

## SENATE MEETING OPEN SESSION AGENDA

October 23, 2024

3:30 – 5:30 PM

Senate Chambers

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### Acknowledgement of Territory

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

#### 1.0 **S-202410.01**

##### **Approval of the Agenda †**

Page 1 That the agenda for the October 23, 2024, Open 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 **Presentation:** **Student Success** – J. Foster, Director Student Success, R. Munchinsky, Manager, Student Experience & Planning, A. Kearns, Manager Student Health & Wellness

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

##### **S-202409.02**

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

Page 5 That the Minutes for the September 25, 2024, Open Session of Senate be approved as presented.

#### 4.0 **Business Arising**

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

**Payne**

##### **5.1 Report from the October 4, 2024 Board of Governors**

- i. Institutional Accountability Plan and Report
  - ii. *Financial Information Act* Report
  - iii. Five Year Capital Plan
  - iv. Scholarships, Bursaries and Awards
  - v. UNBC Q1 2024-25 Financial Statements
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- vi. UNBC Q1 2024-25 Forecast
- vii. Deletion of Program – Post-Diploma Baccalaureate Nursing Program
- viii. Cedars Christian School and UNBC TekX Dual Credit program
- ix. UNBC and School District 57's Dual Credit agreement
- x. Dorset College Agreement Termination
- xi. Lheidli T'enneh Tuition Initiative Agreement
- xii. Executive Compensation for Vice Presidents
- xiii. Executive Compensation for the President and Vice Chancellor
- xiv. UNBC Board of Governors – 2025 Meeting Date
- xv. Exempt Handbook Update
- xvi. Quarterly Board of Governors Appointment Delegation Policy Report
- xvii. UNBC Faculty Association Market Differentials
- xviii. Governance Report – Action Items for 2024
- xix. Discussion on Enrollment Management

- 6.0 Report of the Interim Provost (5 minutes) Owen
- 7.0 Report of the Registrar (5 minutes) Read
- 8.0 Report on Regional Activities (5 minutes) Owen/Payne
- 9.0 Question Period (10 minutes)
  - 9.1 Questions in advance
  - 9.2 Questions from the floor
- 10.0 Committee Reports
  - 10.1 Senate Committee on Student Appeals Klassen-Ross
  - 10.2 Senate Committee on Academic Affairs Owen

**For Approval:**

- Regular** **S-2024010.03**  
**New Program Approval – PhD, Chemistry**  
 That on the recommendation of the Senate Committee on Academic Affairs the new PhD in Chemistry be approved as proposed.  
**Page 11** **Effective Date: September 2025 (Pending Board, DQAB/Ministry approval)**
- Regular** **S-2024010.04**  
**New Course Approval – ENGR 458-3 Advanced Treatment Processes for Water and Wastewater**  
 That on the recommendation of the Senate Committee on Academic Affairs the new course ENGR 458-3 Advanced Treatment Processes for Water and Wastewater be approved as proposed.  
**Page 21** **Effective Date: September 2024**
- Regular** **S-2024010.05**  
**New Course Approval – ENGR 658-3 Advanced Treatment Processes for Water and Wastewater**  
 That on the recommendation of the Senate Committee on Academic Affairs the new course ENGR 658-3 Advanced Treatment Processes for Water and Wastewater be approved as proposed.  
**Page 26** **Effective Date: September 2024**
- Consent** **S-2024010.06**  
**Change(s) to Course Description – ENGR 217-3 Engineering Design II**  
 That on the recommendation of the Senate Committee on Academic Affairs, the changes to the description for ENGR 217-3 Engineering Design II, on page 236 of the 2024-2025 undergraduate calendar, be approved as proposed.

Page 31 **Effective Date: September 2025**

**Consent S-2024010.07**

**Change(s) to Calendar – ENGR 270-3**

That the calendar entry for ENGR 270-3 be revised as proposed.

Page 33 **Effective Date: September 2025**

**For Discussion and Information**

10.2.1 NRESi Annual Report 2023-2024 – [Page 35](#)

10.2.2 UNBC Research Ethics Board 2023 Report – [Page 57](#)

10.2.3 Ministry of Post Secondary Education and Future Skills – Quality Assessment Process and Criteria – [Page 66](#)

**10.3 Steering Committee of Senate**

**Payne**

**10.4 Senate Committee on Nominations**

**Gehloff**

**Regular S-202410.08**

**Recommendation of Senate Committee Members to Senate**

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

**Effective date: October 23, 2024**

10.4.1 List of Senate Committee Vacancies

COMMITTEE	POSITION	TERM EXPIRY DATE
SCN	Faculty Senator	03/31/2026
	Student Senator	08/31/2025
SCAD	Faculty Member	03/31/2027
	Graduate Student	08/31/2025
SCAAf	Undergraduate Representative	08/31/2025
	Regional Representative	03/31/2026
SCUB	Graduate Student	08/31/2025
SCUB	Undergraduate Student	08/31/2025
SCSB	Graduate Student	08/31/2025
SCHDSR	Faculty Senator	03/31/2027

**10.5 Senate Committee on Curriculum and Calendar**

**Read**

**10.6 Senate Committee on Admissions and Degrees**

**Read**

**10.7 Senate Committee on Indigenous Initiatives**

**Payne**

**10.7.1 Naming of Physical Assets Policy and Procedures – [Page 147](#)**

**Wood-Adams**

i) **FOR CONSULTATION** - *Naming of Physical Assets Policy* (draft) – [Page 149](#)

ii) **FOR INFORMATION** – *Naming of Physical Assets Procedures* (draft)

iii) **FOR INFORMATION** – *Naming Policy* (1998 – to be repealed)

**10.8 Senate Committee on Honorary Degrees and Special Forms of Recognition**

**Payne**

- Regular** **S-202410.09**  
That, on the recommendation of the Senate Committee on Honorary Degrees and Other Forms of Special Recognition, Senate approves the new Bestowal of the Title Professor Emeritus/Emerita Policy as proposed.  
**Page 168** **Effective Date:** **Upon the approval of Senate**
- Regular** **S-202410.10**  
That, on the recommendation of the Senate Committee on Honorary Degrees and Other Forms of Special Recognition, Senate approves the new Bestowal of the Title Professor Emeritus/Emerita Procedures as proposed.  
**Page 173** **Effective Date:** **Upon the approval of Senate**
- Regular** **S-202410.11**  
That, on the recommendation of the Senate Committee on Honorary Degrees and Other Forms of Special Recognition, Senate approve the repeal of the Bestowal of the Title Professor Emeritus/Emerita Policy and Procedures approved in 2000.  
**Page 176** **Effective Date:** **Upon the approval of Senate**

**10.9 Senate Committee on Scholarships and Bursaries**

**Wood-Adams**

**For Information: NEW Awards Approved**

- Page 179** **SCSB20240925.03 (approved)**  
**Coast Hotel Sustainability Student Award**  
That the new Terms and Conditions for the Coast Hotel Sustainability Student Award be approved.  
**Effective: 2024-2025 academic year**
- Page 181** **SCSB20240925.04 (approved)**  
**Dr. Jim Campbell Memorial Award**  
That the new Terms and Conditions for the Dr. Jim Campbell Memorial Award be approved.  
**Effective: 2024-2025 academic year**
- Page 183** **SCSB20240925.05 (approved)**  
**Selen and Anita Alpay Leadership Award**  
That the new Terms and Conditions for the Selen and Anita Alpay Leadership Award be approved.  
**Effective: 2024-2025 academic year**

**10.10 Senate Committee on University Budget**

**Gehloff**

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

**Payne**

**S-202410.12**

**Approval of Motions on the Consent Agenda**

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

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

**12.0 Information**

**13.0 Other Business**

**14.0 S-202410.13 (10 minutes)**

**Move to the Closed Session**

That the meeting move to Closed Session.

**15.0 S-202410.18**

**Adjournment**

That the Senate meeting be adjourned.

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### NEW ACADEMIC PROGRAM PROPOSAL

**Motion:** That the new PhD in Chemistry be approved as proposed.

#### **A. General Information**

**Program Title:** PhD, Chemistry

**Program Objectives:** Upon completion of the program, the student will:

1. Be familiar with the critical review and analysis of the literature
2. Be accustomed to the design of a research program, performing the relevant experiments and data analysis required
3. Demonstrate competency in oral, written and electronic modes of communication
4. Have made an original contribution to chemistry.

**Credential upon Completion of the Program:** Doctor of Philosophy in Chemistry

**Program Offering the Degree:** Department of Chemistry and Biochemistry

**Proposed Start Date:** Sept 2025

**Suggested Institutional Priority:** High. With the restructuring of the institution into five faculties and the deconstruction of the MCPMS program, graduate studies has devolved in the Faculty of Science and Engineering to a departmental responsibility. This means that previous mechanisms for supporting Ph.D. level students (through NRES or Health Sciences) are increasingly problematic. In addition, with the renewal of faculty in the program which will occur over the next few years, having a Ph.D. degree option will be an essential recruiting tool in order to attract and retain highly qualified personnel and for new faculty to be able to build strong, robust, externally funded research programs.

**Relationship of Proposed Program to the Mandate of the Institution:** The University mandate for serving the north means that UNBC should be a full-service university with degree programs ranging across the full spectrum. Further, with the institutional focus on sustainability and health, a Ph.D. in Chemistry will serve both of these missions. From a health perspective, it is well recognized within the chemical and medical communities that a number of drugs are becoming increasingly ineffective in addressing maladies. There are a number of reasons for this, such as over-prescribing, but there is a strong drive to explore new compounds and sources for antibiotic and other compounds. The northern boreal forests is a relatively unexplored and untapped source of novel compounds and students pursuing a Ph.D. will be on the forefront of research exploring the possibilities. With respect to sustainability, everything in the environment – whether naturally occurring or introduced – are chemical compounds and many of the problems facing our planet (i.e. microplastics, heavy metal toxicity) are chemically based. Chemistry plays a pivotal role in addressing present environmental needs and for finding alternative sources of materials critical to a sustainable economy. Having skilled scientists with advanced degrees in chemistry is critical to the development of solutions to address many of the issues facing society.

**Implications for the Cooperative Education Option:** Ph.D. programs do not usually include a cooperative education option but collaboration with industrial partners may be part of the overall research program.

**Specialties within Program:** none.

**Related Programs at Other Institutions:** Most research universities offer a Ph.D. in Chemistry. Within British Columbia, UBC-V, SFU, UBC-O, and UVic all offer a Ph.D. in Chemistry.

**Relation to Existing Programs:** As a PhD program this will be similar to other PhD programs and the students will be encouraged to interact with other PhD students on campus through social events, the graduate students' society, and through both internal and external seminars. None of the existing programs will have significant overlap with the proposed degree.

**Articulation Arrangement:** There are no articulation arrangements.

**Consultations with Other Institutions:** To be done.

## **B. Program Description**

**General Calendar Description:** The PhD in Chemistry at UNBC provides students with a breadth of experience across a range of experimental techniques and procedures. PhD students conduct advanced research and gain an experiential education preparing graduates for future careers as research scientists in either academia, government, or industry.

The objective of the PhD program in Chemistry is to develop scholars and researchers who can contribute to the larger body of scientific knowledge in all of the sub-disciplines of chemistry and advance our understanding of the fundamental role chemistry plays across a broad spectrum of interests.

**Curriculum:** The PhD is a research degree, developed for students coming in with a rich background in the foundational knowledge required for chemistry. The supervisory committee assesses the student's readiness to conduct research and recommends coursework. These courses may be offered on campus by faculty, through the Western Dean's or other institutional agreements, or through reputable on-line learning platforms such as EdX.

### **Courses:**

CHEM 804-3 Graduate Seminar

CHEM 890-12 Dissertation

Other courses or professional development credits as deemed necessary by the supervisory committee (not to exceed a total of 9 academic credits)

**Candidacy:** Students entering the Ph.D. program with a Master's degree must complete the candidacy exam within 18 months from entry, while students transferring from the M.Sc. in Chemistry to the Ph.D. program must complete the exam within 24 months from the beginning of their graduate program. The candidacy examination consists of a grant-style proposal written by the student on their proposed research and an oral defence of the proposal with questions along with any other questions the supervisory committee deems necessary. Students must pass both the oral and written components.

**Other requirements:** Students must continuously register full-time in three terms per year. No part-time graduate program is available for this degree. Students normally undertake a teaching assistantship within the department.

**Dissertation:** Students must have an identified supervisor at the time of application. Within 6 months of admission, a supervisory committee consisting of their supervisor and three faculty members (one of whom should be an external faculty member from a related academic discipline) must be created. Students are expected to work with their supervisor and committee in the development and execution of their research. Students are expected to publish the results of their research in credible refereed scientific journals and present them at conferences.

**Oral Examination:** The final, written dissertation will be evaluated by the supervisory committee and an external examiner (from outside of the University) chosen by the Graduate Committee in consultation with the supervisor and approved by the Dean of the Faculty of Science and Engineering. The dissertation must be publicly presented and defended in an oral exam.

**Program Length:** 4 years if entering with a completed M.Sc. or 6 years with direct entry or by transferring from an M.Sc. program.

### **C. Need for Program**

UNBC currently has two relevant doctoral degrees, one in Health Sciences and one in Natural Resources and Environmental Studies. Many students interested in pursuing a doctoral degree in Chemistry do not see themselves within the descriptions of either program.

A PhD program is a research degree. For the researchers studying chemistry, it fits well within UNBC's mandate for a sustainable, healthy future. Further, such a degree program will assure new faculty have the opportunity to fully develop their research potential. Working with HQP, particularly at the doctoral level, is a critically important aspect of research for faculty members in the sciences and highly educated HQP are extremely important component of the Canadian research development Sector.

#### **Enrolment Projections:**

It is anticipated that the program would typically accept 3 new students every year and given the duration of the degree, enrolment would be between 10 and 15 students at any given time.

**Cultural, Social and Economic Needs:** As Canada's population increases and global connectedness advances, the need for chemical research across a broad range of societal sectors - health science, agricultural, energy, environmental science, etc. - will be in greater and greater demand. For example, the constant search for new and more effective drugs to sustain health requires an understanding and expertise in synthetic and analytical chemistry. Chemistry, in all its sub-disciplines, lies at the heart of the development of these compounds from isolation and design to lab bench synthesis to pilot plant scale production and testing to manufacturing. The Pharmaceutical industry is one of the largest industries in North America. Economic diversification is dependent upon having a diverse workforce and the degree program would likely open new opportunities in the north.

**Labour Market Demands:** Making predictions about labour market demand is always fraught with difficulties. However, job sites presently say there are 12 positions in the lower mainland area seeking candidates with a Ph.D. in Chemistry. The chemical industry itself is the fifth largest component of the Canadian economy and a significant contributor to agriculture/foods, petroleum/energy, forestry, and mining sectors, suggesting there will be a perpetual market for graduates. Northern British Columbia has many industries which rely upon chemists for continued success and growth, and provides opportunities for research and innovation.

#### **Other Benefits:**

### **D. Faculty**

#### **Faculty list:**

Nikhil Aravindakshan  
Kaila Fadock  
Margot Mandy

Kalindi Morgan  
Umesh Parshotam  
Kerry Reimer  
Jacob Walsh  
Todd Whitcombe

(Note: pending the formalization of the graduate study agreement with TRU, we would be adding faculty eligible to supervise Ph.D. students.)

#### **Expected Teaching Loads:**

The supervision of graduate students falls under Category II teaching. Faculty members determine how many graduate students they can successfully supervise. A level of 3-5 graduate students (a combination of PhD and Masters) in different stages of their programs is typical, although some faculty may have more.

The Department of Chemistry & Biochemistry intends to include one Category I graduate course as part of the teaching load of each Tenured or Tenure-Track faculty member (depending on demand). These courses will be organized by the faculty members in alignment with their individual expertise and the needs of the graduate students. The graduate seminar (CHEM 804-3) will be run concurrently with the CHEM 714-3 course (and possibly in conjunction with the corresponding BCMB courses) which is already offered annually as part of regular teaching loads.

#### **Research Funding:**

Research funding is on the order of \$6 million over a three-year period.

### **E. Program Delivery**

As described above in the teaching loads section, some courses will be offered by faculty within the department on an annual basis. Note that these courses will be available to all graduate students within the program and in cognate disciplines. Other courses, as appropriate, may be offered in separate Ph.D. degree programs.

#### **Distance Learning Components:**

Students will also be allowed to take advantage of any courses offered through any reputable educational delivery organization, principally through the Western Deans agreement.

#### **Class Size and Structure:**

Class size will typically be geared towards classes of 3-10. Some classes may include Master's students as well.

#### **Experiential Learning:**

The PhD is a research degree. At its core is experimentation and the analysis of the resulting data, both of which are key components of experiential learning. Course work is intended to support the student's research while expanding their knowledge of the discipline from both a theoretical and practical aspect.

### **F. Program Resources**

#### **Operating Requirements:**

The Department of Chemistry and Biochemistry is willing to support all operational requirements for this program. Most faculty have externally funded research programs. Laboratory space is also required but can be managed within the existing space allocation structure. As the program grows, it may require additional research space but that is not unique to this particular degree.

#### **Special Resource Requirements:**

### **G. Library Resource Requirements**

(New Program Library form to be completed by mid-September)



## H. Evaluation

### Academic Quality of Program:

The academic quality of the PhD program will be evaluated using multiple methods.

1. Course feedback from students to professors.
2. Program feedback from students and professors in a yearly "program review" meeting.
3. Collection and analysis of program outputs (student led publications and conference presentations, student success in the employment market, etc.)

### Methods of Internal Institutional Review:

We will follow the internal UNBC DQAB program review policy and procedure.

### Relevant External Program Experts:

Part of the internal DQAB review process. It would be anticipated that the first review by External Reviewers would occur shortly after the first graduates have successfully completed the program.

## I. Miscellaneous None

**Special Features:** none.

**Attachment Pages (in addition to required Library Form):**   0   pages

## J. Authorization

**SCCC Review:** September 17, 2024

**Faculty (ies):** FSE

**Faculty Council Motion Number(s):** FSE FC 2024.09.24.03

**Faculty Council Approval Date(s):** September 24, 2024

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

#### Brief Summary of Committee Debate:

**Motion No.:** SCAAF 202410.04

**Moved by:** Nicole Neufeld

**Seconded by:** Trina Fyfe

**Committee Decision:** CARRIED

**Approved by SCAAF:** Oct. 09, 2024  
**Date**

  
**Chair's Signature**

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

**Library Resource Requirements and Consultation Form**  
**(to be submitted with SCAAF New Academic Program Proposal Motion Form)**

Completing the Library Resource Requirements and Consultation Form is a critical step in ensuring that the Library can support the program through its resources, teaching, and services. The Library is committed to identifying existing and needed resources that support students in their educational journeys at UNBC.

This form must be submitted to the Library **21 days (3 weeks)** prior to SCAAF New Program Approval deadline.

**NEW ACADEMIC PROGRAM PROPOSAL** *(to be completed by Faculty Member/Chair/Dean)*

**Name of proposed Program or degree: PhD in Chemistry**

**Anticipated start date of program: Sept 2025**

**Anticipated enrolment: 3 students / yr with 10-15 at any given time**

**Are the SCAAF Program forms attached:  YES  NO**

**Please provide keywords associated with the discipline:**

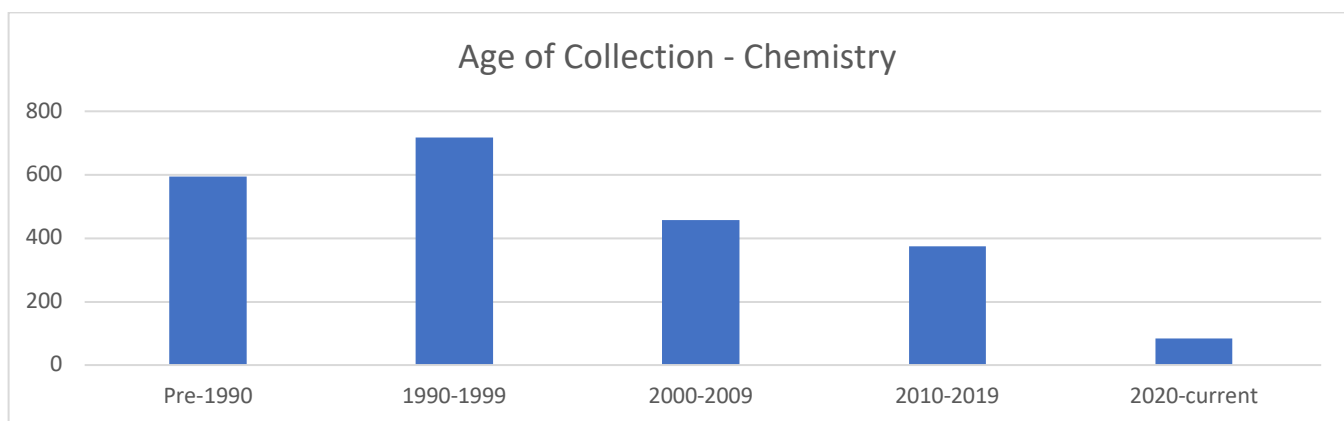
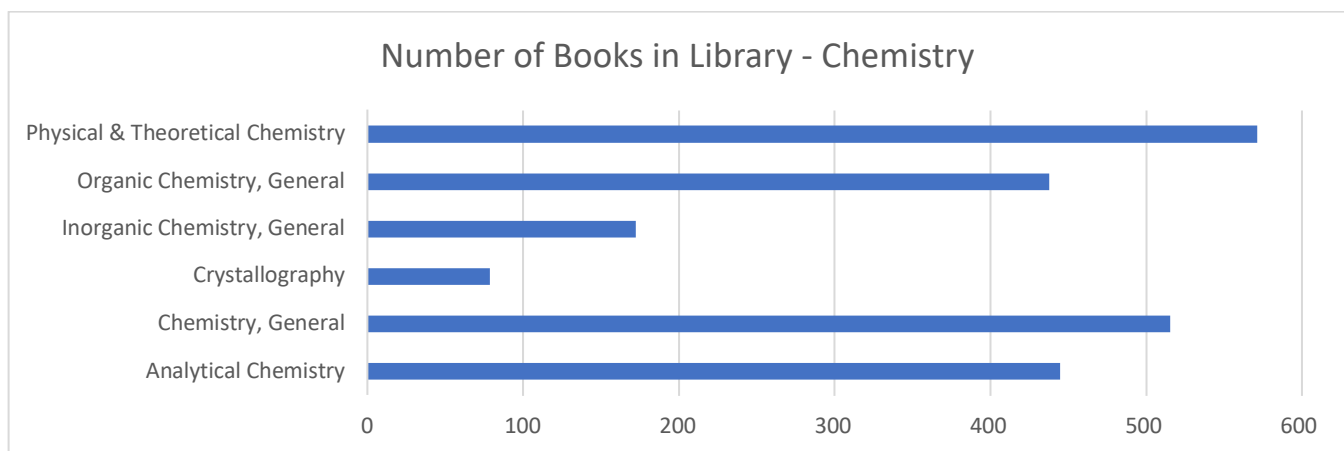
Mass spectroscopy, Nuclear Magnetic Resonance (NMR) Spectroscopy, Synthesis, Analysis, Mechanism, Mushrooms, Beetles, Agrichemicals, Click Chemistry, Nanostructures, Metal Organic Frameworks, Crystallography

**Library Resource Requirements *(to be completed by Librarians)***

Please describe the impact of the following Library service(s) or resource(s):

**1. Collections:**

- a) Required and/or recommended readings and course reserves.  
None indicated.
- b) Depth of the collection in relevant areas.
- Monographs: LCSH
  - Acceptable number of books to support this program both in terms of content and age of collection. It is likely that books will not be highly desired in support of the PhD program as journal literature is more crucial.



- Electronic resources (*Will the addition of this program impact the electronic resources required and licenses, ex. impact on simultaneous users, contract considerations:*)
- Available Databases:

Name	Description	Current Subscription Cost
Academic Search Complete	Multidisciplinary resources that includes full text for most of the publications in its index	~\$28,000/yr
American Chemical Society	American Chemical Society journals	~\$48,000/yr
Canadian Centre for Occupational Health and Safety	Access to MSDS, CHEMINFO, RTECS, and other chemical safety information	Provided to entire campus by UNBC ChemStores
CRC Handbook of Chemistry and Physics	Reference source for chemical and physical information	~\$1400/yr
Merck Index	Reference source for chemical, pharmaceutical and biomedical information	One-time purchase in 2020
PubChem		Freely available
Royal Society of Chemistry	Royal Society of Chemistry journals	~\$4200/yr

Science Direct	Elsevier journals, including selected Cell Press titles	~\$220,000/yr
Scifinder	Access to the Chemical Abstracts Service (CAS) database	~\$33,000/yr
SpringerLink	Springer journals	~\$96,000/yr
Web of Science	Current and retrospective bibliographic information, author abstracts, and cited references	~\$26,000/yr

- Number of available online journals by subject:

<a href="#">Chemistry, General</a>	184 online journals
<a href="#">Crystallography</a>	22 online journals
<a href="#">Inorganic Chemistry, General</a>	31 online journals
<a href="#">Organic Chemistry, General</a>	84 online journals
<a href="#">Physical &amp; Theoretical Chemistry</a>	116 online journals

UNBC's journal collection is adequate to support the proposed PhD program in chemistry. According to JCR data, UNBC has access to most of the most highly cited journals in organic, inorganic, and physical chemistry. For titles where UNBC does not have access, ILL is a viable option, especially given the speed of fulfilment currently (often 1-2 days).

Top highest impact journals in Chemistry, Organic (from JCR based on 2023 JIF)

Journal Title	UNBC Availability
Carbohydrate Polymers	1995-present
Natural Product Reports	1997-present
Biomacromolecules	2000-present
Organic Letters	1999-present
Bioinorganic Chemistry and Applications	2003-present
Organic Chemistry Frontiers	2014-present
Bioorganic Chemistry	1993-present
Advanced Synthesis and Catalysis	2001-present
Bioconjugate Chemistry	1990-present
Journal of Organic Chemistry	1936-present

Top highest impact journals in Chemistry, Inorganic & Nuclear (from JCR based on 2023 JIF)

Journal Title	UNBC Availability
Coordination Chemistry Reviews	1995-present
Progress in Solid State Chemistry	1995-present
Inorganic Chemistry Frontiers	2014-present
Chinese Journal of Structural Chemistry	2022-present

Bioinorganic Chemistry and Applications	2003-present
Inorganic Chemistry Communications	1998-present
EJNMMI Radiopharmacy and Chemistry	2017-present
Inorganic Chemistry	1962-present
Reviews in Inorganic Chemistry	No access to this title
Journal of Inorganic Biochemistry	1995-present

Top highest impact journals in Chemistry, Physical (from JCR based on 2023 JIF)

Journal Title	UNBC Availability
Nature Catalysis	No access to this title
Joule	2017-1 year ago
Nature Materials	2004-2015
Advanced Materials	1998-present
Interdisciplinary Materials	2022-present
Advanced Energy Materials	2011-present
Applied Catalysis B: Environment and Energy	1995-present
Carbon Energy	2019-present
ACS Energy Letters	2016-present
Energy Storage Materials	2015-present

- Are there discipline or subject specific resources (databases, software) required for pedagogical and/or accreditation purposes? Yes \_\_\_ No X
  - If yes, provide name of resource(s) required and total cost:

## 2. Human Resources:

a) Instruction (*i.e. research guide development, online tutorials, embedded instruction, tours, etc*): Currently, the instruction support for the Chemistry program is good with regular library instruction sessions in the first year CHEM prerequisite courses and a libguide. The PhD program is not expected to add additional instruction sessions. However, any additional requested sessions can be accommodated within the current support.

It is anticipated that one-on-one, in-depth research support from a librarian will be required by most PhD students as it is in other doctoral programs. Those would have an increased impact on the current librarian's time.

b) The level of expertise required to support the program (*please provide rationale*):

X Generalist

X Subject Specialist (*i.e. specific skills and/or knowledge are required to support the program*)

Most of the existing library support work (ad hoc instruction sessions, purchasing resources as

needed, providing library or research-related advice, etc.) to support the chemistry program is being done by a Generalist librarian who has competing priorities. The additional of ~3-10 graduate students can be minimally accommodated within the current ad hoc support. However, if the chemistry program would like a more comprehensive bibliographic instruction program, tied to curricular needs or there is an expectation that PhD students will do in-depth research projects or evidence-based analysis, then additional subject specialist support will be needed. The Faculty of Science and Engineering has provided annual funding to help support the library and it is anticipated that the funding will be put toward a part-time subject specialized librarian position that can further support STEM programs. The library is currently seeking further funding to ensure that this is a full-time position (with additional responsibilities) for recruitment purposes and to meet the growing needs of the library.

c) Reference assistance (*i.e. individual or group support, ongoing support*)

Reference assistance for the Chemistry program is currently provided by the main Library reference desk. It is expected that this will continue with the proposed PhD. However, additional subject specialist support may be needed to ensure that students are supported at the level of specialization that is required.

**3. Physical space (*i.e. sufficient collaborative study space, individual study areas in the library, etc*):**

Students in the proposed PhD program will compete with other students for space in the library. Group study and collaboration space is likely to be the most desirable.

**4. Collaboration with other libraries or institutions (*i.e. regional programs, distributed programs, libraries in the community, etc*):**

Unknown

**5. Other (*i.e. special equipment and/or software*):**

Unknown

**Library's recommendation (*check one option*):**

Proposal has an impact on the Library and can be supported within the Library's current budget.

Proposal cannot be supported without additional budgetary resources; see details above or appended.

Proposal has no impact on the Library.



\_\_\_\_\_  
**University Librarian (or designate) signature**

September 13, 2024

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

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### NEW COURSE APPROVAL MOTION FORM

**Motion:** That the new course ENGR 458-3 Advanced Treatment Processes for Water and Wastewater be approved as follows:

#### **A. Description of the Course**

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** Engineering
3. **Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** ENGR 458-3
4. **Course Title:** Advanced Treatment Processes for Water and Wastewater
5. **Goal(s) of Course:** This course extends and deepens the scope of ENGR 358-3 Water and Wastewater Systems. At the end of this course, students will be able to:
  - a) Analyze and apply various unit operations and processes for water treatment.
  - b) Understand conceptual and functional design to remove impurities by biological wastewater treatment processes.
  - c) Analyze and apply various biological treatment processes for wastewater treatment.
  - d) Apply various treatment processes for the management of biosolids (sludge) and resource recovery.
  - e) Apply various unit operations and processes for industrial wastewater treatment.

This course, similarly to other upper-level undergraduate electives that are cross-listed with graduate course, aims to introduce in the School of Engineering curriculum disciplines that reflect the expertise of our faculty members. It is the goal of the School that every faculty member is able to offer one such elective course.

#### **6. Calendar Course Description:**

This course extends and deepens the scope of ENGR 358-3 Water and Wastewater Systems, covering processes for removing impurities that are not effectively removed by conventional water and wastewater treatment systems, such as nutrients (e.g., nitrogen and phosphorus), residual organics, and emerging pollutants. The scope of the course extends to sludge management and resource recovery. Topics include, but are not limited to, the following: polishing ponds, media filtration, disinfection, membrane treatment systems, membrane bioreactors, adsorption, nitrogen and phosphorus removal, biofilm processes, advanced oxidative processes, sludge management, and resource recovery from biosolids.

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

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

No

- \* 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?**    No

Variable credit is denoted by the following examples:

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

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

Lecture      3  

Seminar      #  

Laboratory      #  

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

**9. Prerequisites (taken prior):** ENGR 358-3

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

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

**12. Preclusions:** ENGR 658-3

**13. Course Equivalencies:** none

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

**15. Course to be offered:** each semester    \_\_\_\_\_

each year      ✓  

alternating years    \_\_\_\_\_

**16. Proposed text / readings:**

Metcalf & Eddy, Inc/AECOM (2014) Wastewater Engineering: Treatment and Resource Recovery, 5<sup>th</sup> Edition

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

**1. Anticipated enrolment**      20  

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

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

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

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



6. **Course required or recommended by an accrediting agency:** none
7. **Toward what degrees will the course be accepted for credit?** BAsC Civil/Environmental Engineering
8. **What other courses are being proposed within the Program this year?** ENGR 658-3
9. **What courses are being deleted from the Program this year?**

**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:** ENGR 658-3
2. **Is a preclusion required?** Yes   X
3. **If there is an overlap, and no preclusion is required, please explain why not:** N/A
4. **Has this overlap been discussed with the Program concerned?** Yes   X
5. **In offering this course, will UNBC require facilities or staff at other institutions?**  
No   X

**If yes, please describe requirements:**

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

**If “yes,”** please contact the Articulation Officer in the Office of the Registrar.

**D. Resources required**

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
  - i. **Faculty Staffing:** None  
This course will be taught by a faculty member who recently joined the School of Engineering and will be part of their regular workload.
  - ii. **Space (classroom, laboratory, storage, etc.):** Classroom (with Chair/Tables) for about 20 students
  - iii: **Library Holdings:** See attached form
  - iv. **Computer (time, hardware, software):** none

**E. Additional Attached Materials**

**F. Other Considerations**

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

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

- 2. **Other Information:** N/A
- 3. **Attachment Pages (in addition to required “Library Holdings” Form):** None

**G. Authorization**

**SCCC Reviewed:** March 14, 2024

- 1. **Faculty(ies):** Science and Engineering
- 2. **Faculty Council Motion Number(s):** FSE FC 2024.03.15.05
- 3. **Faculty Council Approval Date(s):** March 15, 2024
- 4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF 202410.05

**Moved by:** David Casperson

**Seconded by:** Karima Fredj

**Committee Decision:** CARRIED

**Approved by SCAAF:** Oct. 09, 2024  
**Date**

  
**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:** ENGR 458-3 Advanced Treatment Processes for Water and Wastewater

**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**

\_\_\_\_\_  
March 14, 2024  
**Date**

Motion Number (assigned by  
Steering Committee of Senate): S-202410.05

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### NEW COURSE APPROVAL MOTION FORM

**Motion:** That the new course ENGR 658-3 Advanced Treatment Processes for Water and Wastewater be approved as follows:

#### **A. Description of the Course**

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** Engineering
3. **Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** ENGR 658-3
4. **Course Title:** Advanced Treatment Processes for Water and Wastewater
5. **Goal(s) of Course:** This course extends and deepens the knowledge of conventional water and wastewater treatment systems. At the end of this course, students will be able to:
  - a) Analyze and apply various unit operations and processes for water treatment
  - b) Understand conceptual and functional design to remove impurities by biological wastewater treatment processes.
  - c) Analyze and apply various biological treatment processes for wastewater treatment.
  - d) Apply various treatment processes for the management of biosolids (sludge) and resource recovery.
  - e) Apply various unit operations and processes for industrial wastewater treatment.

This course, similarly to other upper-level undergraduate electives that are cross-listed with graduate course, aims to introduce in the School of Engineering curriculum disciplines that reflect the expertise of our faculty members. It is the goal of the School that every faculty member is able to offer one such elective course.

#### **6. Calendar Course Description:**

This advanced course covers processes for removing impurities that are not effectively removed by conventional water and wastewater treatment systems, such as nutrients (e.g., nitrogen and phosphorus), residual organics, and emerging pollutants. The scope of the course extends to sludge management and resource recovery. Topics include, but are not limited to, the following: polishing ponds, media filtration, disinfection, membrane treatment systems, membrane bioreactors, adsorption, nitrogen and phosphorus removal, biofilm processes, advanced oxidative processes, sludge management, and resource recovery from biosolids.

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

**a) Can the course be repeated for credit if the subject matter differs substantially? No**

\* 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?** No

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	<u>3</u>	Seminar	_____
Laboratory	_____	Other (please specify)	_____

**9. Prerequisites (taken prior):** ENGR 358-3 or equivalent, or permission of the instructor

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

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

**12. Preclusions:** ENGR 458-3

**13. Course Equivalencies:** none

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

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

**16. Proposed text / readings:**

Metcalf & Eddy, Inc/AECOM (2014) Wastewater Engineering: Treatment and Resource Recovery, 5<sup>th</sup> Edition

**B. Significance Within Academic Program**

**1. Anticipated enrolment** 10

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

**3. Required for:** Major: None Minor: \_\_\_\_\_ Other: \_\_\_\_\_

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

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

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

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

8. What other courses are being proposed within the Program this year? ENGR 458-3
9. What courses are being deleted from the Program this year?

### 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: ENGR 458-3
2. Is a preclusion required? Yes
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?
5. In offering this course, will UNBC require facilities or staff at other institutions? No  
If yes, please describe requirements:
6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions? No

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

### D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
  - i. Faculty Staffing: None  
This course will be taught by a faculty member who recently joined the School of Engineering and will be part of their regular workload.
  - ii. Space (classroom, laboratory, storage, etc.): Classroom (with Chair/Tables) for about 20 students
  - iii. Library Holdings: See attached form
  - iv. Computer (time, hardware, software): none

### E. Additional Attached Materials

### F. Other Considerations

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

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

2. Other Information: N/A
3. Attachment Pages (in addition to required “Library Holdings” Form):   0   pages

### G. Authorization

SCCC Reviewed: March 14, 2024

1. **Faculty(ies):** Science and Engineering
2. **Faculty Council Motion Number(s):** FSE FC 2024.03.15.06
3. **Faculty Council Approval Date(s):** March 15, 2024
4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A
5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

**Brief Summary of Committee Debate:**

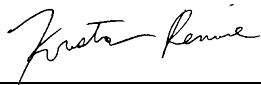
**Motion No.:** SCAAF 202410.06

**Moved by:** David Casperson

**Seconded by:** Karima Fredj

**Committee Decision:** CARRIED

**Approved by SCAAF:** Oct. 09, 2024  
Date

  
Chair's Signature

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

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

**PROPOSED NEW COURSE:** ENGR 658-3 Advanced Treatment Processes for Water and Wastewater

**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**

March 14, 2024  
\_\_\_\_\_  
**Date**



Motion Number (assigned by  
Steering Committee of Senate): S-202410.06

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to the description for ENGR 217-3 Engineering Design II, on page 236 of the 2024-2025 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** ENGR 217-3 has a tutorial section, but it is not stated in the undergraduate calendar. Additionally, it relies on concepts taught in ENGR 270-3 Surveying, which should be listed as a prerequisite.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**ENGR 217-3 Engineering Design II** This course explores the engineering design process through project-based exercises. This course includes technical writing skills.

*Prerequisite(s): Admission to an Engineering program; ENGR 117-3 with a minimum grade of C-; STAT 271-3*

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

**ENGR 217-3 Engineering Design II** This course explores the engineering design process through project-based exercises. This course includes technical writing skills and a mandatory tutorial.

*Prerequisite(s): Admission to an Engineering program; ENGR 117-3 with a minimum grade of C-; ENGR 270-3; STAT 271-3*

6. **Authorization:**

**SCCC Reviewed:** August 30, 2024

**Program / Academic / Administrative Unit:** Engineering

**Faculty(ies):** Faculty of Science and Engineering

**Faculty Council Motion Number(s):** FSE FC 2024.09.24.04

**Faculty Council Approval Date(s):** September 24, 2024

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

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

**7. Other Information**

Attachment Pages:   0   pages

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

**Brief Summary of Committee Debate:**


**Motion No.:** SCAAF 202410.07

**Moved by:** Todd Whitcombe

**Seconded by:** Nicole Neufeld

**Committee Decision:** CARRIED

**Approved by SCAAF:**   Oct. 09.2024    
**Date**

  
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202410.07

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the calendar entry for ENGR 270-3 be revised as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** ENGR 270 has been changed from a two week course to a three week course. The additional week allows for more meaningful assignments and project work outside the classroom. It was suggested both by the instructor and the students who took the course. The total number of contacts hours will remain the same.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**ENGR 270-3 Surveying** This course introduces key principles in the use and adjustments of survey equipment, including GPS, GIS and graphic communication, and the associated field-work and data interpretation required for engineering projects. This is a two week course immediately following second-term final examinations.

*Prerequisites:* Admission to an Engineering program; ENGR 117-3; ENGR 151-1; ENGR 152-1

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

**ENGR 270-3 Surveying** This course introduces key principles in the use and adjustments of survey equipment, including GPS, GIS and graphic communication, and the associated fieldwork and data interpretation required for engineering projects. This is a ~~two-week~~ three-week course immediately following second-term final examinations.

*Prerequisites:* Admission to an Engineering program; ENGR 117-3; ENGR 151-1; ENGR 152-1

6. **Authorization:**

**SCCC Reviewed:** March 14, 2024

**Program / Academic / Administrative Unit:** Engineering

**Faculty(ies):** Faculty of Science and Engineering

**Faculty Council Motion Number(s):** FSE FC 2024.03.15.07

**Faculty Council Approval Date(s):** March 15, 2024

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

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

7. **Other Information**

Attachment Pages:   0   pages

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

**Brief Summary of Committee Debate:**

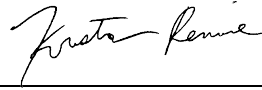
**Motion No.:** SCAAF 202410.08

**Moved by:** Trina Fyfe

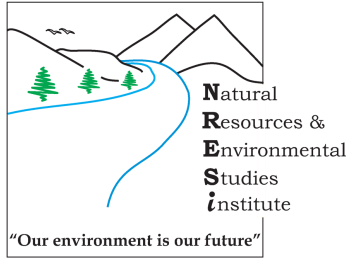
**Seconded by:** Nicole Neufeld

**Committee Decision:** CARRIED

**Approved by SCAAF:**   Oct. 09, 2024    
**Date**

  
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.



# UNIVERSITY OF NORTHERN BRITISH COLUMBIA

## MEMORANDUM

**To:** Dr. Paula Wood-Adams, Vice-President Research and Innovation  
Dr. Bill Owen, Chair, Senate Committee on Academic Affairs

**From:** NRESi Steering Committee (Brent Murray, Che Elkin, Siraj ul Islam,  
Theresa Adesanya, Roy Rea and Tristan Pearce)

**Date:** 15 August, 2024

**Re:** NRESi 2023-2024 Annual Report

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Dear Drs. Wood-Adams and Owen:

As per UNBC's Policy and Procedures for Centres and Research Institutes, please find attached the 2023-2024 Annual Report for the Natural Resources and Environmental Studies Institute (NRESi) covering the 2023-2024 fiscal year and NRESi's workplan of activities for 2024-2025. Both have been reviewed and discussed by its members at their 2024 Annual General Meeting (27 June 2024).

On behalf of NRESi, we would like to thank you for your ongoing support. NRESi remains focused on continuing the activities and initiatives that its members and the community have come to expect, as well as exploring and expanding possible research and project opportunities for NRESi and its members. We continue to provide valuable service to members, to UNBC, and the broader community, in a number of different ways. This will be explained in detail in the accompanying 2023-2024 Annual Report. NRESi continues to work towards the goals and objectives described in the Institute's five-year Strategic Plan, while also being flexible to new opportunities and ideas as they arise, as described in the 2024-2025 workplan of activities.

Enclosures: NRESi Annual Report 2023-2024

cc: John McNeill



## Natural Resources & Environmental Studies Institute

### 2023-2024 Annual Report

**Approved at AGM June 27<sup>th</sup>, 2024.**

#### Overview of the NRESi

The Natural Resources & Environmental Studies Institute (NRESi) at UNBC works to promote and implement integrative and multidisciplinary research to address problems inherent to natural resource systems and human uses of the environment, with a particular focus on northern regions and solutions-based approaches. Our Institute's logo, "our environment is our future", continues to resonate both with members and society at large.

NRESi is an association of researchers from the UNBC faculty and external community that work and have interest in themes related to natural resources and the environment. This association of members has committed to learning from each other and seeing the value in collaborative initiatives that take an interdisciplinary approach. It is recognized that many, if not most themes related to this broad research area, cannot be viewed or understood in isolation. Every research theme takes place in a complex world that surrounds and interacts with it, factoring into planning, management, monitoring, and policy. The NRESi provides a critical venue and network to link together otherwise distinct researchers, research themes and topics for a broader understanding.

NRESi works towards its objectives of knowledge sharing and identification of collaborative research opportunities in a number of different ways. The most recognizable and well-known is our signature NRESi Colloquium series lectures, as well as other special lectures and events that NRESi hosts. These events provide networking opportunities between participating NRESi members, industry, local to federal government researchers, NGOs, funding organizations (e.g., PICS, HCTF, etc.), and community members with interests in NRES-related issues. In addition, through the guidance of NRESi's Steering Committee and the activities of its staff, the NRESi works to support its members by identifying and pursuing possible project opportunities on behalf of its members. NRESi also has an important communications role to a range of audiences, including: within its membership, UNBC, the broader natural resource and environment community, and the general public.

### *Our Mission*

The mission of NRESi is to bring together members of the university and the broader research community to promote and facilitate integrative research and dialogue on natural resource and environmental issues. From here, it is recognized that issues arise in northern BC and beyond that NRESi members, together with the community and partners, have the ability through expertise and experience to address and look for solutions. NRESi has an important role in helping to coordinate and be a venue for important dialogues and research projects that address natural and anthropogenic changes, and assists in sharing research results that can inform and influence policy and management approaches and decisions.

An important role of the NRESi is in creating linkages between researchers. This includes creating opportunities for interaction and communication among UNBC and other university faculty, graduate students, and associated researchers and research centers. It also recognizes the importance of making knowledge sharing and project participation open to the public, creating dialogues, and building linkages across a wide range of perspectives and expertise.

As a result of this integration across expertise, information can be developed for local communities to address local issues. Research findings can also be disseminated through NRESi's channels to allow for information to be shared with other areas facing similar issues or management and planning concerns. This has taken the form of presentations and extension products such as NRESi's three publication series and/or sharing current and new knowledge through events and activities, as well as the NRESi newsletter which summarizes breadth and depth of member involvements and contributions as well as opportunities for engagement on critical issues. NRESi continues to engage its members in discussions about how they would like NRESi to support their work, as well as the research needs of the broader community for mutual benefit that NRESi could help address. NRESi annual and special lectures as well as colloquium speakers and special events such as the NRES M.Sc. student poster sessions provide critical venues for sharing of NRESi member research and activities.

### *Governance*

The NRESi is overseen by a Director, selected for a 3-year term. In addition, since 2022-23, the NRESi Steering Committee has taken a greater leadership role. This group includes: four individuals elected to 2-year terms by the membership of the Institute, one member representing the NRES Graduate Program (Currently not filled, Table 1). The intent of this group is to reflect the perspectives of NRESi's members, provide guidance to support the work and activities of NRESi, and ensure that the Institute functions in accordance with its vision statement and purpose. To ensure day-to-day activities of the Institute proceed, each member of the Steering Committee leads one of five portfolios (Table 1).

**Table 1.** Steering Committee membership during the 2023-2024 fiscal year.

Name	Role	Portfolio	Term
Brent Murray	Director	3. New membership and membership review	1 July 2023 – 1 July 2026
Che Elkin	Elected Member	4. NRESi publications	1 May 2020 – 30 April 2025
Tristan Pearce	Elected Member	1. Colloquium speaker identification and confirmation	1 July 2020 – 30 June 2025
Siraj ul Islam	Elected Member	5. Newsletter, Social media, advertising and webpage upkeep	1 Nov. 2022 – 30 Oct 2024
Theresa Adasanya	Elected Member	2. Special presentations - HCTF	1 July 2023 – 30 June 2025
Roy Rea	Elected Member	2. Special presentations - FWCP	1 July 2023 – 30 June 2025

During the 2013-2014 fiscal year, a framework was developed to consolidate the previous Management Committee and Advisory Committee into one group, the NRESi Advisory Panel. This new committee was presented and discussed at the 2014 Annual General Meeting and approved by the membership as an appropriate way to gather external insight and advice to NRESi’s Steering Committee and membership. During the 2016/17 fiscal year, four of the five representatives plus an alternate attended the inaugural meeting of the committee held in June 2016. In 2018/19 one Advisory Committee member retired and two others changed employers. Members of the Advisory Panel will include the following individuals and representatives:

- **Ex Officio members** – Vice-President (Research) as Advisory Panel Chair, NRESi Director, Vice-President (External Relations), NRESi Research Manager
- **Appointed members** – One Steering Committee representative, five members external to the university community

**Table 2.** Appointed Advisory Committee members\*

Name	Affiliation
Melanie Karjala	BC Oil and Gas Commission
Vacant	College of New Caledonia
Trevor McConkey	Takla Nation Environmental Operations Manager
John Rex	BC Ministry of Forests, Lands, Natural Resource Operations, and Rural Development
Luke Gleeson	Tsay Keh Dene Nation
Mike Tillson (alternate)	Tsay Keh Dene Nation (Chu Cho Environmental)



There was no activity with this group\* in 2022 - 2024. The membership of this group and its role/function will be revisited in 2024/25.

### *Membership*

NRESi has three types of memberships. They are: (a) Full Members for UNBC tenured faculty, (b) Associate Members for non-tenured faculty, research associates at UNBC and researchers external to the UNBC community, and, (c) Lifetime Members who have received recognition through NRESi's Lifetime Achievement or Community Advancement awards for lifetime membership spanning beyond their UNBC employee status. It was decided at NRESi's 2014 Annual General Meeting to adjust the existing membership process. Any new applications for Associate Members, which have 3-year terms, renewable from their membership anniversary date to the date of the NRESi's next Annual General Meeting plus three years. Existing Associate Member renewals are reviewed prior to NRESi's Annual General Meeting and those that have expired during the previous 12-month period will be notified and given the opportunity to renew for another 3-year term.

An overview of NRESi's current membership, the membership category that each belongs to, and the most recent date of renewal as applicable is listed below (Table 2). There are currently 86 NRESi members (Table 3). Membership activity during the reporting period included the addition of three Full members and one Associate Member. Renewal notifications are in progress for nine associate members.

**Table 3:** Summary of NRESi’s current membership, membership type, and the most recent membership expiry dates for Associate Members

Adesanya, Theresa	Full	Lewis, Kathy	Full
Ali, Faran	Full	Li, Jianbing (Jason)	Full
Beckett, Douglas	Associate Member: June 2024	Lilles, Erica	Associate Member – June 2024
Bartels, Samuel	Full	Lindgren, Staffan	Lifetime Member
Bryan, Heather	Full	Maher, Patrick	Associate Member – June 2024
Burton, Philip	Full	Martins, Eduardo	Full
Child, Kenneth	Associate Member: June 2024	Massicotte, Hugues	Lifetime Member
Connell, David	Full	McGill, Bill	Lifetime Member
Connolly, Michelle	Associate Member: June 2025	Meletis, Zoe	Full
Costello, Allan	Associate Member: June 2026	Menounos, Brian	Full
Coxson, Darwyn	Full	Mullins, Philip	Full
Crowley, Shannon	Associate Member: June 2024	Murray, Brent	Full
Daoust, Gabrielle	Full	Nolin, Catherine	Full
Dawson, Russ	Full	Opio, Chris	Full
Déry, Stephen	Full	Otter, Ken	Full
Dymond, Caren	Associate Member – June 2023	Owens, Philip	Full
Earley Sinead	Full	Parker, Katherine	Full (retired)
Egger, Keith	Full (retired)	Pearce, Tristan	Full
Elkin, Che	Full	Petticrew, Ellen	Lifetime Member
Erasmus, Daniel	Full	Portes, Rachel	Associate Member: June 2027
Fondahl, Gail	Lifetime Member	Rea, Roy	Full
Fredeen, Art	Lifetime Member	Robert, Jeanne	Associate Member: April 2022
Gantner, Nikolaus	Associate Member: June 2024	Rutherford, Mike	Full
Gerwing, Travis	Associate Member: June 2026	Ryan, Dan	Full
Gillingham, Mike	Lifetime Member	Sanborn, Paul	Full
Green, Scott	Full	Shea, Joe	Full
Haeussler, Sybille	Associate Member: June 2025	Shrimpton, Mark	Full
Halseth, Greg	Lifetime Member	Shultis, John	Full
Hanlon, Neil	Full	Spinola, Diogo	Full
Harding, Lauren	Full	Sui, Jueyi	Full
Hartley, Ian	Full	Summerville, Tracy	Full (retired)
Hawley, Alex	Lifetime Member	Tang, Youmin	Full
Heard, Doug	Associate Member: June 2025	Tannert, Thomas	Full
Helle, Steve	Full	Thring, Ron	Full
Hodder, Dexter	Associate Member: June 2024	Venter, Oscar	Full
Huber, Dezene	Full	Wheate, Roger	Lifetime Member
Iorhemen, Oliver	Full	Whitcombe, Todd	Full
Iqbal, Asif	Full	Wigglesworth, Jennifer	Full
Islam, Siraj ul	Full	Wood, Lisa	Full
Jackson, Peter	Lifetime Member	Wright, Pam	Lifetime Member
Johnson, Chris	Full	Zheng, Wenbo	Full
Kazemian, Hossein	Full		
Koper, Nicola	Full		
Lautensach, Alex	Full		
Lavallee, Loraine	Full		

Information about NRESi’s members can be found on its website, such as their research interests (<http://www.unbc.ca/nres-institute/institute-members>) and contact details (<http://www.unbc.ca/nres-institute/members>).

## Report on Activities for 2023-2024

*Background:* In 2011-2012, NRESi’s Steering Committee undertook a Strategic Planning process to identify the longer-term requirements and a sustainable model for the resourcing of NRESi. At the same time, increased overhead contributions from the NRESi project on the Biodiversity Monitoring and Assessment Program (BMAP), under the leadership of Dr. Mike Gillingham, provided for a period of financial stability. While a legacy endowment fund (much of it from the BMAP project) continues to grow, it is not currently large enough to yield an annual amount that can support a half-time Research Manager position. However, remaining operational funds, including interest from the endowment fund, and revenues from Special Presentation Partnerships, were sufficient for the 2023-2024 fiscal year. We continue to explore opportunities to generate more operating funds going forward.

Below is a summary of NRESi’s 2023-2024 initiatives, projects, and activities:

### *General Activities*

- The Institute hosted 17 colloquia as part of the weekly NRESi Colloquium Series which were organized by Tristan Pearce and assisted by a Graduate Student (Gouwei Li and Jemima Dura). All presentations were held both in-person and online via a secure Zoom meeting. All the colloquium presentations, with the exception of those withheld at the request of the speaker, have been posted to the NRESi UNBC Video archive (<https://video.unbc.ca/channel/NRESI/>). A listing of past presentations and their abstracts can be found on NRESi’s website (<http://www.unbc.ca/nres-institute/colloquium-series>).

**Table 4.** List of Colloquium Presentations including special presentations

<b>Date</b>	<b>Name</b>	<b>Co-sponsor(s)/Comments</b>
Sept 15, 2023	Dr. Mark Shrimpton (UNBC): <i>One fish, two fish, red fish ... a story of Kokanee in the Williston Reservoir</i>	
Sept 22, 2023	Dr. Hartley Banack Christine Ho Younghusband, Alexander Lautensach, David Litz, and Glen Thielmann (UNBC): <i>Climate Education in Teacher Education</i>	
Sept 29/Oct 6, 2023	<i>No colloquium in lieu of Truth and Reconciliation Day and Thanksgiving, respectively.</i>	
Oct 13, 2023	Dr Phil Owens & Ellen Petticrew (UNBC): <i>Aquatic impacts of the Mount Polley Mine disaster: 2014 to 2023</i>	
Oct 20, 2023	Dr. Ian Best: <i>Behavioral ecology and function of small mammals in Taiwan</i>	

Oct 27, 2023	Nick Hamilton: <i>Reintroduction of Bison and long-term effects of prescribed burning practices in the Muskwa-Kechika Management Area</i>	
Nov 3, 2022	Dr Thomas Tannert (UNBC): <i>Recent Research &amp; Developments on Mass Timber Lateral Load Resisting Systems</i>	
Nov 10, 2023	<i>No colloquium in lieu of Remembrance Day</i>	
Nov 17, 2023	Dr. Michelle Venter (UNBC): <i>Reduced intensity logging in BC for carbon and biodiversity benefits</i>	
Nov 24, 2023	Diane Desjarlais, Libby Ehlers, Alice Henderson, and Roland Willson: <i>Caribou from Many Perspectives - Preserving a Species Through Creative Thinking</i>	Inspiring Women Among Us
Jan 12, 2024	Dr. Rheanna Robinson (UNBC): <i>Disability decolonized: Lived experiences, Indigenous knowledges, and teachings from Txeemsim</i>	
Jan 19, 2024	Dr. Shauna Latosky (UNBC) & Olisarali Olbui: <i>Milking Marula in Mun (Mursi): the future of famine foods in Southern Ethiopia</i>	
Jan 26, 2024	Jeremy Ayotte: <i>BC Wild Sheep Conservation and Movi Control Program</i>	Habitat Conservation Trust Fund
Feb 2, 2024	Dr. Wenbo Zheng (UNBC): <i>Rock Fracture Conductivity in Montney Unconventional Gas Formation</i>	
Feb 9, 2024	Dr. Harri Pettit-Wade: <i>Inter-individual variation and the potential adaptive capacity of two coastal arctic fish species to ecosystem change</i>	Polar Days-sponsored presentation
March 1, 2024	Mike Ramsay (BC MWLRS): <i>Horsefly River – Rainbow Trout Enumeration and Habitat Use Study</i>	Habitat Conservation Trust Foundation
March 8, 2024	Dr Lisa Wood (UNBC): <i>Forest plant reproduction and nutrition after herbicide use</i>	Wildlife club-sponsored presentation
March 15, 2024	Shannon Crowley (UNBC): <i>Canada Lynx Habitat Ecology on an Intensively Harvested Landscape</i>	Habitat Conservation Trust Foundation
March 22, 2024	Dr. Jennifer Wigglesworth (UNBC): <i>Add it to the archive”: A tale of transformation in the outdoor rock climbing community</i>	

- Of the 17 colloquium presentations that took place, some were special events and/or co-hosted with NRESi together with other groups on campus:
  - Each year, in partnership with the Peace-Williston Fish & Wildlife Compensation Program (PFWCP), NRESi organizes a special lecture during the colloquium that includes a presentation by a guest lecturer on a theme related to the FWCP preceded by a reception/dinner to provide further networking opportunities. This year we had the standard three presentations, all of which were held in person online via Zoom (see below for more details). Unfortunately, due to scheduling issue an NRESi colloquium linked to the main FWCP was not held in 2024.

- This year, the NRESi partnered again with the Habitat Conservation Trust Foundation to deliver three sponsored talks as part of the regular Friday colloquium series. It is anticipated that this partnership will continue.
- Other groups partnering on NRESi colloquium presentations this past year included Inspiring Women Among Us (IWAU), UNBC Polar Days, and UNBC's student chapter of the Wildlife Society (TWS).
- The majority of NRESi colloquium presentations as well as a number of special presentations are now housed in the NRESi video archive (<https://video.unbc.ca/channel/NRESI/>).
- All presentations were held online via Zoom Webinar as well as being available to attend in-person.
- NRESi is also involved in the annual Undergraduate Thesis Presentation Day for NRES and associated program students (organized by ESM). Students completing a fourth-year thesis project are required to present their project and results. NRESi provides the judging for the student wards. This year's event was held on April 19<sup>th</sup>. A total of ten NRES 430/ENSC 430 students presented their theses.

#### *Peace-Williston Fish and Wildlife Compensation Program Lectures*

For the past few years, NRESi has partnered with the Peace-Williston Fish and Wildlife Compensation Program to put on a lecture that has themes related to the natural resources around the Peace region and Williston Reservoir. Three presentations were successfully delivered this year during the 2024 winter semester. All three presentations were delivered both in-person and online via Zoom Webinar. Two presentations were held at the University of Northern British Columbia while the third was held at the Ministry of Forests District Office in Dawson Creek, BC. The first presentation was delivered at lunch time on January 18, 2024, by Dr Eduardo Martin (UNBC) who presented information on the "Spatiothermal ecology of Arctic Grayling in the Parsnip River Watershed." The presentation was well attended with 22 people attending in-person and 75 people participating online. The topic presented was on a project funded by the Peace Region's Fish and Wildlife Compensation Program. The second presentation was delivered on the evening of March 21, 2024. Dr Terry Galloway (University of Manitoba) presented on "Hidden biodiversity: the fascinating life of parasitic lice that infest birds" to an audience of approximately 38 in-person and 12 participating online. An invitation-only dinner with Natural Resource and Environmental Studies Institute members, graduate students, and other guests was held prior to the lecture. Approximately 24 people attended the dinner. The third presentation occurred at the Ministry of Forests District Office in Dawson Creek, BC during the lunch hour on April 17, 2024 and was delivered by Brian Paterson (Zonal Ecosystem and Wildlife Consultants Ltd.). Brian gave the presentation "Maternal Roosting Characteristics of Northern Myotis" to an audience of approximately 19 people in-person plus 52 participating online. This presentation also described a project funded by the Fish and Wildlife Compensation Program.

## *Habitat Conservation Trust Foundation Colloquium Presentations*

This year the NRES Institute continued the agreement with the Habitat Conservation Trust Foundation (HCTF) to sponsor three of the Friday colloquium presentations. The goal of this partnership is to share knowledge and information and to provide a venue for networking in the areas of HCTF's priorities and to encourage open discussion of fish and wildlife habitat research results and management implications. Three talks were successfully delivered this year with all talks on a HCTF-funded project. On January 26, 2024, Jeremy Ayotte (Phyla Biological Consulting) delivered a presentation titled *"From Separation to Stewardship: 23 years of collaborative management of respiratory disease transmitted from domestic sheep to wild sheep in British Columbia."* The presentation was well attended with 48 people in attendance and 19 participating online. The second presentation was delivered on Friday March 1, 2024, by Mike Ramsay (Director of Fisheries Policy and Allocation, BC Ministry of Water, Land and Resource stewardship). Mike's talk was titled, *"Horsefly River Mark Recapture Estimate and Spawner Distribution Using Acoustic Telemetry."* This talk was attended by 51 people in-person and 12 attendees online. The third presentation was by Shannon Crowley, Ecological Monitoring Coordinator, John Prince Research Forest on March 15, 2024. The talk was titled, *"Habitat Ecology of Canada lynx (Lynx canadensis) during a period of cyclical change in prey abundance."* The presentation was well-attended with 45 audience members, and 23 online. It is hoped that this project will continue in the future.

## *Communications*

NRESi employs the following communication methods to communicate with its members, external researchers, and community members. Each method is designed to foster a sense of community and keep everyone well-informed.

- **Mailing Lists:** NRESi event announcements and updates are distributed through its mailing lists. NRESi also has a members-only list ([nres-institute@lists.unbc.ca](mailto:nres-institute@lists.unbc.ca)), where communications relevant specifically to the membership can be distributed. Event announcements are also posted on UNBC's public events listings, the NRESi website, and social media platforms.
- **Website:** NRESi is committed to ensuring its website is updated and easy to navigate, providing a user-friendly experience for all researchers. Regular updates are made to enhance its accessibility and content.
- **Video Archives:** NRESi has an active video archive channel created by the UNBC Communications department (<https://video.unbc.ca/channel/NRESI>). All NRESi seminars are recorded, and the videos are seamlessly uploaded to this video archive with permission from the presenters.

- **Social Media:** NRESi regularly shares information and updates on its X ([https://X.com/UNBC\\_NRESi](https://X.com/UNBC_NRESi)) and Facebook (<https://www.facebook.com/unbcnresi?ref=hl>) social media accounts. The X account has 331 active followers.
- **Newsletter:** NRESi's newsletter has recently transitioned from Mailchimp to the Microsoft Sway platform, which has enhanced its visual appearance and formatting. The Sway application, known for its user-friendly interface, will allow our newsletter to reach a wider audience across various platforms, including email, X, and Facebook. While the newsletter frequency has been adjusted from biweekly to monthly to better accommodate members' activities and news for each calendar month, the core content remains the same. The first monthly newsletter, issued in May 2024, is available at <https://sway.cloud.microsoft/jX3tpfqCFvzgJyyu?ref=email>. Each monthly edition includes updates or special announcements for members and the community, event announcements and information, member publications, travel or conference details attended by members, links to NRESi members in the media, and other UNBC media releases relevant to the NRESi audience. The newsletter also includes details about the upcoming defense of NRES graduate students and other relevant events and news. NRESi members are invited to contribute information, announcements, news, stories, and photos that might interest others in the NRESi community.

## *Research*

The NRESi links a community of researchers, with varied backgrounds and research interests, empowering them to pursue their disciplinary research in a variety of multi/interdisciplinary contexts. Many of the research initiatives undertaken by Institute members are collaborative efforts with other Institute members. Individual members of the Institute have disciplinary and multi/interdisciplinary expertise in the natural, physical, environmental, and social sciences; NRESi works to capitalize on this by providing projects and networking opportunities for knowledge sharing and finding new linkages. Scoping of NRESi members and their research opportunities is carried out when building new NRESi projects, further connecting multiple researchers and their interests.

At the 2023 AGM a common need was expressed for developing additional avenues for developing collaborations among members and the greater scientific community. One idea that came forward was to provide funding/support for workshops around research problems/interests. This year, the ORI has provided financial support to NRESi to fund the development of new or enhance existing research collaborations. Using this base funding, the steering committee developed a program to fund such research programs, the “NRESi Research Workshop Series Grants.” In May and June of 2024, NRESi announced a general call for proposals from institute members and the general UNBC community, to provide funding for workshops that will build or enhance partnerships in the core research mandates of the institute.

At the same time as the workshop series was being developed, the Pacific Institute for Climate Solutions (PICS), decided on renewing its relationship with the four host institutions. They decided to remove the local liaison positions, and provide, instead, direct funding to the host institutions for local initiatives. In communication with ORI, NRESi has entered into a collaboration with PICS and has chosen to expand the workshop series grant to include an avenue for PICS focused grants. The full call for the workshop series grant reads.

### **NRESi/PICS Research Workshop Series Grants**

Amount: up to \$25,000 (subject to available funds)

Project Submissions Dates: Two intakes of proposals will be considered – June 28th and Sept 27th.

Program Description: NRESi is announcing a general call for proposals from institute members and the general UNBC community, to provide funding for workshops that will build or enhance partnerships in the core research mandates of the institute. These include research workshops that will provide knowledge and promote new or expand on existing research partnerships to tackle challenges in natural resources and environmental studies. As part of a new initiative with the Pacific Institute for Climate Change Solutions (PICS), we also encourage workshops that aim to advance and inform climate change mitigation and adaptation.

The goal of the workshops and extension series is to provide and an avenue for the development of new interdisciplinary research collaborations, among existing NRESi members, UNBC researchers, external agencies, First Nations, NGO's and interest groups.

Workshops will be assessed based on the following criteria.

1. Description of the challenge and effectiveness of the proposed workshop activities
2. Quality of the intended outcomes
3. Relevance to Northern BC issues
4. Research Integration across disciplines and fields (interdisciplinary research)
5. Evidence of ability to use these funds to leverage other funds

Eligibility Criteria: Although we encourage participation by all Institute members and UNBC researchers, the proposed new research workshop team (3 or more applicants) must involve a partnership with researchers from UNBC. The UNBC researcher must hold an academic appointment at UNBC and be eligible to hold research funding.



Researchers who have received this grant previously must have completed all past workshop grant projects, including final reports, to be eligible.

Assessment: Workshops up to a maximum allocation for NRESi (\$45,000) or PICS (\$50,000) workshops (\$25,000 max per project) will be funded in 2024/25. Workshops will be assessed based on the on the stated criteria and on their lack of overlap with previous workshops.

In addition, NRESi has initiated two additional funding opportunities, one tied to PICS research programs and one open to all NRESi objectives. These read:

- **PICS Travel Grant.** NRESi is pleased to announce a new travel fund that will allow UNBC researchers to attend PICS events at the other PICS research institutions (UBC, SFU, UVIC), and to help fund faculty with PICS grants with student travel to events and related conferences. Applications are open (up to \$500/person, subject to available funds). Please submit a brief letter to [NRESi@unbc.ca](mailto:NRESi@unbc.ca) outlining the purpose for the travel, its relationship to PICS goals and a budget showing the proportion of the costs covered by this application.
- **NRESi and PICS outreach and extension grant.** To facilitate outreach with key stake holders and partner groups outside of UNBC, NRESi is pleased to announce an outreach/extension grant (\$500 to \$2500). The intent of the grant is to provide UNBC/NRESi researchers support to build new and/or enhance existing partnerships. As with the larger Workshop Grant Series, a proportion of the funds will be directed towards PICS related outreach. Please submit a brief letter to [NRESi@unbc.ca](mailto:NRESi@unbc.ca) outlining the purpose for grant, its relationship to PICS goals (if any) and a budget showing the costs.

### *NRESi Awards*

In past years, NRESi has recognized members who have made valuable research contributions over their career with the Lifetime Achievement award.

1. Distinguished Scholar - a NRESi member who has achieved any or a combination of the described criteria over the past 12 months (it is possible to receive this award more than once over a career).
2. Lifetime Achievement – a NRESi member who has achieved a combination of criteria over the course of their career (both as NRESi members and, if appropriate, in previous positions/activities) and recipients are given a lifetime membership to NRESi.
3. Community Advancement Award – an individual or organization from the broader community who has demonstrated achievement of any or a combination of the

described criteria through their research and/or service and recipients or an identified representative from the recipient organization is given a lifetime membership to NRESi.

Further information, nomination guidelines, and criteria can be found on NRESi's website (<http://www.unbc.ca/nres-institute/special-events-activities>).

In 2023-2024, the NRESi presented two awards in the Lifetime Achievement Award Category, one to (to be added), and the second to (to be added).

No nominations were received for the Distinguished Scholar and Community Advancement Awards last year.

### *Scholarship Funds*

NRESi members continue to support three scholarship/award funds, respectively in memory of the contributions by the late Susan Stevenson (former Research Associate), Dr. Susan Robertson (Alumini) and Dr. Joselito (Lito) Arocena (former Full member). The 2023-24 recipient for the Susan Stevenson scholarship was Julie Thomas whose PhD research examines predator-prey dynamics of cougars and woodland caribou. The recipients of the 2023-24 Undergraduate Thesis Prizes were Joel Khoo for the Dr. Joselito Arocena Memorial Undergraduate Thesis Prize and Alice Tew and Ezra Culberson for the Dr. Susan Robertson Undergraduate Thesis Prize. The recipient of the Dr. Joselito Arocena Memorial Graduate Prize for 2023-24 was (to be added), and the recipient of the Dr. Joselito Arocena Memorial Scholarship for 2023-24 was (to be added).

### *Publication Series*

Dr. Che Elkin and Dr. Roy Rea have been the Editorial staff for the NRESi publications series for the past 4 years.

1. **NRESi Occasional Papers** are peer-reviewed publications of papers and symposia material sponsored or produced by members of the Institute. They provide an outlet for position, idea, concept, and opinion-oriented papers. In the past year the following paper was published:

Fredj, K., Opio, C., Serra, R. 2024. Natural Resources and Environmental Studies Institute Occasional Paper No. 9. University of Northern British Columbia, Prince George, B.C., Canada.

A paper by Dr. Heather Bryan and Lauren Elviss has been accepted and is being prepared.

2. **NRESi Research Extension Notes** are peer-reviewed publications of the research findings of NRESi members and of graduate students in the NRES Graduate Program. This series is intended to provide an outlet through which Institute members can make their research findings available to a non-technical audience. It is especially intended to be a less onerous and more collegial way for NRES graduate students to publish their thesis findings.
3. **NRESi Technical Reports** are comprehensive, but non peer-reviewed final reports of research projects. They can contain results relevant to the region and the broader research community. This publication series creates an opportunity for NRESi members to make their research project results available, that would otherwise not be published, either in part or in whole.

NRESi publications and series guidelines can be found on NRESi's website.

<http://www.unbc.ca/nres-institute/publication-series>

## Budget Report

Revenues for the 2023-2024 fiscal year were derived from interest from the NRESi Endowments and support from the Peace-Williston Fish and Wildlife Compensation Fund and the Habitat Conservation Trust Foundation colloquium sponsorship grants.

Normally, the NRESi makes financial contributions to several events and activities throughout the year that it organizes or helps to organize:

- Undergraduate thesis presentation day (no contribution this year)
- NRES Graduate poster session
- Colloquium series – advertising costs.

Our 2023/2024 year-end operating fund closing balance was \$21,562. Operating fund expenditures in 2022-23 was \$7,173 (Table 5). This was a reduction from last year. This was in part due to reduced salary costs and fact we did not host an annual lecture in conjunction with the FWCP lecture. This year we received our allowable amount from the NRESi Endowment Fund, plus the allowed amount from 2022/23 (that was not drawn down in that year). In addition, we received \$4,800 from the HCTF for Organization and Facilitation as well as a one-time contribution of \$2,267 unspent money from the previous year. This year we increased our closing balance in order to return to an ~\$20,000 yearly opening balance in the operating account. Proposed expenditures for 2024/2025 remain in line with our endowment fund.

**Table 5.** NRESi operating budget: Summary for FY 2023-2024 and Projected Expenses for FY 2024/2025.

	<b>Actual 2022-2023</b>	<b>Projected 2024-2025</b>
<b>Opening Balance</b>	<b>\$1,328</b>	<b>\$ 21,562</b>
<b>Revenue</b>		
HCTF Organization and Facilitation	\$ 4,800	\$ 4,800
HCTF one time (remaining grant)	\$ 2,267	\$ 0
Transfers in (NRESi Endowment)	\$ 20,340	\$ 10,000
Transfer in (Office of Research)	\$ 0	\$ 0
Transfer in (Dean)	\$ 0	\$ 0
<b>Total Revenue</b>	<b>\$ 27,407*</b>	<b>\$ 14,800</b>
<b>Expenditures</b>		
Salaries	\$ -5,072	\$ -10,000
Event Expenses	\$ -2,007	\$ -2,000
Travel – student/other	\$ 0	\$ -1,000
Honoraria	\$ 0	\$ -500
Supplies-Office	\$ -94	\$ -100
<b>Total Expenditures</b>	<b>\$ -7,173</b>	<b>\$ -13,600</b>
<b>Closing Balance</b>	<b>\$ 21,562*</b>	<b>\$ 22,762</b>

\* \$50,550 provided by ORI for workshop series not included here.

NRESi has two endowment funds: (a) NRESi Endowment and (b) Northwood Endowment.

The largest endowment fund is the NRESi Endowment Fund (Table 6). Given the budget challenges facing the Institute, we continued the practice of utilizing the allowed contribution from the NRESi Endowment Fund. As no contribution was transferred in 2022/23, two installments of 10,646 and 9,694 (20,340 total) were transferred in the 2023/24. This year, the NRESi endowment fund earned \$35,693 in investment income. A management fee of \$4,341 and the transfer to the ORI (\$4,000) to partially cover the wages of the previous ORI individual assisting with NRESi operation during the transition from a Research Manager were the only other expenses.

The Northwood endowment (Table 7) is used to fund the NRESi Annual Lecture series and other special events consistent with the original intent of the endowment. This year, the Northwood endowment earned \$18,348 in investment income and paid out 1,965 in management fees. No other expenses were recorded against this fund in 2023/24.

**Table 6.** NRESi Endowment Fund (46055): Summary for FY 2022-2023 and Projected Change for FY 2023/2024.

	<b>Actual 2022-2023</b>	<b>Projected 2023-2024</b>
<b>Opening Balance</b>	\$ 446,251	\$ 453,263
<b>Revenue</b>		
Donations	\$ 0	\$ 0
Investment income	\$ 35,693	\$ 36,250
<b>Expenses</b>		
Overhead	\$ -4,341	\$ -4,600
ORI transfer for wages*	\$ -4,000	
Transfer to Operating Fund	\$ -20,340	\$ -10,000
<b>Closing Balance</b>	\$ 453,263	\$ 475,913

**Table 7.** Northwood Endowment Fund (70105): Summary for FY 2023-2024 and Projected Change for FY 2024-2025.

	<b>Actual 2022-2023</b>	<b>Projected 2023-2024</b>
<b>Opening Balance</b>	\$ 211,793	\$ 211,793
<b>Revenue</b>		
Investment income	\$ 18,348	\$ 19,850
<b>Expenses</b>		
Overhead	\$ -1,965	\$ -2,000
Events	\$ 0	\$ -3,000
<b>Closing Balance</b>	\$ 211,793	\$ 226,643

Total endowment and operating funds are summarized in Table 8.

**Table 8.** Summary of NRESi Fund totals and change during FY 2023-2024.

NRESi Funds	2022-2023 FY End	Change during FY
Operating	\$ 21,562*	\$ 20,234
Northwood	\$ 211,793	\$ 16,383
NRESi Fund	\$ 453,263	\$ 7,012
Total:	\$ 686,618	\$ 43,629

\* \$50,550 provided by ORI for workshop series grant not included.



## Natural Resources & Environmental Studies Institute

### 2023-2024 Workplan

This workplan describes how NRESi's 2023-2024 activities will build on the momentum of the previous fiscal year and further the objectives of NRESi through engagement, identification of new project opportunities, funders and partners, as well as providing networking across members and the community. Further to this, it will also describe how NRESi will work with other research institutes and organizations at UNBC and its partners on some key initiatives.

The focus of activities for the new year are described under five broad headings, which includes a purpose and a description of activities/desired outcomes for each.

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#### **Proposed NRESi ORG chart 'positions' for the NRESi for 2023-2024**

With the guidance and suggestions of the NRESi Steering Committee, we propose the following division of duties to carry out the essential duties of the Institute for the coming academic year. While the endowments are healthy, they cannot generate enough operating funds to support our core mandates to be conducted by a single paid research manager. As such, we have broken down the duties into smaller parts that can more effectively spread across a number of individuals.

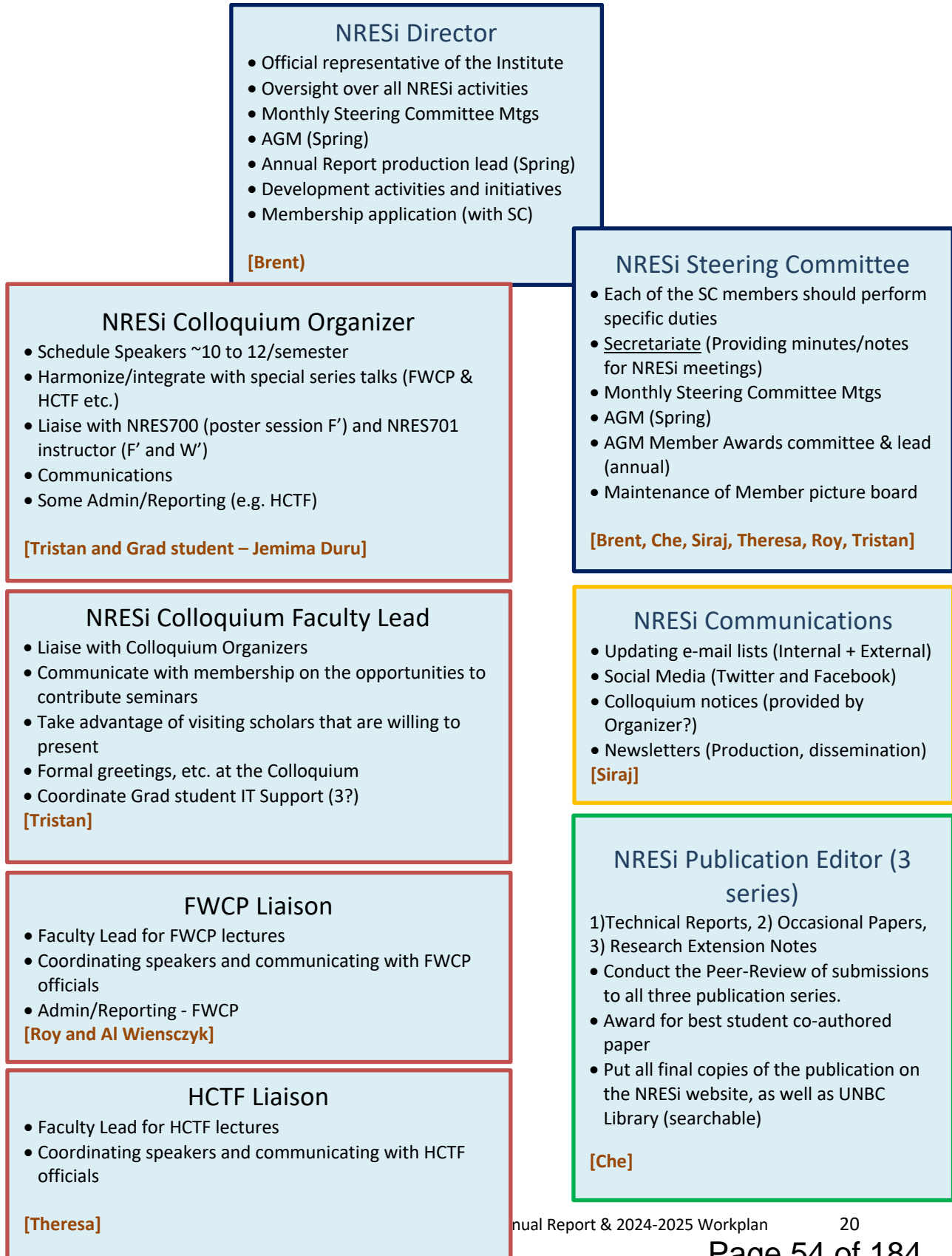
We will continue with the model developed in 2022. The Org chart for the NRESi going forward appears below. The reporting structure and responsibilities of positions are a model only, but we think useful in defining (and recruiting for) the positions and duties listed.

#### **Budget**

A proposed 2024-2025 budget is shown in Table 5. This modest budget for the operating fund continues the core mandates of the NRESi. The main sources of expenditures involve the hiring of Graduate students to assist with the delivery of the weekly colloquium and newsletter. We anticipate a budget consistent with modest revenue taken from the endowments funds. Note

that budgets for the Workshop series grants, extension grants and the PICS travel grants are not included as part of the general operating grant (Table 5).

**\*ORG Chart model for the NRESi (2023-2024)**





## **The Future of Current and New Projects**

The mainstay service performed by the NRESi is the Colloquium Series which includes the associated FWCP and HCTF funded talks. We provide specifics on these and new and potential projects below.

### *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 and projects.

#### *Description of Activities:*

NRESi is excited to track the success of the funding initiatives described in the report. We will conduct a review of activities and moneys awarded to be presented at the 2024-25 AGM.

### *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 continue to celebrate the achievements of its members and those in the natural resources research community. This will continue to be achieved in a number of ways. One example is providing NRESi's newsletter as a venue for sharing new publications, awards NRESi members have received, conference presentations and other announcements.

NRESi also has its awards program that is presented each spring. The awards include: (a) Lifetime Achievement for career accomplishments, (b) Distinguished Scholar for project related accomplishments, and, (c) Community Advancement for individuals and organizations outside of NRESi's membership, but part of its network and making valuable contributions to natural resource research.

NRESi will continue to build opportunities for supporting its members' research and expertise. This includes investigating how to best make the expertise of NRESi members readily available to other members, potential partners and the broader community. It could also mean further accessibility of NRESi member data and information, such as continuing to explore tools for data sharing.

### *C. NRESi Special Projects & Events*

**Purpose:** To engage NRESi members, UNBC, and the broader community in events and activities on relevant topics of interest, providing the opportunity for sharing knowledge and a forum for discussion.

### *Description of Activities:*

NRESi received conditional approval of its proposal to extend its ongoing relationship with the Peace-Williston Fish and Wildlife Compensation Program for a lecture series in 2024-2025. This year NRESi will be organizing three lectures, one in Prince George during the usual spring timeslot, plus two additional presentations in the fall and winter in a northeastern BC community.

Likely In conjunction with the FWCP lecture series, NRESi will host our annual lecture. For a number of reasons, the delivery of this lecture/evening has been sporadic over the past years. NRESi will re-establish this lecture as a key component of the series for 2024-25.

NRESi is awaiting confirmation of an ongoing agreement with the Habitat Conservation Trust Foundation (HCTF) to organize three lectures focusing on HCTF-funded research projects. Talks will likely be held in Prince George with possible expansion to other communities in the future.

### *D. Communications*

Purpose: To facilitate communication within the membership, to UNBC and external stakeholders, governments, communities, and other partners.

### *Description of Activities:*

NRESi uses a number of different venues to share information across its network. This includes external communications efforts, such as through the bi-weekly (or monthly) newsletter, social media feeds, posters in UNBC hallways about upcoming events, as well as through email announcements. NRESi also works to provide information about opportunities to its membership list and engaging researchers where and when possible to do so.

The three NRESi publication series provide great opportunities for members and their student researchers to publish their work with a friendly review process and environment. Each of the series is helpful, e.g., Technical Reports provide a way for members to publish their research reports that are commonly required by funding agencies. Research Extension Notes provide a great way to make our relevant science understandable by a larger audience. Finally, Occasional Papers can be a great way to publish longer papers that may not have an obvious home in conventional journals.

NRESi needs to update its website. Content has outdated, mainly due to the need for administrative assistance with the most current Druple training (Druple 10) to conduct updates and revisions. We are developing plans with the Faculty of Environment to provide the desired AA support.

# **UNBC RESEARCH ETHICS BOARD Annual Report**



**January 1, 2023 to December 31, 2023**

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## INTRODUCTION

The University of Northern British Columbia (UNBC) Research Ethics Board (REB) is established by the highest body of the institution. The UNBC REB is appointed to review the acceptability of research projects involving human participants to ensure that all research is conducted in accordance with the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, (TCPS2-2022) of the Canadian Institute of Health Research, Natural Sciences and Engineering Council of Canada, and Social Sciences and Humanities Research Council. The TCPS2-2022 is based on the following core principles:

- Respect for persons;
- Concern for the welfare of persons;
- Justice.

Accountability for research remains the responsibility of the Institution (TCPS2, 2022). In granting its approval for a project, the REB engages the responsibility of the Institution to support the researchers.

## RESEARCH ETHICS BOARD MEMBERSHIP

Membership of the UNBC REB is determined both by the requirements set out in the TCPS2 (2022) and the UNBC Research Ethics Board Terms of Reference & Procedures (2020). The UNBC REB is supported by the REB Chair, REB Vice-Chair, Research Ethics Officer, and Office of Research and Innovation REB Administrative Assistant.

The UNBC Office of Research and Innovation and the REB would like to acknowledge the following individuals who have completed or ended their terms on the UNBC REB as members and associate members:

- Tracy Day, Community Member & School of Nursing, member 2021-2023;
- Russell Callaghan, Northern Medical Program, member 2015-2023;
- Lisa Creelman, School of Nursing, member 2022-2023;
- Asif Iqbal, School of Engineering, member 2017-2023;
- Zoe Meletis, Department of Geography, Earth & Environmental Sciences, member 2018-2023; and
- Chelsea Pelletier, School of Health Sciences, member since 2016, Vice Chair 2019-2023.

At the same time, the UNBC Office of Research and Innovation and the REB would like to acknowledge and welcome the following incoming members:

- Leah Chambers, Psychology Department
- Gabrielle Daoust, Global and International Studies
- Chengbo Fu, School of Business

- Neil Hanlon, Department of Geography, Earth and Environmental Sciences
- Lauren Harding, Outdoor Recreation and Tourism Management
- Theresa Healy, School of Planning and Sustainability
- Shauna LaTosky, Department of Anthropology
- Caroline Sanders, School of Nursing

The UNBC REB members as of December 31, 2023, are:

NAME	TITLE	*FACULTY	TERM EXPIRY
Neil Hanlon	Chair & UNBC Faculty Member	FE	Jun 30, 2024
Davina Banner-Lukaris	Chair & UNBC Faculty Member (sabbatical July 1 2023 – June 30 2024)	FHHS	June 30, 2027
Susan Burke	Vice-Chair & UNBC Faculty Member	FHHS	Jun 30, 2024
Hart Banack	UNBC Faculty Member	FHHS	Jun 30, 2025
Greg Halseth	UNBC Faculty Member	FE	Jul 31, 2026
Shane DeMeyer	Community Member	N/A	Jun 30, 2025
David Halikowski	Community Member	N/A	Jun 30, 2025
Hossein Kazemian	UNBC Faculty Member	FE	Oct 31, 2025
Colin Elliott	Coast Mountain College	N/A	Jun 30, 2024
Kuo-Hsing Kuo	UNBC Faculty Member	DMS	Oct 31, 2026
Hart Banack	UNBC Faculty Member	FHHS	Nov 30, 2025
Lisa Kyle	UNBC Faculty Member	FHHS	Aug 31, 2026
Daniel Sims	UNBC Faculty Member	FISSSH	Aug 31, 2026
Shannon Freeman	UNBC Faculty Member	FHHS	Aug 30, 2024
Shauna LaTosky	UNBC Faculty Member	FISSSH	June 30, 2024
Chengbo Fu	UNBC Faculty Member	FBE	Nov 29, 2024
Caroline Sanders	UNBC Faculty Member	FHHS	Nov 29, 2024
Theresa Healy	UNBC Faculty Member	FE	Nov 29, 2024
Lauren Harding	UNBC Faculty Member	FE	Nov 29, 2024
Gabrielle Daoust	UNBC Faculty Member	FISSSH	Nov 29, 2024
Leah Chambers	UNBC Lecturer (on leave)	FHHS	Nov 29, 2024
Isobel Hartley	Research Ethics Officer (non-voting)	N/A	Non-expiring

**\*FACULTY:**

- **FBE** – Faculty of Business and Economics;
- **FHHS** – Faculty of Human and Health Sciences;
- **FISSSH** – Faculty of Indigenous Studies, Social Sciences and Humanities;
- **FE** – Faculty of Environment;
- **FSE** – Faculty of Science and Engineering;
- **DMS** – Division of Medical Sciences.

## APPLICATION AND REVIEW SUMMARY

During the period of January 1, 2023, to December 31, 2023, the following applications were submitted for review:

<b>Review Type</b>	
<b>New Applications</b>	
UNBC -- ROMEO platform	61
Harmonized, Behavioural – UNBC Board of Record	17
Harmonized, Clinical – UNBC Board of Record	1
Harmonized, Behavioural – UNBC researcher	22
Harmonized, Clinical – UNBC researcher	1
UNBC -- site only	8
<b>Total New Applications</b>	<b>110</b>

<b>Renewal, Amendments and Closures</b>	
UNBC -- Old system (.doc forms)	83
UNBC -- ROMEO platform	9
Harmonized, Behavioural – UNBC Board of Record	62
Harmonized, Clinical – UNBC Board of Record	8
Harmonized, Behavioural – UNBC researcher	78
Harmonized, Clinical – UNBC researcher	29
<b>Total Renewal, Amendments and Closures</b>	<b>269</b>

The total number of New Applications and Post Approval Activities reviewed has slightly increased from the previous year. Of the 61 new applications submitted to the UNBC REB, 40 were faculty research, 18 were student research, and 3 were classroom projects.

## DELEGATED AND FULL BOARD REVIEWS

Minimal Risk applications comprise most protocols reviewed at UNBC through the delegated review process. REB Members give delegated reviews in conjunction with the REB Chair. REB Members generally review two Minimal Risk applications a month, in addition to attending board meetings to review any Above Minimal Risk applications submitted over a month. The small number of Above Minimal Risk applications has resulted in the cancellation of five board meetings this year.

The ROMEO platform for ethics review was hard launched January 1<sup>st</sup> 2023, after a soft launch in the last month of 2022. The new application form and processing plan had been developed and were refined through-out 2023. Amendment and Unanticipated Problem forms and their review processes were developed concurrently with the implementation and management of

the ROMEO New Application review processes. The Application Renewal and Application Closure forms and processes were designed and nearly launched with support materials by the end of 2023.

Studies approved through the previous .doc forms were supported through maintenance of the previous amendment and renewal .doc forms and processes.

All Board Members were provided with a demonstration and a manual to support their access to the ROMEO system to give minimal and above minimal risk application reviews. Manuals for researchers, reviewers, Chair and administrators have been created, posted on the webpage, and updated by Office of Research and Innovation staff to support the change in REB processes.

### **HARMONIZED REVIEWS**

Harmonized reviews are conducted by the REBs of involved institutions, with a Board of Record determined by several factors which include home institution of the principal investigator, institution at which any funding is being administered, and location of primary participant recruitment. The harmonized applications noted above with “UNBC researcher” are applications where another harmonized partner REB is acting as Board of Record, and the UNBC REB conducted a proportionate review for the study. The harmonized applications noted above with “UNBC site only” are applications where another harmonized partner REB is acting as Board of Record, and recruitment is occurring at UNBC with no local researcher. In these situations, the UNBC REB conducts a proportionate review for the study in compliance with TCPS2 Article 8.3(b)ii and communicates to the research team that an Institutional Approval is needed through the Provost’s Office to recruit UNBC faculty/staff/students. The UNBC Provost removed the requirement for an Institutional Approval in November 2023. Messaging to support this change was provided for both ORI and Provost webpages. The REBC membership were alerted to this change directly by the REO. For more information on the harmonization of ethics reviews in BC, please see the REBC Membership section of Ongoing Initiatives.

Harmonized applications are provided for review to Board Members through the online Provincial Research Ethics Platform (PREP). Many of our REB Members are comfortable and familiar with the PREP applications hosted on UBC’s Research Information System (RISe); the newest members will be receiving training in the coming months.

### **COMPLIANCE ISSUES**

There were 3 reports of concern made to the REB over the year. After initial investigation, 2 were deemed compliance issues that required further investigation and action. One of the issues is still under consideration by the researcher’s Faculty Dean, and the REB remains alert to any updates. An SOP regarding compliance issues was drafted, with anticipation of being posted when capacity permits.



## **MEMORANDUM OF UNDERSTANDING (MOU) WITH COAST MOUNTAIN COLLEGE**

In February 2018, a 'Research Involving Animal Care and Use and Research Involving Human Subjects Agreement' was signed between UNBC and Northwest Community College (now Coast Mountain College "CMC") (UNBC File RC17-3428). A further Agreement, dated for reference January 1, 2022, effective until December 31, 2026, was signed between UNBC and CMC (UNBC File RC21-4070, replacing UNBC File RC17-3428).

The agreement requires CMC to maintain a member on the UNBC REB. Collin Elliot has been serving in this capacity and continues to contribute to both delegated reviews and board meetings on behalf of CMC. There have been no new applications received by CMC researchers this year.

## **RESEARCH ETHICS BOARD STRATEGIC INITIATIVES**

The UNBC REB continues to actively engage in strategic initiatives at UNBC:

- ROMEO Platform:
  - Develop and deploy needed processes, templates, manuals.
- Building relationships and support for research ethics involving Indigenous communities.
  - The UNBC REB is deeply committed to fostering respectful relationships with Indigenous communities and researchers, and supporting research ethics that are relational, respectful, and responsive.
  - Over the year, UNBC REB members were engaged in a range of educational activities, including attending conferences, presentations, and workshops. During UNBC REB meetings, discussions occurred around promoting engagement of Indigenous faculty and students. Our UNBC REB membership has also been expanded to include faculty members engaged and skilled in research with Indigenous communities.

## **ONGOING INITIATIVES**

### Education and Training

Membership with Canadian Association of Research Ethics Boards (CAREB) has been maintained annually for the REO. The past year has seen the introduction of new virtual webinars and educational events, in addition to the ongoing provision of valuable resources and supports. Many education and training events have been shared; a few are noted below.

Time	Event and Details
<b>February</b>	<ul style="list-style-type: none"> <li>-REB Members invited to participate in Cowichan Tribes Case Study webinar. Several were able to attend, as was REO and AA.</li> <li>-Emily Carr University hosted virtual 2 hour panel focused on new models for research ethics in Indigenous, First Nations, Métis, and Inuit contexts. Attended by several board members and REO.</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>-REO completed final course towards the Research Administration Certificate through Mohawk College, designed and supported by the Canadian Association of Research Administrators (all course work completed on personal time, course and CARA membership fees by REB education fund)</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>-CAREB Conference, three full days, virtual delivery. Made available to all REB Members interested to attend (cost covered) – many valuable sessions,</li> <li>-REBC Special Edition June 21<sup>st</sup> REBA Call: Indigenous Health Research Ethics; Ethical Space of Engagement; Rooted in Relationships: Lessons learned from Indigenous health researchers and community members.</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>-Roots of Reconciliation workshop for Non-Indigenous participants, with a Prince George offering brought forward by the Nadleh Whut'en Indian Band "Whuz Noolh'en" Project (LIRS). Four full days, attended by one REB Member.</li> <li>-Canadian University Research Data Management Workshop, attended by REO in Waterloo on behalf of ORI, as part of the UNBC contingent that included a staff member from ITS and from the Library.</li> </ul>

### Research Ethics British Columbia (REBC) Membership

UNBC continued to be an active member in the development of harmonized BC ethics reviews. The online Provincial Research Ethics Platform (PREP) for multi-jurisdictional research studies is the established process for all partner boards. The REBC Membership now includes 24 institutional research ethics boards, which is an increase of two partners over the year. In addition, the Research Ethics Board Administration (REBA) and Clinical Research Ethics British Columbia subcommittees have met periodically to provide any needed co-ordination of COVID mitigation between the partner institutions as well as to support ongoing REB initiatives across the province.

### External Researchers Reciprocal Reviews

The Reciprocal Review Process for external researchers wishing to conduct research at UNBC requires case by case considerations. The suggested process for all external researchers is posted on the webpage and has been functioning well outside of ROMEO. It was determined over the year that development of a ROMEO process would not substantially improve service to the research community or board record keeping.

## Outreach and Education

Templates for new application development, amendments, and class-based projects were designed and posted for student and faculty use.

New board members were supported through extensive education and resource communications by the REO. Shadow review opportunities were provided prior to their first application reviews for the Board.

Some new faculty researchers have been supported through mentorship meetings by a Board Member when they are responding to their first provisos from the Board. This has been a new initiative, made possible by the greater number of Board Members to give delegated review, and the retention of Board Members who now have vast experience to share.

Chair made presentations in graduate classes (NRES 700 and HHSC 800) in fall 2023.

## **CONCLUSION**

The UNBC REB continues to strive to support faculty and students with research ethics applications and education at UNBC and in partnership across the province, country, and world.

## **REFERENCES**

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council. (2022). Tri-Council Policy Statement Ethical Conduct for Research Involving Humans: TCPS2. Ottawa: Government of Canada. Available at: [https://ethics.gc.ca/eng/policy-politique\\_tcps2-eptc2\\_2022.html](https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html)

University of Northern British Columbia (UNBC). 2020. Research Ethics Board Terms of Reference & Procedures (S-202004.04). Available at: <https://www2.unbc.ca/sites/default/files/sections/research/20200422ethicsreviewofresearchinvolvinghumanparticipantspolicyandresearchethicsboardtor.pdf>



**Ministry of Post-Secondary Education  
and Future Skills**

**September 2024**

*QUALITY ASSESSMENT  
PROCESS AND CRITERIA*

*BC Public Post-Secondary  
Institutions*

## Acknowledgements

The Standards and Criteria for introducing new degree programs in British Columbia were first established and published by the Minister of Advanced Education (now the Ministry of Post-Secondary Education and Future Skills; hereafter “the Ministry”) in November 2006.

The June 2024 updates to the Standards and Criteria were prepared with advice from many stakeholders and quality assessment experts. The Ministry and the Degree Quality Assessment Board acknowledges with thanks the many individuals and organizations that shared their experience and expertise.

### **Modifications to Policies, Standards, Criteria, and Guidelines**

The Degree Quality Assessment Board recommends to the Minister the policies, standards, criteria, and guidelines that apply for the purposes of degree authorization.

The Minister reserves the right to modify policies, standards, criteria, and guidelines from time to time and will post current versions on the website.

Institutions are responsible for ensuring they are using the current policies, standards, criteria, and guidelines.

### **Contact Information**

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Web site: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization>

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## 1. Introduction

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This document outlines the requirements for BC public post-secondary education institutions wishing to offer a new degree in BC.

### 1.1 Legislation

Under the *University Act*, BC public universities must not establish a new degree program without the approval of the Minister.

Under the *College and Institute Act*, the Minister may designate by order, applied baccalaureate degree programs at BC public colleges and baccalaureate degree programs and applied master's degree programs at BC public provincial institutes.

The Ministry requires new degree program proposals (other than proposals from institutions qualified for expedited review, commonly referred to as exempt status) to be reviewed by the Degree Quality Assessment Board (Board) before and proceeding to the Minister for approval under the *University Act* and the *College and Institute Act*.

### 1.2 Role of the Minister

The Minister approves new degree programs under the *University Act* and the *College and Institute Act*.

### 1.3 Role of the Degree Quality Assessment Board

The Degree Quality Assessment Board (the Board) is appointed by the Minister to determine whether a review of the institution's submission is warranted, to oversee the quality assessment process, to evaluate applications, and to provide advice to the Minister.

Reporting directly to the Minister, the Board establishes the processes for new degree program reviews, administers these reviews, and makes recommendations to the Minister regarding approval and on further actions required to ensure quality standards are maintained.

In making assessments and recommendations, the Board's role is to ensure degree programs provide a quality education that meet the Minister's quality standards and



criteria, respond to labour market needs, protect the interests of learners, and contribute to a coherent and integrated post-secondary system.

Board operations are supported by the Board Secretariat and Ministry staff who provide administrative and research support to the Board.

### **Board Composition**

The Board is comprised of five members from BC public post-secondary institutions, two members from private post-secondary institutions, two members from business/industry, two members from the general public, and two non-voting members, one from the BC Council on Admissions and Transfer (BCCAT), and one from the Ministry.

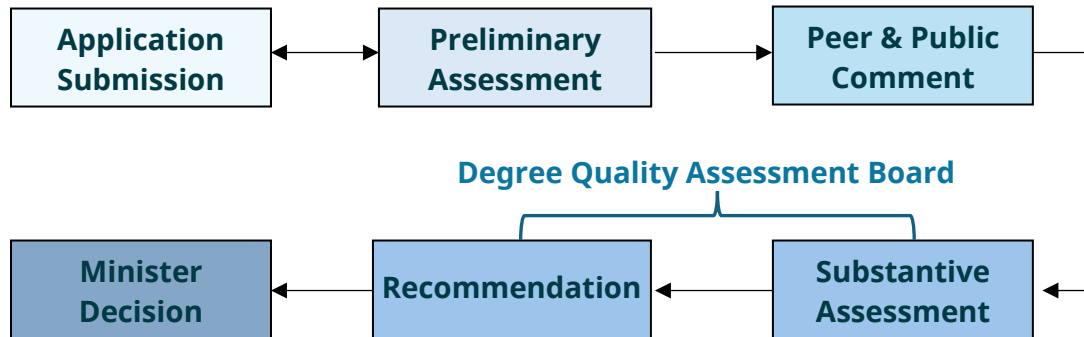
### **Board Meetings**

Board meetings are held in-camera, normally every 6-8 weeks. Meeting dates are listed on the Degree Authorization website. To ensure an item is on the agenda, all information related to the item must be provided to the Board Secretariat according to the schedule listed on the Degree Authorization website.

## 2. Degree Approval Process Overview

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### 2.1 Process Workflow Summary



See Appendix 9 for a detailed workflow.

### 2.2 Proposal

A proposal is not to be submitted for the new degree review process until the senior governance body (e.g., Board of Governors or equivalent) has approved it as appropriate for the institution's plan and priorities.

All submissions must follow the submission guidelines and address the criteria established for the type of review that will be conducted. Proposals should be submitted 12-18 months prior to the institution's desired start date.

Submissions for degree approval will be subject to the *Freedom of Information and Protection of Privacy Act*.

#### **Post Secondary Institution Proposal System (PSIPS)**

Applications are submitted through the Post-Secondary Institution Proposal System (PSIPS), a web-based interface supporting the post-secondary program proposal and quality assessment review processes for degree-granting institutions in BC. Access to PSIPS is managed by the Board Secretariat, with cooperation from the institution's Vice President Academic Office or equivalent.

## Formatting Guidelines

Institutions are expected to adhere to the following:

- Stage 1 should be submitted using the Stage 1 template and should not exceed 12 pages or 4,000 words, excluding appendices.
- Degree proposals should have numbered pages and not exceed 10,000 words, excluding appendices.
- When submitting Stage 1 and Stage 2 together, use a single PDF document with Stage 1 preceding Stage 2. The appendices should form separate documents, e.g., Stage 1 appendix; Stage 2 appendix.
- When providing information on institutional policies, include only a summary of the policy in the main body. Attach the full policy as an appendix.
- Provide a Table of Contents for appendices.
- Appendices should be uploaded as separate documents. Appendices for degree proposals should indicate the standard, appendix number and name, with one appendix per standard. For example, *Standard 3 Appendix 1 Curriculum Map; Standard 6 Appendix 2 Faculty CVs*.
- Proprietary information should be included in the appendices, which are not publicly available for review. Examples of proprietary information may include referee letters, letters of support, faculty CVs (which contain personal information such as names and addresses), full course outlines, and financial information.
- Only PDF documents are accepted. PDF files should incorporate navigation tools such as “bookmarks” to allow the reader to navigate quickly to a particular page or section within the document.

## 2.3 Fees and Payment

Institutions will receive an invoice when a proposal is submitted in PSIPS. If the Board determines a quality review is warranted, additional fees to cover the costs of the external review will be required.

## 3. Review Phases

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### 3.1 Preliminary Assessment

The Degree Quality Assessment Board (Board) Secretariat reviews the proposal for completeness and adherence to the formatting and submission guidelines. A proposal will be returned to the institution for revisions if it:

- Does not fully and clearly address the criteria in the order presented by the Submission Guidelines for the type of review.
- Does not provide the evidence required.
- Exceeds the recommended length.
- Does not follow the formatting guidelines.

Inactive proposals in revision will be placed “on hold” after six months and withdrawn after one year.

### 3.2 Peer and Public Review Period

When the proposal is considered complete by the Board Secretariat, it will be publicly posted on the Degree Authorization website for 30 days for peer and public review. The general public may submit comments during this period. The office of the Vice President Academic (or equivalent) of the public and private degree-granting institutions will be notified through PSIPS that a new submission is available for review and comment. The institution must respond to all comments at the end of the peer and public review period.

### 3.3 Degree Quality Assessment Board Substantive Assessment

The Board will review the proposal following the end of the peer and public review period and will determine the next steps:

- Make a recommendation to the Minister based on the materials provided; or,
- Conduct an external review by experts to inform the Board’s recommendation.

If the Board proceeds with an external review, it will determine the type of external review required, and the composition of the External Review Panel.

#### External Review

The Board determines the depth of review required based on the level and quality of information provided in the proposal. The Board may contract external expert reviewers

to conduct:

- Degree Program Reviews that focus on the quality of the degree program; and,
- Qualified for Expedited Reviews, commonly referred to as Exempt Status, that focus on the institution's governance and quality assurance mechanisms.

The institution is required to provide the Board with three nominations of qualified external experts for the Board's consideration. Qualifications required of external experts are outlined in Appendix 7. The Conflict of Interest and Confidentiality Policy outlines the requirements to ensure external experts are not in a position of actual or perceived conflict (see Appendix 8). The Board has the final decision over the contracting of expert panel members.

The institution will be invoiced by the Ministry for the cost of the review, which covers the expert reviewers' honoraria and associated travel costs at provincial government rates (see the Degree Authorization website for additional information). Payment for the review must be received by the Ministry at least two weeks prior to the visit by the Expert Review Panel. Delay of payment may result in a delay of the review.

The External Review Panel report is advice to the Board and is the property of the Board. The institution will be provided with a copy of the report for its response.

### **3.4 Recommendation to the Minister**

The Board will review the proposal, and if an external review is undertaken, the External Review Panel report, and the institution's response to the report's findings are taken into consideration by the Board when making its recommendation to the Minister. The Board also considers other factors, including general information provided by the Ministry.

During its deliberations, the Board may call the External Review Panel chair to seek further clarification on the review and/or the institution to address outstanding questions regarding the submission materials or its response to the External Review Panel report. The Board then makes a recommendation to the Minister on whether the proposal meets or does not meet the standards and criteria and any follow-up actions.

### 3.5 Minister's Decision

The Minister makes the final decision regarding new degree programs under the *University Act* and the *College and Institute Act*. The decision is provided by a letter that is also publicly posted on the Degree Authorization website.

## 4. Type of Review

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### 4.1 Health Program Review

All post-secondary institutions in British Columbia that wish to offer a new degree program in health or make substantial revisions to an existing health degree are required to undergo a review of the program proposal conducted collaboratively by the Ministry of Health and the Ministry of Post-Secondary Education and Future Skills. Health programs include any program in the Classification of Instructional Program (CIP) 51 – Health Professionals and Related Programs category listed on the Statistics Canada website. Institutions are encouraged to engage in the Health Education Program Review process prior to submitting a formal proposal in PSIPS. The CIP 51 Review Policy is available on the Degree Authorization website.

### 4.2 Degree Program

Degree program reviews are primarily conducted in two stages as outlined below.

#### Stage 1

All new degree programs must include a Stage 1 application and undergo a Stage 1 review conducted by the Degree Quality Assessment Board (Board).

Stage 1 is an evidence-based review intended to determine whether the proposed degree program:

- provides benefits to students;
- addresses a need in the BC post-secondary system and creates no unnecessary duplication with existing programs offering similar learning objectives;
- provides social and economic benefits to British Columbians (including labour market benefits); and
- is proposed by an institution with sufficient expertise and resources to sustain the program over the long term.

Stage 1 and Stage 2 may be submitted together or separately. Stage 1 applications must be submitted using the Stage 1 template.

Only when an institution successfully meets the Stage 1 criteria and is approved by the Minister will the new degree proposal proceed to the Stage 2 review of degree program quality.

## **Stage 2 Degree Program Quality Review**

The Stage 2 Degree Program Quality Review is an assessment to ensure the proposed degree program meets high-quality standards. The review process, submission requirements, and assessment criteria for giving or refusing approval are outlined in the Degree Program Review Criteria and Guidelines described in Section 5.

The quality assessment process is initiated with the peer and public review of the full program proposal posted on PSIPS. In conducting the quality assessment review, the Board normally requires institutions to undergo an external expert panel review to inform the Board's assessment of degree proposal.

### *Collaborative Partnerships*

For a BC public institution wishing to deliver a new degree program through a collaborative arrangement with another institution, the Degree Program Review Standards and Criteria will be applied to the institution and the partner. Additionally, partner institutions that are private or out-of-province public institutions may be required to undergo a quality review of its operations (see Appendix 6).

### Degree Proposals from Institutions Qualified for Expedited Review (Exempt Status)

Institutions with exempt status wishing to submit a degree proposal should follow the "Submission Guidelines for Institutions Qualified for Expedited Review (Exempt Status)" at the end of Section 5. Proposals submitted for new degree programs are posted for public review and comment. Following the peer and public comment period, the Board will review Stage 1 and make its recommendation to the Minister. The program proposal is expedited through the Stage 2 review, proceeding directly to the Minister for decision. The Minister may refer the proposal to the Board for a Stage 2 review as outlined in the Qualified for Expedited Review Standards and Criteria.

## **4.3 Qualified for Expedited Review**

An institution qualified for expedited review, commonly referred to as exempt status, has demonstrated that it has a rigorous, ongoing institutional and program quality assessment processes, both internal and external. The Qualified for Expedited Review Standards and Criteria are under review. The current standards and criteria are available on the Degree Authorization website.



## 5. Degree Program Review Standards and Criteria

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This section describes the degree program review standards and criteria for Stage 1 and Stage 2 that are used to assess proposals from BC public institutions.

Health programs must complete the CIP 51 Review before proceeding to the Stage 1 Review (see Section 4).

### 5.1 STAGE 1 REVIEW

The purpose of Stage 1 is to determine the need for a new degree program and to evaluate how it complements other programs currently offered in the BC post-secondary education system.

Stage 1 applies to all post-secondary institutions seeking authority to grant a new degree program in BC. It is a means to ensure that students are provided with high-quality education, and when developing new programs, that institutions avoid unnecessary duplication and consider government priorities for social and economic goods, such as principles of diversity and inclusion.

#### Program Overview

Provide the following information:

- a) An overview of the organization's history, mission, and academic goals;
- b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study;
- c) Location of where the proposed degree program will be offered;
- d) Faculty or school(s) offering the proposed degree program;
- e) Anticipated program start date;
- f) Anticipated completion time in years or semesters;
- g) Expected number of students at launch and at steady state;
- h) A summary of the proposed program, including:
  - Aims, goals, and/or objectives of the proposed program;
  - Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;
  - Linkages between the learning outcomes and the curriculum design and whether a work- integrated learning experience is required for degree completion;

- Delivery methods (in-person, online, combination of in-person and online, or other (explain));
  - Program strengths; and,
  - Classification of Instructional Program (CIP) Code (minimum 4-digit; 6-digit preferred).
- i) Name, title, phone number, and e-mail address of the institutional contact person if more information is required.

### **Standard 1 Benefits to Students**

*The institution must demonstrate that the proposed degree will provide benefits to students.*

Institutions must respond to the following:

- a) Who is the targeted student population?
- b) What specific need is there for the proposed program and how will it benefit the targeted student population?
- c) Will the proposed program provide specific benefits to Indigenous students in BC's post-secondary system and/or at your institution? If so, describe.
- d) Will the proposed program specifically benefit those traditionally underserved and underrepresented students in BC's post-secondary system and/or at your institution? If so, describe.
- e) What specific opportunities are available to program graduates for further study, and at which institutions? If the expectation is that the degree is terminal, state that is the case. Provide evidence of discussions with other post-secondary institutions with regard to advanced degree opportunities in an appendix.
- f) What is the anticipated tuition fee for the program by year and by credit/unit? Include both proposed domestic and international tuition.
- g) What are the tuition fees for similar programs at this degree level at other post-secondary institutions in the province? If the tuition fee is higher than fees for similar programs in BC, what is the rationale for the higher rate and what actions will the institution take to mitigate student tuition costs?

### **Standard 2 System Coordination and Program Duplication**

*The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

### A. System Context

Use the table below to list all similar degree programs at the same level at other private and public post-secondary institutions in BC. (The Stage 1 template allows the addition of as many lines as required.)

<b>Institution offering similar program</b>	<b>Name of degree program</b>	<b>How proposed program differs</b>

### B. Consultation with Other BC Post-Secondary Institutions

For each institution in the preceding list that offers a similar program at the same level, summarize the form of consultation that occurred with that institution and materials used, and briefly describe the institution's feedback. (The Stage 1 template allows the addition of as many lines as required.)

<b>Name, position, and institution of person consulted</b>	<b>Method of consultation and materials used</b>	<b>Feedback and Applicant's Response</b>

### C. Rationale for Duplication

If programs with similar learning objectives are currently available in the region or online within the province, what is the specific rationale for establishing another program?

### D. Collaboration

Describe how the institution will collaborate and/or share resources with other institutions offering related programs, including articulation and laddering agreements. Provide resource sharing agreements and articulating and laddering agreements in the appendix.

## **Standard 3 Social and Economic Benefits**

*The institution must demonstrate that the proposed program will serve the economic and social needs of British Columbians.*

### A. Social and Economic Benefits

- What social and economic benefits would the program offer the community, region, or province?

- Reference specific government and community initiatives, plans, and priorities that the proposed program supports.
- What occupations are students most likely to seek or advance in immediately after graduating (limit to 2-3 occupations)? Provide written correspondence from a number of potential employers supporting the proposed degree program, stating their organization's total staff numbers and how many of their current staff positions could be filled by program graduates.

#### B. Engagement with Indigenous Peoples

- What is the institution's plan to incorporate Indigenous content in the program?
- How did the institution work on this application with local First Nations on whose territory the institution is located, and with other First Nations or Indigenous groups or experts?

#### C. Engagement with Employers, Community Groups, and Professional Organizations

- Describe the engagement process with relevant employers, community organizations, professional bodies, and program advisory committees. Summarize the materials used and the feedback received from these groups, and state how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.
- If the program is primarily relevant to public sector employment, describe the support the program has from government ministries or other public sector employers and explain how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.
- If the program relates to a regulated profession, summarize the feedback provided by the regulatory or licensing bodies and the responsible Ministry. Provide documented evidence of engagement in an appendix or state "Not Applicable".

### **Standard 4 Institutional Resources**

*The institution must show it has access to sufficient resources to implement and sustain the program.*

- a) Explain how the proposed program relates to the overall academic plan of the institution or advances the mandate of the institution.
- b) Briefly summarize how well program areas related to the proposed program performed over the last four years and describe how successful performance was defined and measured.

- c) If the proposed program builds on existing programs, how will the existing programs be affected?
- d) Identify operation resources required to launch and maintain the program (e.g., faculty, staff, student services, capital equipment, classroom/laboratory space, learning resources), and explain how these needs will be met.
- e) Provide an enrolment plan for the program over the next four years, identifying projected number of students (full-time and part-time; domestic and international), minimum viable enrolment, and anticipated number of credentials to be awarded each year.

## 5.2 STAGE 2 EDUCATION QUALITY REVIEW

The Ministry is committed to ensuring the national and international recognition of BC degrees and works closely with other provinces on pan-Canadian quality assurance initiatives. The Council of Ministers of Education, Canada endorsed a Ministerial Statement on Quality Assurance of Degree Education in Canada. The Ministry's quality assessment processes and standards are consistent with those contained in the Statement and the Degree Quality Assessment Board (Board) has adopted the Statement's Canadian Degree Qualifications Framework for use when assessing the level of proposed degree programs.

### **Standard 1 Degree Level Standard**

*The institution must demonstrate that the proposed program meets or exceeds the proposed degree level standard and learning outcomes. The curriculum design must ensure that the curriculum is purposefully structured and logically sequenced throughout the degree program so that students are building on what they have learned and are acquiring the knowledge and skills that will progressively prepare them for more challenging, higher-level work within the degree.*

The focus of the degree level standards is on the knowledge and skills graduates are expected to have for each degree. The standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in six dimensions:

1. Depth and breadth of knowledge;
2. Knowledge of methodologies;
3. Application of knowledge;
4. Communication skills;
5. Awareness of limits of knowledge; and,
6. Professional capacity/autonomy.

The shades of distinction between degrees are determined by the capacity of the graduate at each level to act competently, creatively, and independently, and by their proximity to the forefront of a discipline and/or profession. Among other things, the degree level standards are intended:

- to facilitate the assessment of credentials for broad purposes of credit transfer and credential recognition,
- to provide clear learning outcome standards to instructional and program designers, and
- as a broad framework for quality assurance purposes.

The standards are intended to be cumulative – each degree level presupposes the accomplishment of an earlier one.

See Appendix 2 Degree Categories and Degree Level Standards for detailed descriptions for each degree level.

#### Assessment Criteria

- The degree program demonstrates transferable learning skills and level of mastery of a body of specialized knowledge in the six dimensions of the degree level standards.

#### Submission Guidelines

- a) Provide a curriculum map that demonstrates the curriculum is purposefully structured and logically sequenced to ensure that what students are taught matches the academic expectations in a particular subject area and degree level standard.
- b) Provide a learning outcomes matrix for the degree that demonstrates that the curriculum addresses both subject matter and program learning outcomes appropriate for the degree level standard.
- c) In the case of pathways or block transfer credits from specific partner institutions and/or programs, provide evidence that the institutional partner sending students has provided an adequate foundation for entrance into 2nd, 3rd, or 4th year of the proposed degree program.

### **Standard 2 Credential Recognition and Nomenclature**

*The institution must demonstrate that the program's learning outcomes and standards are sufficiently clear and at a level that will facilitate recognition of the credential by other post-secondary institutions, professional and licensing bodies, and employers.*

*The name of a degree should convey long-term meaning, the content of a degree program should be consistent with the name, and the reputation of the institution and of post-secondary education in British Columbia should be enhanced by the quality of the offering. Beyond that, the degree must be recognized by the relevant licensing and accrediting bodies as a basis for entry to practice into a given profession.*

#### Assessment Criteria

- Employers, relevant occupational and professional groups, regulatory bodies, and other post-secondary institutions will recognize the credential and the credential will contribute to the professional advancement of the graduate.

- For credentials not intended to be “terminal degrees” (i.e., doctoral degrees and certain professional programs), other post-secondary institutions will consider the credential as a basis for admission to advanced study.
- For programs leading to a profession that is subject to government regulation, the learning outcomes and standards and other requirements for graduation reflect the requirements of the relevant regulatory or professional body.
- There is an appropriate fit between the nomenclature of the credential and the content of the degree.
- The degree name is consistent with the degree name and nomenclature conventions used in BC (see Appendix 3).

### Submission Guidelines

- a) Explain how the design of the program facilitates credential recognition by other post-secondary institutions. Include an analysis of research undertaken to ensure credential recognition in BC or Canada.
- b) For programs that are not doctoral programs and are intended to be terminal degrees, explain how the institution will inform students prior to enrolment of the terminal nature of the degree.
- c) Explain how the nomenclature of the degree fits with the content of the degree. In cases where the degree name is not consistent with the Guidelines on Naming of Degrees (see Appendix 3), provide a compelling rationale for diverging from the established nomenclature conventions in BC.
- d) For programs leading to a profession that is subject to government regulation, describe the consultations undertaken to ensure the credential and learning outcomes will be considered by the regulatory, licensing, or credentialing bodies. Provide copies of letters from regulatory, licensing, or professional credentialing bodies indicating that there are no concerns that the degree and learning outcomes will be recognized.
- e) In some instances, regulatory, licensing, or professional credentialing bodies do not recognize or accredit programs but require individuals to meet the certification requirements (e.g., certification exams). In such cases, describe the role of the regulatory, licensing, or credentialing body and the steps taken to ensure graduates will be eligible to meet the education requirements of the regulatory, licensing, or credentialing body.



### **Standard 3 Curriculum and Program Content**

*The program's structure is well-defined and permits delivery of the quality of education necessary for students to attain the learning outcomes. The institution must demonstrate that the program, in both subject matter and learning outcome standards, offers an education of sufficient breadth and rigor to be comparable to similar programs at the proposed degree level offered by recognized provincial, national, and international post-secondary institutions. The curriculum must be current and reflect the state of knowledge in the field, or fields in the case of interdisciplinary and multidisciplinary programs. The curriculum is inclusive and promotes a diversity of perspectives.*

#### Assessment Criteria

- Approval by the institution's senior academic governance body (i.e., Senate, Education Council, or equivalent) which has sufficient qualifications to assess the curriculum.
- The curriculum is current; inclusive of a diversity of peoples and perspectives; aligns with the institution's policies on the respectful use of traditional knowledge and Indigenous intellectual property; and reflects the state of knowledge in the field and the needs of the field in practice.
- Learning outcomes and standards for the program demonstrate how graduates will be prepared with a sound basis in theory, as well as the intellectual, communication, collaboration, teamwork, innovation, intercultural understandings, and other skills necessary to be effective in the workplace upon graduation and to remain current in their field.
- Courses provide exposure to increasingly complex theory, and in programs with an applied or professional focus, the application of that theory to practice in the field. For doctoral programs, course work is aimed at cultivating further conceptual depth or breadth and may involve written and oral examinations of knowledge and skills in aspects of the discipline prior to authorization to proceed to work on a dissertation.
- Where applicable, development of program content and learning materials referenced in course outlines include, and reflect consultation with, a diversity of perspectives and peoples, including those whose physical and cultural characteristics have been traditionally underrepresented and underserved in BC's post-secondary system.
- In programs relevant to the Truth and Reconciliation Commission's Calls to Action such as social work, health care, law, public administration, education, and journalism/media, Indigenous peoples are engaged in the development and implementation of program content.

- Agreements, protocols and practices for the protection and respectful use of Indigenous knowledge, intellectual property, and wisdom have been developed with the Indigenous peoples from whom the content originates.
- The program has sufficient breadth (i.e., courses outside the professional or main field of studies, some of which are free electives) and/or an appropriate balance of professional and liberal studies.
- Time allotments assigned to the program as a whole, and to components in the program, are appropriate to the stated learning outcomes.
- The type and frequency of evaluations of student learning are commensurate with the stated learning outcomes, flexible to reasonably accommodate students with diverse learning needs, and provide appropriate information to students about their achievement levels.
- Levels of student achievement for successful course completion and the graduation requirements for the proposed program are appropriate to the learning outcome goals and degree level standard, flexible to reasonably accommodate students with diverse learning needs, and allow for confirmation that a student is making satisfactory progress in the program.
- For degrees with an applied or professional focus, work-integrated learning experiences have appropriate articulated learning outcome goals, can be accessed equitably by eligible students regardless of financial and/or other barriers, and have a method for joint instructor and employer evaluation leading to the assignment of a grade. See Appendix 1 for a definition of work-integrated learning.
- For degrees at the baccalaureate level, applications must either demonstrate that there are accessible work-integrated learning components available for students or provide a satisfactory reason why not.
- Where there are work-integrated learning opportunities within First Nations communities, the institution has worked with each community to adopt culturally appropriate research methods and ethical approaches that are specific to the project and community, and that work-integrated learning opportunities are led by collaborative practice between communities and institutions.

#### Submission Guidelines

- a) Provide a brief description of the institution's senior academic governance body. In the appendix, provide documentation showing approval of the program by that body.
- b) Explain the consultation process and how feedback was incorporated into the program development process to ensure the curriculum is inclusive and promotes a diversity of perspectives.

- c) Describe the institution's process for developing agreements, protocols, and practices for the protection and respectful use of Indigenous knowledge, intellectual property, and wisdom. Provide these policies in the appendix.
- d) Describe the involvement of Indigenous Peoples in the development and implementation of the program content and learning materials.
- e) Describe the program structure, learning outcomes, the length of the program (number of credit hours), and proposed student evaluation.
- f) Identify the prescribed set of core and prerequisite courses. Course descriptions included in the program application should be of the level of detail found in the academic calendar. Full course outlines must be provided in an appendix. Course outlines should each be no more than 5 pages long and must follow a standardized format (either the institution's own or the template available on the Degree Authorization website) that includes at minimum a course description, course structure, prerequisites, required texts (or texts typically used) and other learning resources, learning outcomes, assessment methods, and grading policy.
- g) Identify which courses already exist at the institution and which new courses will be implemented as a result of the program.
- h) Explain how the course and curriculum requirements will contribute to the intended goals of the program.
- i) Where work-integrated learning is a component of the program, describe the anticipated learning outcome goals, how the experience will provide the opportunity to put the stated learning outcomes into practice, how students will be evaluated by the instructor and employer during their placements, and how the institution will ensure all eligible students have equity of access to placement opportunities.
- j) Provide a rationale if there are no work-integrated learning components (applicable only for new degree programs at the baccalaureate level).

#### **Standard 4 Learning Methodologies and Program Delivery**

*Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at the degree level standard and at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed method of delivery effectively and reasonably accommodate students with physical and health-related challenges.*

#### Assessment Criteria

- The delivery method(s) and quality assurance policies are appropriate to course content, reasonably accessible for all students involved, and support the proposed

learning outcomes.

- Learning methodologies and delivery methods can reasonably accommodate students with physical and health-related challenges.
- The institution has the expertise and resources to support the proposed method of delivery (both human and material that support the program and its students and provide processes for students' feedback) or demonstrates a viable plan to put the necessary expertise and resources in place.
- Where appropriate, institutions have First Nations, Métis, or Inuit mentors, or academic supports for students wishing to draw upon Indigenous ways of knowing and methods of grading and provides feedback that is influenced by Indigenous ways of knowing.
- Policies pertaining to technology-based, computer-based, and web-based learning and modes of delivery ensure:
  - Students are fully advised about the competencies, self-discipline, and equipment they will need to have in order to successfully participate in the program.
  - Students gain experience in teamwork and collaboration and have ready access to faculty.
  - Availability of appropriate hardware, software, and other technological resources and media.
  - Reliable and sufficient course management systems are in place.
  - Students and faculty are prepared and orientated to the technology.
  - Faculty are supported and have access to training in the pedagogy of online learning.
  - Appropriate safeguards are in place to assure the authentication of student identity and the integrity of student work in blended and distributed/distance programs.
  - Appropriate storage protocols are in place to assure that security of personal information is protected in conducting assessments and evaluations and in the dissemination of results.
  
  - Accessible, ongoing technical assistance for students and faculty is available.
  - The technology and equipment are well-maintained and current.
  - Students without access to the equipment needed are provided with alternative options that support their ability to complete the program successfully.

### Submission Guidelines

- a) Indicate which of the following methodologies will be incorporated into the learning environment of the degree program, and how they will be used:
  - work-integrated learning (e.g., applied research projects, co-operative education, practicums, field placements, internships, clinical, work term or simulated work experience);
  - distance education;
  - hybrid learning;
  - independent study, computer-assisted instruction, etc.;
  - lectures, labs, tutorials; and,
  - other.
- b) Describe the availability of Indigenous mentors and/or academic supports available for students wishing to draw upon Indigenous ways of knowing and methods for grading and providing feedback.
- c) Include any policies pertaining to technology-based, computer-based, or web-based learning and modes of delivery.
- d) Describe the expertise and resources (both human and material) available to ensure there is broad access to technological resources and learning methodologies.

### **Standard 5 Admissions, Transfer, and Residency**

*Admissions policies should be used to create a vibrant educational community where students are with peers of different backgrounds, including those from traditionally underrepresented groups, to promote a diversity of perspectives and prepare graduates for respectful interactions in an increasingly diverse and inclusive workforce and society. Policies, practices, and supports should be in place to promote the retention and success of students. Where appropriate, the program, courses, or curricular elements are designed to facilitate credit transfer by other post-secondary institutions both within the province and other jurisdictions and provide opportunities for further education.*

### Assessment Criteria

- The institution has clearly established policies and procedures on admissions that promote diversity, inclusion, and equity of opportunity for qualified applicants that are consistent with the level of the degree program (including policies on direct entry, transfer, mature students, and assessment of prior and competency-based learning). These policies and procedures must be publicly available on the institution's website.
- The institution manages program enrollment growth within its current capacity (human and physical) to ensure students are appropriately supported to achieve the

program learning outcomes.

- The institution has clearly established policies and procedures on transfer and articulation consistent with the level of the degree program. Policies and procedures on transfer and articulation must be publicly available on the institution's website.
- The institution's policy on admissions and transfer indicates a willingness to consider qualified applicants to undergraduate, graduate, and professional programs from other post-secondary institutions.
- The institution has appropriate residency requirements that lead to degrees granted in the institution's name. The institution must have policies specific to the amount of time that must be spent or a number of courses or credits that must be completed by a student at the institution granting the credential.

#### Submission Guidelines

- a) Describe the admissions process, including the admissions requirements, procedures for conditional admissions and exceptions, and procedures for making admissions decisions. Provide a copy of the policies and procedures on admissions as an appendix.
- b) Describe the policies, practices, and supports in place to promote the admission, retention, and success of Indigenous students.
- c) Describe the policies, practices, and supports in place to promote the admission, retention, and success of students from traditionally underrepresented groups.
- d) Provide an enrolment plan for the length of the program (e.g., four-year projection of cumulative enrolment) that accounts for projected attrition and indicates the number of current and new faculty and staff (advisors, technical, teaching assistants, etc.) required to support the program.
- e) Submit the policy and process for course transfer and recognizing transfer credit (e.g., course articulation, prior learning assessment, block transfer/pathway agreements, or competency-based learning) in the appendix. Include the institution's framework for developing block transfer/articulation agreements.
- f) Describe the residency requirements for this program. Specify the minimum number of credits that must be completed at the institution awarding the degree.

NOTE: The British Columbia Council on Admissions and Transfer (BCCAT) administers the *British Columbia Online Transfer Guide* which provides information on course or program articulation agreements between institutions. Institutions are encouraged to contact BCCAT early in the development of degree program applications for information on admissions and transfer in BC. Information on [Principles and Guidelines for Transfer](#) as

well as a provincial transfer-friendly course outline form for voluntary use by post-secondary institutions is available on the BCCAT web site at <http://www.bccat.ca/>.

## **Standard 6 Faculty and Staff**

*The institution must demonstrate that it has the ongoing human resources necessary to develop and deliver a quality degree program. The institution must have an appropriate number of continuing (permanent), qualified faculty in the department/discipline in which the degree program is offered. The institution must have faculty selection criteria that ensure new faculty hires have the necessary qualifications and add to the diversity of the unit offering the program being proposed. The institution must demonstrate that it has the appropriate level and balance of student support staff to ensure the necessary supports are in place for student success in the degree level proposed.*

### Assessment Criteria

- Faculty and instructors are in enough numbers, based on the size of the student body and length of the degree program, with appropriate credentials to develop and deliver the degree level offered and program proposed.
- New degree programs must start with a minimum of one continuing faculty member for the degree, and additional continuing and/or term faculty members for each secondary specialization, minor, concentration, etc. The continuing faculty are to be in place prior to the start of the program.
- The degree program must be anchored by a designated complement of continuing faculty who are primarily responsible for the delivery and continuity of the degree program. Continuing faculty are expected to be actively and deeply engaged in the activities of the institution and program in matters beyond direct teaching responsibilities (e.g., governance, curricula and policy development, advising, research, service, etc.).
- The institutions must demonstrate that ninety percent of its faculty in BC engaged in teaching meet the standards of being *Academically Qualified* or *Experientially Qualified* (see definitions in Appendix 1).
- Staff resources at locations where the program is offered must be sufficient to ensure the coverage required within the discipline for the proposed program.
- There is an adequate number of professional staff with appropriate qualifications (education and experience) to support students, faculty, and staff at locations where the program is offered.

- There are qualified staff to support and serve Indigenous students.
- The institution's policies and practices on the type of academic appointment of faculty (e.g., continuing/regular appointments) are fair, equitable, and appropriate to sustain the degree program.
- The institution has satisfactory policies pertaining to faculty that address issues such as the protection of academic freedom; academic and professional credentials; professional development; the regular review of faculty performance; and the means of ensuring that faculty knowledge of the field is current, that teaching, supervision, and student counselling loads are appropriate, and that a diverse, equitable, and inclusive faculty culture is promoted and retained. Policies and procedures relating to faculty and staff must be publicly available.
- Faculty have an appropriate level of scholarly output and/or research or creative/experiential activity for the baccalaureate or graduate program involved.
- For degrees with an applied or professional focus, faculty maintain continuing academic and professional competence and accreditation in their discipline or field appropriate to the specific degree program.
- For graduate programs the institution must have a detailed graduate supervision plan in place to organize appropriate and accessible advising, supervision, monitoring, and support of graduate students.
- Faculty whose work involves Indigenous Peoples have agreements with them that uphold Indigenous data collection processes and collaborative research design and include principles of ownership, control, access, and protection to avoid cultural appropriation.
- Confirmation that a Research Ethics Board is in place if human research is involved.
- Confirmation that an Animal Care Committee is in place if animal research is involved.

#### Submission Guidelines

- a) Indicate the number of faculty, instructors (present and future), and other administrative and academic support services staff required to mount and maintain the program and the qualifications required. Indicate if the position(s) will be new to the institution. In cases where new faculty or staff will be hired, provide the selection criteria that will be used to ensure new hires have the necessary qualifications.
- b) Indicate the number of faculty, instructors, and staff who will be continuing, term, or sessional appointments. Provide a rationale of how this faculty model supports the institution's mission, the overall quality, and the continuous improvement of the degree program.



- c) Describe how applications from qualified Indigenous Peoples were encouraged for faculty and staff positions.
- d) Describe how applications from qualified people from traditionally underrepresented groups were encouraged for faculty and staff positions.
- e) Provide policies pertaining to faculty and instructors specific to the program, including:
  - policies that define the minimum academic/professional credentials required of faculty teaching all courses in the program, and where appropriate, serving as members of thesis or project examining committees;
  - protection of academic freedom;
  - review of faculty performance;
  - teaching, supervision, and student counselling loads; and,
  - professional development of faculty.
- f) Provide the institution's policies and practices on the type of academic appointment of faculty specific to this program (e.g., continuing, term, and sessional appointments).
- g) Describe the graduate supervision plan for graduate research programs. The plan should specify graduate supervisory loads for faculty; flexible, accessible, and culturally sensitive advising and monitoring practices for graduate students; and procedures for the support, monitoring, and evaluation of students that will provide adequate feedback to the program administrators and to students in support of their success.
- h) Explain how the institution ensures that faculty whose work involves Indigenous Peoples have agreements with them that uphold Indigenous data collection processes and collaborative research design and include principles of ownership, control, access, and protection to avoid cultural appropriation.
- i) Provide evidence that the institution has the necessary staff to provide appropriate student support services necessary to mount and sustain a quality program at the proposed degree level and to ensure students, including Indigenous students, have the appropriate supports and resources they need to succeed.
- j) Provide the number of professional staff providing support for learning and information resources, and the minimum qualifications for senior professional staff.
- k) Provide the curricula vitae of faculty members and instructors specific to the program. Curricula vitae follow a standardized format (either the institution's own or the template from the Degree Authorization website) for consistently presenting faculty members' qualifications. Curricula vitae demonstrate academic and/or professional background, teaching experience, service activities, community relationships and involvement, awards/honours, and scholarship. Each faculty member's list of scholarship/research works must not exceed 10 pages in length. Institutions with exempt status are not required to include faculty CVs.

- l) Provide policies on faculty research/scholarly activity requirements.
- m) State whether the institution has a Research Ethics Board and/or an Animal Care Committee.

### **Standard 7 Program Resources and Infrastructure**

*The institution must demonstrate that it has the learning, physical, and information resources (at start-up and at steady state) needed to mount and sustain a program of acceptable quality. These include facilities, equipment, library services and resources, laboratories, computing facilities, shops, specialized equipment, student support services, etc., and work-integrated learning placement supports where this is a component of the program.*

#### Assessment Criteria

- Program resources (such as support services, library services, databases, computing, classroom equipment, and laboratory facilities) are sufficient in scope, quality, currency, and type to support students and faculty in the program.
- Students and faculty (including those with physical disabilities) have reasonable and equitable access to program resources (such as support services, library services, databases, computing, classroom equipment, and laboratory facilities).
- The institution is committed to providing and maintaining necessary learning and other resources specific to the program and to supplementing them as necessary to meet standards applicable to the field and current technology.
- The institution has sufficient resources for First Nations community-based delivery of the program when delivery is in the First Nations community.

#### Submission Guidelines

- a) Describe the resources that will support this program, including:
  - library resources (on-site library resources relevant to the degree program area and at the appropriate degree level for faculty and students and other library access such as web-based or inter-library arrangements). Include the number of print holdings relevant to the field of study and number of electronic holdings available as program-specific databases;
  - computers and computer access;
  - classrooms, laboratories, and equipment;
  - existing and shared resources at the institution or at other institutions that will be used to offer the program;
  - arrangements to facilitate and support work-integrated learning placements where this is a component of the program;

- student support services; and,
  - additional resources that will be required to offer this program.
- b) Describe the process for ensuring that program resources and associated costs are negotiated and agreed upon with First Nations for in-community delivery prior to the start of the program.
  - c) Provide the intended implementation schedule and evidence of the appropriateness of the schedule, given the timing of the application and readiness of the institution to offer the program.
  - d) Describe the institution's plans for determining the adequacy and appropriateness of its learning and information resources and their renewal and upgrade.
  - e) Submit any agreements with other institutions where resources and services are shared or contracted out.

### **Standard 8 Program Review and Assessment**

*To ensure the ongoing currency of the program and the quality of its learning outcomes, the institution must show evidence that a program review and assessment policy is in place.*

#### Assessment Criteria

- The institution has an institutionally approved policy and procedure for the periodic academic review of programs (i.e., normally every five years) that includes the following characteristics:
  - A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions.
  - The self-study takes into account:
    - the continuing appropriateness and accessibility of the program's structure, admissions requirements, method of delivery, and curriculum for the program's educational goals and standards;
    - the adequacy and effective use of resources (academic and student support services, physical, technological, financial, and human);
    - faculty performance, including the quality of teaching and supervision and demonstrable currency in the field of specialization;
    - the learning outcomes achieved by students and graduates meet the program's stated goals, the degree level standard, and where appropriate, the standards of related regulatory, accrediting, or professional association;

- the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the degree level standards have been achieved; and,
- the graduate employment rates, graduate satisfaction, employer satisfaction, advisory board satisfaction, student satisfaction, and graduation rate.
- An assessment conducted by a panel, usually consisting of three academic, disciplinary experts external to the institution, with experience teaching at the degree level of the program. The review normally includes a site visit, a report of the expert panel assessing program quality and recommendations to strengthen program quality, and an institutional response to the recommendations.
- A summary of the conclusions of the evaluation is made publicly available.
- For professional and applied programs, regular consultation with an external program advisory committee.

#### Submission Guidelines

- a) Describe the policies and procedures that are planned for ensuring adequate depth and breadth and frequency of ongoing program review and assessment once the program has been implemented.
- b) Provide the institutionally approved policy and procedures for periodic academic review of programs that conform to the Assessment Criteria above.
- c) Describe the role of an external program advisory committee in developing the program and after the program is implemented.

#### **Submission Guidelines for Institutions Qualified for Expedited Review**

Institutions with exempt status proposing a degree at or below their level of exempt status submit:

1. Stage 1
2. Internal approval process documentation, including governing body approval and documents submitted to the institution's internal governing body and used in the institution's internal program approval process.

## 6. Determination of New Degree

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A “New Degree Program” is defined as:

- any degree that has not been previously granted or conferred by the post-secondary institution in BC; or
- any degree granted or conferred by the post-secondary institution in BC containing one or more of the following elements:

- a new undergraduate major;

NOTE: a new honours or minor program in a field in which a major or graduate degree in the subject/field is currently offered and which has experience offering undergraduate courses in the subject/field will not normally be considered a new degree program.

- a new undergraduate joint major if one or more of the fields in the joint major does not have approval;
- a new graduate field of study; or
- a change in degree designation or credential that may be precedent-setting for the institution or the BC post-secondary system.

Institutions that seek to offer a new degree program as defined above must undergo a degree program review and receive the Minister’s approval before implementing the program.

### 6.1 Revising an Existing Degree

Existing degree programs need to make periodic changes to ensure they remain relevant to the needs of contemporary society and maintain high quality. Sometimes program changes can be so substantive that they constitute what is essentially a new degree program, possibly prompting a Stage 2 review to assess program quality in addition to the Minister’s approval required by legislation of all new degree programs.

The following changes to an existing degree program may be defined as a new degree depending on the context, significance of the change, experience of the institution, and the field of study, and should be provided to the Degree Quality Assessment Board (Board) for determination:

- degree name (e.g., Master of Counselling to Master of Arts in Counselling; Bachelor of Physical Education to Bachelor of Kinesiology);

NOTE: Changes to a degree name must be consistent with Standard 2 Credential Recognition and Nomenclature of the Degree Program Review Standards and Criteria which states: The name of the degree should convey long-term meaning, the content of a degree program should be consistent with the name, and the reputation of the institution and of post-secondary education in British Columbia should be enhanced by the quality of the offering. The degree name must also meet the Guidelines on Naming Degrees (Appendix 3).

- program objectives (e.g., moving from a research-oriented degree to a professional degree);
- learning outcomes;
- delivery mode impacting 50% or more courses (e.g., transitioning to increased online delivery);
- for programs based in BC, program delivery outside BC;
- admission standards;
- graduation requirements;
- target audience;
- partnerships (e.g., program jointly offered by more than one institution, subcontracting academic work and/or program delivery, or dissolution of a partnership);
- a new undergraduate minor in a program area for which the institution does not already have approval to offer a major;
- a new undergraduate concentration constituting one-third\* or more of the required course credits in the field of study or major/honours subject area;
- a new graduate concentration constituting one-third\* or more of total program content in required credits (e.g., 10 or more credits in a 30-credit program); and
- curricular changes to the program's core (required) courses that cumulatively make the program measurably different by over one-third\* of the total program content of the degree that was initially approved.

NOTE: The concentration must meet the course requirements of an Associate of Arts or Science without substantially lengthening the graduation requirements for the degree, and a proposed name change reflecting the new concentration must provide evidence that a research university will accept students into a major of the same name.

\* Regarding the one-third threshold to curriculum changes noted above, offices of the Vice-President Academic (or equivalent) are expected to monitor changes to a degree program's required courses over time and submit a Determination of New Degree template to the Board once the one-third threshold is met.

### **Application for Determination of New Degree**

If the proposed changes to an existing degree with approval appear to meet the definition of a new degree as outlined above, the institution is required to complete a Determination of New Degree template and follow the submission guidelines. The Determination of New Degree template and submission guidelines may be found on the PSIPS website (under “Guidelines & Templates”).

An application for a Determination of New Degree must be submitted to the Board at least three weeks prior to the Board’s next meeting date. Board meeting dates are noted on the Degree Authorization website.

Institutions may contact the Board Secretariat for assistance if it is not clear whether a proposed change is of sufficient magnitude to be classed as a new degree program.

### **Board Assessment of Submission**

If the Board determines that the proposed changes are so substantive as to effectively constitute a new degree program, the institution will generally be required to submit a new degree program proposal (Stage 2) and undergo the new degree program review process. The Minister’s approval is required by legislation of all new degree programs.

In all cases, the Board reserves the right to determine whether a peer and public review period, a Stage 1 and/or a Stage 2 review is required. Proposed program changes must not be implemented until the required reviews have been successfully completed and the Minister’s approval has been granted.

## Appendices

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### Appendix 1. Glossary of Terms

**Academically Qualified Faculty:** A faculty member is considered academically qualified if the person:

- 1) holds a doctorate in the program with:
  - a) a graduate level specialization in the field in which they are teaching, or
  - b) professional certification in the field of teaching, or
  - c) five or more years of *current* professional experience in the field of teaching, or
- 2) holds an out of field doctorate with:
  - a) demonstrated content knowledge of the field, such as a professional certificate in the field, and
  - b) demonstrated teaching effectiveness, and
  - c) demonstrated scholarly evidence considered as expert work or significant professional practice experience.

*See also Experientially Qualified Faculty.*

**Admission:** An educational institution's formal acceptance of a person to enter a program or course.

**Admission requirements:** A set of criteria an institution uses to determine a potential student's eligibility to enter a program.

**Anti-Racism:** The work of actively opposing racism by advocating for changes that promote racial equity.

**Applied Degree:** A qualification at the baccalaureate or master's level with a strong vocational/professional orientation.

**Applied Research:** The practical application of theory, knowledge, methods, or techniques to resolve a problem or serve a purpose.

**Articulation Agreement:** An agreement between two institutions that authorize studies undertaken in specific programs to be credited toward advanced standing into a specific program at the receiving institution.

**Associate Degree:** An academic qualification generally awarded after a two-year academic study (60 credits) that is transferable into a bachelor's degree program at a BC public research university.



**Asynchronous learning:** A form of educational delivery where students and instructors engage with the course content at different times that suit each individual participant's schedules. It is usually supported by technology such as computer conferencing, voicemail, and email.

**Bachelor's Degree / Baccalaureate Degree:** An undergraduate degree normally requiring four years of full-time study (120 credits).

**Blended/Hybrid:** A form of educational delivery where learning occurs both in-person and online (either through asynchronous or synchronous delivery).

**Branch campus:** Any location of an institution, other than the main campus, which is under a similar corporate and governance structure as the main campus. The branch campus is accountable to the main campus through its governance system, where the main campus provides direct responsibility for academic standards and financial oversight to ensure equivalency to the main campus.

**Calendar:** A document describing rules, regulations, policies, programs, and courses for a specific institution.

**Concentration:** A wide range of secondary specializations characterized by varying names, purposes, number of credits and recognition, such as stream, focus, option, track, etc.

- **Associate of Arts or Associate of Science concentration:** A secondary specialization within the existing Associate Degree Framework (e.g., Associate of Arts with a Concentration in Economics). Courses in the concentration must transfer as assigned course credits in the concentration subject area at a public research university.
- **Undergraduate concentration:** A *secondary* specialization *within* the primary specialization of the degree (e.g., BSc in Geography with a Concentration in Resource Management). Normally, the range for a concentration is 12-15 upper-level credits.
- **Graduate concentration:** A *secondary* specialization *within* the graduate field of study (e.g., Master of Arts in International Relations with a Concentration in Global Security). Due to the focused nature of graduate degrees, graduate concentrations always occur *within* the field of study, though they are characterized by varying names and number of credits. Normally, the range for a graduate concentration is 20-50% of the program credits.

**Consent Holder:** An institution operating under written consent of the Minister under Section 4(1) of the *Degree Authorization Act*.

**Continuing Faculty:** A type of faculty appointment that is permanent, ongoing, and has no end date. Continuing faculty may be part-time or full-time.

**Core Course:** A course required by an undergraduate or graduate program.

**Course:** A single unit of study offered by an educational institution.

**Credential (Academic):** A document provided as evidence of learning based on completion of a recognized program of study. Degrees, diplomas, and certificates are examples of academic credentials.

**Credit:** A unit used to express the value of a course or other training activity in relation to the total requirements for a degree, diploma, or certificate, usually measured in hours of study or achievement of threshold standard or both.

**Curriculum:** A systematic group of courses or sequences of subjects.

**Degree:** An academic credential awarded by an authorized degree-granting institution for successful completion of a program of academic study. A degree demonstrates recognition of academic achievement that is specified in writing to be an associate, baccalaureate, master's, or doctoral degree. Additionally, degrees must meet or exceed the degree level standards elaborated upon in the Degree Program Review Standards and Criteria.

**Degree Program:** A program of study that when completed successfully entitles the student to a degree.

**Degree-Granting Institution:** An educational institution granted by competent provincial or territorial authorities the right to confer associate, bachelor's, master's, and/or doctoral degrees.

**Directed Studies:** Credit courses for degree completion offered outside normally scheduled courses that supplement rather than replace regular modes of delivery. In undergraduate programs, directed studies courses are normally limited to highly capable third- and fourth-year students. Normally, no more than two directed studies courses may be taken in an undergraduate degree program.

**Discipline:** A branch of knowledge, learning or scholarly instruction that forms the basis for organizing educational programs.

**Distance Education:** An instructional system in which the learner is separated from the institution organizing the instruction by space and/or time. Includes blended learning, correspondence courses, distributed education, e-learning, synchronous/asynchronous learning, and learning facilitated by information and communications technology.

**Diversity:** The presence of difference within any group of people. Race, ethnicity, identity, class, socioeconomic status, gender identity/expression, sexuality, age, ability, religion, political beliefs, and ideology are examples of areas of diversity. The term is aligned with *Intersectionality*, or how different aspects of identity combine to create different positions of advantage or disadvantage.

**Doctoral Degree:** A graduate degree that is one level higher than a master's degree.

**Elective Course:** A course selected by the student from a range of courses *outside* the major or concentration in an undergraduate or graduate program.

**Entrance Requirements:** A set of criteria stipulating education and other types of training or experience for eligibility to enter an educational program. May include minimum levels of achievement and/or scores on examinations.

**Equity:** The quality of being fair, impartial, and just in policy, process, and results. It requires recognizing that not everyone starts from the same circumstances and has the same access to opportunities. Equitable outcomes may require differential treatment and resource redistribution to achieve a level playing field among individuals and communities.

**Experientially Qualified Faculty:** A faculty member is considered experientially qualified if the person:

- 1) is A.B.D. (completed all coursework toward a doctorate and passed all qualifying and comprehensive exams to attain candidacy status) with a specialization in the field in which they are teaching; or
- 2) holds a master's degree in a related field with a specialization in the field in which they are teaching or a professional certification in the field in which they are teaching; or
- 3) holds a master's degree in the field in which they are teaching, and:
  - a) has extensive and documented successful teaching experience in the area they are teaching in and demonstrated involvement in meaningful research; or
  - b) has five or more years of current professional and management experience in the field in which they are teaching; or
  - c) is recognized by professional peers as exemplary in the profession.
- 4) has documented experience of at least 10 years or more in the field teaching and is recognized by peers as exemplary in the field (e.g., an outstanding fine arts practitioner teaching in a fine arts program); or
- 5) is recognized by their community for the wisdom, spiritual and cultural knowledge, and skills that they hold (e.g., Indigenous Elders and Knowledge-Keepers).

*See also Academically Qualified Faculty.*

**Faculty Plan:** A demonstration of anticipated numbers of continuing, term, and sessional faculty over the next three years for a specific degree program. In some cases, a Faculty Plan will include a Hiring Plan, which demonstrates how numbers of continuing, term, and/or sessional faculty will increase with anticipated enrollment growth.

**Faculty Qualifications:** *See separate entries for Academically and Experientially Qualified Faculty.*

**Foundational Research:** Exploratory, original research that may form the basis of generating new knowledge. The term is used broadly in the Degree Program Review Standards and Criteria to include curiosity-driven and fundamental/basic research that may or may not result in discovery.

**Graduate Field of Study:** A *primary* specialization (e.g., Master of Engineering in (the field of) Engineering).

**Graduate Studies:** Studies at the master's or doctoral degree level that lead to the completion of a master's or doctoral degree. Graduate studies do not include post-baccalaureate certificate/diploma or post-graduate certificate/diploma programs taken after a baccalaureate degree that do not lead to a master's or doctoral degree.

**Honours:** An undergraduate degree program providing intense specialization in a field of study and open only to students with high academic standing. Normally, an honours degree requires a minimum of 36-48 upper-level credits in the specialization, and often includes a research thesis.

**Inclusion:** An intentional, active process aimed at reducing and removing barriers to access and participation for qualified students and staff and building a respectful and diverse community that is welcoming to all.

**In-Person Education:** A mode of program delivery where all elements of learning are accessed only in-person. Technology may still be used to enhance learning or provide course materials.

**Interdisciplinary Studies Degree:** A degree program of study that normally involves the combining of two or more disciplines to solve a specific problem.

**Language Requirement:** A stipulated requirement for applicants to demonstrate listening, speaking, reading, and writing skills to demonstrate general comprehension at a required level prior to entry into an educational institution.

**Learning Outcome:** The specification of what a student should learn, know, or be able to do as the result of a period of specified study.

**Main Campus:** The campus of the degree-granting institution that is designated as its primary location in BC. The main campus is responsible for the central administration of a branch campus location.

**Major:** A primary specialization in an undergraduate degree (e.g., BSc (with a Major) in Geography). An undergraduate applied or professional degree is considered a primary specialization (e.g., Bachelor of Business Administration). Normally a major or primary specialization requires, at minimum, 30 upper-level credits.

**Master's Degree:** A graduate degree that normally follows an undergraduate degree and takes one to three years of study.

**Minor:** A secondary specialization taken in a subject area *outside* the primary specialization (e.g., BSc in Geography with a Minor in Sociology). Minors normally comprise 20-30% of the courses in a full degree program with 12-15 upper-level credits in the field/subject area of the minor.

**Online Education:** Courses offered by post-secondary institutions in a completely virtual environment, using synchronous or asynchronous methods. The student is not required to attend learning activities or assessments in person in order to be able to complete the course.

**Prerequisite:** A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.

**Prior Learning Assessment and Recognition (PLAR):** A process to assess and recognize all learning from all sources.

**Program:** An integrated group of courses and learning activities leading to learning outcomes in a particular field of study.

**Quality Assurance:** The planned and systematic review process of an institution or program to determine that acceptable standards of education, scholarship, and infrastructure are being met, and to aim for continuous improvement.

**Recognition:**

- 1) Formal acknowledgement and/or acceptance of prior academic, professional, or vocational training, work experience, or academic credentials, and the granting of full or partial credit for the training, experience, or credentials with respect to entry into an academic institution (academic recognition) or a trade or profession (occupational recognition).
- 2) Formal acknowledgement of the status of an institution, accrediting body, or regulatory body, usually as a result of legislation or an accreditation process.

**Registration:** The process of formally assigning and recording enrolment into an educational institution.

**Regulated Occupation/Profession:** An occupation controlled by provincial and territorial (and sometimes federal) law and governed by a regulatory body. About 20 percent of jobs are in regulated occupations. These include regulated professions (e.g., nurses) and skilled trades (e.g., plumbers).

**Regulatory Body:** An organization that has legislated and exclusive authority to determine eligibility for, and to issue, licenses to practice a specific occupation or set of occupations. Regulatory bodies set the minimum standards of practice for many professions.

**Required Course:** A course that all students following a particular program of studies are required to take.

**Residency:** A specific amount of time that must be spent or number of courses or credits that must be completed by a student at a specific institution in order to receive a credential from that institution.

**Research:** The systematic study of a subject to discover new facts or information about it. The emphasis on applied or foundational research will differ for colleges, polytechnics, teaching universities, and research universities.

**Scholarship/Scholarly work:** A broad range of creative, research, and professional activities that result in a product that is shared with one's peers in a written, oral, visual, or performance presentation, and is subject to critique or review.

**Sessional Faculty:** A type of faculty appointment that is temporary, adjunct, non-permanent, or non-regular for a duration of two years or less.

**Syllabus/Course Outline:** A description of the essential features of a program of study and its courses, including objectives, subject content, teaching, and assessment strategies.

**Synchronous:** A form of educational delivery that happens at the same time for the instructor and the learners, meaning that there is real-time interaction between them (e.g., video conferencing, teleconferencing, live chatting, live streaming, etc.).

**Term Faculty:** A type of faculty appointment with a defined end date of at least the length of the program or three years, whichever is longer. These appointments may be full-time or part-time and have no expectation of renewal.

**Terminal Degree:** A degree that does not normally lead to a more advanced credential; e.g., doctoral degrees and some professional or applied degrees at the baccalaureate or master's levels.

**Transcript:** An official document that identifies courses taken (title and course number), credits and grades achieved, and credentials or qualifications earned.

**Transfer of Credits:** The acceptance or recognition of credits by a receiving institution on the basis of successful completion of courses at another educational institution in order to minimize the duplication of learning. Also called credit transfer.

**Undergraduate Studies:** The first level of studies toward a bachelor's degree.

**Underrepresented Group:** A subset of the population that holds a smaller percentage within an institution than the subset holds in the general population of the BC region that the institution serves. Underrepresented groups in an institution vary by academic discipline, geographic location, or other circumstances, and may refer to First Nations, Métis, and Inuit people, visible minorities, people with disabilities, and in some domains, women.

**Upper-Level Courses/Upper Division Courses:** An undergraduate program's coursework that takes place during the third and fourth year and builds on the foundational knowledge and skills gained through first and second year (Lower Level/Division) courses that lead to a bachelor's degree.

**Work-Integrated Learning:** A model of experiential education that formally and intentionally integrates a student's academic studies within a workplace or practice setting. Various types of work-integrated learning include applied research projects, co-op education, field placements, internships, practicums, and work experience.

## Appendix 2. Degree Categories and Degree Level Standards

*The following descriptions of degree categories are intended to capture the most salient general aspects of the three principal degree levels offered in Canada as well as the associate degrees offered in British Columbia. They apply to a broad spectrum of disciplines, program types and program lengths.*

### Associate Degree Framework

The Associate of Arts and Associate of Science degrees are designed to provide an educational experience that prepares students for life as an educated person, and to lay a solid foundation for further study. The requirements specified below are intended to provide breadth of exposure to a variety of disciplines in both Arts and Sciences.

The associate degree curriculum comprises two years of university-level study in a variety of academic areas. Students are required to complete a broad range of course offerings balanced with in-depth study in specific disciplines. The requirements are sufficiently flexible to enable students to complete the required prerequisites for upper-level course work in their intended major if they wish to pursue a baccalaureate degree.

Students will be exposed to a program of study that seeks to develop:

- an interest in and curiosity about the world around them;
- an understanding of the global context in which they live and work;
- an appreciation of intellectual thought and human creativity;
- an openness to a variety of viewpoints;
- a capacity for and interest in self-directed life-long learning; and
- acceptance of the social responsibilities that come with the benefits of advanced learning.

In addition, the program of study should develop and improve those skills essential for academic success at an advanced intellectual level. They include but are not limited to:

- advanced reading comprehension;
- effective written and oral communications;
- mathematical and scientific reasoning;
- computer and technological literacy;
- research and evaluative skills;
- analysis, synthesis, and integration of knowledge;
- critical thinking and problem solving;



- application of theoretical understanding to practice; and
- working collaboratively.

All associate degrees, regardless of where they are offered, must follow the guidelines as set forth below.

Requirements for both Associate of Arts and Associate of Science degrees:

1. All general and specific requirements must be met but an institution may set higher standards or additional requirements over and above these general and specific requirements.
2. No course will be used to meet more than one of the specific requirements.
3. An average overall grade of "C" (cumulative GPA of 2.0 or its equivalent) calculated on all courses counting towards the associate degree must be achieved.
4. The number of credits awarded for any course will be determined by the institution granting the associate degree. Although the number of credits awarded for any course may vary from institution to institution, it is expected that a student will have completed the equivalent of approximately twenty 3-credit courses to fulfill the degree requirements.

### **Associate of Arts**

#### **General Requirements**

60 semester credits of first- and second-year courses. These must include a minimum of 18 credits in Arts at the second-year level taken in two or more subject areas.

#### **Specific Requirements**

- a) 6 credits in first-year English; and
- b) 9 credits in Science which shall include at least:
  - 3 credits in Mathematics, or Computing Science, or Statistics (Statistics courses taught in subject areas such as Business, Commerce, Economics, Psychology, etc. may also be used to meet this requirement).
  - 3 credits in a laboratory science, and
- c) 36 credits in Arts which shall include:
  - 6 credits in the Social Sciences.
  - 6 credits in Humanities (including the Creative and Performing Arts) other than English.
  - 24 additional credits in Arts, and
- d) 9 credits in Arts, Science, or other areas.

## **Associate of Science**

### **General Requirements**

60 semester credits of first- and second-year courses. These must include a minimum of 18 credits in science at the second-year level taken in two or more subject areas.

### **Specific Requirements**

- a) 6 credits in first-year English; and
- b) 6 credits in Mathematics which shall include at least 3 credits in Calculus; and
- c) 36 credits in Science, which shall include at least 3 credits in a laboratory science; and
- d) 6 credits in Arts other than English (excluding Mathematics and Laboratory-based Science courses); and
- e) 6 credits in Arts, Science, or other areas.

### **Concentrations**

- An associate of arts or associate of science **concentration** is a secondary specialization within the existing Associate Degree Framework. Courses in the concentration should transfer as assigned course credits in the concentration subject area at a BC public research university (e.g., Associate of Arts with a Concentration in Economics).

### **Definitions**

1. A course may be defined by any subject for which it is granted transfer credit at a BC public research university.
  - Any course in a subject area for which there is a Baccalaureate of Arts degree at a BC public research university may be defined as an Arts course for the purposes of the associate degree.
  - Any course in a subject area for which there is a Baccalaureate of Science degree or Baccalaureate of Applied Science degree at any BC public research university may be defined as a Science course for the purposes of the associate degree.
  - The requirements specified above are intended to provide breadth of exposure to a variety of disciplines in both Arts and Sciences. In some instances, there may be some ambiguity as to whether a course is in the Humanities or Social Sciences and is an Arts course or a Science course. While those determinations are left to the discretion of the institution granting the associate degree, it is expected that such courses as Human Geography and most Psychology courses would be designated as Arts courses, whereas courses in Physical Geography and Mathematics would be designated as Science courses.

- a course in another area is defined to be any course in a subject area for which there is a Baccalaureate degree other than in Arts, Science, or Applied Science at a BC public research university.
2. Any course that has assigned or unassigned transfer credit at the 100-level at a BC public research university may be defined as a first-year course for the purposes of the associate degree.
  3. Any course that has assigned or unassigned transfer credit at the 200-level or higher level at a BC public research university may be defined as a second-year course for the purposes of the associate degree.
  4. A laboratory science is one in which a substantial component of student instruction involves the study of natural phenomena, either in the laboratory or in the field. Each institution granting the associate degree will determine which of its courses satisfies this requirement.
  5. For the purposes of this framework, a BC public research university includes the following institutions:
    - Simon Fraser University
    - University of British Columbia (Vancouver or Okanagan campus)
    - University of Northern British Columbia
    - University of Victoria

## **Bachelor's Degree**

### *Program Design and Outcome Emphasis*

The credential awarded for the bachelor's degree is designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge, and to nurture the capacity for independent work in the discipline/disciplines and field of practice.

All bachelor's programs are designed to provide graduates with knowledge and skills that enable them to develop the capacity for independent intellectual work. That capacity may be demonstrated by the preparation, under faculty supervision, of one or more essays, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent and ethical intellectual/creative work and, where relevant, the exercise of professional responsibility in a field of practice.

Some bachelor's degree programs are intended to provide wide exposure to several disciplines, others provide an in-depth education in one or more disciplines (often as preparation for graduate study), and still others provide a blend of theory and practice that equips students for entry into an occupation or profession. Despite that diversity, each bachelor's degree program must meet a substantial and common set of competency outcomes, as outlined below, to justify use of the bachelor's degree label. The range of bachelor's programs includes:

- *Programs designed to provide a broad education as an end in itself* prepare graduates for employment in a variety of fields and/or for admission to second-entry professional programs. Examples: B. Hum (Humanities); General B.A., and General B.Sc. degrees.
- *Programs designed to provide in-depth study in academic disciplines* normally prepare students for graduate study in the discipline(s) and for employment in a variety of fields.
- *Programs with an applied focus* blend theory and practice, with content selected to ensure mastery of the field of practice and prepare students for employment and for advanced study in relevant graduate and professional programs.
- *Programs with a professional focus* prepare graduates to meet admission requirements and to be competent practitioners in the profession. Some of them are first-entry programs, others are second-entry programs (that is, they require some prior degree-level study or even a degree). They normally require periods of practical experience (apprenticeship, internship, articling, clinical, etc.). The capacity for independent professional work is demonstrated by academic and practical exercises, under supervision, followed by admission tests to the profession. Though considered to be bachelor's programs in academic standing, some professional programs yield degrees with other nomenclature [D.D.S. (Dental Surgery); M.D. (Medicine); or LL.B./J.D. (Law)].

#### *Preparation for Employment and Further Study*

In addition to providing personal and intellectual growth, bachelor's programs, in varying degrees, may prepare students for entry into graduate study in the field, second-entry professional degree programs, or employment in one or more fields.

#### *Length of Program*

Owing primarily to variations in pre-university studies among the provinces, classroom instruction is typically four years in duration (normally 120 credits, or the equivalent) and may be supplemented by required professional experience (e.g., supervised practica, internships, and work terms).

### *Admission Requirements*

Admission normally requires at a minimum a secondary school diploma and/or university preparatory courses, a minimum grade-point average, and other program-specific requirements. Students lacking these credentials may be admitted on a part-time or probationary basis, with continuation subject to acceptable academic achievement. Second-entry programs normally require at least two or three years of completed degree-level studies or in some cases the prior or concurrent completion of another undergraduate degree.

### Degree Level Standard – Bachelor’s Degree

#### *1. Depth and Breadth of Knowledge*

- a) Knowledge and critical understanding in a field of study that builds upon the student’s secondary education and includes the key assumptions, methodologies, and applications of the discipline and/or field of practice.
- b) Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines.
- c) The ability to gather, review, evaluate and interpret information, including new information relevant to the discipline, and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline.
- d) The capacity to engage in independent research or practice in a supervised context.
- e) Critical thinking and analytical skills inside and outside the discipline.
- f) The ability to apply learning from one or more areas outside the discipline.

#### *2. Knowledge of Methodologies and Research*

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

- a) evaluate the appropriateness of different approaches to solving problems using well-established ideas and techniques;
- b) devise and sustain arguments or solve problems using these methods; and,
- c) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.

### 3. *Application of Knowledge*

- a) The ability to review, present, and critically evaluate qualitative and quantitative information to:
  - develop lines of argument;
  - make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study;
  - apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and,
  - where appropriate, use this knowledge in the creative process.
- b) The ability to use a range of established techniques to:
  - initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information;
  - propose solutions;
  - frame appropriate questions for the purpose of solving a problem; and
  - solve a problem or create a new work.
- c) The ability to make critical use of scholarly reviews and primary sources.

### 4. *Communication Skills*

The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

### 5. *Awareness of Limits of Knowledge*

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses and interpretations.

### 6. *Professional Capacity/Autonomy*

Qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring:

- a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
- b) working effectively with others; and,
- c) behaviour consistent with academic integrity.

## Master's Degree

### *Program Design and Outcome Emphasis*

A master's degree program builds on knowledge and competencies acquired during related undergraduate study and requires more specialized knowledge and intellectual autonomy than a bachelor's degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline.

Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show independent capacity in addressing issues and problems.

*Research-oriented master's programs* are typically for graduates of related undergraduate or professional programs in the field or students who have taken bridging studies to equip them for graduate study in the field; the focus is on developing the research, analytical, methodological, interpretive, and expository skills necessary for doctoral studies or for leadership in society. Some programs are thesis-based and require the student to develop and demonstrate advanced research skills under supervision. Some research-oriented master's programs are course-based but still require students to demonstrate the necessary research, analytical, interpretive, methodological, and expository skills in course exercises to prepare students for advanced study. Examples: M.A. programs in the humanities and social sciences; M.Sc. programs.

*Profession-oriented master's programs* normally admit students holding baccalaureate degrees and provide them with a selection of courses and exercises intended to prepare them for a particular profession or field of practice or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals/practitioners. Professional-oriented master's programs are not research-oriented and are typically terminal degrees where admission to advanced degrees is limited. Example: Master of Social Work, Master of Business Administration.

### *Preparation for Employment and Further Study*

Graduates will have the qualities needed for either further study in the discipline or for employment in circumstances requiring sound judgment, personal responsibility, and initiative, in complex and unpredictable professional environments.

### *Length of Program*

Master's programs vary, normally with a minimum of 30 credits (1-2 years), depending on the field and the speed at which individuals progress through requirements.

### *Admission Requirements*

Normally an undergraduate degree with an appropriate specialization, or an undergraduate degree with relevant bridging studies.

### Degree Level Standard – Master's Degree

#### *1. Depth and Breadth of Knowledge*

A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

#### *2. Knowledge of Methodologies and Research*

A conceptual understanding and methodological competence that enables the graduate to have:

- a) working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
- b) capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence; and,
- c) capacity to address complex issues and judgments based on established principles and techniques.

On the basis of this competence, graduates are able to demonstrate:

- a) the development and support of a sustained argument in written form; and/or
- b) originality in the application of knowledge.

#### *3. Application of Knowledge*

Competency in the research process by applying an existing body of knowledge in the research and critical analysis of a new question or of a specific problem or issue in a new setting.

#### *4. Communication Skills*

The ability to communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences.



### 5. *Awareness of Limits of Knowledge*

A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

### 6. *Professional Capacity/Autonomy*

- a) The qualities and transferable skills necessary for employment requiring:
  - initiative, personal responsibility, and accountability; and,
  - decision-making in complex situations, such as employment.
- b) The intellectual independence required for continuing professional development.
- c) The ability to appreciate the broader implications of applying knowledge to particular contexts.

## **Doctoral Degree**

### *Program Design and Outcome Emphasis*

A doctoral program builds on the knowledge and competencies in a field or discipline acquired during prior study, usually at the graduate level. Study at the doctoral level is at the forefront of an academic or professional discipline.

Holders of the doctoral degree must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design, and implement projects for the generation of significant new knowledge and/or understanding, and an ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity.

Preparation for doctoral work may involve course work of varying lengths aimed at cultivating further conceptual depth or breadth. It may also involve written and oral examinations of knowledge and skills in aspects of the discipline prior to authorization to proceed to work on a dissertation.

*Research-oriented doctoral programs* focus on the development of the conceptual and methodological knowledge and skills required to do original research and to make an original contribution to knowledge in the form of a dissertation. In some fields an internship or exhibition component may be required, but without diluting the significance of the dissertation as the primary demonstration of mastery. Such programs lead to the award of the Ph.D. Examples: Ph.D. (Psychology), Ph.D. (Education), Ph.D. (Music).

*Practice-oriented doctoral programs* are of a more applied nature, relate to a professional or creative activity and, where there is an internship or exhibition requirement, may also require a dissertation. Doctoral programs with an orientation to practice typically involve more course work than doctoral programs with a more theoretical or disciplinary focus. Such programs lead to the award of a degree designation reflecting the field or discipline. Examples: Ed.D. (Education), Mus.Doc. (Music), Psy.D. (Psychology).

#### *Preparation for Employment and Further Study*

Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.

#### *Length of Program*

A doctoral program is typically three to six years in length, depending on the field and the speed at which individuals progress through requirements.

#### *Admission Requirements*

Normally a master's degree with an appropriate specialization, or a master's degree with appropriate bridging studies.

#### Degree Level Standards - Doctoral Degree

##### *1. Depth and Breadth of Knowledge*

A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.

##### *2. Knowledge of Methodologies and Research*

A conceptual understanding and methodological competence that provides the graduate with the ability to:

- a) conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;
- b) make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and,
- c) produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

### 3. *Application of Knowledge*

The capacity to:

- a) undertake pure and/or applied research at an advanced level; and,
- b) contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

### 4. *Communication Skills*

The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.

### 5. *Awareness of Limits of Knowledge*

An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

### 6. *Professional Capacity/ Autonomy*

- a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations.
- b) The intellectual independence to be academically and professionally engaged and current.
- c) The ability to evaluate the broader implications of applying knowledge to particular contexts.

### Institutional Considerations for Graduate Degrees Proposals

- Institutions planning to offer graduate level degree programming must have a policy and process for graduate supervision (e.g., qualifications of advisers, committee members, interim advisers, co-supervision, mentoring new supervisors, number of students to be supervised, monitoring of student progress).
- Institutions planning to offer graduate level programming have continuing faculty committed to the graduate program(s) and to the intellectual life of graduate students through sustained participation in activities involving graduate students (seminars, colloquia, conferences, journal clubs, etc.).
- Institutions must demonstrate sufficient numbers of administrative staff to manage the increased complexity of policies and procedures associated with offering graduate-level programs. The institution is committed to the timely program completion of its

graduate students and to their financial support through various means such as teaching assistantships, scholarships, bursaries, faculty research grants, research contracts, etc.

- Institutions whose work involves Indigenous peoples have developed agreements that uphold Indigenous data collection processes and collaborative research design, including the principles of ownership, control, access, and protection to avoid cultural appropriation.

### Appendix 3. Guidelines on Naming Degrees

The following guidelines have been adopted by the Degree Quality Assessment Board (Board) to assist institutions in determining the name of the credential they offer.

Institutions proposing new degree names should indicate the basis for selecting a degree name. This should be determined within the institution's overall approach to degree nomenclature and reflect historical practice in BC and, where there are no similar BC-based degrees, within the broader Canadian and international context.

- 1) Credentials for new academic programs should ordinarily be selected from degree names that are widely used and generally understood in BC.
- 2) A generic degree name that already incorporates a broad range of academic disciplines or subject areas is preferable to a multitude of specific degree names. Examples include the Bachelor of Arts at the undergraduate level and the Master of Science at the graduate level. In the case of more specialized institutions, the standard credential awarded could be reflective of the overall mission of the institution (e.g., technical institute, Bachelor of Technology).
- 3) The name should be descriptive of the general area of study, which usually corresponds to a particular faculty or school. For example, the Bachelor/Master of Arts is normally used for programs in arts and humanities and most areas of the social sciences; the Bachelor/Master of Science normally refers to programs in the natural and physical sciences, technology, and mathematics. Additionally, the Master of Arts/of Science require a research component, either a major research paper or a thesis. The nomenclature conventions in BC, while consistent with Canadian norms, may differ from some international jurisdictions. In such cases, the norms in BC will take precedence as the conventions are commonly understood by students, employers, and post-secondary institutions. The emergence of interdisciplinary (including multidisciplinary and transdisciplinary) studies has led to a number of departures from this practice. The current understanding of an interdisciplinary studies degree normally involves the combining of two or more disciplines to solve a specific problem.
- 4) The name should be appropriate for adoption by other BC post-secondary institutions with similar programs. Comparable, but not necessarily identical, programs should lead to equivalent credentials. To a certain extent, the system has already demonstrated its flexibility. The two clearest examples are the degrees of Bachelor of Applied Science and the Bachelor of Engineering as engineering credentials and the Bachelor of Commerce and the Bachelor of Business Administration as business credentials. While the degree designations differ, the credentials are seen to be equivalent.

- 5) In BC, the use of associate degrees is restricted to the Associate of Arts and the Associate of Science degree.
- 6) The above principles apply to both undergraduate and graduate programs.

### **Indicate Specialization in the Degree Name**

The Board assumes that the principal reason for proposing a distinct degree is to indicate an academic area of specialization. Where appropriate the subject of specialization could be included as part of the degree name. Majors and areas of concentration are already identified on the transcript. In some instances, honours are shown as part of the degree. In addition, the specialization or major is sometimes shown on the parchment as a matter of institutional preference, but that does not mean it needs to be incorporated into the name of the degree.

New degrees, which identify an area of specialization, should fit into one of the following categories:

- a) Bachelor/Master of Science in \_\_\_\_\_. There is a clearly identified and specialized field of study that finds its roots in science but derives its distinctiveness from being located in a separate academic unit. Examples include agriculture, dietetics, forestry, kinesiology, nursing, and pharmacy. From the examples given, it is clear that there is a strong link to a particular profession. While the degree names follow a standard pattern, the degree initials do not. Examples are B.Sc. (Agr.) and B.S.N. Either format is appropriate.
- b) Bachelor/Master of \_\_\_\_\_ Science. This approach is similar to the previous method. In this instance a descriptive adjective is used to distinguish the branch of science. Examples include Bachelor of Applied Science and Bachelor of Health Science. Again, recognized academic units offer the degree and there is a connection with a particular profession.
- c) Bachelor/Master of Arts in \_\_\_\_\_. While not as common as the comparable degree in science, there are a few instances where this approach has been adopted, e.g., Bachelor of Arts in Child and Youth Care. To warrant a separate degree name, the number of courses required in the field of specialization should exceed that required for a major. There should also be some demonstrated link with a particular profession or occupation.
- d) Bachelor/Master of Education (Elementary). This approach to indicating specialization is achieved by showing the specialty in parentheses after the generic degree. In BC it has been used primarily to distinguish various kinds of education degrees. Unlike the previous examples, these degrees are offered by a single faculty. The Education

degree is also a professional degree, and the designated distinction has obvious implications for employment. Other faculties offering specialized professional programs may consider this option: an example is the Bachelor of Arts (Criminal Justice).

- e) Bachelor/Master of \_\_\_\_\_ Studies. The word “studies” is used in instances where there is a well-defined academic program but where the course offerings are provided by a number of academic units or faculties. In interdisciplinary programs, there is often a tension between choosing a more generic degree (e.g., B.A. (Canadian Studies)) versus a Bachelor of Canadian Studies. The former is the more widely recognized and recommended approach.
- f) Bachelor of Technology (\_\_\_\_\_). These degrees refer to academic programs grounded in the study of the practical application of technology in a variety of subject areas and prepare graduates for technical professional occupations (e.g., technicians, technologists). The field of specialization, if necessary, can be shown in parentheses following the general degree, as is the practice in the education field.
- g) Bachelor of/Bachelor of Applied \_\_\_\_\_. Degrees that indicate a specific discipline and prepare students for a particular profession or field of practice (e.g., Bachelor of Business Administration). These degrees place a stronger emphasis on practical applications and are generally created in response to industry demand for graduates. As the Bachelor of Applied Science is already identified with engineering, its use should be limited to such programs to avoid confusion.
- h) Master of \_\_\_\_\_. Professional degrees may indicate a specific discipline. Profession-oriented master’s are normally course-based and intended to prepare students for a particular profession or field of practice or, if they are already involved in the profession or field, to extend their knowledge base and skills as professionals/practitioners (e.g., Master of Social Work).
- i) Doctor of Philosophy in \_\_\_\_\_. This credential is widely used for doctoral programs regardless of the faculty or school to which the program belongs. Specializations tend to denote the disciplinary field of study (e.g., PhD in Political Science). PhD programs are research based.
- j) Doctor of \_\_\_\_\_. There are a very small number of professional doctorate programs in BC. Professional doctorates are typically oriented to practice, usually involving more course work than doctoral programs with a more theoretical or disciplinary focus. Such programs lead to the award of a degree designation reflecting the field or discipline (e.g., Doctor of Psychology in Clinical Psychology (Psy.D.)).

## Appendix 4. Guidelines on Degree Majors, Minors, and Concentrations

“**Course**” may be core to the degree program (i.e., a required course) or an elective course.

- “**Core/Required Course**” is a course needed to graduate in the major or concentration. These courses include course options that students are required to choose from in the major or concentration.
- “**Elective Course**” is a course selected by the student from a range of courses outside the major or concentration in an undergraduate or graduate degree program.

“**Degree Specialization**” means a distinct grouping of courses within a degree program. Specializations may be primary or secondary. Some secondary specializations may be defined more precisely as a sub-specialization within a primary specialization.

- An **undergraduate major** (or synonymous term) is considered a primary specialization (e.g., BSc (with a Major) in Geography). An undergraduate applied or professional degree is considered a primary specialization (e.g., Bachelor of Business Administration). Normally a major or primary specialization requires, at minimum, 30 upper-level credits.
- An **undergraduate honours** is considered an intense specialization in a field of study and is open only to students with high academic standing. Normally, an honours degree requires a minimum of 36-48 upper-level credits in the specialization, which often includes a research thesis. Students must maintain high academic standing to graduate with an honours degree.
- An **undergraduate minor** is considered a secondary specialization:
  - Students typically take a minor in a subject area outside their primary specialization (e.g., BSc in Geography with a Minor in Sociology).
  - Minors normally comprise 20-30% of the courses in a full degree program with 12-15 upper-level credits in the field/subject area of the minor.
- An **undergraduate concentration** is generally considered a secondary specialization within the primary specialization of the degree (e.g., BSc in Geography with a Concentration in Resource Management). Normally, the range for a concentration is 12-15 upper-level credits.
- **Concentration** refers to a wide range of secondary specializations characterized by varying names, purposes, number of credits, and recognition. Other terms used may include stream, focus, option, track, etc.



- An **Associate of Arts or Associate of Science concentration** is a secondary specialization within the existing Associate Degree Framework. Courses in the concentration should transfer as assigned course credits in the concentration subject area at a public research university. (e.g., Associate of Arts with a Concentration in Economics).
- A **graduate field of study** (or other term) is considered a primary specialization (e.g., Master of Engineering in (the field of) Engineering).
- A **graduate concentration** is generally considered a secondary specialization within the graduate field of study (e.g., Master of Arts in International Relations with a Concentration in Global Security). Normally, the range for a graduate concentration is 20-50% of the program credits.
  - Due to the focused nature of graduate degrees, graduate concentrations always occur within the field of study, though they are also characterized by varying names and number of credits.

See also the Determination of New Degree for substantive changes to an existing degree that may result in the degree being defined as a new degree program.

## Appendix 5. Online Delivery Guidelines

The Degree Quality Assessment Board has the option to determine if the request to shift permanently to online would be considered a new degree that would need a full quality assessment review, or assess the requests based on the following principles and guidelines.

### Definitions

***In-Person Education:*** Learning occurs via in-person delivery only. All elements of learning are accessed in-person. Technology may still be used to enhance learning or provide course materials.

***Online Education:*** Courses offered by post-secondary institutions that are held in a completely virtual environment, using synchronous or asynchronous methods. The student is not required to attend learning activities or assessments in person in order to be able to complete the course.

***Blended/Hybrid:*** Learning occurs via online and in-person delivery consecutively. Learners are required to engage consecutively both online (synchronous and/or asynchronous) and in person.

***Synchronous:*** Delivery that happens at a specific time for the instructor and the learners, meaning that there's real-time interaction between them. Examples include video conferencing, teleconferencing, live chatting, live-streaming, etc.

***Asynchronous:*** All learning and assessment occur within broadly defined timelines; no requirement to participate in scheduled concurrent learning or assessment activities.

### Guiding Principles for Online Delivery

- ***Accessibility*** – all students, staff, and faculty, regardless of location, or physical or developmental impairment, can access and use all course materials and tools.
- ***Technology Infrastructure*** – the learning management system and online tools are accessible, reliable, affordable, well-maintained, and recoverable.
- ***Faculty Expertise*** – faculty must have the appropriate qualifications, knowledge, and skills required to support the achievement of learning outcomes in an online environment.

- **Learning Outcomes** – institutions must ensure online components of programs to ensure that students achieve program and degree level learning outcomes.
- **Communication** – the institution's expectations, policies, and procedures are open and transparent, and students are made aware of any issues that may impact their learning.
- **Student Engagement** – the institution, faculty, and support staff must communicate, collaborate, and actively involve students to ensure an enriching educational experience.
- **Support for Students and Faculty** – support staff for students and faculty are readily available to provide support in an online environment comparable to what would be available on-campus.
- **Risk Management** – technology recovery plans are in place in the event of a failure, and policies and procedures are in place to verify student identity and maintain the academic integrity of assessments.
- **Evaluation** – student and faculty feedback are used for ongoing evaluation and enhancement of the online delivery model and faculty teaching performance.

## Assessment Criteria

### Students

- Students have access to the resources they need to engage in online learning, including an orientation to online learning and their Learning Management System which identifies and addresses barriers to accessing technology and internet connectivity.
- All additional costs, beyond tuition and ancillary fees, associated with online or distance learning aspects of course and program delivery are transparent and communicated to students.
- Students have the opportunity to contact and interact with faculty (e.g., office hours).
- Students have access to support staff and that student support is adequately resourced to meet learner needs, often through extended hours.
- Online components of programs are organized in such a way that students can achieve program and degree level learning outcomes within the prescribed period of study.
- Student engagement will be maintained throughout the delivery of the course for a meaningful learning experience, including peer-to-peer interaction, faculty-to-student interaction, and student academic support.
- Adequate and diverse online library resources are available to students and physical space for students to engage in online learning on campus if necessary.

- Expectations for any required face-to-face, on-campus or off-campus work components (e.g., work-integrated learning, specialized laboratory work) are stated clearly and well in advance.

### Faculty and Staff

- Support services and training for faculty or staff are available for the changed delivery mode to ensure they have the appropriate knowledge and skills required to support the achievement of learning outcomes.
- Faculty have access to the learning technologies to deliver online.
- Courses include provisions designed to meet the accessibility needs of diverse learners.
- Faculty have a common baseline for learning and teaching success using effective practices in online pedagogy. For example, promoting and encouraging principles of Universal Design for Learning (UDL).
- Faculty teaching, supervision loads, and availability to students are adequate in the context of online course development and teaching, whether synchronous or asynchronous.
- Remuneration for faculty is consistent with institutional policies, internal equity, and address additional workload for adapting courses to online delivery.
- Exams and assessments are fit for purpose, clearly communicated, effectively moderated, and allow students to demonstrate learning outcomes.
- Student engagement and interaction will be monitored to ensure students are engaged in and undertaking the required learning.
- Staff are in place to assist in developing and delivering the online programs (e.g., instructional designers, developers, Learning Management System support staff, and/or their equivalents).
- New faculty have a right and/or guidelines to be able to revise an existing course before being asked to teach an online course.

### Institutional Policies and Procedures

- Appropriate risk management provisions are in place, including those that ensure that technological infrastructure is stable, reliable, well maintained, and secure, that a disaster recovery plan is available if servers or other technologies fail, and that learners will not be adversely affected.
- Institutions' risk management and mitigation plans ensure that students are offered alternatives where there is significant change or disruption to the delivery of courses, including processes for fee reduction, refunds, or deferral.

- A process is in place to verify the identity of a student, including registration, participation, and assessment, so that it can be determined with certainty that the learner turning in the work is the one who is registered for the course.
- Processes are in place to maintain academic integrity of assessments, including methods to identify verification, supervision, and proctoring of tests and exams as appropriate.
- Appropriate policies and procedures are in place to address copyright and intellectual property issues and privacy regulation compliance (e.g., digital rights management and the use of object learning repositories).
- Develop principles to guide the selection and implementation of learning tools that incorporate considerations of ethical use and how data is collected, stored, and used.
- A course with multiple sections and instructors has the same learning outcomes and periodic evaluation by students/peers/admin according to the regular cycle of evaluation.
- Appropriate goals are in place for the retention/persistence of students using online learning and the institution assesses its achievement of these goals and uses the results for improvement.
- Complaint processes are clearly defined and can be used electronically.

## Appendix 6. Operational Guidelines for Collaborative Arrangements

To assure that the quality of degree programming offered through collaborative arrangements is maintained, the Degree Quality Assessment Board (Board) requests and reviews the collaborative agreements between partners. In reviewing agreements, documents, and evidence provided by applicants, the Board is guided by the definitions and parameters stated below, which institutions are required to follow.

### Definitions

#### Degree-granting institution

The institution that is seeking, or holds the Minister's consent, approval, or authorization under an Act of the British Columbia Legislature to provide degree programs, and grant degrees from BC. The degree-granting institution is ultimately and solely responsible for the academic and operational standards of all programs that lead to degrees granted in its name.

#### Collaboration Partner

- An institution that is authorized or accredited by a body that is recognized by the Board that plans to enter into a collaborative arrangement for educational purposes; and/or
- An organization that is legally constituted, experienced, and financially stable that plans to enter into a collaborative arrangement for administrative and/or student support purposes.

#### Collaborative Arrangement

An agreement between a degree-granting institution and a collaboration partner whereby the collaborative partner provides:

- administrative and/or student support services on behalf of the degree-granting institution; and/or
- part of a program leading to a degree, conferred by the degree-granting institution. The provision of a program includes practica or other work-integrated learning placements that are a requirement for graduation.

### Expectations

Institutions are to meet the following expectations when offering degree programs through collaborative arrangements.

1. *Selecting a partner for collaboration*

- a) The degree-granting institution provides the rationale for its choice of partner.
- b) Educational Purposes: The degree-granting institution is satisfied that the institution partner is in good standing, and that the missions of both institutions are compatible with respect to the educational purposes of collaboration before entering into any agreement.
- c) Administrative and/or Student Support Purposes: The legal status of a partner organization and its capacity to contract with the degree-granting institution has been examined, together with its ability to provide the infrastructure and resources necessary to ensure the required quality and standards of the degree-granting institution will be achieved and maintained, before entering into any agreement.

2. *Policies, procedures, and information*

- a) The commitment and support of both the degree-granting institution and the collaboration partner's central authorities must underpin any arrangement.
- b) Collaborative arrangements must be negotiated, agreed upon, and managed in accordance with the formally stated policies and procedures of the degree-granting institution.
- c) The degree-granting institution ensures that the financial aspects of the arrangement are satisfactory to the British Columbia Ministry responsible for post-secondary education and that activities are costed and accounted for accurately and fully.
- d) There are measures to ensure that the organizational culture of the degree-granting institution is transferred to the collaborative partner to a sufficient degree to ensure a culture appropriate to an institution offering part of the degree programs.
- e) There must be adequate safeguards against financial temptations to compromise academic standards.

3. *Written agreements*

- a) There must be a written and legally binding agreement or contract between the degree-granting institution and the partner signed by the appropriate senior official in each organization, including:
  - the relationship between the degree-granting institution and the partner organization;
  - the legal status of each organization; and

- the arrangements relating to administrative and/or academic responsibilities for individual degree programs and locations.
- b) The agreement must include termination and arbitration provisions and financial arrangements and must specify the respective responsibilities of the two parties for administrative and student support, academic standards, and quality. The residual obligations to students on termination of the agreement must be specified.
  - c) The agreement must clearly delineate how funds collected from students are collected, dispersed, and accounted for between the two parties.
4. *Responsibility for, and equivalence of, academic standards*
- a) The academic standards of all degree programs provided through a collaborative arrangement are equivalent to those of other comparable programs provided by the degree-granting institution.
  - b) The degree-granting institution reviews regularly (at least every 7 years) the extent to which programs and/or courses have achieved their intended objectives (i.e., meet the degree-level standards and expected student learning outcomes).
  - c) A plan for regular program reviews consistent with practices of BC.
  - d) The degree-granting institution can demonstrate that student achievements in programs and/or courses delivered through a collaborative arrangement are comparable to those of students in similar degree programs offered directly at the degree-granting institution's main campus.
5. *Assuring the quality of programs and services*
- a) The degree-granting institution is accountable for the quality and standards of all courses, programs, and degrees granted in its name.
  - b) The policies and procedures for quality assurance must be explicit and documented and must clearly delineate the division of responsibilities and control between the degree-granting institution and the collaboration partner.
  - c) The curriculum and delivery methodologies used for degree programs delivered by a collaboration partner should be substantively the same as, or of comparable quality to, those used for similar degree programs at the degree-granting institution, or a sound rationale for any differences must be clearly identified at the time of application.
  - d) All faculty meet the minimum qualifications established by the degree-granting institution and those requirements must be comparable to the standard used for similar programs at its main campus.



- e) The degree-granting institution retains authority to approve faculty teaching in degree programs delivered through collaborative provision.
- f) The degree-granting institution has sole responsibility for the financial relationship with students including collecting and refunding tuition and fees for residences.
- g) There is an appropriate provision for staff appointment, induction, and development, to meet the requirements of the degree-granting institution.
- h) The degree-granting institution ensures that effective measures exist to review the proficiency of staff and faculty.
- i) Program resources available for degree programs delivered under a collaborative arrangement must be clearly identified by the degree-granting institution at the time of application and must be adequate to achieve the stated desired outcomes of the arrangement.
- j) Any course or block transfer arrangements made between the partners inside or outside the degree program must be done through a written articulation agreement that outlines the policies and procedures that are in place to determine equivalency and that there is a periodic review of those arrangements by the degree-granting institution.

6. *Student assessment requirements*

- a) The examination and assessment requirements for programs provided ensure that the academic standards and grading practices are equivalent to the same or comparable programs of the degree-granting institution.
- b) The degree-granting institution must ensure that the partner organization understands and follows the requirements for the conduct of assessments.
- c) The degree-granting institution maintains ultimate control of admission requirements and decisions.
- d) The degree-granting institution determines the admission requirements for students entering a program under the collaborative agreement. Particular care needs to be taken with any arrangements for the assessment of prior and experiential learning.

7. *Degrees and transcripts*

- a) The issuing of degrees and transcripts must remain under the control of the degree-granting institution. The words and terms used on the degree certificate should be consistent with those used by the degree-granting institution for the same or comparable programs it provides.

- b) The transcript must note that all or part of the program was delivered by the Collaboration Partner.

8. *Information for students*

- a) Information given by the partner organization or an agent to prospective students and to those registered in a program, about the nature of a program, the academic standards to be met, and the quality of the program must be approved in advance by the degree-granting institution. Such information clearly defines the nature of the collaborative arrangement and outlines the respective responsibilities of the parties.
- b) Information is monitored regularly by the degree-granting institution and updated as appropriate.
- c) Information includes directions to students about the appropriate channels for concerns, complaints, and appeals.
- d) Information given to the student cannot mislead the student as to which institution the student is enrolled in.

9. *Publicity and marketing*

- a) Effective control over the accuracy of all public information, publicity and promotional activity relating to the programs and degrees for which a degree-granting institution has responsibility must be retained by the degree-granting institution, in particular when the information is published on its behalf. The degree-granting institution must satisfy itself through active means that this control is exercised consistently and fairly, and that the public cannot be misled about the collaborative nature or about the nature and standing of the degree program.

The Board reserves the right to include the collaborative partner in its review of the degree-granting institution.

## Appendix 7. Use of External Experts

When the Degree Quality Assessment Board (Board) receives an application, it will determine whether it is necessary to have it reviewed by a panel of external experts established to conduct a review based on published criteria:

- Degree Program Reviews that focus on the quality of the degree program; and,
- Qualified for Expediated Reviews, commonly referred to as Exempt Status, that focus on the institution's governance and quality assurance mechanisms.

External experts appointed to a quality review panel must possess the following characteristics:

- Have appropriate academic expertise;
- Be committed to the principles and practices of quality assurance in post-secondary education;
- Be recognized by their peers for having a broad outlook, open mind, and sound judgment;
- Provide full disclosure and be free of any actual or perceived conflict of interest regarding an applicant/institution, in accordance with the Board's policy; and,
- Have demonstrated oral and written communication skills, preferably including conducting reviews and writing formal reports to strict deadlines.

It is the Board's responsibility to appoint all external experts. The institution may suggest individuals who might make appropriate external experts based upon the established criteria for the Board's consideration.

### *Degree Program Review*

As the panel's main purpose is to conduct a quality assessment of the degree proposal, panels will normally possess the following specific criteria:

- An advanced academic credential related to the subject area under review (normally at the doctoral level in the discipline or terminal level if in a particular field).
- Required or desired professional credentials and/or related work experience.
- Relevant academic experience in:
  - quality assessment (e.g., as appraisers for accrediting bodies or as reviewers of degree programs);
  - curriculum design;

- teaching and learning; and,
- post-secondary administration.

#### *Qualified for Expediated Review*

Panel members may have expertise or experience in one or more of the following areas:

- Senior management experience at a post-secondary institution equivalent in type to the institution to be assessed (e.g., experience at a university if the institution under review is a university).
- Experience in academic policies and procedures.
- Experience in organization design and behaviour, or assessment and evaluation.
- Experience in program review.
- Experience in curriculum and program development.

## Appendix 8. Conflict of Interest and Confidentiality Policy

This policy applies to members of the Degree Quality Assessment Board (the Board) and to external experts engaged to conduct a Degree Program Review or a Qualified for Expedited Review at the Board's request. This policy also applies to applicants wishing to declare a conflict of interest with an individual Board member or external expert.

Board members must also adhere to the *Guidelines for Conduct of Government Appointees to BC Agencies, Boards and Commissions* developed by the Board Resourcing Development Office. External experts are also expected to adhere to the spirit of these guidelines.

**Board members (as Ministerial appointees) and external experts (as Board appointees) must avoid any actual or perceived conflict of interest including that which might impair or impugn the independence, integrity, or impartiality of the Board. There must be no apprehension of bias, based on what a reasonable person might perceive.**

Board members and external experts must not reveal or divulge confidential information received in the course of their duties. Confidential information must not be used for any purpose outside the Board's mandate.

Except at the direction of the Chair, Board members and external experts must not make public comments concerning any application.

Board members and external experts must be committed to the principles and practices of quality assurance in post-secondary education and be recognized by their peers for having a broad outlook, open mind, and sound judgment. Individuals appointed in these capacities must possess the qualifications to engender the confidence of the Minister, applicants, the public, accrediting bodies, other degree-granting institutions, and other jurisdictions.

### Definition of a Conflict

An actual or potential conflict of interest arises when a member or expert is placed in a situation in which:

- his or her personal interests, financial or otherwise, or
- the interests of an immediate family member or of a person with whom there exists, or has recently existed, an intimate relationship,

conflict or appear to conflict with the member's responsibilities to the Board, the Minister, and the public interest. No Board member shall knowingly participate in any decision that appears to directly or preferentially benefit or disadvantage the member or any individual with whom the member has an immediate family, intimate, or commercial relationship.

Board members and external experts appointed by the Board should not have any connection to the applicant under review within the previous two years, or for a period of up to three months following the completion of their duties in connection with the degree quality assessment process. Some examples of an unacceptable connection to an applicant organization include:

- Preparing an application or providing expert advice used in developing the proposal, beyond information on the Board's criteria, guidelines, and procedures.
- Making public comment for or against an application or institution that might result in the apprehension of bias.
- Working for or previously employed by the institution.
- Being a student or a recent graduate of the institution.
- Working as a consultant for the institution.
- Serving in an advisory capacity or on a board or committee at the institution.
- Having financial or other business interests with the institution.
- Supervising students or employees of the institution.
- Collaborating regularly with the institution.
- Teaching at the institution.

Some Board members are appointed as representatives of private sector membership organizations that broadly represent private sector interests. A public or private institution making applications to the Board may also hold membership in one of these organizations that a Board member represents. In such instances, there would not normally be a conflict of interest unless the member has been actively involved in developing, promoting, or publicly commenting on an application.

### **Disclosure of Conflict**

Where there is an actual or potential conflict of interest, the member must disclose the circumstances and consult with the Board Chair. If unsure if a conflict exists, the member should seek advice from the Chair. It is the responsibility of the Board Chair to determine whether a conflict of interest exists and to inform members of the decision. If a member has an actual or potential conflict in regards to an application under consideration by the

Board, the member must withdraw from any discussion and decision-making process leading to a recommendation on the proposal.

All external experts selected by the Board shall make full written disclosure to the Board of any potential conflict of interest within the terms of this policy as soon as the individual knows the applicant's identity. Similarly, if an applicant has evidence of a conflict of interest regarding an individual appointed by the Board, then the applicant shall make full written disclosure to the Board as soon as the applicant knows the individual's identity.

### **Action Required When a Conflict Exists**

In accordance with this policy, the Board will exercise its discretion in determining if an actual or potential conflict of interest exists and notify the parties accordingly.

If it is determined that a Board member has an actual or potential conflict of interest in regards to an application under consideration, the member must withdraw from any discussion and decision-making process leading to a recommendation on the proposal.

An external expert with an actual or potential conflict in regards to an application must decline to serve as an expert.

### **Attachment 1 General conduct principles for public appointees**

Government appointees are expected to meet high standards of conduct which enhance and maintain public confidence in the operation of BC's public agencies, boards, and commissions. They must act to instill public confidence in their actions and decisions.

#### *Who is affected?*

These guidelines apply to anyone appointed by the provincial government to any agency, board or commission operating in BC, unless: they are already subject to ethical guidelines created by government specifically for their particular agency, board or commission, or are appointed to act as a consequence of being a government employee.

#### *How do the guidelines work?*

The provincial government respects the independence of its agencies, boards, and commissions. It also expects all government appointees to agencies, boards, and commissions to act in accordance with these guidelines.

Specific agencies, boards or commissions may have their own distinct needs, guidelines, or standards. If no such standards yet exist, public bodies are required to design their own.

The chair or registrar of an agency, board or commission, or government itself may take action if these guidelines are breached. Such action may include dismissal, suspension, reprimand, warning, or other sanction applied to an individual board member.

When and where appropriate, appointees or their chair or registrar may seek the opinion of provincial government staff with whom their particular board works, for clarification or resolution of any matter.

### *Conflict of Interest*

Appointees must avoid any conflict of interest that might impair or impugn the independence, integrity or impartiality of their agency, board, or commission. There must not be perception of bias, based on what a reasonable person might perceive.

Appointees who are in any doubt must disclose their circumstances and consult with their chair or registrar.

In practical terms, appointees should ensure that:

- All personal financial interests, assets and holdings are distinct from and independent of any decision, information or other matter that may be heard by or acted upon by their particular agency, board or commission.
- Activities undertaken as a private citizen do not create or appear to create a conflict with any responsibilities held as a member of an agency, board, or commission.
- Activities undertaken as a member of an agency, board or commission do not create or appear to create a conflict with any activities undertaken as a private citizen.
- They remain impartial at all times toward individuals who deal with their agency, board or commission and as a member avoid taking any action that may result in preferential treatment for any individual.
- Personal employment is not dependent on any decision, information or other matter that may be heard by or acted upon by the agency, board or commission.
- Other memberships, directorships, voluntary or paid positions or affiliations do not create or appear to create a conflict with work undertaken in the course of performing their duties as public appointees.



- Actions taken in the course of performing duties as public appointees neither cause nor suggest the reality or perception that their ability to perform or exercise those duties has been or could be affected by private gain or interest.

### **Other guidelines**

While acting as a member of an agency, board or commission, appointees are expected to abide by the following:

#### *Integrity*

Appointees are expected to act at all times in good faith and with honesty and due diligence, for the public interest.

#### *Participation and Preparation*

Appointees are expected to regularly attend meetings and to adequately prepare for the duties expected of them.

#### *Behaviour*

The conduct and language of appointees must be free from any discrimination or harassment prohibited by the Human Rights Code.

Appointees' conduct should reflect social standards of courtesy, respect, and dignity.

#### *Confidentiality*

Appointees must not reveal or divulge confidential information (defined as that which cannot be obtained from other sources) received in the course of their duties.

Confidential information must not be used for any purpose outside that of undertaking the work of the agency, board, or commission to which they have been appointed.

#### *Public Commentary*

Appointees must comply with the public comment protocols established by their particular agency, board or commission.

If none exist, appointees must refer to the chair for guidance before making public comment on agency, board, or commission matters.

### *Private Gain*

Agency, board, or commission work should not result in any personal or private financial or other substantive gain for public appointees. (Private gain does not include honouraria for service on an agency, board, or commission.)

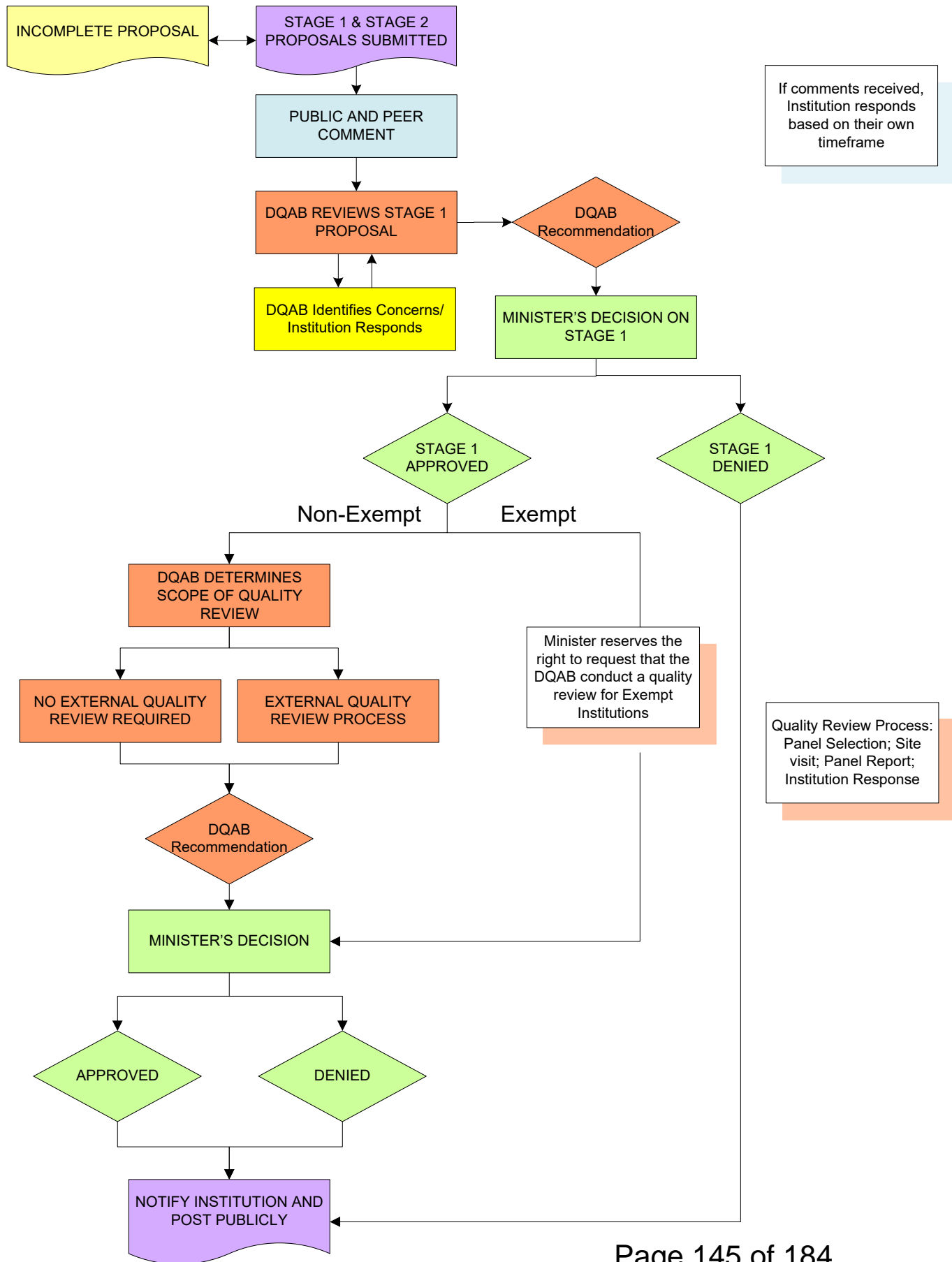
### *Duty to Inform*

Appointees must inform the chair of their agency, board or commission of any circumstance that may have a negative or harmful effect on their respective abilities to perform the duties required of their appointments.

Source: <https://www2.gov.bc.ca/gov/content/bcpbpublicsectorboardapplications/learn/board-member-information>

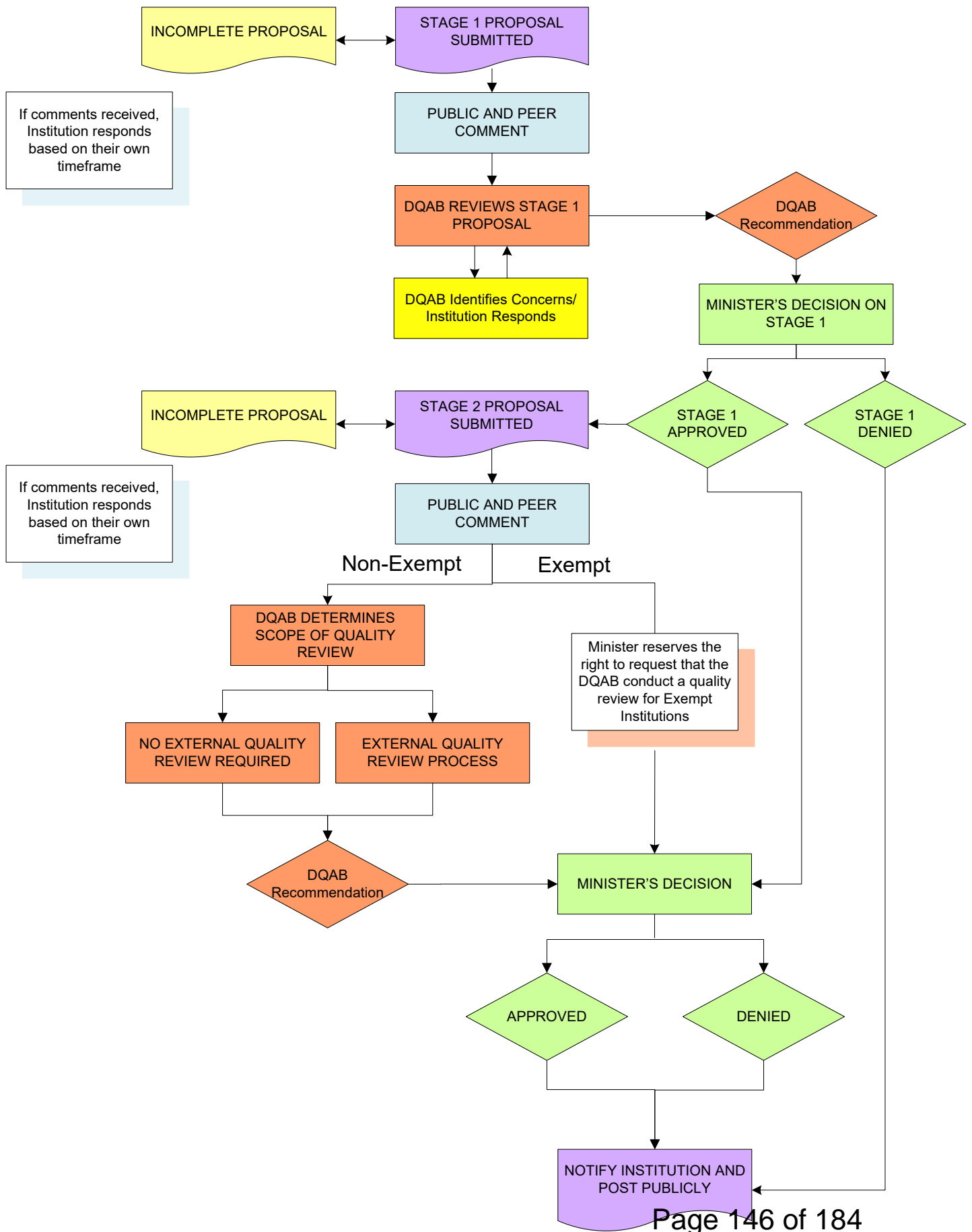
# Quality Assessment Review Process: WORKFLOW #1

## Concurrent Stage 1 and Stage 2 Processes at BC Public Post-Secondary Institutions



# Quality Assessment Review Process: WORKFLOW #2

## Consecutive Stage 1 and Stage 2 Processes at BC Public Post-Secondary Institutions



**MEMO TO:**

- SENATE COMMITTEE ON HONORARY DEGREES AND OTHER FORMS OF SPECIAL RECOGNITION
- SENATE COMMITTEE ON INDIGINEOUS INITIATIVES
- SENATE

<b>Subject:</b>	<b>Naming of Physical Assets Policy and Procedures</b>
<b>Senate Committee on Honorary Degrees and other Forms of Special Recognition</b>	<b>Meeting Date: July 30, 2024</b>
<b>Senate Committee on Indigenous Initiatives</b>	<b>Meeting Date: October 17, 2024</b>
<b>Senate</b>	<b>Meeting Date: October 23, 2024</b>
<b>Submitted By:</b>	Paula Wood-Adams
<b>Please note other guests to be in attendance:</b>	

**RATIONALE:**

UNBC’s current *Naming Policy* was approved by the Board of Governors in 1998. Since it has been 26 years since the Policy was updated, substantial changes are required to align with current processes, organizational structure, and the BC Ministry of Citizens’ Services [Naming Privileges Policy](#). As a result, the attached *Naming of Physical Assets Policy* and *Naming of Physical Assets Procedures* were developed.

Under BC’s University Act, the *Naming of Physical Assets Policy* requires consultation with Senate before moving ahead to the Board of Governors for approval.

- [Section 27 \(1\)](#) of BC’s *University Act* states the management, administration and control of the property, revenue, business and affairs of the university are vested in the board of governors.
- Without limiting section 27(1) of BC’s *University Act*, or the general powers conferred on the board by the Act, [section 27\(2\)\(d\)](#) states that the board has the power, in consultation with the senate, to maintain and keep in proper order and condition the real

property of the university, to erect and maintain the buildings and structures on it that in the opinion of the board are necessary and advisable, and to make rules respecting the management, government and control of the real property, buildings and structures.

The Senate Committee on Honorary Degrees and Others Forms of Special Recognition and the Senate Committee on Indigenous Initiatives are the Senate committees involved in this process, and as such the policy is before these committees for consultation before moving ahead to Senate.

Once the Policy is approved by the Board, the President is authorized to approve the associated Procedures. The Procedures are included for information. Feedback is welcome.

Both the Policy and Procedures have been reviewed by the units involved, posted to the UNBC Policy website for broader University community feedback, and sent to UNBC's union executives for feedback.

#### **MATERIALS INCLUDED IN YOUR PACKAGE**

- **FOR CONSULTATION** - *Naming of Physical Assets Policy* (draft)
- **FOR INFORMATION** – *Naming of Physical Assets Procedures* (draft)
- **FOR INFORMATION** – Naming Policy (1998 – to be repealed)

# Policy

## NAMING OF PHYSICAL ASSETS POLICY

**Number:** BP 1  
**Classification:** Buildings and Properties  
**Approving Authority:** Board of Governors  
**Designated Executive Officer:** President  
**Effective Date:**  
**Supersedes:** Naming Policy (1998)  
**Date of Last Review/Revision:** July 2024  
**Mandated Review Date:** July 2031

**Associated Procedures:** Naming of Physical Assets Procedures

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FOR CONSULTATION



## 1.0 BACKGROUND

- 1.1 [Section 27 \(1\)](#) of BC's *University Act* states the management, administration and control of the property, revenue, business and affairs of the university are vested in the board of governors.
- 1.2 Without limiting section 27(1) of BC's *University Act*, or the general powers conferred on the board by the Act, [section 27\(2\)\(d\)](#) states that the board has the power, in consultation with the senate, to maintain and keep in proper order and condition the real property of the university, to erect and maintain the buildings and structures on it that in the opinion of the board are necessary and advisable, and to make rules respecting the management, government and control of the real property, buildings and structures.

## 2.0 PURPOSE

The purpose of this policy is to set out the standards and principles for decisions regarding the naming of University Physical Assets.

## 2.0 PRINCIPLES

- 2.1 The University is committed to upholding the principles outlined in the *Indigenous Equity and Inclusion Policy* and in creating culturally safe spaces.
- 2.2 UNBC reserves the right to name rooms, buildings, roads or other Physical Assets in honour of individuals or corporations who have made a significant contribution to the University, financial or otherwise.
- 2.3 Naming of Physical Assets must be in accordance with applicable legislation and other University policies.
- 2.4 The names of Physical Assets must align with the strategic direction, vision, mission, and values of the University and preserve the University's integrity.
- 2.5 Naming is normally to be for the useful life of the Physical Asset unless it is Time-Limited.

## 3.0 SCOPE

This policy applies to the naming of all Physical Assets University-wide.

## 4.0 DEFINITIONS

- 4.1 **Bestowed** means a name given to the University by one or more regional Indigenous communities, and these communities have consented for the University to use that name.
- 4.2 **Functional** means the actual purpose for which a Physical Asset is designed for, or the specific function to which it is suited.
- 4.3 **Honorific** means bestowing honour or respect in recognition of individuals who have made substantial or long-term contributions to the University. An honorific naming may also be granted in recognition of a concept, word, value, or place that aligns with and reflects the University's mission, vision and values or the history of the lands on which the University stands.
- 4.4 **Philanthropic** means the act of philanthropy which results in gifts to the University which have real or in-kind monetary value.
- 4.5 **Physical Assets** include, but are not limited to, all or portions of buildings or facilities, rooms, physical structures, halls, laboratories, foyers, meeting rooms, lounges, atria, recreation areas, athletic facilities, and residences. Physical assets also include major pieces of equipment, roads, parking lots, walkways, fields, gardens, monuments and other physical resources that the university may wish to name from time to time.
- 4.6 **Time-Limited** means naming of a Physical Asset that has a fixed term for a defined and agreed-to period of time, which may be shorter than the actual life span of the Physical Asset.

## 5.0 POLICY

### 5.1 General

- 5.1.1 UNBC conducts all naming activities in compliance with the BC Ministry of Citizens' Services [Naming Privileges Policy](#).
- 5.1.2 Naming recommendations may originate from any member of the University community.

- 5.1.3 No member of the University can make a commitment regarding the naming of a Physical Asset until the proposal is approved by the requisite approval authority.
- 5.1.4 The University follows transparent and consistent processes in the naming of its Physical Assets, and the names given to Physical Assets must be compatible with the strategic direction, vision, mission, and values of the university and shall preserve the university's integrity.
- 5.1.5 All Physical Asset Naming Proposals must be submitted to the Office of Research and Innovation and the Facilities Management Department, and receive appropriate approvals in accordance with the procedures associated with this Policy prior to implementation.
- 5.1.6 Individuals negotiating on behalf of the University are responsible for advising potential donors that any agreement to name a Physical Asset is conditional pending approval by the Board of Governors (Board).

## 5.2 Naming Classifications

The University may name Physical Assets:

- 5.2.1 for Functional purposes;
- 5.2.2 for Honorific purposes;
- 5.2.3 with a name Bestowed by a local Indigenous community;
- 5.2.4 in recognition of Philanthropic support; or
- 5.2.5 for Time-Limited purposes in recognition of sponsorship or other support.

## 5.3 Approval of Physical Asset Naming Proposals

### 5.3.1 Functional Purposes

- i. The Facilities Management Department is responsible for confirming the functional purpose of a physical asset.
- ii. The President, in consultation with the members of the President's Executive Council, has the authority to approve the naming of a Physical Asset where the name is solely functional.

### 5.3.2 Honorific Purposes

- i. For Honorific purposes, using the names of individuals is reserved to honour individuals who have made exceptional and long-lasting contributions to the development or status of the University, including in memoriam when appropriate.

- ii. The President, after consultation with Senate, may recommend that the Board approves the naming of a Physical Asset for Honorific purposes.
- iii. On receipt of the recommendation from the President, the Board may or may not approve.

#### 5.3.3 Bestowed Names

- i. The President, after consultation with Senate, may recommend that the Board approves the decision to request a Bestowed Name.
- ii. On receipt of the recommendation from the President, the Board may or may not approve the recommendation.
- iii. The University does not have the authority to choose the Bestowed name.
- iv. Upon approval to request a Bestowed Name, the University approaches a local Indigenous community or communities in accordance with the procedures and following proper protocol to request a Bestowed name for a Physical Asset.

#### 5.3.4 Recognition of Philanthropic Support

- i. The naming of a Physical Asset in recognition of Philanthropic support is reserved to honour substantial contributions to the development or status of the University made through gifts.
- ii. Naming in honour of benefactors is in addition to other forms of donor recognition including, but not limited to, letters of thanks, ceremonies, plaques, and recognition gifts.
- iii. The University's preference is to name Physical Assets after individuals, but naming after organizations may be considered.
- iv. The President, after consultation with Senate, may recommend that the Board approves the naming of a Physical Asset for Philanthropic purposes when a gift or bequest is made to the University that:
  - a. represents all or a significant portion of the cost;
  - b. is central to the completion of the Physical Asset; or
  - c. could be recognized through the re-naming of an existing Physical Asset.
- v. On receipt of the recommendation from the President, the Board may or may not approve the recommendation.
- vi. Gifts the University receive are recognized in accordance with written agreements made with the donor(s) subject to the required approvals as per the associated procedures.
- vii. Funding requirements for naming a Physical Asset for Philanthropic purposes are established by the Office of Research and Innovation and prior to submission to the President for approval.

### 5.3.5 Time-Limited Naming

- i. Proposals for naming a Physical Asset for Time-Limited purposes must ensure prospects, and their business practices, align with the University's mission, vision and values.
- ii. Time-limited names that imply the University's endorsement of a commercial product are not approved. This does not preclude opportunities with companies that manufacture or distribute commercial products.
- iv. The President, after consultation with Senate, may recommend that the Board approve the naming of a Physical Asset for Time-Limited purposes.
- v. On receipt of the recommendation from the President, the Board may or may not approve the recommendation.

### 5.3.6 Renaming Physical Assets

- i. The University only considers renaming Physical Assets that have been named for Honorific or Philanthropic purposes under exceptional circumstances, including the following:
  - a. the primary use of the Physical Asset has changed;
  - b. the Physical Asset will no longer be used;
  - c. the Physical Asset has been substantially altered;
  - d. subsequent circumstances pertaining to an individual or organization that has been recognized through naming, contradicts the University's mission, vision or values, or brings its reputation into disrepute; and/or
  - e. other exceptional circumstances occur where re-naming or revoking a name is warranted.
- ii. The University may re-name Physical Assets named for Time-Limited purposes at the expiration of the term, or in the event of revocation or mutually agreed cancellation.
- iii. The President, in consultation with Senate, may recommend the Board approves the re-naming of Physical Assets for Honorific, Philanthropic, or Time-Limited purposes in accordance with the associated procedures.
- iv. On receipt of the recommendation from the President, the Board may or may not approve the recommendation.
- v. When appropriate, individuals or organizations named previously on the Physical Asset are recognized.
- vi. When there is a proposal to rename a Physical Asset, reasonable efforts are made in advance to inform the original namesake or next-of-kin, as appropriate.
- vii. A proposal to re-name or add an additional name to a Physical Asset must adhere to the same principles and process set out in this policy and its associated procedures.

- 5.4 Renaming or Revoking the Name of a Physical Asset
  - 5.4.1 The President, after consultation with Senate, may recommend that the Board renames or revokes the name of a physical asset.
  - 5.4.2 On receipt of the recommendation from the President, the Board may or may not approve the recommendation.
- 5.5 Confidentiality
  - 5.5.1 All naming request proposals must remain confidential until the naming is publicly announced by the University. Everyone involved in the process is responsible for maintaining confidentiality until such time.
  - 5.5.2 The Office of Research and Innovation makes a public announcement only after the final approval of the proposed name.
- 5.6 Signage
  - 5.6.1 Signage recognizing the naming of a Physical Asset must be of uniform design and in accordance with University policies and graphic standards.
  - 5.6.2 Signage or other types of recognition must not impact the quality, integrity, or safety of any area, facility, property or land.
  - 5.6.3 Signage associated with a name in an Indigenous language must include the name in the appropriate Indigenous language(s) and must be developed in collaboration with the appropriate nation/Indigenous group.
  - 5.6.4 Signage associated with naming of a Physical Asset may include an organization's logo if appropriate, as part of the design.
- 5.7 Management of Related Records
  - 5.7.1 The Office of University Governance is responsible for keeping all records related to Physical Asset naming proposals and decisions.
  - 5.7.2 The Facilities Management Department is responsible for maintaining an inventory of all named Physical Assets.
  - 5.7.3 The Office of Research and Innovation is responsible for maintaining a copy of all gift and sponsorship agreements involving naming recognition.

## 6.0 REPORTING

N/A

## 7.0 AUTHORITIES AND OFFICERS

The authorities and officers for this policy are as follows:

Approving Authority: Board of Governors

Designated Executive Officer: President

Procedural Authority: President

Procedural Officer: Vice-President, Research and Innovation and Director, Facilities Management and Capital Planning, and Associate Vice-President, Indigenous

## 8.0 RELEVANT LEGISLATION

[BC University Act](#)

## 9.0 RELATED POLICIES AND OTHER ASSOCIATED DOCUMENTS

9.1 Fundraising and Gift Acceptance Policy and Procedures

9.2 [BC Ministry of Citizens' Services Naming Privileges Policy](#)

9.3 Indigenous Equity and Inclusion Policy and Procedures

# Procedures

## NAMING OF PHYSICAL ASSETS PROCEDURES

**Number:** BP 1.1

**Classification:** Buildings and Properties

**Procedural Authority:** President

**Procedural Officer:** Vice-President, Research and Innovation; Director, Facilities Management and Capital Planning; and Associate Vice-President, Indigenous

**Effective Date:**

**Supersedes:** Naming Policy (1998)

**Date of Last Review/Revision:** November 2023

**Mandated Review Date:** November 2030

**Parent Policy:** Naming of Physical Assets

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## 1.0 PURPOSE

The purpose of these procedures is to

- 1.1 ensure that requests for naming physical assets are consistently proposed, appropriately reviewed and approved; and
- 1.2 provide direction on the re-naming or revocation of the name of a University physical asset.

## 2.0 PROCEDURES

### 2.1 Physical Asset Naming Proposal Development

2.1.1 All Physical Asset Naming Proposals must include the following:

- i. the physical asset to be named and the proposed name;
- ii. the classification of naming in accordance with the *Naming of Physical Assets Policy*;
- iii. the reason(s) for the request and a description of the naming recommendation;
- iv. the background information for the organization, individual, place or other proposed to be named, in accordance with section 2.4 of the *Naming of Physical Assets Policy*;
- v. the proposed term of naming recognition in accordance with section 2.5 of the *Naming of Physical Assets Policy*;
- vi. other conditions, concerns or potential/existing impacts;
- vii. a letter of support from the administrative head of the unit if the proposal is associated with an academic or administrative unit:  
and
- viii. any other information deemed relevant by the proponent.

2.1.2 Proposals for Bestowing a name in an Indigenous language on a Physical Asset include a request for a name but do not include a specific name.

2.1.3 Opportunities for naming for Philanthropic purposes and time-limited purposes are developed by the Office of Research and Innovation in collaboration with relevant units.

- i. The Vice-President, Research and Innovation may make a recommendation to proceed to secure external contributions.
- ii. Once a commitment for external funding has been secured, the Office of Research and Innovation, in collaboration with relevant units, creates and submits a Physical Asset Naming Proposal as outlined in sub-section 2.2 of these Procedures.

- iii. Time-limited related proposals must include clear terms on exclusivity or non-exclusivity and planned signage, and may include the logo of an organization.

## 2.2 Submission and Review of Physical Asset Naming Proposals

- 2.2.1 All Physical Asset Naming Proposals must be first submitted to the Vice-President, Research and Innovation and the Director, Facilities Management and Capital Planning.
  - i. The Vice-President, Research and Innovation and Director, Facilities Management and Capital Planning, or their designates, are responsible for coordinating the progression of the proposals as outlined in these Procedures.
  - ii. The Facilities Management Department must complete an initial assessment regarding associated costs, including upkeep and replacement. The completed assessment must be included as part of the proposal moving forward.
- 2.2.2 For Functional purpose proposals, the Facilities Management Department must confirm the functional purpose of a physical asset prior to the proposal moving ahead for review.
- 2.2.3 Once the initial assessment is complete, the Vice-President, Research and Innovation and Director, Facilities Management and Capital Planning, or their designates
  - i. forward the proposal to the Associate Vice-President, Indigenous if it is for a name in an Indigenous language or of an Indigenous person. The Associate Vice-President, Indigenous is responsible for the following:
    - a. consulting with local Indigenous communities and community members they consider appropriate;
    - b. compiling feedback and recommendations; and
    - c. working with the Vice-President, Research and Innovation and the Director, Facilities Management and Capital Planning in moving the proposal forward as outlined in 2.2.3 ii and onwards in these Procedures.
  - ii. consult with unit leads that are responsible for the following, where appropriate, which is not an exhaustive list:
    - a. Indigenous initiatives
    - b. business services
    - c. communications
    - d. marketing
    - e. research and innovation
    - f. advancement



- i. After consultation with PEC, the President may decide to move the Proposal forward and submits the proposal to the Office of University Governance.
- ii. The President presents the Proposal to the Board of Governors Governance Committee (Governance Committee) for consideration.
- iii. If the Governance Committee recommends proceeding with the proposal, the Governance Committee requests that the President, as Chair of Senate, present the proposal
  - a. to the Senate Committee on Indigenous Initiatives (SCII) (or equivalent Senate Committee designated with this responsibility) in strict confidence in a closed meeting and that the President solicit feedback on Bestowed naming related proposals; or
  - b. to the Senate Committee on Honorary Degrees and Other Forms of Special Recognition (SCHDSR) in strict confidence in a closed meeting and that the President solicit feedback on Honorific, Philanthropic, and Time Limited related proposals.
- iv. If the SCHDSR supports the proposal, the President, as Chair of Senate, proceeds the proposal and the SCHDSR's feedback to Senate in strict confidence in a closed meeting.
- v. If the SCHDSR does not support the proposal, the President provides the Governance Committee with the feedback.
- vi. The Governance Committee receives Senate feedback and may or may not decide to recommend the Proposal to the full Board of Governors.
- vii. The Board may or may not approve the recommendation.

## 2.5 Steps Following Approval

2.5.1 All agreements for honorific, philanthropic and time-limited naming purposes must include language that enables the naming to be revoked as per section 5.5 of the Naming of Physical Assets Policy.

### 2.5.2 Bestowed Name

- i. The Associate Vice-President, Indigenous approaches one or more local Indigenous communities, according to appropriate protocol, and requests a Bestowed name for the Physical Asset.
- ii. If the community Bestows a name, then the Associate Vice-President, Indigenous advises the President of the name and how it must be implemented.
- iii. The Bestowed name is not subject to any further approvals at the University once Bestowed by the community/ies.

- iv. The President reports back to the Board on the approved name.
- v. The vice-president responsible for advancement and Director, Facilities Management and Capital Planning are responsible for working with the Associate Vice-President, Indigenous and their team in implementing the proposal.

## 2.6 Renaming or Revoking Names of Physical Assets

- 2.6.1 In the case of time-limited naming, re-naming may take place at the expiration of the term, or in the event of revocation, or mutually agreed cancellation.
- 2.6.2 Administrative costs associated with the re-naming are covered by the gift or sponsorship agreement.
- 2.6.3 If a physical asset is demolished or replaced, or where the occupancy or use changes and the former name is no longer appropriate, then a request for a new name may be considered as outlined in the *Naming of Physical Assets Policy* and these Procedures.
- 2.6.4 When possible, the University contacts the namesake, next-of-kin, or other appropriate contact person to inform them of the decision to demolish, replace, or change the use of a physical asset before the change takes place.
- 2.6.5 The vice-president responsible for advancement oversees communication regarding the revocation of a philanthropic, honorific or time-limited naming.

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**SUBJECT: NAMING****1. Purpose**

- 1.1\_ UNBC reserves the right to name scholarships, bursaries, fellowships, professorships, rooms, buildings, roads or other such items in honour of individuals or corporations who have made a significant contribution to the University, financial or otherwise, or in such other manner as may from time to time be deemed to be appropriate.
- 1.2 Naming in honour of benefactors shall be in recognition of substantial donations or bequests made to UNBC in accordance with the terms and conditions of the UNBC Donor Recognition Policy and Procedures.
- 1.3 Naming in recognition of service to the University will be exceptional and will be an honour extended only to those considered to be the most deserving of recognition.
- 1.4 Naming for other purposes, except functional designations (e.g., Residence 1, the Library), shall be as determined to be appropriate by the University Senate and Board of Governors.

**2. Scope**

This policy is applicable university-wide.

**3. Authority**

The Development Office, Registrar and President, are responsible for the administration of this policy. The ultimate authority for the policy rests with the Board of Governors.

**4. Naming in Honour of Benefactors**

- 4.1 Naming will be in addition to other forms of donor recognition including letters of thanks, ceremonies, plaques, donor club memberships, recognition gifts, etc.
- 4.2 The Development Office, acting within the parameters established and maintained by the University Advancement Committee and the Board, will recommend to the President or his/her designate for approval the naming of scholarships, professorships, rooms, buildings or other such items where a donation or bequest of sufficient value has been made to the University, and where the donor or his/her delegate agrees.
- 4.3 The Development Office will actively work with donors to ensure that the names selected for items designated for naming are appropriate and in keeping with the stature and profile of UNBC.
- 4.4 The President, or such an officer of the University as the President may designate, shall evaluate and approve recommendations for naming made by the Development Office.
- 4.5 Where there is uncertainty regarding a proposal for naming, either within the Development Office or on the part of the President or her/his delegate, the matter will be referred to the University Advancement Committee for advice.
- 4.6 The schedule of minimum donations for purposes of naming (see Appendix 1) must be followed unless exemption is specifically granted by the Board of Governors on the recommendation of the President. The schedule shall be reviewed annually by the Development Office, based on comparisons with similar schedules for comparable

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Canadian universities, revised from time to time by the University Advancement Committee, and submitted to the Board for information.

## **5. Naming in Recognition of Exceptional Service**

- 5.1 Naming will be for the purpose of honouring former faculty or staff members, former Chancellors, Board members or other volunteer members of the University community, or such other persons who have either made exceptional contributions to the development and status of the University, or for whom the University deems it appropriate to recognize in memoriam.
- 5.2 Proposals for the honorific naming of scholarships, professorships, rooms, buildings or other such items shall be directed to the President (Chair of Senate) or Registrar (Secretary of Senate) for referral to the Senate Committee on Honorary Degrees & Other Forms of Special Recognition.
- 5.3 Prior to referring proposals to the Senate Committee, the President or Registrar shall seek the written opinion of the Development Office as to whether the item proposed for naming has a high potential for donation and if it should be reserved for donor recognition.
- 5.4 The President or Registrar shall refer the proposal for honorific naming to the Senate Committee on Honorary Degrees & Other Forms of Special Recognition for recommendation to Senate. Only positive recommendations shall be forwarded to Senate.
- 5.5 Senate shall consider recommendations on honorific naming in closed sessions and make recommendations to the Board of Governors. Only positive recommendations shall be forwarded to the Board.
- 5.6 The Board shall determine the honorific naming at its discretion based on the originating proposal and the recommendation of Senate.

## **6. Naming for Other Purposes**

- 6.1 Naming will be for purposes of distinguishing a scholarship, professorship, room, building or road or other such item in other than a purely functional description, but not for recognition of a donor or in honour of an individual, group or corporation.
- 6.2 Proposals for naming shall be directed to the President (Chair of Senate) or the Registrar (Secretary of Senate) for referral to the Senate Committee on Organization and Rules.
- 6.3 Prior to referring proposals to the Senate Committee, the President or Registrar shall seek the written opinion of the Development Office as to whether the item proposed for naming has a high potential for donation and if it should be reserved for donor recognition.
- 6.4 The President or Registrar shall refer the proposal for naming to the Senate Committee on Organization and Rules for recommendation to Senate. Positive recommendations shall be forwarded to Senate for resolution; negative decisions shall be forwarded to Senate for information.
- 6.5 Senate shall consider recommendations on naming in open sessions and make recommendations to the Board of Governors. Only positive recommendations shall be forwarded to the Board.
- 6.6 The Board shall determine the naming at its discretion based on the originating proposal and the recommendation of Senate.

## **7. Renaming**

- 7.1 When name recognition has been extended for a gift received, it will be honoured in accordance with the agreement

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that was entered into. In the event of changed circumstance, the University reserves the right to change the form of name recognition in consultation with the donor or the donor's survivors.

- 7.2 When name recognition has been extended in recognition of exceptional service or for other purposes, the Board of Governors at its sole discretion can change or remove the name recognition.

FOR INFORMATION



**APPENDIX 1**

**Schedule of Minimum Donations for Naming**

8.	Scholarships, Bursaries, Prizes and Awards		
8.1_	Annual Contribution		
	Scholarship/Bursary		1,000
	Research Award		1,000
	Prize		200
1.2	Endowment		
	Scholarship/Bursary	20,000	
	Research Award		20,000
	Prize		4,000
9.	Chairs, Professorships, Fellowships		
2.1	Annual Contribution		
	Graduate Student Fellowship	2,500	
	Faculty Fellowship	10,000	
	Professorship		50,000
2.2	Endowment		
	Graduate Student Fellowship	50,000	
	Faculty Fellowship	200,000	
	Professorship		1,000,000
	Chair		2,000,000
10.	Library, Science Equipment etc.		
3.1	Endowment		
	Library Fund		10,000
	Equipment Grant		*20,000
11.	Buildings and Facilities		
4.1	Major Gift		
	Office, Reading, Science Room		20,000
	Seminar Room		50,000
	Conference, Classroom Laboratory		100,000
	Entrance Way, Foyer, Hallway, Roadway		500,000
	Small Building or Facility		**1,000,000
	Mid-Sized Building or Facility		**2,000,000
	Large Building or Facility		**5,000,000

- Equipment grants must cover at least 50% of the cost of equipment

\*\* For a building or major facility to be named after a donor, the donation must cover at least 33% of the cost of the building or facility. Examples of small, mid-sized and large, high profile buildings are the Daycare Centre, Library Reading Room, and Conference Centre respectively.

## SENATE COMMITTEE ON HONORARY DEGREES AND OTHER FORMS OF SPECIAL RECOGNITION (SCHDSR)

### PROPOSED MOTIONS

- Motions:**
- That, on the recommendation of the Senate Committee on Honorary Degrees and Other Forms of Special Recognition, Senate approves the new Bestowal of the Title Professor Emeritus/Emerita Policy as proposed.
- That, on the recommendation of the Senate Committee on Honorary Degrees and Other Forms of Special Recognition, Senate approves the new Bestowal of the Title Professor Emeritus/Emerita Procedures as proposed.
- That, on the recommendation of the Senate Committee on Honorary Degrees and Other Forms of Special Recognition, Senate approve the repeal of the Bestowal of the Title Professor Emeritus/Emerita Policy and Procedures approved in 2000.

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

**Proposed by:** Senate Committee on Honorary Degrees and Other Forms of Special Recognition

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

**Implications for Other Programs/Faculties:** N/A

**Rationale:**

- As part of the commitment made by Senate, the Board of Governors, vice-presidents, and the President through the approval of the *Policy on University Policies and Procedures* and its corresponding Procedures in 2021, the SCHDSR reviewed the Bestowal of the Title Professor Emeritus/Emerita Policy and Procedures approved in 2000.
- The content of the policy and procedures from 2000 was transferred into the new templates and some new language was added to provide clarity and reflect the current process.
- The Senate Committee on Honorary Degrees and Other Forms of Special Recognition reviewed the drafts on July 30, 2024.
- The Policy and Procedures were posted to the University Policy website for a three-week feedback period on August 1, 2024.
- The Office of University Governance incorporated feedback from across the University.
- The Senate Committee on Honorary Degrees and Other Forms of Special Recognition reviewed the final drafts and approved their recommendations to Senate on September 24, 2024.

**Faculty Council/Committee Motion:** N/A

**Date of Faculty Council/Committee Meeting:** N/A

**Attachments:**

- For Approval – Bestowal of the Title Professor Emeritus/Emerita Policy
- For Approval - Bestowal of the Title Professor Emeritus/Emerita Procedures
- Approval of Repeal - Bestowal of the Title Professor Emeritus/Emerita Policy and Procedures (2000)

**TO BE COMPLETED AFTER SCHDSR MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCHDSR202409.03, SCHDSR202409.04, SCHDSR202409.05

**Moved by:**

**Seconded by:**

**Committee Decision:** Approved

**Attachments:** 3

**Approved by SCHDSR:** September 24, 2024  
**Date**



\_\_\_\_\_  
**Chair's Signature**

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

# Policy

## BESTOWAL OF THE TITLE PROFESSOR EMERITUS/ EMERITA POLICY

**Number:** AS 2  
**Classification:** Academic and Students  
**Approving Authority:** Senate  
**Designated Executive Officer:**  
 Vice-President, Academic and Provost  
**Effective Date:**  
**Supersedes:** Bestowal of the Title  
 Professor Emeritus/Emerita Policies and  
 Procedures (2000)  
**Date of Last Review/Revision:**  
 September 2024  
**Mandated Review Date:** September 2031

**Associated Procedures:** Bestowal of the Title Professor Emeritus/Emerita  
 Procedures

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## 1.0 BACKGROUND

The University of Northern British Columbia awards the honorary title "Professor Emeritus/Emerita of [discipline]" to retiring faculty members who have given exceptional service to the University and to the larger academic community.

## 2.0 PURPOSE

The purpose of this policy is to set out the criteria for the title Professor Emeritus/Emerita.

## 3.0 PRINCIPLES

The title Professor Emeritus/Emerita is for exceptional service to the University and the larger academic community.

## 4.0 SCOPE

This policy applies to retiring UNBC faculty who held tenured appointments, normally at the rank of full professor.

## 5.0 DEFINITIONS

**Professor Emeritus/Emerita** is an honorary title granted to a faculty member who retires from a position of distinction at UNBC.

## 6.0 POLICY

6.1 The title Professor Emeritus/Emerita enables continued affiliation with UNBC upon retirement and is without remuneration.

6.2 Through a selective process, the title Professor Emeritus/Emerita is awarded to faculty members who have distinguished themselves per the following criteria:

6.2.1. Normally hold the rank of full professor;

6.2.2. Have a reputation as a scholar, in research and publication, which gives them international status, and have served on national or international committees and boards in the appropriate

discipline. The nominee's scholarly work has advanced their discipline at the national and/or international level.

6.2.3. Have a successful record as a teacher and contributed fully to the University through service on committees and otherwise.

6.3 Affiliate Faculty in the Division of Medical Sciences at UNBC may be considered for the title Professor Emeritus/Emerita based on their current relationship and continued affiliation with UNBC upon retirement.

6.4 In exceptional circumstances, Senate may entertain a motion to rescind a Title Professor Emeritus/Emerita. Such a motion would require two thirds support of Senate to be passed.

## 7.0 REPORTING

None

## 8.0 AUTHORITIES AND OFFICERS

The authorities and officers for this policy are as follows:

Approving Authority: Senate

Designated Executive Officer: Vice-President, Academic and Provost

Procedural Authority: Senate

Procedural Officer: Vice-President, Academic and Provost

## 9.0 RELEVANT LEGISLATION

[BC University Act](#)

## 10.0 RELATED POLICIES AND OTHER ASSOCIATED DOCUMENTS

10.1 *Affiliate Faculty Appointments Policy*

10.2 *Retired UNBC Faculty – Access to Services and Resources Procedures*

# Procedures

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## BESTOWAL OF THE TITLE PROFESSOR EMERITUS/EMERITA PROCEDURES

**Number:** AS 2.1  
**Classification:** Academic and Students  
**Procedural Authority:** Senate  
**Procedural Officer:** Vice-President,  
Academic and Provost  
**Effective Date:**  
**Supersedes:** Bestowal of the Title  
Professor Emeritus/Emerita Policies and  
Procedures (2000)  
**Date of Last Review/Revision:**  
September 2024  
**Mandated Review Date:** September 2031

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**Parent Policy:** Bestowal of the Title Professor Emeritus/Emerita

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## 1.0 PURPOSE

These procedures lay out the nomination, evaluation, and recommendation processes for the title Professor Emeritus/Emerita.

## 2.0 PROCEDURES

### 2.1 Nominations

2.1.1. All nominations of prospective candidates for the title Professor Emeritus/Emerita must be made in writing to the attention of the Chair of the Senate Committee on Honorary Degrees and Other Forms of Special Recognition (SCHDSR) and submitted to the SCHDSR Committee Secretary.

2.1.2. Nominations are normally made by members of the nominee's Department/School/Division at the University and provide the following information:

- i. the name and current address of the candidate;
- ii. a curriculum vitae and other such documentation that may be helpful to the Committee;
- iii. pertinent reference articles/names;
- iv. a brief statement outlining why the nominee should be considered for the title of Professor Emeritus/Emerita that addresses the criteria in section 6.2 of the *Bestowal of the Title Professor Emeritus/Emerita Policy*; and
- v. the name and contact information of nominator(s).

2.1.3. Nominations can be submitted anytime one year prior to retirement and five years post-retirement; however, to avoid disruption in some services, nominations must be received by the SCHDSR Committee Secretary at least six months before the intended retirement date of the nominee.

2.1.4. The SCHDSR Chair acknowledges, in writing, the receipt of each nomination.

### 2.2 Evaluation and Recommendation Procedures

2.2.1 The deliberations of the SCHDSR must take place in a closed session.

2.2.2 The Committee must evaluate the proposed nomination(s) and



select names deemed acceptable in compliance with the criteria in section 6.2 of the *Policy on Bestowal of the Title Professor Emeritus/Emerita* as approved by Senate.

2.2.3 The SCHDSR must forward the name(s) of recommended nominee(s) and the supporting documentation listed in 2.1.2 to the Office of University Governance for inclusion in the next Closed Session of Senate agenda.

2.2.4 Senate considers the nominations received and reaches a decision on a nominee by a simple majority vote.

### 2.3 Acceptance and Receipt of the Title - Professor Emeritus/Emerita

2.3.1 The President, as the Chair of Senate, presents a title Professor Emeritus/Emerita letter of offer to approved candidates to accept or reject.

2.3.2 The title becomes effective on the date of retirement or, if accepted after the member has retired, on the date of acceptance of the honorary title.

2.3.3 Faculty who have been honoured with the title Professor Emeritus/Emerita, and those who have not been recognized previously, are recognized at a special recognition event, normally hosted in spring.

2.3.4 If a candidate becomes incapacitated or dies after having indicated willingness to accept, the title may be awarded posthumously at the discretion of the President (Chair of the Senate).

2.3.5 These procedures are in confidence until the nominee formally accepts the title.

### 2.4 Rescinding a Professor Emeritus/Emerita Title

2.4.1 The SCHDSR is responsible for advising and recommending to Senate that a Professor Emeritus/Emerita Title be rescinded.

2.4.2 All discussions and decisions on rescinding a Professor Emeritus/Emerita title take place in closed meetings of the SCHDSR and Senate.

**SUBJECT: BESTOWAL OF THE TITLE PROFESSOR EMERITUS/EMERITA  
POLICIES & PROCEDURES**

**1.0 PREAMBLE**

The University of Northern British Columbia will from time to time award the honorary title "Professor Emeritus/Emerita of [discipline]" to retiring faculty members who have given exceptional service to the university and to the larger academic community.

The Policy for Recipients fulfils two functions, namely:

- i) Provides the criteria by which nominations are evaluated for the title.
- ii) Provides guidelines for the nomination process used in the consideration and granting of the title.

In this policy "Committee" means the Senate Committee on Honorary Degrees & Other Forms of Special Recognition (SCHDSR).

**2.0 POLICIES AND PROCEDURES**

**2.1 Evaluation Criteria for Award of the Title - Professor Emeritus/Emerita**

2.1.1 The award of the title is a recognition by the University of Northern British Columbia of exceptional service to the university and to the larger academic community.

2.1.2 Nominees are selected for commitment, contribution, and accomplishment according to the following criteria:

- i) will normally hold the rank of full professor
- ii) will have a reputation as a scholar, in research and publication, which gives him/her international status, and will have served on national or international committees and boards in the appropriate discipline. The nominee's scholarly work will have advanced his/her discipline at the national and/or international level
- iii) will have a successful record as a teacher, and will have contributed fully to the university through service on committees and otherwise

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## 2.2 Nominations

2.2.1 All nominations of prospective candidates for the title *Professor Emeritus/Emerita* shall be made in writing to the attention of the Chair of the Committee and be submitted to the Committee Secretary.

2.2.2 Nominations should provide the following written information:

- i) the name and current address of the candidate
- ii) a curriculum vitae and other such documentation that may be helpful to the Committee
- iii) pertinent reference articles/names
- iv) a brief statement outlining why the nominees should be considered for the title of Professor Emeritus/Emerita
- v) name and contact address of nominator(s)

2.2.3 Nominations shall be received by the Committee **in the Fall** for consideration for **the Annual Convocation Ceremony** the following year.

2.2.4 Nominations will normally be made by members of the nominee's Program at the University.

## 2.3 Acknowledgement of Nominations

2.3.1. The Chair of the Committee shall acknowledge, in writing, the receipt of each nomination.

## 2.4 Evaluation and Recommendation Procedures

2.4.1 The deliberations of the Committee shall take place in camera.

2.4.2 The Committee shall evaluate the proposed nomination(s) and select names deemed acceptable in compliance with the criteria adopted (Section 2.1 herein) as approved by Senate.

2.4.3 The Committee shall forward to the Senate, through the Chair, for approval in camera, the name(s) of recommended nominees with supporting documentation including the nominator(s) statement.

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2.5 Approval of Recommendations

2.5.1 Approval of any nominee requires a majority vote of the Senate members present.

2.6 Acceptance and Receipt of the Title - Professor Emeritus/Emerita

2.6.1 A letter of consideration shall be presented to the selected candidate by the University President (Chair of the Senate) for acceptance or rejection.

2.6.2 Normally, the title *Professor Emeritus/Emerita* will be received in person at the Convocation ceremony. However, if after having indicated willingness to accept, a candidate becomes incapacitated or dies, the title may be awarded at the discretion of the President (Chair of the Senate).

2.7 Special Convocations

2.7.1 The nominees for the title *Professor Emerita/Emeritus* for a special Convocation may be selected from the pool and/or other nominees presented by the Committee and ratified in accordance with these policies and procedures.

2.8 Confidentiality

2.8.1 Strict confidentiality will be maintained at all times.

Approved by Senate: **November 29, 200**



Motion Number (assigned by SCSB): SCSB20240925.03

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Coast Hotel Sustainability Student Award Scholarship be approved.

**Rationale:** To activate the Coast Hotel Sustainability Student Award commencing the 2024-2025 Academic Year.

**Proposed By:** Harpreet Kaur, Scholarships, awards, and Internal Grants Officer, Office of Research, and Innovation

**Research & Innovation Contact:** Harpreet Kaur, Scholarships, awards, and Internal Grants Officer, Office of Research, and Innovation

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

**Indigenous Content:** No

**Date to SCSB:** Aug 30, 2024

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20240925.03

**Moved by:** Jianhui Zhou

**Seconded by:** Maik Gehloff

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** September 25<sup>th</sup> 2024

**Date**

**Chair's Signature**

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:**

**Award Category:** In-course

**Award Name:** Coast Hotel Sustainability Student Award

**Awards Guide Description/Intent:** As an eco-friendly company, the Coast Prince George Hotel by APA uses hotel-wide green practices like energy-efficient lighting, botanical bath amenities in large format containers, and recycled paper. With this award, the Coast Hotel will support students pursuing a career in environmental sustainability.

**Donor:** Coast Prince George Hotel by APA

**Value:** \$1,000

**Number:** One

**Award Type:** Award

**Eligibility:** Available to a full-time or part-time undergraduate student enrolled in the Environmental and Sustainability Studies Program who has completed 60 credit hours. First preference will be given to a resident of northern British Columbia. Second preference will be given to a student intending to work in the hospitality industry.

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

**Effective Date:** Established 2024

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



Motion Number (assigned by SCSB): SCSB20240925.04

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the **Dr. Jim Campbell Memorial Award** Scholarship be approved.

**Rationale:** To activate the **Dr. Jim Campbell Memorial Award** commencing the 2024-2025 Academic Year.

**Proposed By:** Harpreet Kaur, Scholarships, awards, and Internal Grants Officer, Office of Research, and Innovation

**Research & Innovation Contact:** Harpreet Kaur, Scholarships, awards, and Internal Grants Officer, Office of Research, and Innovation

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

**Indigenous Content:** No

**Date to SCSB:** **Aug 22,2024**

**TO BE COMPLETED AFTER SCSB MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCSB20240925.04

**Moved by:** Maik Gehloff

**Seconded by:** Harpreet Kaur

**Committee Decision:** **Carried**

**Attachments:** 1 Page

**Approved by SCSB:** September 25<sup>th</sup> 2024

**Date**

**Chair's Signature**

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** Dr. Jim Campbell Memorial Award

**Awards Guide Description/Intent:** Throughout his distinguished career in Social Work across B.C., Jim made a lasting impact on many lives and communities, particularly in rural and Indigenous health and wellness, mental health and substance use, and child welfare. This award was established to support students in furthering their studies in Social Work and continuing to make a difference in the field that Jim was so passionate about.

**Donor:** Family and friends of Dr. Jim Campbell

**Value:** \$1,000

**Number:** One

**Award Type:** Scholarship

**Eligibility:** Available to a full-time or part-time graduate or undergraduate student enrolled in the Social Work Program. First preference will be given to a resident of northern British Columbia.

**Criteria:** Academic proficiency

**Effective Date:** Established 2024

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





Motion Number (assigned by SCSB): SCSB20240925.05

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

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Selen and Anita Alpay Leadership Award Scholarship be approved.

**Rationale:** To activate the Selen and Anita Alpay Leadership Award commencing the 2024-2025 Academic Year.

**Proposed By:** Harpreet Kaur, Scholarships, awards, and Internal Grants Officer, Office of Research, and Innovation

**Research & Innovation Contact:** Harpreet Kaur, Scholarships, awards, and Internal Grants Officer, Office of Research, and Innovation

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

**Indigenous Content:** No

**Date to SCSB:** Sep 3, 2024

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20240925.05

**Moved by:** Maik Gehloff

**Seconded by:** Neil Hanlon

**Committee Decision:** Carried

**Attachments:** 1 Page

**Approved by SCSB:** September 25<sup>th</sup>, 2024

**Date**

**Chair's Signature**

**For Information of Senate & Board**

**AWARDS GUIDE INFORMATION:**

**Award Category:** In-course

**Award Name:** Selen and Anita Alpay Leadership Award

**Awards Guide Description/Intent:** The UNBC Athletics Department is proud to present an award established in honour of Selen and Anita Alpay, long-time supporters of and generous donors to the University of Northern British Columbia. This award seeks to recognize an individual who exemplifies outstanding leadership and a deep commitment to community involvement. Selen and Anita, both dedicated advocates for the Prince George community, aim to acknowledge those who share their passion for helping others and making a positive impact.

**Donor:** UNBC Timberwolves Legacy Event

**Value:** \$1,000

**Number:** Four

**Award Type:** Award

**Eligibility:** Available to graduate students or undergraduate students who have completed 30 credit hours and who demonstrate leadership and community involvement.

**Criteria:** satisfactory academic standing

**Effective Date:** September 2025

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