planned for Spring 2014.

1.2.2 Work with UNBC safety coordinator to finalize QRRC safety manual

The QRRC safety manual has been reviewed and approved by the UNBC safety officer. Additionally copies of the manual have been placed both in the lab for easy access. The safety officer has been invited to visit the QRRC in effort to work together to continue to provide a safe environment for students and staff.

1.2.3 Massive update and re-organizing of QRRC's website

Significant progress was made on updating, re-organizing and improving the look of the QRRC website. The QRRC website was recognized by the UNBC IT staff as an excellent example of webpage management (See appendix 6.2)

1.2.4 Upgrade site network to include shared network storage (data back-ups)

This goal was abandoned because the costs of setting this up (data storage, network capabilities. etc) outweighed the benefits. Most students use their own personal computers with cloud storage abilities.

1.3 Facilities, Grounds and Maintenance

1.3.1 CFI renovation 100% complete

The Canadian Foundation for Innovation/ BC Knowledge and Development Fund (CFI/BCKDF) renovation was successfully completed in 2013. The renovation was primarily completed by Laszlo Enyedy. The QRRC contributed 383 hours of Laszlo's time or \$9015.82 towards

completing the project. In contrast, CFI/BCKDF contributed approximately \$240,000 towards renovations and equipment upgrades at the QRRC. This equipment and new lab space will enable future revenue generating opportunities at the QRRC.

1.3.2 Develop full and partial winterization plans

This past winter included parental leave by the QRRC manager and a reduced schedule for the maintenance facility person. These reduced workloads resulted in significant savings in salary costs (Albers EI savings: \$7883.61; Enyedy part-time savings: \$6146.56). However, because the maintenance facility person was often working alone at the QRRC, a winter plan was drafted to outline duties and safety procedures. This plan is included in appendix 6.3.

1.3.3 HVAC maintenance for energy savings

As a part of a general trend towards energy conservation at UNBC, the QRRC has encouraged users and staff to practicing conservations measures. This includes turning offs lights and conscious use of heating. QRRC staff also identified several important energy losses and rectified the situation. Lastly, the May 2013 visit by UNBC facilities performed needed maintenance on the HVAC systems at the QRRC. All these measures combined have contributed to significant energy savings. Figure 1

1.3.4 Develop plan for Babine restoration

The initial plan for Babine restoration was for the maintenance person to use his spare time in the winter of 2013–2014 to research. Due to time constraints imposed by record snow fall and a reduced schedule, this did not happen. We are now pursuing an alternative option, whereby a qualified shipwright will finish the boat. We are currently seeking reputable and qualified people to do this. Most likely this will involve a trip to the lower mainland.

1.3.5 Develop and finalize roof and road repair

Road–Through one–time funding from the President’s executive council, the QRRC access road was repaired in the fall of 2013. As part of the preventative maintenance plans discussed above, a regular maintenance program involving culvert assessment, ditch maintenance and foliage control will be used to prevent future road damage.

Roof– The QRRC roof repair has be granted provisional approval by the PEC to pursue updated budget pricing and seek engineering information regarding the suitability of the roof plan. We are hopefully that the roof can be repaired in July or August of 2014.

1.3.6 Develop maintenance fund

Through further experience with the budgeting procedures and the *fastportal* system, it is now clear that maintenance fund would be beneficial. Rather maintenance costs can be tracked using budget codes.

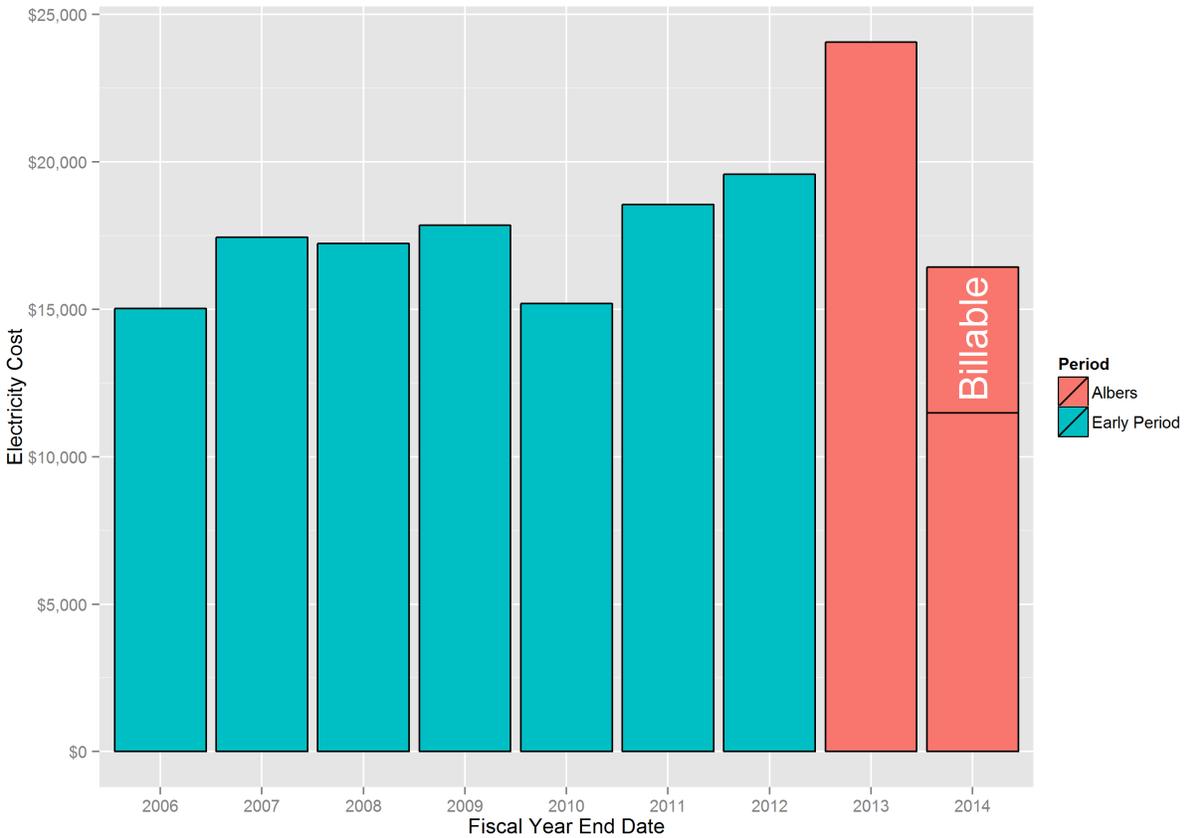


Figure 1: Historical QRRC electricity costs. Horizontal axes represent the year in which the fiscal year ended. The portion of the bar in 2014 labeled billable is a cost recovered amount. This means that the base cost is more reasonably estimated by the box below the billable label.

Table 1: Revenue generated from the Biology 302 course

Cost	Cost Type
April 20, 2013 - May 5, 2013 (11 students @ \$24.00/person/night)	\$3,960
11 students using the boat (200 L of gas,boat captain and boat cost; \$100/student)	\$1,100
Facility development charge (\$1/person/night)	\$165
Truck Usage (8 x 23 km from QRRC to boat launch site @ 0.60/km + fuel)	\$257
QRRC Staff Time (60 hours @ \$40/hours)	\$0
Total	\$5,482

1.3.7 QRRC Capital Plan

A QRRC Capital Plan was developed to begin planning for future infrastructure needs. This plan is included in appendix [6.4](#)

1.4 Education

1.4.1 Host UNBC Limnology course at the QRRC

From April 28, 2013 to May 4, 2013, the QRRC hosted Biology 302–Limnology–in Likely and on Quesnel Lake. The course was taught by Dr. Ellen Petticrew. A summary of the class is included in appendix [6.5](#). Early on in the planning process a decision was made to exclude QRRC staff time from the costs of this course. This was done both to a) learn from the experience while still giving student good value and b) to keep course fees down for students. The revenue generated from this course are summarized in table [1](#).

1.4.2 Develop a plan and budget for 2015 fall semester

Conversations on this possible field school have begun for Dr. Petticrew with the UNBC registrars office. At this time, the primary role of the QRRC is to provide logistical and budgetary advice for faculty working towards developing this program.

1.4.3 Explore opportunities for an ESL science field school

Through efforts of the Dean on behalf of the QRRC, we are currently working on an ESL field school for the early summer of 2014.

1.5 Academic and Professional Outreach

1.5.1 Develop QRRC promotional materials and Produce QRRC wear

Two QRRC brochures were developed and mailed out to universities around western Canada. In addition the brochures were placed in the Williams Lake tourism centre and the Likely General store. These brochures are included in appendix [6.7](#) and [6.8](#). One

brochure was created with a education focus and another was targetted more directly to potential researchers.

1.5.2 Coordinate more closely with Dr. Stephen Dery and CAMnet

This past year has been successful for relationship between the QRRC and Dr. Dery. Specifically, the section in the boathouse has been modified, using CFI funds, to suit Dr. Dery and his students needs.

1.5.3 During the summer, when possible, host seminar series

This goal was abandoned as the reality of public interest became apparent. Eventually a weekly or monthly seminar series would be desirable but the level of the research centre activity coupled with lukewarm community interest makes this idea impractical at this time.

1.5.4 Develop cost-neutral proposals for community monitoring projects

Grant proposals are outlined in Table 2. Each grant that was applied for was done so with a researcher that worked at the QRRC in the previous year. Specific to the above goal, the grant proposal developed together with the Oceans Network Canada

1.6 Research Facilitation

1.6.1 Liaise with Northern Hydrometeorology Group and Stephen Dery

The main thrust of this goal was to develop a module on the QRRC website to display realtime weather data being collected at the QRRC site. Several problems arose during this process. First, at the time that I was trying to do this, UNBC was doing a massive update of their website and much of the UNBC IT staff were directing their resources towards that task. Second, currently the ability is not built into the UNBC website to provide realtime data so that would process would have to be developed. Lastly, Dr. Dery is currently experiencing communication problems between his meteorological towers. Eventually this plan will come to fruition but in 2013, we experienced more technical problems that we anticipated.

1.6.2 Complete Dr. Dan Heath (Windsor) salmon mating trial project

The Dr. Heath project has been extremely successful for the QRRC. Department of Fisheries and Oceans staff, while supportive of the project, did not think that it could be done successfully at the QRRC. Through our efforts and that of Dr. Heath's student, we were able to complete this project and establish a method for future projects of this kind. Table 7 summarizes the finances of this project.

1.6.3 Liaise and facilitate with LERG research activities (Koiter and Reiffarth)

Working with LERG students is an important part of QRRC activities. Battling through a few technical issues, including non-functional boats and challenging field sites, we were able to provide significant support for LERG activities the field season. Table 6 and 5 summarize the finances from this past year associated with LERG activities.

1.7 Finances

1.7.1 Budgetary

- Accurate base QRRC operations budget
- Utilize UNBC program codes

Developing an accurate base QRRC operations budget will be an iterative process that will take several years to precisely determine. For example, recent savings on energy costs (Figure 1) may be anomalous to 2013 or indicative of the new base energy costs. However, by utilizing UNBC program and account codes, we have been more successful and tracking expenditures and revenue. Continued use of these procedures will eventually determine the base budget.

- Continue to track usage rates for personnel, equipment, facilities and, vehicles to charge accurately

These procedures were advanced from previous years as both the manager's and maintenance person's time was tracked for billing purposes. In addition, truck, bobcat and boat usage was recorded with cost recovery goals in mind. Posted and printed time sheets proved to be effective methods of keeping tracks of on-site activities.

- Add donation potential to QRRC website – track effectiveness

This idea was abandoned because of size of the administration effort involved. Once the QRRC profile is sufficiently raised, this idea might be worth exploring again in the future. However, UNBC already has an entire development office dedicated to this task and the strategic option has been to work more closely with that group.

1.7.2 Grant Applications

The potential project (with funders) outlined in Table 2 stem from a desire to connect with regional community. It is my expectation that some or all of these grants will be collaborations with local groups or individuals to address regional concerns.

1.8 Professional Development

1.8.1 WHMIS

A WHMIS course has not been taken at this time and will be deferred to the next set of goals.

Table 2: Summary of grants applied for with other researchers. The intent of each grant is to bring funds or infrastructure to the QRRC.

Grant Applied for/ Proposal Developed	Joint Applicant	Funds/ Infrastructure Transferred to QRRC
Royal Society International Exchange	Dr. Ian Pattison	\$7376
Pacific Salmon Foundation (PSF)	Oceans Network Canada	Quesnel River Research Observatory
PSF–Community Salmon Program	Dr. Dan Heath	\$14278
Real Estate Partnership Fund	Dr. Ellen Petticrew	\$5635

1.8.2 Small Vessel Operators Proficiency Certificate

The maintenance facility person has taken this course and is the QRRC’s primary boat operator.

1.8.3 First Aid

The QRRC manager has taken level 1 First Aid at the recommendation of the UNBC safety officer.

2 Community Outreach Projects

Several community outreach projects were undertaken this year at the QRRC. Each item listed below was engaged in on a volunteer basis. No financial return was realized for UNBC or the QRRC on these projects with the exception of the TD Friends of the Environment funded watershed monitoring project. However, these projects are highly visible. These include:

2.1 Local area media attention

In the spring of 2013 an article was written about the manager and the QRRC, raising our regional profile. The article is included in appendix 6.6.

2.2 Stream2Sea program

- Collection of salmon eggs and sperm to put fertilized eggs into classrooms through upper Fraser watershed
- Partnership with Columneetza Secondary School, Department of Fisheries and Oceans, Scout Island Nature Centre and Gavin Lake Forestry Camp

- QRRC component involves acquisition of eggs at the Quesnel Lake narrows and rearing eggs to eyed stage of development

2.3 Stream of dreams

- Working with the Likely Elementary School and Fraser Basin council to deliver water and salmon education to students
- Reached 11 students (entire school), 3 parents and 1 Fraser Basin council employee
- Raises local profile and helps brand QRRC beyond 'hatchery' status

2.4 Horsefly River Salmon Festival

- Volunteered to lead nature walks describing salmon habitat
- Promoted UNBC and QRRC research particularly within the watershed

2.5 Watershed monitoring project

- Funded by TD Friends of the Environment
- Monitoring Patenaude Creek for sediment/forestry interactions
- Using the project to initiate the first monitored stream in a proposed network of monitored streams
- Stream monitoring was identified as a key community concern in the 2012 science workshop series

3 Projects and Classes at the QRRC in 2013–Financials

The following sections outline this past year's financial activities. A brief summary is included in table 3.

3.1 Ian Pattison – Loughborough University

Dr. Pattison spent a week at the research centre, looking at the feasibility of photogrammetric techniques in the Quesnel River Basin. Table 4 summarizes the revenue generated by this visit.

3.2 Svein Vagle – DFO

Dr. Vagle is working with Dr. Petticrew on a Quesnel Lake monitoring project. He spent three nights at the QRRC residence generating \$87.75 of revenue.

Table 3: 2013/2014 QRRC projects and financial returns.

Project Description	Partners	Revenue/Funding Amount
Photogrammetric techniques on salmon redds	Dr. Ian Pattison (Loughborough University)	\$2,394
Biology 302	UNBC Biology Department	\$5,482
Hosting CAMnet	Dr. Stephen Dery (UNBC)	\$640
Patenaude Creek Monitoring	TD Friends of the Environment	\$1,023
Red versus White Salmon	Dr. Dan Heath (UWindsor)	\$18,708
	Total	\$28,247

Table 4: Revenue generated from Dr. Ian Pattison

Cost Type	Cost
2 people for 4 nights (\$39.00/night/person)	\$390
Rental Cost of Truck from Likely to McKinley Creek (8 trips of 110km @ \$0.65/km)	\$572
Daily rate of QRRC employees (4 days at 8 hours at \$35.00/ hr)	\$1,120
15% overhead, administration and contingency cost	\$312
Total	\$2,394

3.3 Biology 302 – Limnology

See table 1 and section 1.4.1 for full details on the Biology 302 course.

3.4 Forestry 425–Paul Sanborn

Paul Sanborn’s course resulted in two visits to the QRRC. One as a scouting missions and the other the course itself. The total revenue resulting from these visits was \$622.

3.5 Richard Jones – Exeter University

Dr. Jones from Exeter University came to do some coring on Boswell Lake. Revenue generated from this stay resulted in \$368.

3.6 Stephen Dery–CAMnet

Throughout the summer Dr. Stephen Dery and his students visited the research centre. Revenue generated from these visit totaled \$640.

3.7 Landscape Ecology Research Group

Both Dr. Petticrew (Table 5) and Dr. Owens (Table 6) have been incredibly supportive and helpful during this part year. This includes joint grant applications, diverting funds

Table 5: Revenue generated via Dr. Petticrew’s activities at the QRRC

Cost Type	Cost
Overnight costs–13 nights @ \$29.25	\$380
QRRC staff time 27 hours @ \$30.00/hour	\$810
Total	\$1190

Table 6: Revenue generated via Dr. Owens activities at the QRRC

Cost Type	Cost
Overnight costs–2 weeks @ \$234	\$468
3.5 hours of Malvern Mastersizer use (3.5 hrs @ \$20/hr)	\$70
Flume use (2 days @ \$30/day)	\$60
QRRC Staff time (1 hours @ \$40/hr)	\$40
Total	\$638

towards the QRRC and holding/planning course at the QRRC. For example revenue generated by the Biology 302 course can be traced back to efforts by Dr. Petticrew to hold the course at the QRRC. Historically, the Landscape Ecology Research Group have not paid for accommodations, QRRC staff time or operating costs. This patterns is changing with respect to the latter two items. However, QRRC accommodations fees for Landscape Ecology Research Group are still mostly waived for research students. For summer research interns, that cost is recovered by allocating 20% of their time towards strictly QRRC activities.

3.8 Geography 111–Dr. Brian Menounos

Dr. Menounos spent one night down at the QRRC with his Geography 111 class. This resulted in \$200 in revenue.

3.9 Patenaude Creek Monitoring–Sam Albers

The Patenaude creek project resulted in \$1023 in salary recovery for the QRRC Manager as well as the acquisition of several pieces of monitoring equipment that could be used for future projects or as rentals.

3.10 Dr. Dan Heath and Sarah Lehnert–Red versus White Salmon

Dr. Heath’s project was extremely successful both scientifically and financially. Table 7 summarizes the revenue generated from these activities. Dr. Heath has committed to coming back to the QRRC next year based partially on how successful the first trip was.

Table 7: Revenue generated from the Heath/Lehnert project at the QRRC

Cost Type	Cost
Residence cost	\$1929
Hydro	\$4948
Maintenance	\$1551
QRRC Staff Time	\$10280
Total	\$18708

3.11 QRRC Access Road Repair

Through one-time funding from the President’s executive council, the QRRC access road was repaired in the fall of 2013. A significant donation from Imperial Metals (Mt. Polley Mine)(\$33,690) facilitated by the QRRC manager eased some of the financial burden of this project. The importance of this investment in the QRRC can not be understated. Without a safe access road, QRRC operations would not be possible. The engineering firm retained by UNBC to supervise the road repair, AMEC, summarized the road repair by the following:

AMEC considers that the work completed has substantially achieved the design objectives, including repair of the roadway at the slide location, improvement of sight lines and debris catchment at the rock slope area, and general improvement of surface runoff and drainage along the entire roadway. These measures should enhance user safety and road performance. In the longer term, regular inspection and maintenance of the roadway should be continued such that concerns can be identified and addressed, so that the roadway remains as a safe and functional access corridor for users. Inspection items should include culvert inlets and ditch lines, and maintenance of the roadway would include periodic grading of the road surface to maintain the insloped profile and running surface (the frequency of which is dependent on traffic levels, influence of heavy rain and/or frost etc.).

A completion report by AMEC is included in appendix 6.9.

4 Trends in QRRC activities

4.1 2013/2014 salaries–A closer look

The current three-year salary plan for the QRRC manager is to generated sufficient revenue to offset the costs of a full-time manager. The original plan was for the difference to be covered by the Landscape Ecology Endowment Fund. To date no funds have been withdrawn from the endowment fund for this purpose. Figure 2 highlights the sum of all costs alongside the sum of all revenues generated for the 2013/2014 fiscal year. The difference between these two figure (i.e. profit) currently equals \$584. This number will decrease as there are still more expenditures to be tallied for the remainder of the year.

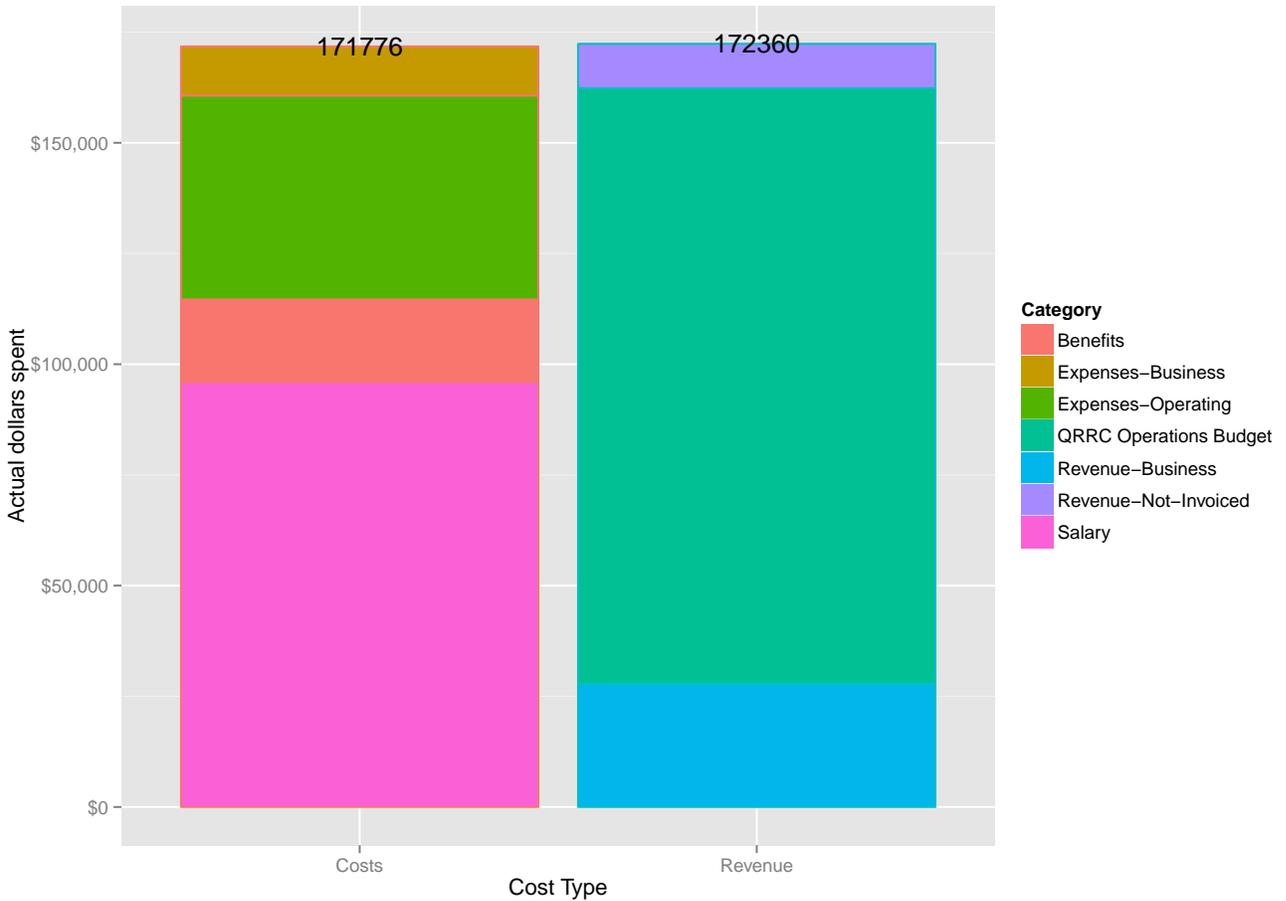


Figure 2: Current year summary of the QRRC financial picture. Numbers in black represent sum of each cost type.

Figure 3 outlines direct source of salary recovery for QRRC staff time. Almost 25% of QRRC staff time was funded by sources other than the operations budget. An important caveat is the savings resulted from the reduced winter schedule. The parental leave is not something that will be repeated in future years. The Enyedy winter schedule, however, is something that may be possible in future years.

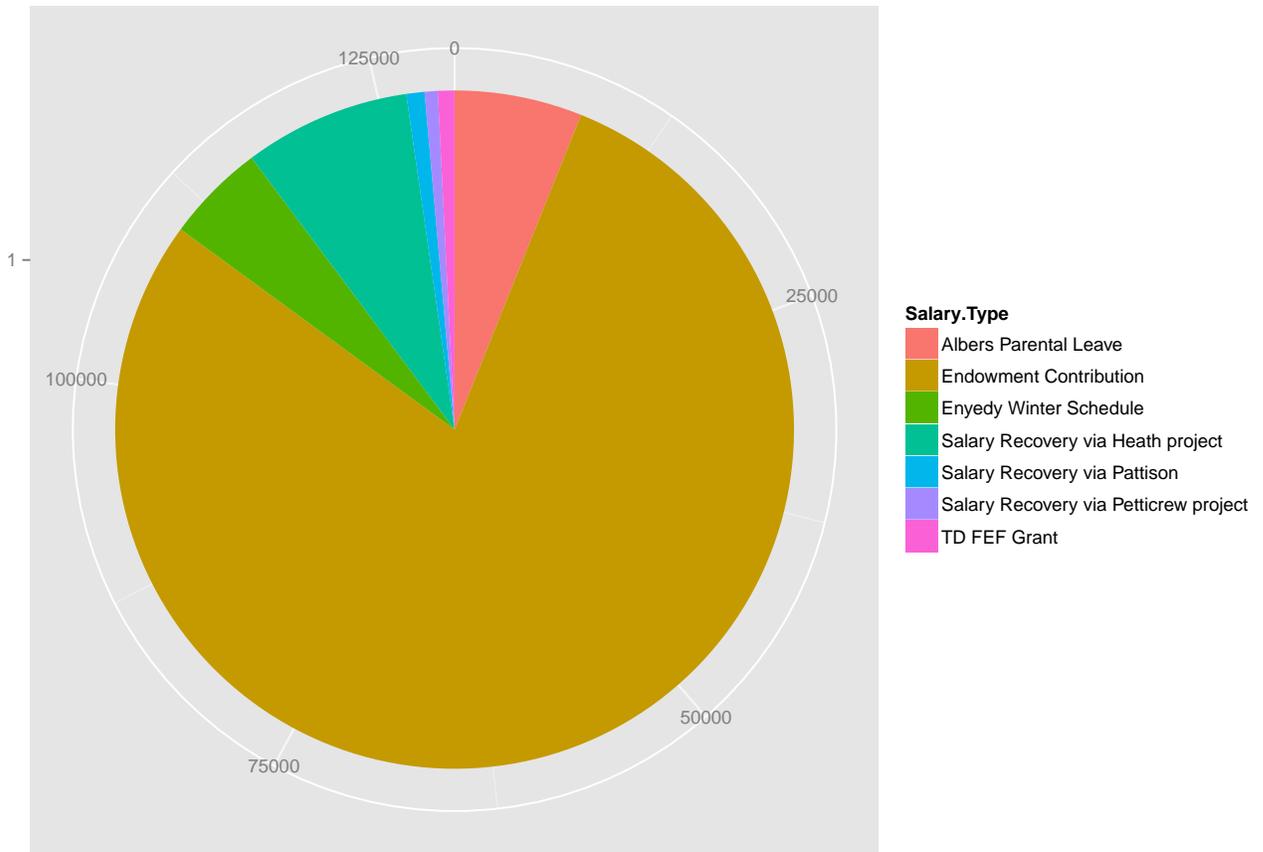


Figure 3: Sources of direct salary recovery for QRRC staff time.

5 Safety Training Records

Date Arrived	Name	User Type	Site safety orientation	QRRS Safety Manual	QRRS User Guide	Field critical data	Fieldwork Informed Consent	Request to University Vehicle	UNBC Safety Checklist	Volunteer Registration
09/07/2013	Barry Booth	Assistant	X	X	X	X	X	X		
04/09/2013	Jade Laycock	Assistant	X	X	X	X				X
14/06/2013	Sanelisa Dean	Intern	X	X	X	X	X		X	X
14/06/2013	Chris Jones	Intern	X	X	X	X	X	X	X	
21/05/2013	Alex Koiter	Ph.D Student	X	X	X	X	X	X		
11/06/2013	Sarah Lehnert	PhD Student	X	X		X	X			
11/07/2013	Dominic Reiffarth	PhD Student	X	X	X	X	X	X		
15/07/2013	John Love	Researcher	X	X	X	X	X			
15/07/2013	Richard Jones	Researcher	X	X	X	X	X			
12/09/2013	April Funk	Road Contractor	X	X	X	X				
12/09/2013	Carl Harestad	Road Contractor	X	X	X	X				
12/09/2013	Stephen Waugh	Road Contractor	X	X	X	X				
12/09/2013	Alan Pocock	Road Contractor	X	X	X	X				
12/09/2013	Don Oviatt	Road Contractor	X	X	X	X				
15/07/2013	Richard Tennat	Student	X	X	X	X	X			
15/07/2013	Charlotte Cook	Student	X	X	X	X	X			
21/04/2013	Biology 302	Students	X	X	X	X	X			
14/08/2013	Caitlin Langford	Volunteer				X	X			X
28/08/2013	Mike Doutaz	Volunteer	X			X				X
28/08/2013	Richard Bailey	Volunteer	X			X				X
28/08/2013	Rodger Stewart	Volunteer	X			X				X
28/08/2013	Russell Bobrowski	Volunteer	X			X				X
28/08/2013	Nathan Stewart	Volunteer	X			X				X
30/08/2013	Nicole Trouton	Volunteer	X			X				X
01/09/2013	Mike Burtonyk	Volunteer	X	X	X					X

Total numbers of person days at the QRRS in 2013/2014=572

6 Appendix

6.1 Goals - 2013

Goals for one year performance evaluation

QRRC Manager: Sam Albers

Proposed review date: August 2013

Vision and future plans

- 5 year plan (~%100 complete)
 - Adopt guiding principles, vision and mission statement
 - Present plan to advisory group in April 2013

Administration

- Continue preventative maintenance plans
 - Work UNBC facilities department to formalize plans
- Work with UNBC safety coordinator to finalize QRRC safety manual
 - Develop lab protocols around renovated lab
- Massive update and re-organizing of QRRC's website
 - Include news, twitter, QRRC weather, QRRC database
- Upgrade site network to include shared network storage (data back-ups)

Facilities, Grounds and Maintenance

- CFI renovation 100% complete
- Develop full and partial winterization plans
- HVAC maintenance for energy savings
- Develop plan for Babine restoration
- Develop and finalize roof and road repair plan

Education

- Successfully host Spring limnology course at QRRC
- Plan QRRC fall semester
- Explore opportunities for ESL science school

Outreach and Community Involvement

- Develop QRRC promotional materials
 - Brochures, branding
- Produce "QRRC wear"
- Coordinate more closely with Dr. Stephen Dery and CAMnet
- During the summer, when possible, host seminar series
- Develop cost-neutral proposals for community monitoring projects

Research Facilitation

- Liaise with Northern Hydrometeorology Group and Stephen Dery
 - Complete research article with Dery
 - Link CAMnet weather stations with QRRRC website
- Complete Dr. Dan Heath (Windsor) salmon mating trial project
- Continue working with LERG research activities (Koiter and Reiffarth)

Finances

- Budgetary
 - Accurate base QRRRC operations budget
 - Utilize UNBC program codes
 - Add maintenance fund
- Grant programs
 - Monitoring programs (eg, Oil and Gas Commission, Cariboo Environmental Mining Network)
 - Explore energy savings programs
- Continue to track usage rates for personnel, equipment, facilities and, vehicles to charge accurately
- Add donation potential to QRRRC website – track effectiveness

Courses to be taken or enrolled in

- WHMIS
- Small Vessel Operators Proficiency Certificate
- First aid

Employee signature: _____ Date: _____

Employer signature: _____ Date: _____

6.2 QRRC Website Upgrade

UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

the web hub

Home Videos Training Resources About Contact Us Search

Posted on May 3, 2013 by Emilie [← Previous](#) [Next →](#)

Superstar site: QRRC

Congrats to the Quesnel River Research Centre for doing such a great job cleaning up their site! Take a look at these before and after shots, I think they speak for themselves.

Homepage: Before

Quesnel River Research Centre

Welcome to the Dr. Max Blouw

Introduction QRRC is located in Likely BC.

Background QRRC was originally utilized as a fish hatchery.

Rental Rates QRRC rents accommodation, labs, office space, a meeting room and equipment.

Find Us How do you get to QRRC? The Landscape Ecology Research Group

QRRC Research Site

QRRC History

6.3 QRRC Winter Plan 2013

QRRC Winter Plan 2013-2014

Plan for Sam Albers

- Paternity leave from November 15, 2013 - February 15, 2014
- Annual report to be presented to Dean Dan Ryan February 19, 2014
- Emergency contact information for Sam during paternity leave
 - Home number: **250-243-2437**
 - Cell number: **250-889-9196**

Plan for Laszlo Enyedy

- 60% workload from November 15, 2014 – March 15, 2014
- Primary duties include snow removal, clearing and plowing. Additional duties include site maintenance as needed. Additional time will be filled by budgeting and planning Babine retrofit, potential jet boat acquisition, Chinook salmon flume monitoring and general maintenance activities.
- Workload will be flexible and in relation to snowfall
- A check-in and check-out procedure will be followed for all days that Laszlo is on site at the QRRC. Check-ins will be administered by UNBC security.
- Laszlo will track his hours over the reduced period
- Laszlo will not attempt any potentially dangerous activities while working alone on-site.

Check in/out procedure for Laszlo

1. Laszlo will **check in** with UNBC security each day he is working on site at the QRRC by calling **250-960-7058**
2. During that initial **check in** Laszlo will notify UNBC security what time he is anticipating leaving the QRRC site for that day.
3. At the specified time of Laszlo will **check out** with UNBC security.
4. If Laszlo fails to **check out** with UNBC security within 1 hour of the specified time, UNBC security will initiate the following security steps:
 - a. Call **911** to report an emergency in the Likely area at the **Quesnel River Research Centre** located at **6581 Likely Rd.**
 - b. Call Sam Albers at **1-250-243-2437**
5. If QRRC activities end up taking longer than expected Laszlo can extend the **check out** time by simply calling UNBC security.

6.4 QRRC Capital Plan 2013

Quesnel River Research Centre Short and Medium Term Capital Plan

Submitted by: Sam Albers
Quesnel River Research Centre Manager

October 31, 2013



6.5 Biology 302 Summary



Biology 302 at the QRRC

Introduction

From Sunday April 21, 2013 to Saturday May 4, 2013 the Quesnel River Research Centre (QRRC) hosted, in close partnership with the Endowed Chair of Landscape Ecology Dr. Ellen Petticrew, a full-credit University of Northern British Columbia course. For these two weeks eleven students—eating, working and sleeping at the QRRC—immersed themselves in field and lab work for a problem-based learning project in limnology. This was the first UNBC course hosted entirely at the QRRC, complimenting previous courses from UNBC and other universities that have delivered field components at the QRRC. Offering field courses and experiential learning has been and will continue to be an important part of QRRC activities. This document highlights evaluations by the students of the limnology field course and the QRRC based on cost, merit, the facility and staff (see appendix). The course content was evaluated separately via standard evaluations.



Course Summary

On their first day at the QRRC, Dr. Petticrew introduced the students to details of the watershed and the sampling gear and asked them to design a sampling program in Horsefly Bay. Over the next week, students were taken out on the boat in shifts, sampling a variety of physical, chemical and biological limnological parameters. The following week, these samples were processed in the QRRC lab, providing a class data set for a final report. A separate assignment, to analyse historical data from Horsefly Bay, provided an alternate context for their final report.

Evaluations

The vast majority of students identified that the field and laboratory portions of the course were their favourite parts:

The field portion on the boat, and the lab analysis portion were my favourite, as this collection to analysis process is not often available in other courses.

Students found the QRRC facility suitable both for their research and living needs. Students enjoyed the proximity of the residence to the laboratory allowing them to work on their own schedules. Some sampling equipment needs were identified during the course and students experienced the reality of a slow rural internet connection. These demands are currently being addressed or were previously known challenges. Overall, however, the facility itself was recognized for having modern laboratory facilities and a clean comfortable residence. Students also commented on an important element of working at field stations:

Constant interaction with the instructors and Quesnel River Research Centre staff allowed for lots of interesting discussion and learning

In addition to Dr. Petticrew, both the QRRC manager and facility maintenance person were heavily involved in facilitating the course. Students indicated that the staff were able to provide assistance in a helpful and safe manner.

6.6 Casual Country Article

92 - CASUAL COUNTRY 2013

www.wltribune.com

Only in the Cariboo Chilcotin

Likely research centre draws scientists from around the world

Gaeil Farrar
Casual Country 2013

The Quesnel River Research Centre in Likely draws researchers and science students from around the globe.

The centre is part of the University of Northern B.C. in Prince George and, as might be expected of a former fish hatchery, much of the research happening there has to do with salmon and salmon habitat.

People come from all over the world to do research at the centre or take the full credit course in limnology offered by UNBC.

Limnology is the study of lakes and Quesnel Lake is special among lakes in B.C., if not the world.

"We sit on one of the most interesting lakes in B.C.," says research centre manager Sam Albers. "It is like taking an art student to see the Sistine Chapel. In some ways the lake behaves more like an ocean and then, of course, it is also of interest as an important salmon rearing system."

He says the two-week intensive limnology course takes place at the centre in late April and early May, after regular university courses are finished and early enough for students to still find summer jobs.

The timing of the course also coincides with an interesting time of temperature change in the lake between winter and summer, Albers says.

The research centre has a dorm and communal kitchen to accommodate up to 14 visiting researchers for several months at a time.

Last year he says three masters students from the University of Utrecht in Holland and a student from Plymouth University in England worked at the centre for the entire summer.

He says the students from Holland were studying river behaviour and different aspects of tracing sediment in rivers.

The student from England is working as a research assistant on sev-

tre's maintenance supervisor, is a valuable asset for researchers with his knowledge about how to build things that are needed for experiments being conducted there.

"So much research is really done out of the hardware store so a person like Laz, who is creative mechanically, is essential," Albers says.

Albers was hired as the research centre's full-time manager last August.

Albers was quite familiar with the centre's operations having worked as a research assistant for four summers while completing his masters degree in environmental science at UNBC. He earned his bachelor of science at the University of Victoria.

Albers and his wife, Brooke, moved to Likely full-time last August as newly weds and are expecting their first baby in July.

Brooke is a teaching assistant at Likely school and spent part of the winter working on a musical with the students. She also enjoys art and is working with the Cariboo Potters Guild.

In addition to co-ordinating, organizing, and administrative work at the research centre, Albers is assisting Dr. Ellen Petticrew and Dr. Phil Owens, the Endowed Chairs of Landscape Ecology at UNBC, with their research projects.

Part of Albers' work also involves seeking out grants and partnerships to further research at the centre.

"The research station is best viewed as a resource for expertise and collaboration," Albers says.

"It is funded through a provincial endowment, but we are also trying to figure out ways to branch out and have meaningful relationships with communities. We need to see where partnerships might be formed, identify who will do the work and where funding will come from to do the work."

One of Albers' first steps toward community collaboration taken last fall was to co-host with Dr. Petticrew and Dr. Owens science town hall



Photos submitted
Rob Little of Plymouth University in England (left) and Sam Albers don't actually get their feet wet while surveying the channel bed in the Horsefly River spawning channel.

University in Williams Lake.

"These meetings were a chance for community members who work, live, and/or recreate in the Quesnel River Watershed to discuss land use issues with the research centre faculty and staff," Albers says.

For the past few years he says people have been very concerned about a marked decline in the numbers of salmon returning to spawn in the Quesnel Lake/River watershed, which includes the Horsefly River and spawning channels.

Even among scientist Albers says it is not well understood what contributes to a dominant spawning year for salmon.

This fall is supposed to be the first dominant year for salmon returns to



Sam Albers and Peng Wu (UNBC) operate a continuous flow centrifuge on the Horsefly River to remove suspended sediments from the river for subsequent analysis. The sediments, an important component of the freshwater ecosystem, were being analyzed for the presence of marine derived salmon nutrients to help draw a better picture of the role of salmon in interior watersheds.

the Quesnel Lake/River watershed since the 2009 sockeye salmon collapse.

"Many people will be looking the Quesnel sys-

tem to see if it experiences a bounce back year," Albers says.

Albers says much of his research has focused on the impact that decaying salmon has on water quality in spawning rivers for the next generations of salmon.

Based on research conducted out of the centre, Albers says there is no indication that an overabundance of decaying salmon in the river is responsible for the decline in salmon stocks.

Many of the dead or dying salmon are dragged out of the river after they spawn by bears and other predators to be eaten. Uneaten remains also provide nutrients for the forests along the river. But there is more to this commonly told story.

Research at the QRRC has focused more the stream itself, Albers says. Decaying fish nutrients can bind with sediment and algae in the water

column enhancing settling onto the stream-bed providing an in-stream ecosystem "boost."

This boost is ultimately transferred up the food web to juvenile salmon.

"Successive projects done out of the QRRC has identified some key mechanisms regulating the timing and magnitude of this boost," says Albers. "I'd like to emphasize that this is definitely one of our areas of expertise."

He says researcher, Alex Koiter, is also developing research methods outside of the fisheries context for tracing sediment through water.

Part of that research involves collecting sediment in the Beaver Valley lakes chain and setting up artificial test rivers using troughs and flumes from the old hatchery to simulate and trace the way sediment runs through water.

The studies have applications in the research around methods for maintaining clean rivers and groundwater supplies.

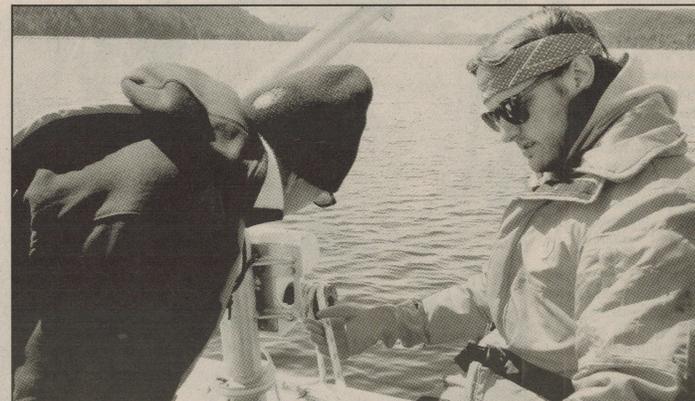
"Climate change is obviously a big issue for everyone and has an effect on the entire landscape," Albers says.

In the long term Albers will also be reviewing research studies that have been done at the centre to produce summary documents that might guide future research.

He says representatives from ranching, mining, forestry, First Nations, provincial and federal government officials and other stakeholders were invited to participate in the workshops last fall and to offer suggestions on future research.

While the centre works primarily in the study of landscape ecology, he says they don't necessarily have boundaries on what is studied there.

If they can't help, he says they may be able to refer people to organizations or researchers who can help. "Some things are out of our budget or scope but some things are not," Albers says. You don't have to be an expert to notice changes in your



6.7 QRRC brochure–Research

The QRRC

UNBC's QRRC was established in 2003 as a freshwater research facility. Since that time the research centre has served as a hub for aquatic science within the Quesnel River basin. Opportunities exist both at the QRRC and within the Quesnel watershed for collaboration and research. Right now is an excellent opportunity to become part of a growing community of scholars researching various parts of the Quesnel River landscape. To facilitate research, innovation and collaboration the QRRC offers the following services:

- + Fully equipped modern lab
- + Research flumes
- + River and lake boats
- + Wet lab facilities
- + Cutting edge research equipment
- + Fish rearing capabilities
- + Complete residence facility
- + Internet access



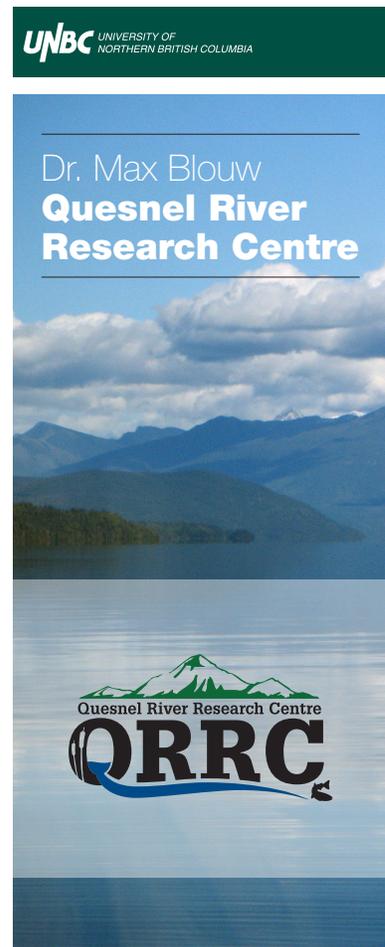
Contact

Sam Albers | Manager
Dr. Max Blouw Quesnel River Research Centre
PO Box 28, Likely, BC, Canada, V0L 1N0
Phone: **1-250-790-2031**
Fax: **1-250-790-2032**
Email: samuel.albers@unbc.ca
Web: unbc.ca/qrrc | Twitter: @QRRC_UNBC



3333 University Way | Prince George BC, Canada | V2N 4Z9

unbc.ca/qrrc



6.8 QRRC brochure–Education

Accommodation

The QRRC residence can accommodate up to 14 visitors. Only 300-m away from the main research facility, the residence is a comfortable space with a full kitchen and wireless internet, and several common areas.

Field Courses

Full instructional facilities and capabilities exist at the QRRC, providing comfortable class settings to complement a field school experience. Local knowledge of the watershed is also available to aid in developing and offering a field course. Varied landscapes and land-uses combine to make the QRRC an ideal place to hold a diverse field course.



Contact

Sam Albers | Manager

Dr. Max Blouw Quesnel River Research Centre
PO Box 28, Likely, BC, Canada, V0L 1N0
Phone: **250-790-2031**
Fax: **1-250-790-2032**
Email: samuel.albers@unbc.ca
Web: unbc.ca/qrrc | Twitter: @QRRR_UNBC

Dr. Philip N. Owens

FRBC Endowed Research Chair in Landscape Ecology
Environmental Science Program
University of Northern British Columbia
Phone: **250-960-6177**
Email: philip.owens@unbc.ca
Web: unbc.ca/owens

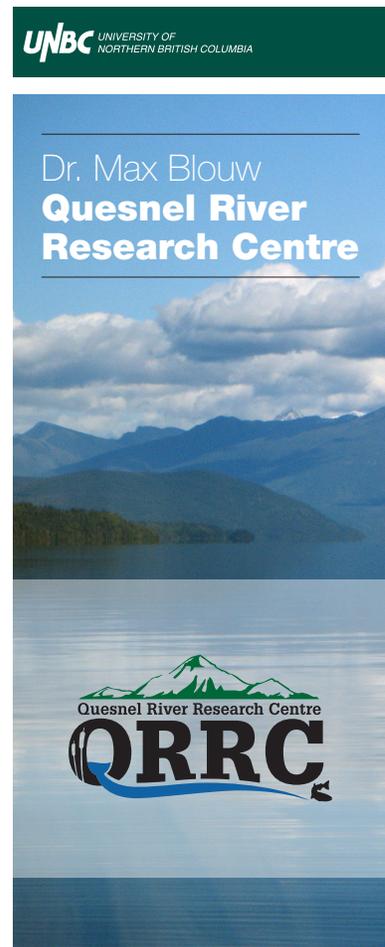
Dr. Ellen L. Petticrew

FRBC Endowed Research Chair in Landscape Ecology
Geography Program
University of Northern British Columbia
Phone: **250-960-6645**
Fax: **1-250-960-6533**
Email: ellen.petticrew@unbc.ca
Web: unbc.ca/ellen-petticrew



3333 University Way | Prince George BC, Canada | V2N 4Z9

unbc.ca/qrrc



6.9 AMEC Completion Report



Technical Memorandum

FROM: Greg Reid, P.Eng., P.Geo. (AMEC) Our ref. KX05303
TO: Shelley Rennick (UNBC) email: shelley.rennick@unbc.ca
David Claus (UNBC) email: david.claus@unbc.ca
CC: Sam Albers (UNBC) email: samuel.albers@unbc.ca

DATE: November 25, 2013

SUBJECT: **Completion Of Access Road Upgrading,
Dr. Max Blouw Quesnel River Research Centre, Likely, B.C.**

AMEC Americas Limited (AMEC) provided field review services during recent construction work to upgrade the existing access road connecting the Dr. Max Blouw Quesnel River Research Centre (QRRR) to the Likely highway. The work was carried out during the period from September 16, 2013 to October 24, 2013 by Gibraltar Rock Drilling Ltd. (Gibraltar) of Prince George, B.C. under contract T13-1412 with UNBC. This memorandum provides a brief description of the work carried out, and in addition includes a description of "extra" work items completed as part of the work program. All of the work items listed on page 7 of the contract tender form were completed by Gibraltar. An estimate of material quantities hauled from Mt. Polley and used in the construction work was compiled by Gibraltar and is attached for reference (see Gibraltar Drilling Ltd. Load Count List).

Specific comments on each main component of the repair and upgrading work are as follows. Items completed as an "extra", which were not originally anticipated but were deemed to be appropriate and technically necessary to complete the work are identified in italics.

Contract Item 3: Rock Bluff Rehabilitation:

- Removal of hazard trees/loose debris was conducted on the upper portions of the slope, and vegetation cover was removed from lower portions of the slope;
- Reconfiguration of the rock bluff toe to widen the road, and provide a ditch/debris catchment area was completed in general conformance with the design (see Plate 1 attached);
- The physical rock properties proved to be amenable to mechanical excavation, such that no drilling and blasting was required. This amounted to a trade-off in terms of construction costs: explosive purchase and drilling was avoided; however more excavator time was required to shape the slope than had been originally planned;
- *Repositioning of some of the concrete guardrail elements near the rock outcrop was recommended by AMEC and was completed by Gibraltar.* This was considered appropriate as a number of the guardrail elements had become partly buried and developed an outward lean prior to start of construction, from previous road grading work over time. Additional surfacing roadfill was placed in this segment of the site to re-establish the road surface following excavation of the inside shoulder/slope toe which would have further infilled the no-post elements if they were left in their original position. Some additional fill material was placed by Gibraltar along the outside shoulder of the roadway, and the last 6 elements at the lower elevation/east end of the guardrail were lifted up and leveled (see Photos 1 and 2, Plate 1).

Contract Item 4: Roadway Embankment Repair

- Repair of the slide area was completed in a manner consistent with the design (see Plate 2 attached), though it is noted that the quantity of large rip rap hauled was estimated to be

*AMEC Environment & Infrastructure, 913 Laval Crescent, Kamloops, B.C. V2C 5P4
phone: (250) 374-1347 fax: (250) 374-2944 www.amec.com*

approximately 180 m³ (design estimate quantity was 105 m³). The reason for the discrepancy can be attributed to the actual size and shape of the slide toe repair area developed after preparation/debris removal, and in particular the need for placement of additional material on the east side of the of the slide zone, on the margin of the temporary access trail cut into the road fill embankment to provide access for the repair.

- Because Mt. Polley staff had apparently misunderstood the original request from UNBC to supply large dimension rip rap for the repair, it became clear when at the start of this part of the work that supply of the rip rap in the manner anticipated by the contract (i.e. with Mt. Polley staff to load Gibraltar's trucks) was not feasible. A reasonable compromise was offered by Mt. Polley, as a borrow area with suitable rip rap armour was identified in an inactive part of the mine site, where Gibraltar could be permitted to use their own excavator to load the material. *AMEC requested consideration and approval for this extra item from UNBC, prior to sourcing the rip rap for the slide repair.*
- Because the temporary slope created during construction in the slide backscarp area exceeded 6 m in height (see Photo 6 Plate 2), a slope stability assessment was conducted by AMEC and a safe entry protocol was established in accordance with Worksafe BC regulations under which Gibraltar staff could access the temporary excavation area to carry out the repair. A copy of the site written safe entry protocol is attached for reference. The temporary slope was progressively infilled as the slide repair proceeded.
- One aspect of the repair work not fully conducted in the manner anticipated by AMEC was creation and rehabilitation of the temporary access trail. We had anticipated that this trail would be established mostly by excavation with minor fill placement within the original embankment footprint, and creation of a temporary stockpile along the roadway which would be re-used to restore the fill embankment when access to the lower elevation part of the repair site was no longer needed. Instead, Gibraltar's excavator operator established the trail partly by pushing fills out onto the slope in forested terrain below the original embankment toe. These new fills are loose, slightly oversteepened (at a slope gradient of up to 38°) and because they extend into mature forest it was not practical to try and reclaim them by pulling the material back upslope (see Photos 9 and 10 Plate 2). *AMEC requested that Gibraltar hand seed these fills to help establish a vegetation cover next year and reduce the potential for erosion, which was an extra item not anticipated in the original work plan.*
- Completion of the slide repair and re-establishment of the road embankment fill in the temporary trail was completed using a combination of well graded waste rock from Gibraltar, and rock excavated from the rock slope area (as discussed above). The original volume estimate for well graded waste rock (280 m³) was hauled by Gibraltar from Mt. Polley.
- One other item which AMEC provided some input on was the need for re-positioning of concrete "no-post" guardrail elements along the slope crest at the slide location after the repair was completed. AMEC considered that as the roadway was restored to its original width as a result of the repair work, there was no particular need to re-establish the guardrail units to keep traffic away from the slope crest/road shoulder. Consequently, and with approval from Sam Albers of UNBC, the guardrail units were left in a stockpile area nearby for potential future use.
- One observation made during the course of repair work was the appearance of springs/shallow seepage in the ditchline adjoining the slide area. The observed seepage is conveyed by the ditch to culvert C3, a short distance downslope from the slide area (see Photo 15 Plate 3).

Contract Item 5: Roadway Maintenance

The maintenance items for the rest of the roadway, namely culvert replacement and road surface reconfiguration were satisfactorily completed by Gibraltar (see Plate 3 attached). Several extra items were included during this part of the work as described below.

- Gibraltar completed additional hazard tree removal after mobilization to the site (outside the rock bluff area), which was not anticipated under their contract.
- Gibraltar was requested by AMEC to inspect and repair two existing culverts (C4 and C5) which were not originally identified as needing repair. This was because a small sinkhole opened up during the work in the middle of the roadway at the location of C4. On inspection it was noted that C4 consisted of two culvert segments located end to end, which had not been properly clamped together, resulting in minor erosion and formation of a gap between them. On inspection, culvert C5 was also found to be installed without clamping the pipe segments. The repairs were completed by exposing and moving the only the respective “inside” segments of C4 and C5, installing clamps, and restoring the roadway at each culvert location.
- Gibraltar was requested by QRRC staff to improve road drainage at the intersection with the residence road, to reduce the amount of runoff following the main road down to the main laboratory building. The existing road profiles and ditching upslope from the main laboratory were originally not appropriately graded/profiled to direct runoff during heavy rains off the respective roadways, resulting in puddling in the parking area adjacent to the main QRRC building. AMEC and Gibraltar concurred that a relatively minor amount of re-grading the residence roadway and intersection area could be carried out, to direct more of the runoff water into the ditch and to culvert C9 for discharge, to improve drainage in this part of the site. This work was carried out as part of the final road grading work completed by Gibraltar.
- Gibraltar recommended replacement of the old culvert markers (rebar pieces) with new markers, such that all of the new and repair culvert inlets could be marked. AMEC concurred and requested that they procure metal T-bar posts for new culvert markers, which was completed..
- With regards to the road surface profile grading (Item 5.5 of the contract), grading of the road surface was carried out to modify the road profile from centre crown to inslope as per the design. The quantity of road surface material (25 mm minus crushed aggregate) hauled from Mt. Polley was somewhat larger than originally estimated: 400 m³ as opposed to 250 m³. Two reasons contributed to the original estimate being too low: the roadway was wider than was assumed in the original estimate (6 to 7 m or more versus 5 m), and the in situ cover material along the roadway proved to be relatively thin in many areas, such that a greater thickness of imported material was needed to establish an insloped profile to direct runoff towards the ditch.
- One aspect of the work completion not detailed in the original design recommendations but warranted as a result of the road profile insloping was modification of the outside road shoulder configuration. Previously, with a centre crown profile, the outer shoulder of the road consisted of a flat strip of ground on the order of a metre wide, between the road surface and embankment slope crest. As a result of the insloped profile, the outer road surface was raised in elevation 200-300 mm above the former road shoulder/road surface. Rather than leave an abrupt drop beside the roadway, AMEC recommended that Gibraltar shape the road crest and shoulder from a flat to beveled configuration, to support the outer margin of the roadway and promote effective snow removal along the outside shoulder of the road.

Selected photos of the site which illustrate aspects of the work carried out are attached.

Discussion And Recommendations: AMEC considers that the work completed has substantially achieved the design objectives, including repair of the roadway at the slide location, improvement of sight lines and debris catchment at the rock slope area, and general improvement of surface runoff and drainage along the entire roadway. These measures should enhance user safety and road performance. In the longer term, regular inspection and maintenance of the roadway should be continued such that concerns can be identified and addressed, so that the roadway remains as a safe and functional access corridor for users. Inspection items should include culvert inlets and ditchlines, and maintenance of the roadway would include periodic grading of the road surface to maintain the insloped profile and running surface (the frequency of which is dependent on traffic levels, influence of heavy rain and/or frost etc.).

One task which should be conducted annually is an assessment of the forest cover adjoining the road for hazard trees, so any potential hazard trees can be identified and removed before they fall onto the roadway. This process was effectively commenced in 2013 as a result of the work carried out, but is considered to be incomplete, as the hazard tree assessment and removal was confined to the main road, and did not extend along the upper road to the residence, where a number of snags and potential hazard trees were observed by AMEC which should be addressed.

UNBC should consider retaining AMEC to conduct a follow up inspection in 2014, after snowmelt. The objective of the inspection would be to review the performance of the repair work, and in particular assess the stability of fill areas adjoining the slide repair and performance of the roadway and drainage improvements. We do not anticipate that there should be a need for annual inspections by a geotechnical engineer going forward, but feel that a post construction review after the first spring thaw would be prudent.

Summary and Closure: This memorandum provides an “as-built” description of repair and upgrading works carried out in 2013 along the access road to the Dr. Max Blouw Quesnel River Research centre near Likely, B.C. This report has been prepared for the exclusive use of UNBC for the specified application described within. It is based solely on visual observation of the ground surface at the site, AMEC’s general knowledge of local site conditions, and information reported by others as described herein. Any use that other parties may make of this report or any reliance on or decisions made based on it are the responsibility of such third parties. AMEC accepts no responsibility for damages, if any, suffered by any third party as a result of decisions made or actions based on information provided in this report. This report has been prepared in accordance with generally accepted geological engineering practices. No other warranty, expressed or implied, is made.

We trust this memorandum provides the information required at this time. If you have any questions or comments, please contact us at your convenience.

Yours truly,

**AMEC Environment & Infrastructure,
A division of AMEC Americas Limited**

Greg Reid, P. Eng., P. Geo, FEG, FGC
Associate Geological Engineer



reviewed by

Nick Polysou, P. Eng.
Senior Associate Geotechnical Engineer
Manager, BC Region

Attachments: Gibraltar Rock Drilling Ltd. Load Count Summary
AMEC Slope Entry Memorandum Sept 25, 2013
Plates 1-3 Selected Site Photos

GR/NP/gr
KX0503 2013 completion report.doc

Quesnel River Research Centre Access Road Repair Project

Load Counts - Product Obtained from Mount Polley Mine

1) **Large rock from mine site (1.5-2m³)** Est volume 15m³ End-dump trailer Specified

	<u>Date</u>	<u>Loads</u>	<u>Volume</u>	<u>Total</u>	
Saturday	September 21	3	15	45	
Sunday	September 22	3	15	45	
Monday	September 23	3	15	45	
Tuesday	September 24	3	15	45	
Total Volume				180 m³	105

2) **Smaller rock from mine (0.5-1m³)** Est volume 20m³ End-dump trailer

	<u>Date</u>	<u>Loads</u>	<u>Volume</u>	<u>Total</u>	
Sunday	September 29	2	20	40	
Monday	September 30	5	20	100	
Tuesday	October 1	3	20	60	
Wednesday	October 2	4	20	80	
Total Volume				280 m³	280

3) **Ballast rock from mine (pit run gravels)** Est volume 20m³ End-dump trailer

	<u>Date</u>	<u>Loads</u>	<u>Volume</u>	<u>Total</u>	
Sunday	September 29	2	20	40	
Tuesday	October 1	1	20	20	
Total Volume				60 m³	n/a

4) **3/4" Crush from mine (hired trucks)** Est volume 10m³ Tandem dump trucks

	<u>Date</u>	<u>Loads</u>	<u>Volume</u>	<u>Total</u>	
Wednesday	October 16	10	10	100	
Thursday	October 17	15	10	150	
Friday	October 18	15	10	150	
Total Volume				400	250

DATE Sept 25, 2013

TIME _____

SUBJECT KX05303-Safe Entry
Tote trail to slide repair toe

TO <u>UNBC / GIBRALTEER ROCK DRILLING</u>	CLIENT _____	PROJECT NO. _____
FROM <u>Greg Reid P. Eng. P. Geo.</u>	DESCRIPTION <u>QRRC Access Road Repair</u>	LOCATION <u>Near Likely BC</u>
(NAME OF INSPECTOR)		

MESSAGE OR INSTRUCTIONS

A temporary trail has been excavated across the road fill embankment to provide access to the base of a washout / erosion scar / bank failure for repair work. The temporary slope varies in ht from 0 - approx 8m high in a combination of native fill soils and misc embankment fill (silty sand & gravel with ban. ladders). The slope is cut at a gradient of up to 57°. Access is required for excavators to transfer rip rap blocks and place them for road repair, for a period of 3-5 days.

Access is permissible providing that the following stipulations are met

- 1) slope condition to be reviewed by geotechnical engineer / person in lead hand at the start & each work shift and determined to be stable / unchanged from the previous day. Daily inspection of crest, face, toe of slope to be completed for indications of significant change - presence of tension cracks, bulges, debris accumulation at toe.
- 2) written record of daily inspections to be kept.
- 3) Slope condition to be assessed if rain storm occurs - in heavy rain work is subject to delay / postponement until favorable weather returns and slope is deemed stable.
- 4) If any indication of instability are observed, this part of the work site should be declared "Off Limits" no access permitted until such time as the slope has been re-assessed by AMEC's geotechnical engineer.
- 5) AMEC to be contacted to arrange for assessment at 0250 374 1347 or greg.reid@amec.com
- 6) This conditional entry plan is valid providing all of the above stipulations are met. It will expire on Oct 1, 2013 unless ~~letter~~ a letter of extension is provided by AMEC by that date.
- 7) Presence of potential slope hazard to be reviewed daily by Gibraltar crew (at tailgate safety watch).

Dist - White - site, Pink - UNBC (Som Albers - site) yellow - file.

NOTE: PRELIMINARY INFORMATION ONLY - SUBJECT TO CONFIRMATION

Greg Reid P. Eng. P. Geo.
(SIGNATURE)

Plate 1 Selected Site Photos



Photo 1 above: Preconstruction view looking west/upslope along the roadway segment adjoining the rock bluff. Note the obstructed sight lines at the road corner, lack of a ditch line/debris catchment area along the slope toe, and infilled/outwards leaning barrier elements. **Photo 2 upper middle:** view from a similar location after construction. The rock slope toe area was trimmed to establish a ditch/debris catchment area along the slope toe, and vegetation was removed from the lower part of the slope. Note the concrete guardrail blocks (photo centre) were lifted and re-seated on a low fill embankment. The window of gravel along the guardrail created during grading was removed after the photo was taken. **Photo 3 upper right:** closeup view of the east/downslope end of the rock slope toe area which was reconfigured by Gibraltar. **Photo 4 lower left:** View looking westerly "around the corner" at the west end of the rock outcrop area. Note the improved sight lines along the corner, and ditchline established at the slope toe. **Photo 5 lower middle:** View looking easterly/down the road, at the central part of the rock slope which was trimmed. Note the clearing/removal of vegetation above the crest of the cut slope. Ideally, small trees which become established in this area should be removed from time to time, to prevent them from growing to mature size to the stage they may become a hazard to road users.



amec

XX0503-2013 project completion Plate 1.doc

Plate 2 Selected Site Photos



Photo 6 above: View of the temporary access trail under construction, during initial preparation for slide repair. As the temporary slope height exceeded 6 m, a written "safe entry" protocol was developed by AMEC under which Gibraltar's staff was conditionally granted access to work in the excavation. The large boulders in the photo were scavenged from the existing embankment fill and were incorporated into the lower "stack wall" part of the embankment repair. The inset view shows the temporary stockpile of rip rap armour which was obtained from Mt. Polley. **Photo 7 upper middle:** View looking upslope in the scour channel developed below the slide, at the toe of the new embankment. The boulders were placed individually on a prepared base and interlocked at a nominal 40-45° slope. The inset view shows the scale of some of the larger rip rap blocks placed at the slide toe. **Photo 8 upper right:** Panoramic view looking downslope at the former slide area, from the restored road shoulder. The dashed line marks the approximate transition from larger placed rip rap, and more variably sized angular rock (both from Mt. Polley and from the rock slope area at the site). The inset is a closeup view of the flow channel below the slide. Some rock chunks came loose during placement, and came to rest a short distance downslope in an area of irregular bedrock exposed in the debris channel created below the slide zone. The rocks are interlocked and are considered to be stable. **Photo 9 lower left:** View looking downslope across the restored road fill embankment. The dashed lines mark the approximate location of the temporary access trail. The red arrow points to the approximate location of loose fills dispersed downslope into the forest during trail construction (see Photo 10). **Photo 10 lower middle:** View looking easterly across the fill materials on the ground surface downslope from the temporary access trail. The slope of the fill is approximately 38°. **Photo 11 lower right:** Panoramic view looking up/westerly along the restored roadway and fill embankment area at the slide repair site.



amec

KX05101_2013_project_completion_Plate_2.dwg

Plate 3 Selected Site Photos



Photo 12 above: View of one of the new culverts at the site (this one is between C1 and C2 just above the first curve in the roadway). Note the use of rock armour on the bank and around the culvert inlet, and the improved ditch capacity. The inset shows a typical view of a flume installed below a culvert outlet (typical of new/repared culverts where discharge crosses a road fill embankment). **Photo 13 upper middle:** View looking along the roadway with final surface grading in progress. Note the insloped road surface profile which was developed as per design requirements. Note also the re-shaping of the road shoulder to a beveled configuration, along the outside margin of the new road surface. **Photo 14 upper right:** View looking easterly along the restored roadway at the slide area (red arrows). The culvert in the photo is C2, which was re-located just above the slide as part of the repair. The roadway was restored to its original width in the slide area and the ditch line was reinstated after construction as shown. Inset: View of the ditchline near culvert C3 just down slope/east of the slide repair. The seepage in the ditchline appeared after it was re-instated (the ditch had been temporarily infilled during slide repair). **Photo 15 lower left:** View of a small sinkhole erosion feature which opened up at the location of culvert C4 in the middle of the roadway. The inset shows a closeup view inside the sinkhole where one end of a culvert segment can be seen, indicating that there was a gap between two culvert pipes. Both the existing culverts C4 and C5 were exposed and repaired by Gibraltar, as clamps had not been used to secure the adjoining pipe segment together at either location. **Photo 16 lower middle:** View of the road shoulder and C9 culvert outlet after replacement of the old culvert, looking easterly towards the main QRRC building. **Photo 17 lower right:** View looking easterly along the upper road to the residence. Road grading and ditch improvement was in progress at the time the photo was taken. The inlet for the new C9 culvert is in the foreground of the photo. The stockpile of crushed aggregate in the photo was to be used to modify the road surface to direct more of the runoff from the upper road into the ditch and C9 culvert, rather than the previous condition where it flowed around the intersection and down towards the administration building.



amec

KX005003-2013 -project completion-Plate 3.doc

**Women North Network/Northern FIRE:
The Centre for Women’s Health Research at UNBC.
Annual Report May 1, 2013 to April 30, 2014**

A BRIEF HISTORY AND INTRODUCTION

In an effort to address some of the issues impacting the health of northern women and undertake relevant research, the Northern Secretariat of the BC Centre of Excellence for Women’s Health was established at the University of Northern British Columbia as part of a national network of Centres of Excellence initiated at a federal level in 1996. Through a wide range of health-related research and knowledge translation, the Northern Secretariat, connected to a Centre of Excellence in the lower mainland, sought to contribute to evidence-based decision-making about women’s health, health care and health promotion. As of March 31, 2001, a stand alone northern centre was established; the Northern Secretariat became Northern FIRE: The Centre for Women’s Health Research at UNBC. Despite substantive changes in the initial leadership coupled with funding challenges, a core group of UNBC researchers, students and community members have worked tirelessly (and often on a volunteer basis) to ensure the continuation and strengthening of women’s health research at UNBC and throughout the North.

One major initiative of Northern FIRE was the Women North Project, a community-based research project, funded by Status of Women Canada, which gave voice to northern women’s perceived health strengths and needs at an individual, organizational and community level. A now well known and ongoing legacy of the Women North Project is the Women North Network (WNN) – a primarily web-based network of more than 400 northern women and organizations that provides a mechanism for women to share information and develop joint health-related research, action, and policy initiatives. This virtual community of women utilizes the internet and other information and communication technology (ICT) as a means to overcome geographic and social isolation through an Email News Distribution List, two websites (WNN community site – www.womennorthnetwork.ca and UNBC site – www.unbc.ca/northernfire/) and an online networking environment. By necessity, WNN also organizes to address and overcome the digital divide that makes it difficult or impossible for some women to access ICT. The growth of WNN as an integral community-based component of Northern FIRE resulted in our transformation into the Women North Network/Northern FIRE that exists today.

B. HIGHLIGHTS OF 2013/14 ACTIVITIES

Active Research Projects

1. *Centre for Research on Gender and Social Disparities in Mental health and Addictions* (PI Marina Morrow SFU) CIHR \$1,990, 117 (2009-2015). UNBC-based Co-I: Dawn Hemingway & Indrani Margolin – UNBC-based project: *Using arts-based research methods and mentorship between older and younger women to make meaning of the recovery journey including met and unmet housing need* (\$15,000).

Student Trainees: 1 MSW student & 1 BSW student
[Ethics approval received]

2. Margolin, I. (PI) & Zimmer, L. (Co-I). Vancouver Foundation \$7000 (2014). *Bodyself: Using dance/creative movement, journaling, art and discussion, combined with education, to build self-esteem and self-knowledge for teen girls' healthy relationships.*

Student trainees: 1 BSW student

Undertaken in partnership with Surpassing Our Survival (formerly Prince George Sexual Assault Centre [Data collection June 2014])

Projects Completed – Writing/Presentations Underway

1. *Globalization and Precarious Work in Canada's North* (PI Ernie Lightman U of Toronto) SSHRC \$248,230 (2009 – 2013). UNBC-based project lead Dawn Hemingway; Co-I: Indrani Margolin & Lela Zimmer; Collaborators: Connie Kaweesi & Christina McLennan – *Health of Northern Women 45+ Experiencing Precarious Employment* (\$40,000.00).

Student trainees: two MSW students; 2 BSW students

2. *Centre for Research on Gender and Social Disparities in Mental health and Addictions* (PI Marina Morrow SFU) CIHR \$1,990, 117 (2009-2015). UNBC-based Co-I: Dawn Hemingway & Indrani Margolin – UNBC-based project: *Using arts-based research to create research spaces that encourage meaningful dialogue about gender, social inequity, recovery and mental illness* (\$15,000).

Student trainees: 3 MSW students; 1 Health Sciences undergraduate student

3. *Recovery from hysterectomy: The impact of core muscle function and perceived body on women's return to normal activity.* UNBC seed grant. Investigators: Lela Zimmer & Lois Lochhead.

Student trainees: 2 BSW students; 2 Nursing students

Publications

Margolin, I., Krupa, T., Kidd, S.A., Burnham, D., Hemingway, D., Patterson, M., & Zabkiewicz, D. (under contract with U of T Press). Using art-based methods to create research spaces that encourage meaningful dialogue about gender, social inequity, recovery and mental illness. In M. Morrow & L. H. Malcoe (Eds.) *Critical Inquiries: Theories and Methodologies for Social Justice in Mental Health*, Toronto: University of Toronto Press.

Peters, H. I., Hemingway, D., Vaillancourt, A., & Fiske, J. (2014). Rural, Northern Canadian Women's Caregiving Experiences in the Context of Economic Values [pp 181-196]. In M. Bjørnholt & A. McKay (eds.) *Counting on Marilyn Waring: New Advances in Feminist Economics*. Bradford, ON: Demeter Press. [based on previous SSHRC project data]

Fiske, J., Hemingway, D., Vaillancourt, A., Peters, H., Keith, B., Burrill, A., & McLennan, C. (2012). *Health Policy and the Politics of Citizenship: Northern Women's Care Giving in Rural British Columbia*. In B. Leipert, B. Leach, & B. Thurston (Eds.) *Rural Women's Health*. Toronto: University of Toronto Press. [based on previous SSHRC project data]

Conference Presentations

Zimmer, L., & Lochhead, L. (accepted). *Recovery from hysterectomy: The impact of core muscle function and perceived body on women's return to normal activity.* To be presented at the Canadian Association of Perinatal and Women's Health Nurses 4th National Conference, October 23-25, 2014, Regina, Saskatchewan.

Krupa, T, Kidd, S., Patterson, M., Margolin, I, Hemingway, D. & Burnham, D. (2013 May). *Expanding perspectives on gender, social inequities and recovery in the context of serious mental illness*. Panel presentation at the Critical Inquiries: Engaging theories and methodologies for researching social inequities in mental health symposium, Centre for the Study of Gender, Social Inequities, and Mental Health, Vancouver, British Columbia.

Hemingway, D., Margolin, I., Halikowski A. & McAlpin, C. (2013). *Arts, activism and recovery: Voices of Older Northern women: A preliminary look at what we learned and what we are still learning*. Research Days & Canadian Rural Health Research Society Conference, November 2013, Prince George, BC.

Invited Presentations

Hemingway, D. (2013). *Standing Together to Create an Alternative*. Presented at the Chili Blanket Anti-Poverty Event, December 2013.

Hemingway, D. (2013). *Poverty and Violence Against Women*. Presented at the National Day of Remembrance and Action on Violence Against Women, UNBC, Prince George, BC, November 2013.

Hemingway, D. (2013). *Violence Against Older Women, Take Back the Night*, Prince George, BC, September 2013

Hemingway, D., Margolin, I., Zimmer, L., & Lochhead, L. (2013). *An Examination of Health Needs of Older Women Experiencing Precarious or No Employment in Northern British Columbia*. Paper presented to the CASWE Annual Conference, May 2013, Victoria, BC.

WNN/Northern FIRE Gathering to Report Out On Our Work and Engage Other Interested Researchers & Graduate Students

Gathering to Learn About/Engage with Women North Network/Northern FIRE – November 2013 – supported by the Office of Research with Opening Remarks from Dr. Ranjana Bird and attended by 15 UNBC researchers and graduate students engaged in or interested in women's health research.

CIHR Professional Program Undergraduate Research Award: BSW student, Brenda Drazdoff, received this CIHR Award and spent summer 2013 working on projects with Women North Network/Northern FIRE.

Selected Other Activities:

- Women North Network email list serve for more than 400 northern women and women-serving organizations: Regular research participant advertising, knowledge transfer/translation/exchange, notices for education and advocacy events/undertakings, etc. [ongoing].
- 20+ women from WNN/Northern FIRE engaged in the *NCLC Women's Committee International Women's Day Event*, Prince George, March 8, 2014
- Hosted Booth at the Joint Research Days & Canadian Rural Health Research Society Conference, Prince George, BC, November 2013
- Organizing Committee for Take Back the Night event, Prince George, September 2013

- Hosted Workshop facilitated by Dr. Indrani Margolin, Take Back the Night, Prince George, September 2013
- Hosted Booth at *BC Northern Exhibition*, Prince George, August 2013
- Radio Interview with CFIS-FM re WNN/Northern FIRE research initiatives, August 2013
- Workshop and Booth at *Salmon Valley Woman's Festival*, August 2013

C. CONCLUSION

The WNN/Northern FIRE continues to provide northern women and women-serving organizations with a means to overcome geographic and social isolation, to share information and work together on a wide range of research, knowledge transfer and community development projects of common interest – all with the aim of contributing to a better quality of life and health for women, for their families and for communities across the North. Beyond northern BC, WNN/Northern FIRE is providing connection and collaboration with and between provincial, national and international networks, organizations and individuals.

As is the case in our work each year, a huge thanks goes to all the students, faculty members, community members/organizations, and research participants - along with the UNBC Office of Research and our funders - who have contributed to the ongoing building and strengthening of WNN/Northern FIRE.

Submitted by Dawn Hemingway on behalf of the WNN/Northern FIRE leadership team:

Dawn Hemingway, Associate Professor, UNBC Social Work

Lela Zimmer, Associate Professor, UNBC Nursing

Indrani Margolin, Associate Professor, UNBC Social Work

Lois Lochhead, WNN/Northern FIRE Research Associate & PhD Candidate (UBC)

John Prince Research Forest (Chuzghun Resources Corporation)

Annual Report for May 1,
2013-April 30, 2014

Submitted by Susan Grainger RPF,
Research Forest Manager

Manager Summary

The past 5 years or so have been challenging for the forest industry, and by extension research forests. However, with the improved value of logs things are now looking much better which has significantly helped the financial position of the JPRF.

From July 2011 to July 2013, Susan Grainger (JPRF Manager) had been on leave to pursue development work in the Philippines and Dexter Hodder (Research Program Manager) filled her position during her absence. Susan resumed her position last summer. The focus of forest management over the last year has been the preparation and sale of approximately 19,000 cubic meters of timber and the preparation of a timber supply analysis for the JPRF. Improvements to the JPRF facilities continued with cosmetic improvements to the Cinnabar Research Station and rehabilitation of a remote camp on the Research Forest to be used as accommodation for researchers. Initial preparations for the development of a windmill to supplement power generations was initiated in 2013. With respect to programs, the JPRF, along with UNBC



and TI'azt'en Nation partners, continue developing and implementing a long-term ecological monitoring program which has formed the core of the JPRF research program. These are headed up by Dexter Hodder (Director of Research and Education Programs) and Shannon Crowley RPBio, who with the Research Forest Manager, Susan Grainger comprise the permanent staff of the JPRF. In addition, there are six seasonal employees from the TI'azt'en communities.

JPRF has 11 active and ongoing research projects currently. Some of these are multi-faceted and involve partners including local communities, universities and government agencies. These are largely focused on wildlife ecology and range from mink ecology to issues facing moose populations to bark beetles in Douglas fir.

JPRF Background

The JPRF is a working forest with ongoing forestry activities as well as research and educational programs. The landscape is characterised by diverse forest types and ecological conditions in addition to a wide variety of social values.

TI'azt'en Nation and UNBC work together through the JPRF in a co-

management partnership to improve peoples' relationship to the land. From two worldviews the partners combine their ways of knowing the land to create an understanding of the natural world that is greater than both views independently. The Tl'azt'enne bring traditional approaches to resource management as well as a valuable history with the land. The University brings scientific and technical approaches. Both are complementary and both partners benefit from each other's knowledge.

The JPRF's management mandate is to provide for sustainable ecological function and community support. It provides a variety of opportunities for natural resource research, which complements both university requirements as well as the socio-cultural needs of the communities. Research into forest, fish and wildlife management, recreation/tourism, and community development all provide local communities with data from which to create long-term development strategies. The JPRF partners with the communities in their resource development projects as well as providing employment opportunities.

This unique arrangement also provides a natural resource planning model that can be duplicated in other regions. The co-management of a large working land-base between local First Nations and the proponent will supply knowledge on how to more effectively manage our natural resources.

Current Board of Directors

From UNBC:

Eileen Bray (Co-chair)
Dr. Chris Johnson
Dr. Scott Green
Gretchen Prystawik – MNRO

From Tl'azt'en Nation:

Charlene Tom (Co-chair)
Sebastian Anatole
Quentin Tom
Peter Erickson – Nak'azdli First Nation

Facilities

The Cinnabar Research Station is seeing increased use every year by researchers, both from UNBC and other universities as well as increased use by the community for children and youth camps and retreats. Revenues from these sources have doubled over recent years.

While student, researcher, and community use of the site remained constant this past year, we also hosted several First Nations youth camps, a soils course, the International Forestry students, local 4-H and the Western Research Forest Manager's conference.

Education

In 2013, we again hosted the NREM 333 field school as well as hosting the UNBC Fish and Wildlife Club for their annual retreat during the reading break in February.

Active Research Projects

Currently, the JPRF has 11 independent research projects. These projects include:

1. Using otter and mink to measure mercury contamination
2. Moose population ecology
3. Lynx detection and occupancy.
4. Marten habitat selection and occupancy.
5. Mink winter ecology and occupancy patterns.
6. Long-term meso-carnivore occupancy patterns in JPRF.
7. Managing special habitat features in forest management operations (blk 67).
8. Measuring mercury contamination in Sb needles
9. Serpentine soils project
10. Otter behaviour.
11. Douglas-fir beetle research

In addition, we are contributing to a large, on-going, community-based, land use planning project with Tl'azt'en Nation and have been participating in a provincial hummingbird banding program.

Some Recent Publications

Hodder D.P., C. J. Johnson, R.V. Rea, and A. Zedrosser. 2014. Application of a species distribution model to identify and manage bear denning habitat in central British Columbia, Canada. *Wildlife Biology*. 20(4): 238-245. DOI: 10.2981/wlb.00037.

Crowley, S., D.P. Hodder and K. Larsen. 2013. Patterns of Canada lynx (*Lynx canadensis*) detection and behaviour using remote cameras during the breeding season. *Canadian Field Naturalist*. 127(4):310-318.

Hodder D.P., R.V. Rea, and S. Crowley. 2013. Diet Content and Overlap of Sympatric Mule Deer (*Odocoileus hemionus*), Moose (*Alces alces*), and

Elk (*Cervus elaphus*) During a Deep Snow Winter in North-central British Columbia, Canada. *Canadian Wildlife Biology and Management*. 2(2): 43-50.

Johnson, C., D.P. Hodder and S. Crowley. 2013. Assessing noninvasive hair and fecal sampling for monitoring the distribution and abundance of river otter. *Ecological Research*, 28(5): 881-892.

Grava T, Fairhurst GD, Avey MT, Grava A, Bradley J, et al. (2013) Habitat Quality Affects Early Physiology and Subsequent Neuromotor Development of Juvenile Black-Capped Chickadees. *PLoS ONE* 8(8): e71852. doi:10.1371/journal.pone.0071852

Grava, Thibault, Angélique Grava & Ken A. Otter. 2013. Habitat-induced changes in song consistency affect perception of social status in male chickadees. *Behav Ecol Sociobiol* DOI 10.1007/s00265-013-1580-z.

Directions for the coming year

With recent improvements in log prices there is increasing optimism for the expansion of JPRF programs. This core funding combined with excellent support from funding agencies, industry, and government agencies will provide for an expansion of the long-term ecological monitoring project.

** 2013-2014 Audited Financial Statements Attached.

CHUZGHUN RESOURCES CORPORATION

FINANCIAL STATEMENTS

March 31, 2014

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

INDEX TO THE FINANCIAL STATEMENTS

March 31, 2014

Independent Auditors' Report	2
Financial Statements	
Statement of Operations	3
Statement of Changes in Net Assets	4
Statement of Financial Position	5
Statement of Cash Flow	6
Notes to the Financial Statements	7-13
Schedules	
Schedule 1 – Schedule of Expenditures – Administrative and Operating	14
Schedule 2 – Schedule of Expenditures – Pre-Harvest Forestry	15
Schedule 3 – Schedule of Expenditures – Harvesting	16
Schedule 4 – Schedule of Expenditures – Post-Harvest Silviculture	17
Schedule 5 – Schedule of Expenditures – Long-term Planning	18
Schedule 6 – Schedule of Expenditures – Research Projects	19
Schedule 7 – Schedule of Expenditures – Cinnabar Resort	20

RHB SCHMITZ de GRACE

Chartered Accountants

Partners

- Lynn Ross, CPA, CA
- Norm Hildebrandt, CPA, CA
- Allison Beswick, CPA, CA

10 – 556 North Nechako Rd
Prince George, BC, V2K 1A1
Tel. (250) 564-2515
Fax (250) 562-8722
E-mail: office@rhbcpa.ca

- Denotes professional corporation

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Chuzghun Resources Corporation

We have audited the accompanying financial statements of the Chuzghun Resources Corporation, which comprise the statement of financial position as at March 31, 2014, and the statements of operations, changes in net assets and of cash flow for the year ended March 31, 2014, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Chuzghun Resources Corporation as at March 31, 2014, and its financial performance and its cash flow for the year then ended in accordance with Canadian public sector accounting standards.

Other Matter

Our audit was made for the purpose of forming an opinion on the financial statements taken as a whole. The supplementary information included in the schedules is presented for additional analysis. Such supplementary information has been subjected to the auditing procedures applied in the audit of the financial statements and in our opinion, is fairly stated in all material aspects in relation to the financial statements taken as a whole.

Prince George, BC
July 24, 2014



Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

STATEMENT OF OPERATIONS

For the year ended March 31, 2014

	<u>2014</u>	<u>2013</u>
REVENUE		
Log sales	\$ 484,939	\$ -
Cinnabar Resort	28,334	37,687
Research projects	87,573	87,321
Other	<u>30,158</u>	<u>17,382</u>
	<u>631,004</u>	<u>142,390</u>
EXPENDITURES		
Administrative and Operating - Schedule 1	265,306	180,426
Pre-Harvest Forestry - Schedule 2	16,944	1,043
Harvesting - Schedule 3	(47)	19
Post-Harvest Silviculture - Schedule 4	112,439	(28,869)
Long-Term Planning - Schedule 5	4,185	16,373
Research Projects - Schedule 6	131,122	74,713
Cinnabar Resort - Schedule 7	<u>57,293</u>	<u>85,050</u>
	<u>587,242</u>	<u>328,755</u>
EXCESS REVENUE BEFORE OTHER ITEMS	43,762	(186,365)
OTHER ITEMS		
Unrealized gain on investments (Note 5)	<u>27,036</u>	<u>15,248</u>
EXCESS REVENUE FOR THE YEAR	<u>\$ 70,798</u>	<u>\$ (171,117)</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION
STATEMENT OF CHANGES IN NET ASSETS

For the year ended March 31, 2014

	<u>Investment in Tangible Capital Assets</u>	<u>Internally Restricted - Reforestation Fund</u>	<u>Unrestricted</u>	<u>2014</u>	<u>2013</u>
BALANCE AT BEGINNING OF THE YEAR	\$ 516,368	\$ 135,834	\$ 325,178	\$ 977,380	\$ 1,148,497
EXCESS REVENUE (EXPENDITURES) FOR THE YEAR	(29,589)	-	100,387	70,798	(171,117)
INTERFUND TRANSFERS					
Reforestation obligation reallocation	-	75,705	(75,705)	-	-
Acquisition of property and equipment	99,160	-	(99,160)	-	-
BALANCE AT END OF THE YEAR	<u>\$ 585,939</u>	<u>\$ 211,539</u>	<u>\$ 250,700</u>	<u>\$ 1,048,178</u>	<u>\$ 977,380</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

STATEMENT OF FINANCIAL POSITION

March 31, 2014

ASSETS

	<u>2014</u>	<u>2013</u>
CURRENT ASSETS		
Cash	\$ 586,690	\$ 441,266
Accounts receivable	3,030	5,000
Investments	32,235	64,016
Prepaid expenses and deposits	<u>3,365</u>	<u>2,605</u>
	625,320	512,887
INVESTMENTS - RESTRICTED (Notes 4 and 5)	211,539	135,834
TANGIBLE CAPITAL ASSETS (Notes 3 and 6)	<u>585,939</u>	<u>516,368</u>
Approved by the Board		
_____ , Director		
_____ , Director		
	<u>\$ 1,422,798</u>	<u>\$ 1,165,089</u>

LIABILITIES

	<u>2014</u>	<u>2013</u>
CURRENT LIABILITIES		
Accounts payable and accrued liabilities	\$ 64,462	\$ 8,111
Payroll liabilities	15,659	18,763
Deferred revenue (Note 7)	82,960	25,000
Current portion of accrued reforestation obligation (Note 3)	<u>29,956</u>	<u>21,098</u>
	193,037	72,972
ACCRUED REFORESTATION OBLIGATION (Note 3)	<u>181,583</u>	<u>114,737</u>
	<u>374,620</u>	<u>187,709</u>

NET ASSETS

INVESTMENT IN TANGIBLE CAPITAL ASSETS	585,939	516,368
INTERNALLY RESTRICTED		
Reforestation fund (Note 4)	211,539	135,834
UNRESTRICTED	<u>250,700</u>	<u>325,178</u>
	<u>1,048,178</u>	<u>977,380</u>
	<u>\$ 1,422,798</u>	<u>\$ 1,165,089</u>

CONTINGENT LIABILITY (Note 12)

CHUZGHUN RESOURCES CORPORATION

STATEMENT OF CASH FLOW

For the year ended March 31, 2014

	2014	2013
OPERATING ACTIVITIES		
Excess revenue for the year	\$ 70,798	\$ (171,117)
Items not involving cash:		
Unrealized loss (gain) on investments	(27,036)	(15,248)
Amortization - tangible capital assets	29,589	24,570
Reforestation adjustment	75,705	(331,224)
	149,056	(493,019)
Changes in non-cash working capital items (Note 11)	112,417	(28,681)
	261,473	(521,700)
INVESTING ACTIVITIES		
Investment income reinvested	(16,889)	(7,766)
Acquisition of property and equipment	(99,160)	(106,564)
	(116,049)	(114,330)
INCREASE IN CASH DURING THE YEAR	145,424	(636,030)
CASH AND CASH EQUIVALENTS AT BEGINNING OF THE YEAR	441,266	1,077,296
CASH AND CASH EQUIVALENTS AT END OF THE YEAR	\$ 586,690	\$ 441,266
Cash and cash equivalents are comprised of:		
Cash	\$ 586,690	\$ 441,266
	\$ 586,690	\$ 441,266

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2014

1. DESCRIPTION OF THE SOCIETY

Chuzghun Resources Corporation (the "society") was incorporated under the Canada Corporations Act on December 13, 2000 and under the British Columbia Society Act on June 21, 2001, as a not-for-profit corporation. The society operates a research forest near Tache, British Columbia. Any surplus net assets generated by the society are used for activities related to forestry related research and education.

The research forest land area is established by a Special Use Permit issued by the Province of British Columbia. The term of the permit is twenty-five years, renewable at five year intervals, beginning on January 1, 1999.

The society applied for incorporation without share capital under Part II of the Canada Corporations Act, and as such, no share capital has been issued.

2. INITIAL CONTRIBUTION FROM MEMBER

Chuzghun Resources Corporation was operated as a division of the University of Northern British Columbia (UNBC) under the name of John Prince Research Forest prior to the commencement of operations as an incorporated entity on April 1, 2001. When the society commenced operations as an incorporated society, the surplus net assets from past operations of \$646,581 was transferred from the University of Northern British Columbia to the society. This amount consisted of \$15,595 in property and equipment and \$630,986 in working capital.

3. SIGNIFICANT ACCOUNTING POLICIES

Basis for Presentation

These financial statements are prepared in accordance with Canadian public sector accounting standards for provincial reporting entities established by the Canadian Public Sector Accounting Board.

Financial instruments

Measurement of financial instruments

The company initially measures its financial assets and financial liabilities at fair value, except for certain related party transactions that are measured at the carrying amount or exchange amount, as appropriate.

The company subsequently measures all its financial assets and financial liabilities at cost or amortized cost, except for investments in equity instruments that are quotes in an active market, which are measured at fair value. Changes in fair value of these financial instruments are recognized in net income.

Financial assets measured at amortized cost on a straight-line basis include cash, term deposits and accounts receivable.

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2014

3. SIGNIFICANT ACCOUNTING POLICIES, continued

Financial liabilities measured at amortized cost on a straight-line basis include accounts payable and long-term debt.

Financial assets measured at fair value include restricted and unrestricted investments.

Impairment

Financial assets measured at cost are tested for impairment when there are indicators of impairment. The amount of write-down is recognized in net income.

Transaction costs

The company's transaction costs related to financial instruments that will be subsequently measured at fair value are recognized in net income in the period incurred. The carrying amount of financial instruments that will not be subsequently measured at fair value is adjusted for transaction costs directly attributed to the origination, issuance or assumption of these instruments.

Revenue recognition

The society follows the deferral method of accounting for restricted contributions. These restricted contributions are recognized as revenue of the appropriate program in the year in which the related expenditures are incurred.

Unrestricted contributions are recognized as revenue of the appropriate program when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Revenue generated by log sales is recognized upon delivery.

Accrued reforestation obligation

The society occupies crown land under a Special Use Permit and harvests timber in accordance with a Licence to Cut. Under this permit, the society is responsible for future reforestation and silviculture obligations associated with the timber harvested. Estimated future reforestation and silviculture obligations are accrued and charged to production costs as each area is harvested.

Tangible capital assets

Property and equipment are recorded at cost. Amortization of property and equipment has been calculated on the declining balance basis at the following annual rates. The provision is calculated at one-half annual rates on assets acquired during the year.

Building - resort	5%
Building improvements - resort	5%
Equipment - field	20%
Equipment - resort	20%
Equipment - office	20%
Vehicles	30%
Computers	30% - 45%

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2014

3. SIGNIFICANT ACCOUNTING POLICIES, continued

Amortization of deferred costs has been calculated using the straight-line basis at the following rate. The provision is calculated at one-half the annual rate on assets acquired during the year.

Roads and bridges 10%

Measurement uncertainty

The preparation of financial statements in conformity with Canadian public sector accounting standards, requires management to make estimates and assumptions that affect the reporting amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of the revenues and expenses during the period.

4. RESTRICTED INVESTMENTS

The society has internally restricted investments of \$211,539 (2013 - \$135,834) to be used to fund future reforestation and silviculture obligations and to provide security for long-term borrowing.

5. INVESTMENTS

	<u>2014</u>	<u>2013</u>
Letko Brosseau Balanced Fund		
Balance at beginning of the year	\$ 199,850	\$ 176,836
Income reinvested, net of management fees	16,888	7,766
Unrealized gain	<u>27,036</u>	<u>15,248</u>
Balance at end of the year	<u>243,774</u>	<u>199,850</u>
Restricted Investments	211,539	135,834
Unrestricted Investments	<u>32,235</u>	<u>64,016</u>
	<u>\$ 243,774</u>	<u>\$ 199,850</u>

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2014

6. TANGIBLE CAPITAL ASSETS

	2014		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 116,500	\$ -	\$ 116,500
Building - resort	378,186	83,537	294,649
Building improvements - resort	90,256	17,414	72,842
Equipment - field	46,150	15,417	30,733
Equipment - resort	136,379	73,639	62,740
Equipment - office	12,149	10,529	1,620
Vehicles	60,119	56,012	4,107
Computers	35,849	33,101	2,748
	<u>\$ 875,588</u>	<u>\$ 289,649</u>	<u>\$ 585,939</u>

	2013		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 116,500	\$ -	\$ 116,500
Building - resort	363,698	68,411	295,287
Building improvements - resort	90,256	13,580	76,676
Equipment - field	17,694	11,292	6,402
Equipment - resort	84,082	70,333	13,749
Equipment - office	12,149	10,123	2,026
Vehicles	58,419	54,617	3,802
Computers	33,631	31,705	1,926
	<u>\$ 776,429</u>	<u>\$ 260,061</u>	<u>\$ 516,368</u>

7. DEFERRED REVENUE

	2014	2013
Co-management Project	\$ 10,000	\$ 25,000
Moose Project	55,000	-
Contaminants project	17,960	-
	<u>\$ 82,960</u>	<u>\$ 25,000</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2014

8. INCOME TAXES

The society is registered as an extra-provincial society under the British Columbia Society Act. As a result, it claims exempt status under the Income Tax Act of Canada.

9. RESTRICTION ON DISTRIBUTIONS

Under the terms of the society's articles of incorporation, the society is to carry on its operation without financial gain to its members and any profits to the society are to be used in promoting its purposes on an exclusively not-for-profit basis.

In the event of dissolution or winding-up of the society, under the terms of the society's articles of incorporation, all its remaining assets after payment of its liabilities should be distributed to the Crown in Right of the Province of British Columbia or, with the advance written consent of the Crown in the Right of the Province of British Columbia, to another corporation which has substantially the same purposes and objects as the society.

10. RELATED PARTY TRANSACTIONS

During the year, the society received \$Nil (2012 - \$Nil) from UNBC for the purpose of funding research projects. This was recorded at the exchange amount as research project funding and presented on the statement of operations.

During the year, UNBC provided management services to the society amounting to \$65,222 (2013 - \$Nil). This was recorded at the exchange amount in the contract services - management component of the administrative and operating expenditures and presented on the statement of operations.

As at March 31, 2014, the society owed a net balance of \$15,877 (2013 - \$Nil) to UNBC.

During the year, the society provided contract services to the Tl'az'ten Nation amounting to \$Nil (2013 - \$3,249). This was recorded at the exchange amount as contract services and presented on the statement of operations.

As at March 31, 2014, the society owed a balance of \$Nil (2013 - \$Nil) to the Tl'az'ten Nation.

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2014

11. CHANGES IN NON-CASH WORKING CAPITAL ITEMS

	<u>2013</u>	<u>2012</u>
Accounts receivable	\$ 1,970	\$ 52,847
Prepaid expenses	(760)	(363)
Accounts payable and accrued liabilities	56,351	(78,463)
Payroll liabilities	(3,104)	7,063
Deferred revenue	57,960	(4,536)
Due to (from) related parties	-	(5,229)
	<u>\$ 112,417</u>	<u>\$ (28,681)</u>

12. CONTINGENT LIABILITY

Certain internally restricted and unrestricted funds may be repayable to the funding authorities under specific circumstances.

13. COMPARATIVE FIGURES

Certain of the prior year figures have been reclassified to conform to the current year's presentation.

14. FINANCIAL INSTRUMENTS

Risks and concentrations

The company is exposed to various risks through its financial instruments, without being exposed to concentrations of risk. The following analysis provides a measure of the company's risk exposure as at March 31, 2014.

Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The company is exposed to this risk mainly in respect to its accounts payable.

Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The company's main credit risks relate to its accounts receivable. The company provides credit to its clients in the normal course of its operations. Credit risk is minimal.

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2014

14. FINANCIAL INSTRUMENTS, continued

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market price. Market risk comprises three types of risk: currency risk, interest rate risk and other price risk.

Currency risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates.

Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The company is exposed to interest rate risk on its fixed and floating interest rate financial instruments. Fixed-interest instruments subject the company to a fair value risk, since fair value fluctuates inversely to changes in market interest rates. Floating rate instruments subject the company to related cash flow risk.

Other price risk

Other price risk is the risk that fair value or future cash flows of financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market. The company is not exposed to other price risk.

15. EXPENDITURE ALLOCATIONS

Allocations of expenditures to various programs have been made by management.

CHUZGHUN RESOURCES CORPORATION

Schedule 1

SCHEDULE OF EXPENDITURES

ADMINISTRATIVE AND OPERATING

For the year ended March 31, 2014

	<u>2014</u>	<u>2013</u>
EXPENDITURES		
Wages and benefits - research co-ordinator	\$ 79,259	\$ 79,711
Contract services - management	65,222	-
Automotive	23,529	28,356
Insurance - property and liability	10,276	9,492
Phone and internet services	9,411	8,579
Bookkeeping services	9,049	6,483
Professional services	8,446	7,881
Field equipment - repair and maintenance	5,020	1,407
Dues and memberships	4,098	348
Conferences and workshops	3,964	-
Office and sundry	3,632	1,375
Mapping and GIS	2,885	571
Books and publications	2,809	235
Field supplies	2,083	-
Insurance - directors' liability	1,874	3,010
Advertising and promotion	1,250	220
Travel and meetings	1,163	2,315
Bank charges and interest	663	881
Contract services - other	562	-
Postage and delivery	351	93
Office rental and utilities	171	4,899
Amortization - property and equipment	29,589	24,570
	<u>\$ 265,306</u>	<u>\$ 180,426</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION**SCHEDULE OF EXPENDITURES****PRE-HARVEST FORESTRY**

For the year ended March 31, 2014

	<u>2014</u>	<u>2013</u>
EXPENDITURES		
Road and bridge maintenance	\$ 5,821	\$ 1,043
Archeology	4,943	-
Road and block layout	3,415	-
Operational plans	2,765	-
	<u>\$ 16,944</u>	<u>\$ 1,043</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION**SCHEDULE OF EXPENDITURES****HARVESTING**

For the year ended March 31, 2014

	<u>2014</u>	<u>2013</u>
EXPENDITURES		
Contractors - field work	\$ -	\$ 19
Stumpage (recovery)	<u>(47)</u>	<u>-</u>
	<u>\$ (47)</u>	<u>\$ 19</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

SCHEDULE OF EXPENDITURES

POST-HARVEST SILVICULTURE

For the year ended March 31, 2014

	<u>2014</u>	<u>2013</u>
EXPENDITURES		
Reforestation adjustment (recovery)	\$ 75,705	\$ (331,224)
Brushing	28,969	17,140
Silviculture Activities	7,765	283,043
Slash and debris burning	-	2,172
	<u>\$ 112,439</u>	<u>\$ (28,869)</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION**SCHEDULE OF EXPENDITURES****LONG-TERM PLANNING**

For the year ended March 31, 2014

	<u>2014</u>	<u>2013</u>
EXPENDITURES		
Forest management plan	\$ 4,185	\$ 8,952
Consultants - field work	-	7,421
	<u>\$ 4,185</u>	<u>\$ 16,373</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION**SCHEDULE OF EXPENDITURES****RESEARCH PROJECTS**

For the year ended March 31, 2014

	<u>2014</u>	<u>2013</u>
EXPENDITURES		
Wages and benefits - internal research projects	\$ 68,049	\$ 44,882
Research project costs - external	25,191	7,088
Wages and benefits - external research projects	24,451	4,452
Research project costs - internal	<u>13,431</u>	<u>18,291</u>
	<u>\$ 131,122</u>	<u>\$ 74,713</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION**SCHEDULE OF EXPENDITURES****CINNABAR RESORT**

For the year ended March 31, 2014

	<u>2014</u>	<u>2013</u>
EXPENDITURES		
Operations	\$ 31,557	\$ 18,091
Repairs and maintenance	<u>25,736</u>	<u>66,959</u>
	<u>57,293</u>	<u>85,050</u>

RHB SCHMITZ de GRACE
Chartered Accountants



SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the CanWest Global Communications Graduate Scholarship be approved.

Effective Date: 2015 – 2016 academic year

Rationale: To revise the CanWest Global Communications Graduate Scholarship commencing the 2015-2016 Academic Year with alterations to the Award Name and Awards Guide Description/Intent sections as follows:

Award Name: ~~The Asper Scholarship Can West Global Communications Scholarship and Bursary~~

Awards Guide Description/Intent: In 2001, CanWest Global Foundation provided funding to create the CanWest Global Communications Scholarship and Bursary at the University of Northern British Columbia. In 2014, CanWest Global Foundation amalgamated with The Asper Foundation, a private family foundation. The Asper Foundation continues to support students in the advancement of communications studies in BC institutions.

~~CanWest Global Communications Corp. is an international media company. CanWest, Canada's largest publisher of daily newspapers, owns, operates and/or holds substantial interests in newspapers, conventional television, out-of-home advertising, specialty cable channels, radio networks and Internet portals in Canada, New Zealand, Australia, Ireland and the United Kingdom. Fireworks, the Company's program production and distribution division operates in several countries throughout the world.~~

~~In addition to its corporate success, CanWest has developed a reputation for outstanding community support. Funding provided to create the new CanWest Global Communications Scholarship and Bursary at the University of Northern British Columbia demonstrates the Company's commitment to the advancement of communications studies in BC institutions.~~

Proposed by: Jennifer Hicke, Development Awards Officer
External Relations contact: Jennifer Hicke, Development Awards Officer
Faculty / Academic Department: N/A
Date: October 22, 2014

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20141022.03

Moved by: Schwab

Seconded by: Harris

Committee Decision: CARRIED

Attachments: One Page

Approved by SCSB: October 22, 2014
Date

J. Dufau
(Acting) Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Graduate

Award Name: The Asper Scholarship ~~Can West Global Communications Scholarship and Bursary~~

Awards Guide Description/Intent: In 2001, CanWest Global Foundation provided funding to create the CanWest Global Communications Scholarship and Bursary at the University of Northern British Columbia. In 2014, CanWest Global Foundation amalgamated with The Asper Foundation, a private family foundation. The Asper Foundation continues to support students in the advancement of communications studies in BC institutions.

~~CanWest Global Communications Corp. is an international media company. CanWest, Canada's largest publisher of daily newspapers, owns, operates and/or holds substantial interests in newspapers, conventional television, out-of-home advertising, specialty cable channels, radio networks and Internet portals in Canada, New Zealand, Australia, Ireland and the United Kingdom. Fireworks, the Company's program production and distribution division operates in several countries throughout the world.~~

~~In addition to its corporate success, CanWest has developed a reputation for outstanding community support. Funding provided to create the new CanWest Global Communications Scholarship and Bursary at the University of Northern British Columbia demonstrates the Company's commitment to the advancement of communications studies in BC institutions.~~

Donor: The Asper Foundation ~~Can West Global Communications~~

Value: \$2,000

Number: 1

Award Type: Scholarship

Eligibility: Available to full time graduate students enrolled in a northern-specific social science program (First Nations Studies, Gender Studies, History, International Studies, Political Science, Psychology.) Preference will be given to First Nations students and students expressing interest in careers, or pursuing further studies in broadcasting or electronic communications.

Criteria: Academic excellence.

Effective Date: Endowed 2001

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



SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the CanWest Global Communications Undergraduate Bursary be approved.

Effective Date: 2015 – 2016 academic year

Rationale: To revise the CanWest Global Communications Undergraduate Bursary commencing the 2015-2016 Academic Year with alterations to the Award Name and Awards Guide Description/Intent sections as follows:

Award Name: ~~The Asper Bursary Can West Global Communications Scholarship and Bursary~~

Awards Guide Description/Intent: In 2001, CanWest Global Foundation provided funding to create the CanWest Global Communications Scholarship and Bursary at the University of Northern British Columbia. In 2014, CanWest Global Foundation amalgamated with The Asper Foundation, a private family foundation. The Asper Foundation continues to support students in the advancement of communications studies in BC institutions.

~~CanWest Global Communications Corp. is an international media company. CanWest, Canada's largest publisher of daily newspapers, owns, operates and/or holds substantial interests in newspapers, conventional television, out-of-home advertising, specialty cable channels, radio networks and Internet portals in Canada, New Zealand, Australia, Ireland and the United Kingdom. Fireworks, the Company's program production and distribution division operates in several countries throughout the world.~~

~~In addition to its corporate success, CanWest has developed a reputation for outstanding community support. Funding provided to create the new CanWest Global Communications Scholarship and Bursary at the University of Northern British Columbia demonstrates the Company's commitment to the advancement of communications studies in BC institutions.~~

Proposed by: Jennifer Hicke, Development Awards Officer
External Relations contact: Jennifer Hicke, Development Awards Officer
Faculty / Academic Department: N/A
Date: October 22, 2014

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20141022.04

Moved by: Schwab

Seconded by: Harris

Committee Decision: CARRIED

Attachments: One Page

Approved by SCSB: October 22, 2014
Date

J. DeFau
(Acting) Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: In-Course

Award Name: ~~The Asper Bursary Can West Global Communications Scholarship and Bursary~~

Awards Guide Description/Intent: In 2001, CanWest Global Foundation provided funding to create the CanWest Global Communications Scholarship and Bursary at the University of Northern British Columbia. In 2014, CanWest Global Foundation amalgamated with The Asper Foundation, a private family foundation. The Asper Foundation continues to support students in the advancement of communications studies in BC institutions.

~~CanWest Global Communications Corp. is an international media company. CanWest, Canada's largest publisher of daily newspapers, owns, operates and/or holds substantial interests in newspapers, conventional television, out-of-home advertising, specialty cable channels, radio networks and Internet portals in Canada, New Zealand, Australia, Ireland and the United Kingdom. Fireworks, the Company's program production and distribution division operates in several countries throughout the world.~~

~~In addition to its corporate success, CanWest has developed a reputation for outstanding community support. Funding provided to create the new CanWest Global Communications Scholarship and Bursary at the University of Northern British Columbia demonstrates the Company's commitment to the advancement of communications studies in BC institutions.~~

Donor: The Asper Foundation ~~Can West Global Communications~~

Value: \$2,000

Number: 1

Award Type: Bursary

Eligibility: Available to full time undergraduate students with a declared major in northern-specific social science programs (Anthropology, Economics, First Nations Studies, History, International Studies, Northern Studies, Political Science, Women's Studies, Psychology). Preference will be given to First Nations Students and students expressing interest in careers, or pursuing further studies in broadcasting or electronic communications.

Criteria: Financial need and satisfactory academic standing.

Effective Date: Endowed 2001

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