

**SENATE MEETING  
PUBLIC SESSION  
MINUTES**

March 26, 2014  
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

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**Present:**

E. Annis, R. Bird, J. Brown, D. Burke, M. Dale (Chair), A. Daniele, B. Deo, L. Dickson, D. Erasmus, M. Green, K. Guest, T. Hanschen (Secretary of Senate), E. Korkmaz, J. Kormos, A. LeBlanc, I. Legault, D. Leighton-Stephens, B. Murray, C. Myers (Recording), M. Nitz, C. Nolin (Vice Chair), R. Robinson, J. Safaei Borojony, B. Schorcht, P. Siakaluk, K. Smith, A. Stroet, R. Tallman, B. Wang, T. Whitcombe, A. Wilson, J. Young, S. Zahir

**Regrets:**

R. Brouwer, S. Green, L. Handfield, K. Reimer, D. Ryan, P. Sanborn, S. Wagner, K. Walker

**Absent:**

M. Archie, C. Carriere, D. de Vries, K. Kuo, D. Nyce

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The meeting commenced at 3:30 p.m. Dr. Dale thanked Senators attending their last meeting of Senate for their service.

**1.0 S-201403.01**

**Approval of the Agenda**

Young

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

CARRIED.

**2.0 S-201403.02**

**Approval of Senate Minutes**

Zahir

That the minutes of the February 26, 2014 Public Session of Senate be approved as presented.

CARRIED.

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

No business arising was identified.

**4.0 President's Report**

**Dale**

Dr. Dale reported on several matters, and his report is attached to these minutes as "Appendix I."

**5.0 Report of the Provost** **Young**

Dr. Young reported on several matters (report attached to these minutes as "Appendix II").

**6.0 Report of the Registrar** **Hanschen**

The Registrar provided Senators with a report which is attached to these minutes as "Appendix III."

**7.0 Question Period**

A Senator asked whether the Langara BSW students would be considered UNBC students for purposes of enrolment statistics, and was told they would be.

A Senator asked about the status of fundraising, changes to the University Plan, and the status of the presidential search. Dr. Dale indicated that Vice President van Adrichem would need to respond to the fundraising question and that he would ask him to report on this matter. Responses were also provided to the other two questions.

**8.0 Removal of Motions from the Consent Agenda**

There were no requests to remove motions from the Consent Agenda.

**9.0 2014/15 Budget**

**9.1** Presentation from the Senate Committee on the University Budget **Whitcombe**

**9.2** 2014-2015 Proposed Budget **Bray**

The two presentations were delivered (both attached to these minutes as "Appendix IV" and "Appendix V," respectively) and then Senators participated in a question and answer period.

**10.0 Committee Reports**

**10.1 Senate Committee on the University Budget** **Whitcombe**

**"For Information" Items:**

**SCUB20140319.01**

**2014 Annual Report from the Senate Committee on the University Budget**

That the 2014 Annual Report from the Senate Committee on the University Budget be approved and forwarded to Senate for information.

Effective date: March 19, 2014

The report was provided to Senators for information.

**10.2 Senate Committee on Academic Affairs** **Young**

**"For Approval" Items:**

**S-201403.03**

**New Course Approval — IASK 107-3**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the new course IASK 107-3 Special Topics be approved as proposed.

Proposed semester of first offering: September 2014

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

**Calendar Course Description:** This course is one of the “big question courses” that is part of the IASK Program. Based on themes of “intersections and conversations,” the curriculum celebrates and respects the past, challenges students to think in diverse and creative ways, and fosters awareness of and connection to our communities and the world. This course may be repeated to a maximum of 6 credit hours.

**Co-requisites:** Students will be required to register in IASK courses offered that year

**S-201403.04**

**Change to Program Calendar Description and Course Prefixes — Foundation Year Curriculum Program (FNDS) and Courses FNDS 101-3, FNDS 102-3, FNDS 103-3, FNDS 104-3, FNDS 105-3, and FNDS 106-3**

Whitcombe

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the Foundation Year Curriculum Program (FNDS) and course prefixes, on pages 64, 65, and 242 of the 2013/14 undergraduate calendar, be approved as proposed.

Effective date: September 2014

CARRIED (consent agenda).

Details of the approved calendar text are as follows (for revisions, deleted text indicated by ~~strikethrough~~, new text indicated by underline, and [commentary, where included, in Courier New font within square brackets]):

## ~~Foundation Year Curriculum Program (FNDS)~~

### Integrated Analytical Skills & Knowledge (IASK)

The ~~Foundation Year Curriculum~~ Integrated Analytical Skills & Knowledge Program at UNBC offers first-year students a rich and unique learning experience. Supported by seven academic units in the College of Arts, Social and Health Sciences (Anthropology, Economics, English, First Nations Studies, International Studies, Political Science, and Northern Studies), ~~FNDS IASK~~ delivers an integrated and interdisciplinary curriculum. ~~FNDS IASK~~ is cohort based: small groups of students will work together across courses. Intake for ~~FNDS IASK~~ is limited to 65 students who self-select to take part in the Program. ~~FNDS IASK~~ courses are accepted as meeting the degree requirements for the seven departments listed above.

The ~~FNDS IASK~~ is made up of 18 credit hours spread out over two terms. However ~~FNDS IASK~~ does not occupy the full first year, as students can register for other courses and programs. That is, 9 credit hours are taken in the September Semester and 9 credit hours are taken in the January Semester. The courses blend content and teaching in ways that prepare students for success in university and beyond.

Curriculum in ~~FNDS IASK~~ focuses on learning outcomes and on content breadth across the Liberal Arts. Learning outcomes in ~~FNDS IASK~~ include the following: 1) Appropriate depth and breadth of knowledge and skills; 2) Analytical, critical, and creative thinking skills; 3) Liberality, inclusiveness, and an appreciation of diversity; 4) Personal growth, leadership skills and effective communication; 5) Life-long learning and intellectual development; 6) Engaged citizenship from the local to global levels.

~~FNDS IASK~~ is recommended for students entering UNBC for the first time in one of the seven academic units listed above and who desire to work with a small group of students in a learning environment designed to facilitate student engagement with their peers. Through interaction with a small group of professors, this program will also assist first-year students to achieve improved academic performance throughout their four years at UNBC.

Curriculum:

- ~~FNDS IASK~~ 101-3 Ways of Knowing

- **FNDS IASK 102-3** Waves of Globalization
- **FNDS IASK 103-3** Foundations of Learning I
- **FNDS IASK 104-3** Peoples, Places and Culture
- **FNDS IASK 105-3** What is Security?
- **FNDS IASK 106-3** Foundations of Learning II
- **IASK 107-3** Special Topics

**FNDS IASK 101-3** Ways of Knowing This course introduces students to the “ways of knowing” that inform and shape the Humanities and Social Sciences. It is based on three main questions related to knowledge: What is it and how is it defined? How do we assess it? How do we communicate it? Related questions include: What form does knowledge take? What counts as knowledge? Who has the power to define what counts as knowledge? Is there only one “truth”? How do we know what is credible? How do we share knowledge? Who gets to share knowledge? In other words, is knowledge political? What practices define the ways Humanities and Social Sciences disciplines define, assess and communicate knowledge? Student participation in “hands-on” learning is a key element of the course structure.

*Co-requisites:* Students will be required to register in all six **FNDS IASK** courses offered that year

**FNDS IASK 102-3** Waves of Globalization “Globalization” is one of the most popular words in the Social Sciences today. It is also one whose meaning has been much debated. The purpose of this course is to introduce students to the ways in which globalization has occurred, its causes and its consequences, as a way of better understanding what the concept means and how it affects us today.

*Co-requisites:* Students will be required to register in all six **FNDS IASK** courses offered that year

**FNDS IASK 103-3** Foundations of Learning I This course parallels and complements the other two **FNDS IASK** courses offered during the same semester, and integrates foundational readings and course content. The course focuses on critical thinking; academic reading and writing; oral presentation; library skills; and peer learning. Students meet the course objectives by working together in cohorts to discuss and practice university-level standards for writing and critical thought.

*Co-requisites:* Students will be required to register in all six **FNDS IASK** courses offered that year

**FNDS IASK 104-3** Peoples, Places and Culture This course focuses on how people are shaped by and shape their worlds and where they live. People’s attachment to place is meaningful and the sense of place influences our identity and our social and cultural interactions with others and with the world. Different cultures and peoples within those cultures may hold various and diverse meanings of place. One person throughout their lifetime may even understand their place, and their place in the world, in different and changing ways. All of us are always “in place” somewhere. The goal of this course is to become aware of the impact “being in place” has on our lives and the lives of others by exploring the key concepts of place, identity and belonging.

*Co-requisites:* Students will be required to register in all six **FNDS IASK** courses offered that year

**FNDS IASK 105-3** What is Security? Focusing on different interpretations of the concept of security, students explore how security is subject to various interpretations over time and how different locations in society and across cultures can result in alternative understandings of security.

*Co-requisites:* Students will be required to register in all six **FNDS IASK** courses offered that year

**FNDS IASK 106-3** Foundations of Learning II This course parallels and

complements the other two ~~FNDS~~ IASK courses offered during the same semester, and integrates foundational readings and course content. The course focuses on critical thinking; academic reading and writing; oral presentation; library skills; and peer learning. Students meet the course objectives by working together in cohorts to discuss and practice university-level standards for writing and critical thought. *Co-requisites:* Students will be required to register in all six ~~FNDS~~ IASK courses offered that year

**10.3 Senate Committee on Nominations**

**Zahir**

**“For Approval” Items:**

**S-201403.05**

**Membership Changes to Senate Committees**

Whitcombe

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

Effective date: Immediately upon approval by Senate

Senator Zahir noted that Senator Dysserinch had withdrawn her name and should therefore be removed from the list of proposed appointments to Senate Committees and the list of elected Senators.

**SENATE COMMITTEE POSITION TO BE FILLED**

*(except as otherwise noted, all terms begin immediately)*

**CANDIDATE**

**Steering Committee of Senate**

Faculty Senator (until March 31, 2015)

Dr. Kevin Keen

**Senate Committee on Nominations**

Student Senator (until March 31, 2015)

Mr. Robert Giardino

**Senate Committee on Academic Appeals**

Faculty Member (until March 31, 2017)

Graduate Student Senator (until March 31, 2015)

Undergraduate Student Senator (until March 31, 2015)

Student Senator (Aboriginal if possible) (until March 31, 2015)

Dr. Kristen Guest

Mr. Kirk Walker

Mr. Daniel Burke

Mr. Julian Brown

**Senate Committee on Admissions and Degrees**

Undergraduate Student (until March 31, 2015)

~~Ms. Danielle Dysserinch~~

**Senate Committee on Academic Affairs**

Faculty Member — CASHS (until March 31, 2016)

Graduate Student — CASHS (until March 31, 2015)

Graduate Student — CSAM (until March 31, 2015)

Undergraduate Student — CASHS (until March 31, 2015)

Undergraduate Student — CSAM (until March 31, 2015)

Dr. R. Luke Harris

Mr. Jeff Kormos

Ms. Titi Kunkel

Ms. Michala Jansa

Ms. Linda Horianopoulos

**SCAAF Continuing Studies Credit Committee**

Faculty Member — CASHS (until March 31, 2017)

Faculty Member — CSAM (until March 31, 2017)

Undergraduate Student (until March 31, 2015)

Dr. Lantana Usman

Dr. Kerry Reimer

Ms. Kirsten Reimer

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

Faculty Senator (until March 31, 2017)

Faculty Senator (until March 31, 2017)

Full-Time Aboriginal Student (until March 31, 2015)

Dr. Scott Green

Dr. Catherine Nolin

Mr. Julian Brown

**Senate Committee on Honorary Degrees and**

**Other Forms of Special Recognition**

Student Senator (until March 31, 2015)

Mr. Robert Giardino

**Senate Committee on Regional Policy and Inter-Institutional Relations**

Faculty Senator — CSAM (until March 31, 2017)  
Student Senator (until March 31, 2015)

Dr. Kevin Keen  
Ms. Danielle Dysserineck

**Senate Committee on Scholarships and Bursaries**

Faculty Senator — CASHS (until March 31, 2017)  
Faculty Senator — CSAM (until March 31, 2015)  
Faculty Senator — CSAM (until March 31, 2017)  
Student Senator (until March 31, 2015)

Dr. R. Luke Harris  
Dr. Daniel Erasmus  
Dr. Kerry Reimer  
Mr. Wendel Schwab

**Senate Committee on the University Budget**

Faculty Senator — CSAM (until March 31, 2017)  
Graduate Student (until March 31, 2015)  
Undergraduate Student (until March 31, 2015)  
Student Senator (until March 31, 2015)

Dr. Balbinder Deo  
Mr. Kirk Walker  
Mr. Julian Brown  
Mr. Daniel Burke

**Senate Committee on Student Discipline Appeals**

Graduate Student (until March 31, 2015)  
Undergraduate Student (until March 31, 2015)

Mr. Jeff Kormos  
Ms. Kirsten Reimer

Further nominations were sought from the floor, and there being none forthcoming, the motion was CARRIED.

**“For Information” Items:**

Faculty Senators elected to Senate for positions beginning April 1, 2014:

Faculty Senator (CASHS)  
Faculty Senator (CASHS)  
Faculty Senator (CSAM)  
Faculty Senator (CSAM)  
Faculty Senator (CSAM)  
Faculty Senator (At Large)

Dr. Luke Harris  
Dr. Paul Siakaluk  
Dr. Scott Green  
Dr. Kevin Keen  
Dr. Kerry Reimer  
Dr. Balbinder Deo

Student Senators elected to Senate for positions beginning April 1, 2014:

~~Undergraduate Student Senator~~  
Undergraduate Student Senator  
Graduate Student Senator  
Graduate Student Senator  
Graduate Student Senator

Ms. Danielle Dysserineck  
Mr. Julian Brown  
Mr. Daniel Burke  
Ms. Linda Horianopoulos  
Ms. Kirsten Reimer  
Mr. Wendel Schwab  
Mr. Robert Giardino  
Mr. Jeff Kormos  
Mr. Kirk Walker

Vacancies on Senate:

Regional Senator — Aboriginal / First Nations Communities (term ending March 31, 2015)

**11.0 S-201403.06**  
**Approval of Motions on the Consent Agenda**

Whitcombe

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

**12.0 Other Business**

There was no other business.

**13.0 Information**

There were no items for information.

**14.0 S-201403.07**

**Move to In Camera Session**

Nolin

That the meeting move In Camera.

CARRIED.

**15.0 S-201403.12**

**Adjournment**

Whitcombe

That the Senate meeting be adjourned.

CARRIED.

The meeting ended at 5:25 p.m.

## APPENDIX I

**President's Report**  
**Senate meeting of March 26, 2014**  
**Prepared by Charlene Myers**

Dr. Dale reported on the following matters:

1. UNBC faculty members are proceeding to union certification.
2. The "Fireside Chat" held on March 5 went well and another will be scheduled for the near future.
3. Dr. Dale has had several meetings since assuming the role of interim President, including with representatives from the Ministry of Advanced Education and Ministry of Health, as well as UNBC supporters.
4. The interim report regarding the Core Review will be circulated to Senators in the near future.

## APPENDIX II

**Provost's Report**  
**Senate meeting of March 26, 2014**  
**Prepared by Charlene Myers**

Dr. Young reported on the following matters:

1. UNBC and Langara College recently signed an agreement for UNBC to deliver a Bachelor of Social Work degree at Langara, with the first cohort beginning in September 2014.
2. Faculty hiring is currently underway.
3. The Capital Equipment Replacement policy has been referred to an advisory group.
4. Questions have arisen regarding the definition of the term "adjunct," and further information in this regard will be coming to Senate in the near future.

## Registrar's Report to Senate March 26, 2014

April 1 is quickly approaching, which means that Registration for the 2014-2015 September and January semesters will be opening up. With that, I'd like to update you quickly on where we stand with our applicant numbers and on some of the activities will be occurring to convert our admitted students to registered students:

### **Undergraduate Application & Admission Numbers (as of March 1, 2014):**

#### **UNBC Region**

##### ***South/Central High Schools:***

Applications Up From 2013 -	133 (2013)	154 (2014)
Admits Up From 2013 -	125 (2013)	139 (2014)

\*All of the major high schools in the South Central region are showing increases.

##### ***Peace River/Liard High Schools:***

Applications Up From 2013 -	34 (2013)	45 (2014)
Admits Up from 2013 -	29 (2013)	42 (2014)

\*There is fluctuation at all schools (slightly up or down), mainly as a result of the size of graduating classes from year-to-year

##### ***Northwest High Schools:***

Applications Down from 2013 -	116 (2013)	85 (2014)
Admits Down from 2013 -	102 (2013)	72 (2014)

\*A direct result of declining Grade 12 numbers in the Region, with the largest declines being in Kitimat and Prince Rupert. Caledonia Secondary in Terrace is level and most other schools are slightly up or slightly down.

##### ***Prince George (District 57) High Schools:***

Applications Steady from 2013 -	232 (2013)	227 (2014)
Admits Steady from 2013 -	219 (2013)	217 (2014)

\*Significant increase from Duchess Park/significant decrease from DP Todd. The rest of the schools are slightly up or slightly down (a reflection of graduating class sizes)

**Outside the UNBC Regions High Schools:**

Applications Down from 2013 -	394 (2013)	235 (2014)
Admits Down from 2013 -	341 (2013)	183 (2014)

\*A direct result of change in process and removal of the "On the Spot Application" process from southern BC (-177 applications & -174 admits). As has been discussed previously, the yield on "On the Spot" admits was only 3% and did not justify the staff time to process applications manually (approx. 15 mins/application). Applicant (+16) and Admit (+12) numbers for those that applied and paid \$35 application fee through the traditional application process are up for 2014 over 2013.

**Outside of BC**

Applications Up from 2013 -	95 (2013)	103 (2014)
Admits Up from 2013 -	64 (2013)	70 (2014)

\*Increase is primarily in northern Canada (Yukon) as the Recruitment Team was able to schedule a visit this year. We are seeing a slight decline in Alberta and a larger decline in Ontario.

**BC Transfer Applications (As of March 15, 2014):**

Applications Steady from 2013 -	268 (2013)	275 (2014)
Admits Down from 2013 -	94 (2013)	76 (2014)

\*Admit numbers will go up at the end of April, as applicants submit transcript and complete files. The slight increase can be attributed to this being an entry year for regional cohorts in Social Work (including a Vancouver Cohort). The Regional Colleges continue to struggle with enrolments in university transfer programs, which will have an effect on our transfer applicants/enrolments

**International Applications & Admissions Numbers (As of March 15, 2014):**

Applications Up from 2013 -	138 (2013)	157 (2014)
Admits Steady from 2013 -	64 (2013)	66 (2014)

**Graduate Applications & Admissions Numbers (As of March 15, 2014):**

Applications Up from 2013 -	252 (2013)	573 (2014)
Admits -	TBA as offers are just going out	

\*The majority of the increase can be attributed to a change in process with the implementation of the Online Graduate Application for Admission. There has been a slight increase in overall applications; however, the online application has simply sped the process of applicant information being entered into the Student Information System.

## **Early Registration/Conversion Activities**

The Enrolment Services Unit of the Registrar's Office has organized a series of Early Registration/Conversion activities in order to encourage admitted applicants to register early. The goal of early registration is to allow us to address any bottle necks in our course schedule at the front-end of the registration period, rather than waiting until August to address expanded capacity or additional sections. Most of these activities will occur directly in schools

### **Activities for April/May include:**

#### **Recruitment & Advising (Early Registration) Visits**

##### **April 7 – 30:**

Prince George & Quesnel Secondary Schools (x2)

##### **April 21 – 25:**

Terrace, Kitimat, & Prince Rupert Secondary Schools

##### **May 5 – 9:**

Vanderhoof, Fraser Lake, Burns Lake, Houston, & Smithers Secondary Schools

##### **May 12 & 13:**

McBride, Valemount, Fort St James & Quesnel Secondary Schools

##### **May 12 – 16:**

Metro Vancouver Recruitment & Advising Sessions (Surrey, Richmond, Burnaby)

##### **May 12 – 15:**

Whitehorse

##### **May 19 – 23:**

Fort St John, Dawson Creek, Tumbler Ridge, Chetwynd, Hudsons Hope, Mackenzie Secondary School

#### **Outreach Campaigns**

##### **April 2 (6-9pm)**

Foundation Year (IASK) phone campaign

# SCUB presentation to Senate on the 2014/15 Budget

March 26, 2014

Committee Members:

- Todd Whitcombe, Faculty Member (Chair)
- Eileen Bray, Committee Co-Secretary (non-voting)
- Julian Brown, Undergraduate Student Representative
- Daniel Burke, Student Senator
- John Curry, Faculty Member (Professional Programs)
- Balbinder Deo, Faculty Senator (CSAM)
- Wendy Fellers, Faculty Association Representative
- Jennifer Keryluik, Exempt Staff Representative
- Dale Laluk, CUPE Staff Representative
- Colleen Smith, Committee Co-Secretary (non-voting)
- Kirk Walker, Graduate Student Representative

## Introduction

The Senate Committee on the University Budget (SCUB) is charged with **providing advice to the President** on the University Budget.

SCUB's role is not to provide an alternative budget or to duplicate the work that is being carried out by the budget office.

We have also chosen **not to pursue detailed critique of line items** in the budget or spending patterns.

SCUB has been presented with a detailed line-by-line draft of the budget during development and has been included in discussions as the budgets has been developed.

We would like to thank all of the staff, faculty, and students that participated in the group discussions. We appreciate their time and we would like to acknowledge their efforts in sharing information with SCUB.

We would particularly like to **thank Colleen Smith and Charlene Myers** for the **implementation of a share-point site** that has allowed for the electronic sharing of all of the documents required.

## Budget Context

Budgets are not developed in isolation but **in response to the circumstances of the University.**

In particular, and in keeping with past practices that were established by SCUB, the University develops a **3 year projection for the budget** which is presented to the Board of Governors as part of the *General Operating Fund Budget Planning Framework* document.

For the past few years, these projects have indicated that *if **nothing else changes***, the University will slip into deficit.

As a consequence, the University has taken a variety of actions which have resulted in **a fiscally conservative approach** to budgeting and resulted in balanced budgets each year.

For **fiscal 2014/15**, the provincial government has indicated that there will be a **decrease of 1% in the operating grant** provided to the University.

This has exacerbated the annual financial strain to the University's operating budget and has resulted in the President's Executive Council (PEC) recommending to the Board of Governors: **a 4% decrease in expenditures.**

This is in strong contrast to the Government's stated intent to **increase the number of students engaged in post-secondary education** and provide **"skills training"** to our youth.

Post-secondary education is critical to the development of the north, particularly in light of the resource development that is in progress.

It can be argued that **UNBC has failed to meet its targeted enrolment** for the past several years.

According to Ministry of Advanced Education data, the University is only filling **83.5% of its funded FTEs**.

All of the Universities outside of the Lower Mainland/Victoria corridor are below their FTE targets (VIU: 93.5%; TRU: 96.7%; UBC-O: 95.6%) while **the entire University system is over-subscribed at 104.1%**.

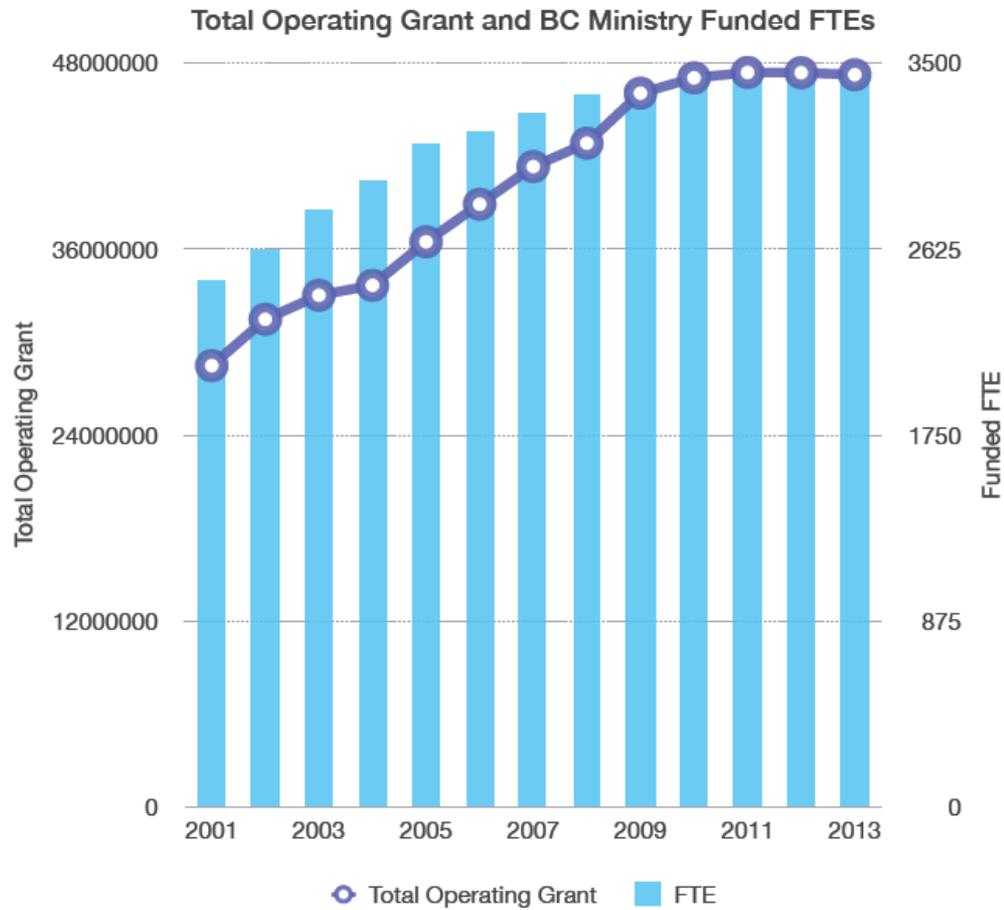
	Funded FTE	Actual FTE	Utilization
Capilano University	5,450	5,519	101.3%
Emily Carr University of Art and Design	1,391	1,457	104.7%
Kwantlen Polytechnic University	9,170	9,329	101.7%
Royal Roads University	1,980	2,330	117.7%
Simon Fraser University	20,215	22,796	112.8%
Thompson Rivers University	8,018	7,754	96.7%
University of British Columbia - Vancouver	35,093	37,959	108.2%
University of British Columbia - Okanagan	6,923	6,616	95.6%
University of the Fraser Valley	6,677	7,014	105.1%
<b>University of Northern British Columbia</b>	<b>3,455</b>	<b>2,884</b>	<b>83.5%</b>
University of Victoria	16,528	16,792	101.6%
Vancouver Island University	6,672	6,091	91.3%
<b>TOTAL</b>	<b>121,572</b>	<b>126,541</b>	<b>104.1%</b>

Note that this is data for 2011/12, although our position hasn't changed much.

It should be noted that **UNBC has significant differences** from the other major research Universities in the province due to its **regional mandate** and its **isolated location**.

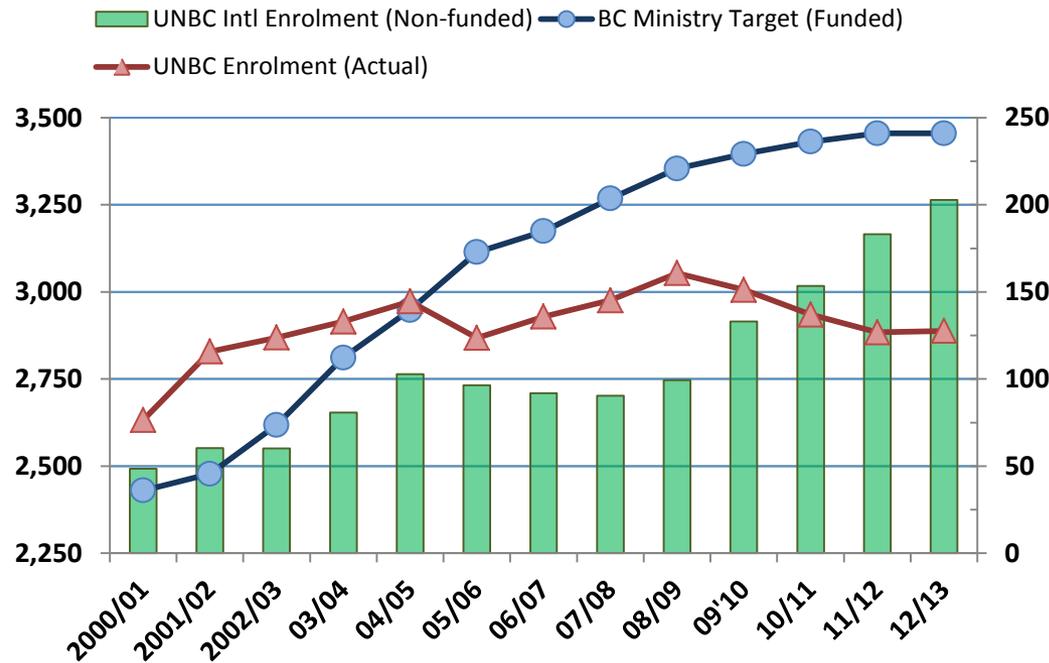
The province has recognized this over the past decade with funding increases.

Despite not meeting Ministerial expectations, Operating Grant grew steadily until 2010:



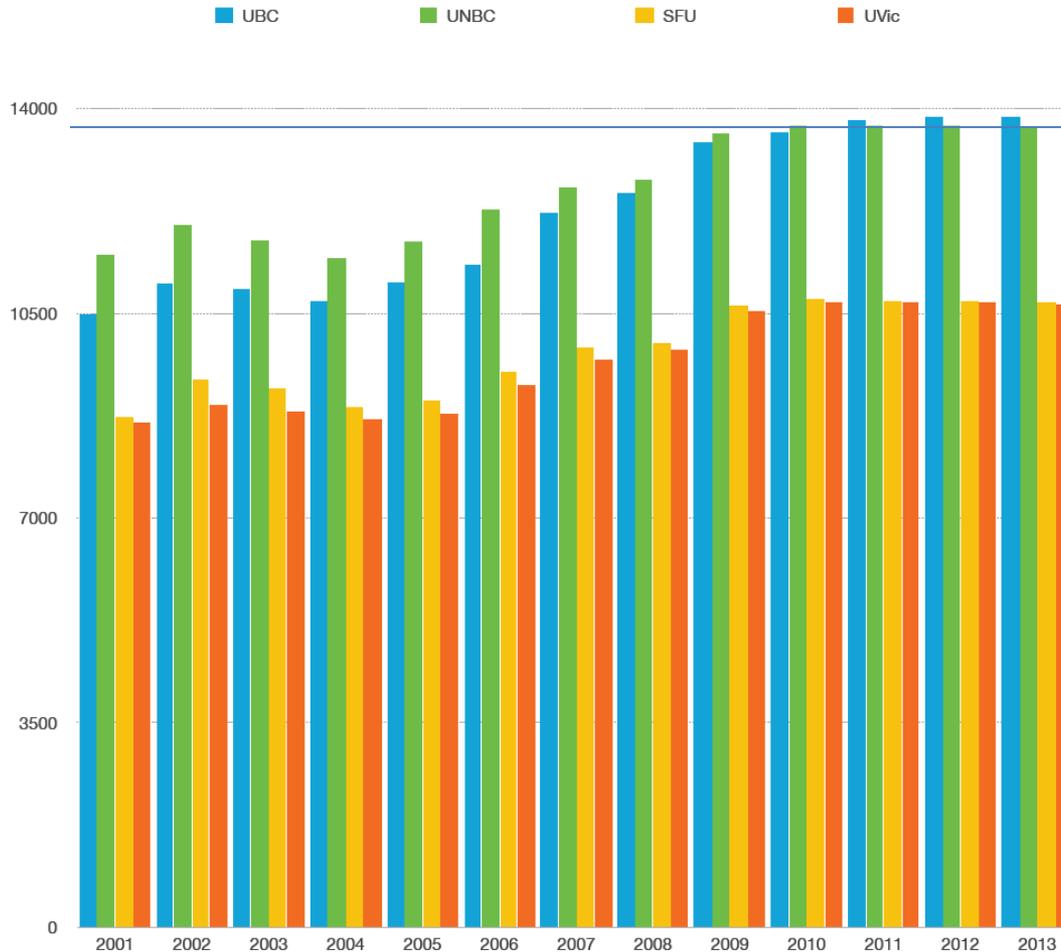
Note that funding increases have been driven by (and match) increases in the number of funded FTEs. But funded FTEs don't necessarily match with actual enrolments:

**Figure 1: Annualized FTE Comparisons:  
BC Ministry Targets Compared to UNBC  
Enrolments with International  
Enrolments**



On this basis, it is clear that our actual FTEs have not kept up with expectations.

Another way to look at funding is a comparison of Operating Grant per funded FTE:



UNBC average  
in constant  
2013\$ is  
**\$13,638**

In comparison to other research universities, UNBC has done quite well. Indeed, in real dollars, we were funded better than UBC per FTE for much of the past 13 years.

All of this leads to the present situation (our “budget crisis”) where the University is experiencing:

either **flat or decreasing revenue streams**

(i.e. government grant set to decline by \$462,700 in 2014/15; federal indirect cost of research is decreasing by \$126,000; undergraduate tuition is predicted to remain the same)

while **our expenditures are growing**

(contractual obligations; inflation).

**If nothing else changes, UNBC will be in a position where it will have an insufficiency of funds within the next two budget cycles.**

In this context, SCUB held discussions with a number of groups on campus (Academic Instruction, Ancillary Services, Continuing Studies, Student Services, IT, Facilities, Library, Administration, and External Relations, along with faculty, staff, Senators, and students).

In each case, we asked:

***“What does a 4% operating decrease mean to you?”***

## What We Heard

- The University has many **“single points of failure”** in both administrative and academic positions.
- Of primary concern is remembering that **“retention starts in the classroom”**. The quality of our courses will drive student retention (and perhaps recruiting).
- **“There are no quick fixes.”** The circumstances of our budget and the collective agreements in place at the University mean that changes will take time

- **“4% is awkward.”** This decrease is too large to be easily handled by horizontal cuts but not large enough to necessitate vertical cuts to UNBC.
- **“Recruiting is the answer.”** However, recruiting needs to be supported in a number of ways. Recruiting at the graduate level and internationally are not the panacea for everything that ails UNBC.

One of the more insightful statements that SCUB heard was:  
**“If you let the budget determine what you can do, you will never get to where you want to go.”**

It is with this statement in mind that SCUB also undertook an examination of the structure of the University.

We are structured as if we had the **full complement of 3455 students.**

This is at an ***administrative*** and ***academic*** level. We have programs, faculty, courses, labs, physical space, offices, facilities, services, and any number of other things designed for more students than we presently have.

We also have a **premium in our funding relative** to UVic and SFU, and a **comparable per FTE funding level** to UBC. We are much higher than many of the other institutions in the province.

Indeed, at our present utilization rate, it could be argued that we are funded at a rate of **\$16,333 per actual FTE**.

Unfortunately, we are facing a **demographic** problem:

		2013	2014	2015	2016	2017
#27	Cariboo-Chilcotin	466	478	470	447	423
#28	Quesnel	341	344	295	277	291
#49	Central Coast	9	9	19	9	13
#50	Haida Gwaii	63	90	48	63	50
#52	Prince Rupert	218	196	213	200	150
#54	Bulkley Valley	212	233	233	181	201
#57	Prince George	1323	1395	1146	1027	1030
#59	Peace River South	344	358	336	284	292
#60	Peace River North	478	446	479	419	400
#81	Fort Nelson	91	80	78	66	70
#82	Coast Mountain	580	468	426	421	389
#87	Stikine	15	13	22	11	20
#91	Nechako Lakes	648	431	381	380	307
#92	Nisga'a	44	23	32	19	21
	total	4832	4564	4178	3804	3657

**Only 22% of high school leavers attend a research University within 5 years of graduation.**

We have internal **structural** issues:

Level	Total Enrolment	Yearly Average Enrolment	Total Courses	Yearly Average Courses	Section Average Size
100	100,965	7766.5	1781	137	56.7
200	68,224	5248.0	2303	177	30.0
300	94,931	7302.4	3726	287	25.5
400	57,946	4457.4	4271	328	13.6
500	199	15.3			2.3
600	10,074	774.9	2160	166	4.7
700	16,938	1302.9	2158	166	7.8
800	1167	89.8	198	15	5.9

This data is based on **headcounts not FTE** for lecture sections from Fall 2000 to Winter 2013. It is broken down by academic level for courses.

And:

Class Sizes	Total Enrolment	%	%
0	6908	19.94	
1	7665	22.12	<b>27.63</b>
2-10	8358	24.12	<b>30.13</b>
11-20	5210	15.04	<b>18.78</b>
21-30	3227	9.31	11.63
31-40	1405	4.05	5.06
41-50	713	2.06	2.57
51-75	712	2.06	2.57
76-100	234	0.68	0.84
100+	219	0.63	0.79

Removing courses that are scheduled but have “0” enrolment results in the last column which has been renormalized. The data indicates that **76.54%** of classes have between 1 and 20 students.

A further example is provided by enrolments in 100-level Anthropology courses where a decision was taken and ratified by Senate to eliminate two courses and replace them with a third:

		F00	F01	F02	F03	F04	F05	F06	F07	F08	F09	F10	F11	F12	F13
ANTH	100	107	113	102	121	84	115	74	48	44	59	49	47		
ANTH	101		89	139	111	133	82	75	85	62	69	69	75		
ANTH	102													53	59
Total		107	202	241	232	217	197	149	133	106	128	118	122	53	59
		S00	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10	S11	S12	S13
ANTH	100	35	37	38	21										
ANTH	101		32	38									0		
ANTH	102														
Total		35	69	76	21								0		
		W01	W02	W03	W04	W05	W06	W07	W08	W09	W10	W11	W12	W13	W14
ANTH	100	7	0							36					
ANTH	101	87	150	117	142	115	107	94	84	79	104	102	107		
ANTH	102														
Total		94	150	117	142	115	107	94	84	115	104	102	107		
Grand Total		236	421	434	395	332	304	243	217	221	232	220	229	53	59
FTE		23.6	42.1	43.4	39.5	33.2	30.4	24.3	21.7	22.1	23.2	22.0	22.9	5.3	5.9

This decision has resulted in a decrease of **17 FTE**.

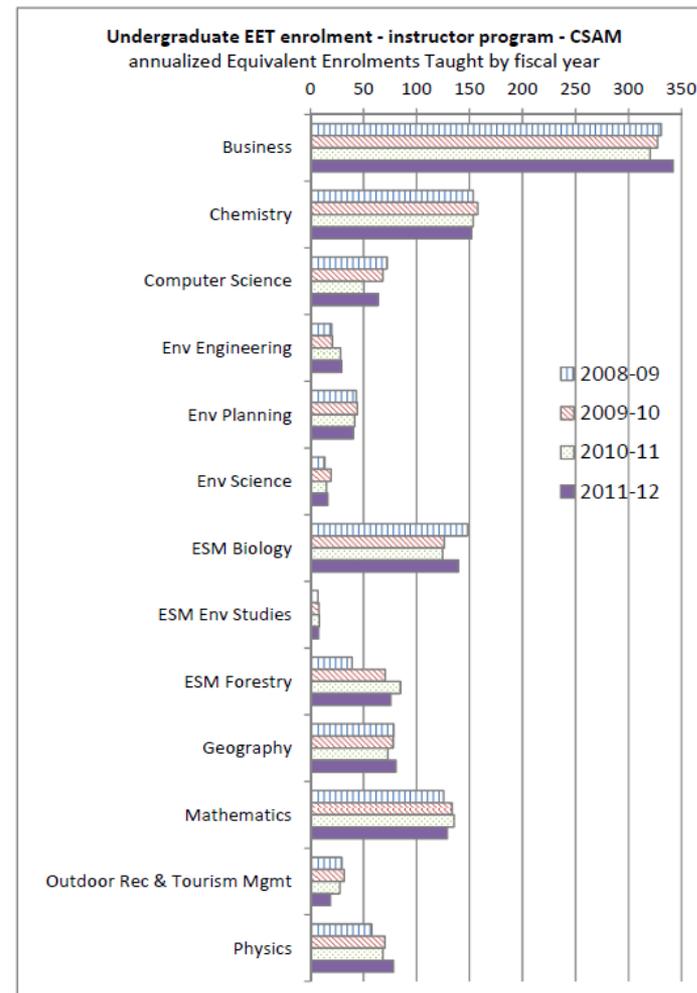
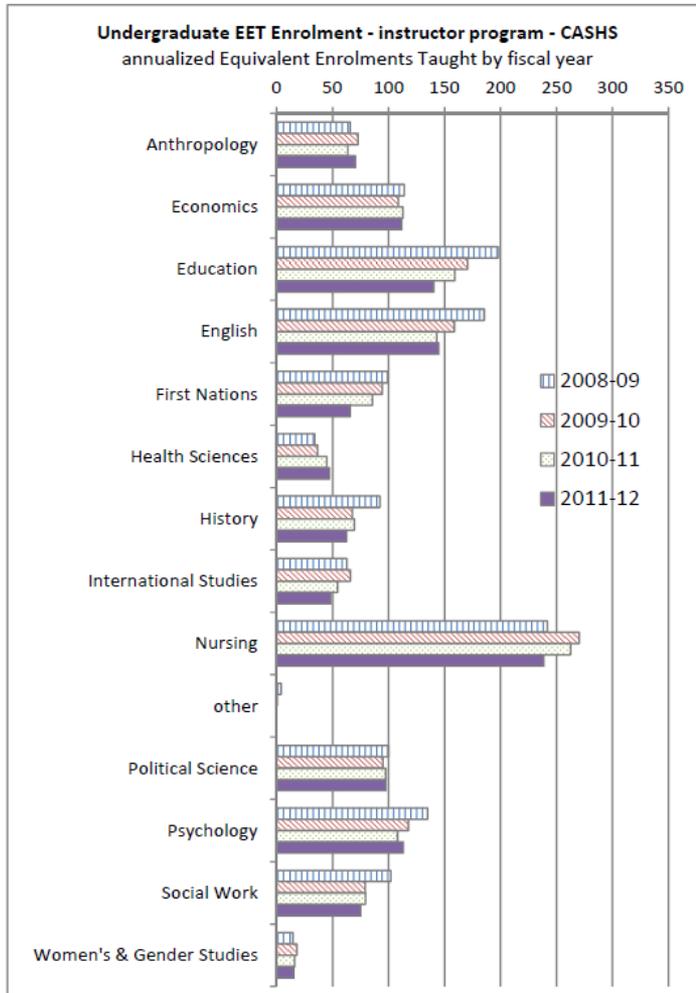
Subject	Total Enrolment	Yearly Average Enrolment	Section Average	Subject	Total Enrolment	Yearly Average Enrolment	Section Average
COMM	40608	3123.7	33.2	HHSC*	2494	356.3	21.3
ENGL	22923	1763.3	33.8	ENSC	3106	336.1	19.4
BIOL	22548	1734.5	44.1	BCMB*	956	318.1	22.2
NURS	17847	1372.8	33.1	ENVS	3907	300.5	16.3
EDUC	17809	1369.9	38.5	FSTY	3515	270.4	17.8
MATH	17681	1360.1	36.2	ENPL	2681	270.3	13.2
PSYC	12936	1329.7	33.2	Core	3159	243.0	58.5
CHEM	15873	1221.0	34.4	STAT*	223.0	223.0	24.8
				WMST	2776	213.5	13.5
ECON	14807	1139.0	37.4	ORTM	2477	190.5	9.9
HIST	11975	921.2	19.9	PHIL	1926	148.2	42.8
GEOG	11924	917.2	23.7	FNDS*	102	102.0	17
POLS	11402	877.1	23.9	NRES	1048	80.6	4
CPSC	11198	861.4	21.8	ARTS	898	69.1	24.3
FNST	10290	791.5	11.6	UNIV	596	45.8	27.1
INTS	10222	786.3	18.4	NORS	351	27.0	7
SOCW	9770	751.5	24.8	Totals	310916	25121.5	25.2
ANTH	9258	712.2	18.1				
PHYS	6753	519.5	23.1				
NREM	4877	375.2	33.2				

\* HHSC based on 7 years; BCMB based on 3 years.; STAT, FNDS based on 1 year

## Equivalent Enrolments Taught based on the instructors designated program:

Institutional Research

EET enrolment.xlsx - inst prog fig



## Distribution of graduates by degree designation:

Graduates from 2008 - 2012	Total over five years	Yearly Average		Total over five years	Yearly Average
Anthropology	66	13.2	Biochem. & Molecular Biology	139	27.8
Economics	17	3.4	Chemistry	40	8.0
Education - Elementary	150	30.0	Computer Science	55	11.0
- Secondary	104	20.8	Environmental Engineering	51	10.2
English	160	32.0	Environmental Planning (All)	51	10.2
Fine Arts & Creative Writing	4	0.8	ESM Biology	111	22.2
First Nations	44	8.8	ESM Wildlife & Fisheries	44	8.8
General Arts	9	1.8	ESM Forestry & Management	23	4.6
Health Sciences – Biomed. Studies	45	9.0	ESM Forestry	28	5.6
Community Population Health	8	1.6	Geography Arts	38	7.6
History	67	13.4	Geography Science	23	4.6
International Studies	47	9.4	Mathematics	25	5.0
Joint Degrees	77	15.4	ORTM (All)	28	5.6
Nursing	516	103.2	Physics	11	2.2
Political Science	39	7.8	Joint Degrees	11	2.2
Psychology	188	37.6	Integrated Sciences	10	2.0
Social Work	92	18.4	Business	626	125.2
Certificates/Diplomas	216	43.2	<b>TOTAL CSAM</b>	<b>1343</b>	<b>268.6</b>
<b>TOTAL CASHS</b>	<b>1849</b>	<b>369.8</b>	<b>TOTAL UNBC</b>	<b>3192</b>	<b>638.4</b>

One particularly salient comment was made on the subject of course selection, degree completion, and student retention:  
**“Are we too small to be big but too big to be small?”**

- That is, are we structured academically and administratively for the size of our institution?
- Do we have the right number of degree options for the number of students that we have?
- For that matter, do we have the right degree options for the students within this region of the province?

SCUB will respectfully leave these questions to Senate to answer.

But one of the messages that we heard from several groups is that:

***“We must have an open, honest, and thorough community-wide conversation about our programs and our direction in the light of government and societal demands and expectations.”***

Otherwise, our budget will dictate our future and we will not get to where we would like to go.

**PROPOSED  
2014/15 UNBC  
GENERAL  
OPERATING  
FUND BUDGET  
APRIL 1, 2014 –  
MARCH 31, 2015**

Budget Highlights



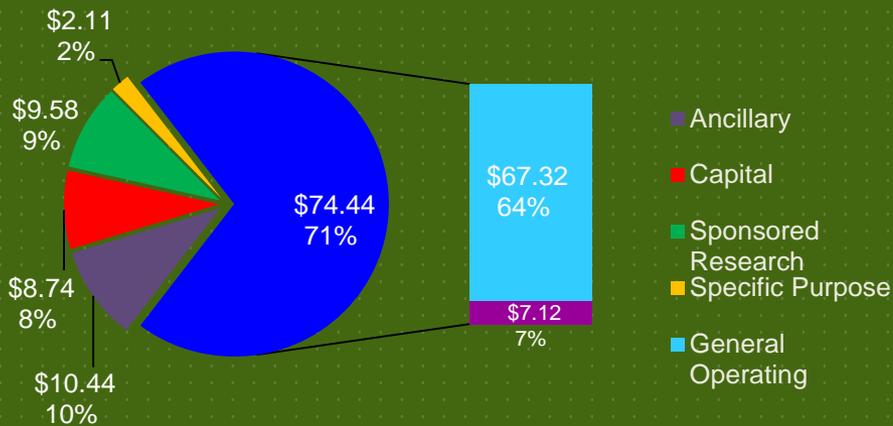
# ***PROPOSED 2014/15 GENERAL OPERATING FUND BUDGET***

A budget is an estimate of revenues and expenditures for a fixed period of time based on known conditions and assumptions regarding future events

Budget flexibility to address new investments, critical issues, etc., requires increased revenues, reduced expenditures or changes to how we do business or a combination of these factors

# PROPOSED 2014/15 GENERAL OPERATING FUND BUDGET

2011/12 Total Revenue by Fund  
(in \$ millions)



What activities are included in the General Operating Fund Budget?

# ***PROPOSED 2014/15 GENERAL OPERATING FUND BUDGET***

## **Planning Context – Known Conditions**

- Provincial Operating Grant
  - UNBC funding level, physical infrastructure & staffing plan built based on 3455 FTE but actual enrolment only about 84% of target
- Enrolments
- Unfunded Wage Settlements, PTR/CDI
  - In 2012/13 & 2013/14, all increases to employee compensation self-funded
- Impact on Indirect Costs of Research & CRC grants from declining tri-agency success

# ***PROPOSED 2014/15 GENERAL OPERATING FUND BUDGET***

- ▶ In November, the Budget Planning Framework included a projection of \$1.8 million deficit for 2014/15 “if nothing else changes”
- ▶ Budget holders asked to identify 4% reductions to mitigate deficit and possibly create source of funds for reallocation/reinvestment
- ▶ Since November:
  - ▶ University received arbitration decision regarding faculty salaries
  - ▶ PEC reduced assumption regarding tuition revenue to reflect 2013/14 enrolment decline
  - ▶ Impact of CRC grant reductions quantified
  - ▶ No allowance provided for inflationary impacts
  - ▶ Requirements to meet Canada West obligations solidified

# ***PROPOSED 2014/15 GENERAL OPERATING FUND BUDGET***

- ▶ As a result of preceding factors, PEC had limited ability to reallocate or reinvest, despite proposed reductions from the budget planning groups:
  - ▶ \$1.65 million from Provost's group
  - ▶ \$0.31 million from VPAF group
- ▶ PEC accepted proposed reductions with minor changes

# ***PROPOSED 2014/15 GENERAL OPERATING FUND BUDGET***

**PEC developed a \$68.05 million balanced budget that includes:**

- Increasing tuition fees by 2%
- Minimizing impact of inflationary pressures to the extent possible
- Eliminating positions:
  - Faculty 7.4 FTE, net
  - Staff 4.6 FTE +0.5 FTE funding from ELS

# ***PROPOSED 2014/15 GENERAL OPERATING FUND BUDGET***

## **Balancing the Budget (cont'd.)**

- Eliminating University training budget
- Eliminating university advertising allocation, to be replaced with one-time funding based on annual proposal
- Providing funding to cover increased costs from reduction of CRC grants
- Providing increase for Athletics to meet institutional obligations

# ***PROPOSED 2014/15 GENERAL OPERATING FUND BUDGET***

## **Balancing the Budget (cont'd.)**

- Adding a position in Office of Research
- Funding for future academic priorities to be developed and confirmed through Provost office
- Funding for position to support student recruitment through development & maintenance of UNBC web pages

# ***PROPOSED 2014/15 GENERAL OPERATING FUND BUDGET***

## **Future planning**

- ▶ Continue work on “Principles for Priorities” in SCAAf
- ▶ Senate, Board of Governors, university community to work to develop academic plan
- ▶ PEC proposal to allocate portion of year end surpluses to Provost and VP Admin & Finance groups to allow for more effective use of resources available

It is expected that the academic plan and effective utilization of all available resources will allow the University to reduce expenditures, increase revenues or change operations in a manner that will move the University forward in a strategic way