

SENATE MEETING OPEN SESSION AGENDA

January 22, 2025
3:30 – 5:30 PM
Senate Chambers

Acknowledgement of Territory

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

1.0 S-202501.01

Approval of the Agenda †

Page 1 That the agenda for the January 22, 2025, 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:** No presentation

3.0 Approval of the Minutes

S-202501.02

Approval of the Minutes

Page 6 That the Minutes for the November 27, 2024, Open Session of Senate be approved as presented.

4.0 Business Arising

- | | | |
|-----|---|------------------------|
| 4.1 | Enrollment – Historical Dual Credit Data | Stark |
| 4.2 | Update on a Written Enrolment Snapshot | Owen/Read/Stark |
| 4.3 | Follow up on the Generative AI report | Owen |
| 4.4 | Update on Provost Committee on Pedagogical Practices – Historical records | Owen |

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

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)
- 9.0 Question Period (10 minutes)
 - 9.1 Questions in advance
 - 9.1.1 When, and under what circumstances will admissions to Gender Studies be re-opened? (Senator Casperson)
 - 9.1.2 What other programs currently have admissions closed? (Senator Casperson)
 - 9.1.3 What processes were used to arrive at the decision to close admissions to these programs? (Senator Casperson)
 - 9.2 Questions from the floor
- 10.0 Committee Reports
 - 10.1 Senate Committee on Student Appeals Klassen-Ross
 - 10.2 Senate Committee on Academic Affairs Owen

“For Approval” Items:

Page 24 Executive Summary for History Motions

Regular S-202501.03
PROPOSED REVISION OF CALENDAR ENTRY
 That on the recommendation of the Senate Committee on Academic Affairs, the changes to the program requirements for the History BA Program, Major in History on page 155 of the 2024/25 undergraduate calendar, be approved as proposed.

Page 26 Effective Date: September 2025

Regular S-202501.04
PROPOSED REVISION OF CALENDAR ENTRY
 That on the recommendation of the Senate Committee on Academic Affairs, the program requirements for the History Honours BA Program on page 155-156 of the 2024/25 undergraduate calendar, be approved as proposed.

Page 29 Effective Date: September 2025

Regular S-202501.05
PROPOSED REVISION OF CALENDAR ENTRY
 That on the recommendation of the Senate Committee on Academic Affairs the changes to the program requirements for the History BA Program, Minor in History on page 157 of the 2024/25 undergraduate calendar, be approved as proposed

Page 32 Effective Date: September 2025

Regular S-202501.06
PROPOSED REVISION OF CALENDAR ENTRY
 That on the recommendation of the Senate Committee on Academic Affairs the changes to the program requirements for the English (BA Program) Joint Major in English and History (BA) on page 100-101 of the 2024/25 undergraduate calendar, be approved as proposed.

Page 34 Effective Date: September 2025

Regular S-202501.07
PROPOSED REVISION OF CALENDAR ENTRY

That on the recommendation of the Senate Committee on Academic Affairs the changes to the program requirements for the History BA Program, Joint Major in History and Women's Studies (BA) on page 156-157 of the 2024/25 undergraduate calendar, be approved as proposed.

Page 38 **Effective Date:** September 2025

Regular **S-202501.08**

PROPOSED REVISION OF CALENDAR ENTRY

That on the recommendation of the Senate Committee on Academic Affairs the changes to the program requirements for the History BA Program, Joint Major in History and Political Science (BA) on page 156 of the 2024/25 undergraduate calendar, be approved as proposed

Page 42 **Effective Date:** September 2025

Regular **S-202501.09**

NEW COURSE APPROVAL MOTION FORM

That on the recommendation of the Senate Committee on Academic Affairs that the new course HIST 299-3 Special Topics in History be approved as proposed.

Page 45 **Effective Date:** September 2025

Consent **S-202501.10**

PROPOSED REVISION OF CALENDAR ENTRY

That on the recommendation of the Senate Committee on Academic Affairs the change to the preclusion for HIST 335-3 Global History of Public Health on page 263 of the 2024/25 undergraduate calendar, be approved as proposed.

Page 50 **Effective Date:** September 2025

Regular **S-202501.11**

PROPOSED REVISION OF CALENDAR ENTRY

That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the Joint Major in Chemistry and Mathematics (BSc), on page 75 of the 2024 - 2025 undergraduate calendar, be approved as proposed.

Page 52 **Effective Date:** September 2025

Regular **S-202501.12**

PROPOSED REVISION OF CALENDAR ENTRY

That on the recommendation of the Senate Committee on Academic Affairs the change(s) to the Joint Major in Mathematics and Physics (BSc), on pages 160-161 of the 2024 – 2025 undergraduate calendar be approved as proposed

Page 56 **Effective Date:** September 2025

Regular **S-202501.13**

NEW COURSE APPROVAL MOTION FORM

That on the recommendation of the Senate Committee on Academic Affairs the new course ENGR 440-3 Advanced Structural Concrete Design be approved as proposed.

Page 58 **Effective Date:** September 2025

Regular **S-202501.14**

NEW COURSE APPROVAL MOTION FORM

That on the recommendation of the Senate Committee on Academic Affairs the new course ENGR 616–3 Advanced Project Management be approved as proposed.

Page 63 **Effective Date:** September 2025

Regular **S-202501.15**

NEW COURSE APPROVAL MOTION FORM

That on the recommendation of the Senate Committee on Academic Affairs the new course ENGR 640-3 Advanced Structural Concrete Design be approved as proposed.

Page 69 **Effective Date:** September 2025

“For Information” Items

- Page 74 i. The Community Development Institute 2022-2023 Annual report Wood-Adams
- Page 93 ii. The Community Development Institute 2023-2024 Annual report Wood-Adams

10.3 Steering Committee of Senate

Payne

Regular **S-202501.16**

Secretary of Senate

That the Steering Committee of Senate recommend to Senate that, with the agreement of the Registrar, Senate delegates the powers, duties and responsibilities of the Secretary of Senate to the University Secretary, which includes, but is not limited to, keeping records, conducting elections, and performing duties that the Senate may require.

Page 110 **Effective Date:** Upon approval of Senate

“For Discussion” Items

10.3.1 Motion Submitted by Senator Casperson

Page 112

Formative Assessment Prior to Academic Withdrawal

That all graded courses offered by the Faculty of Science and Engineering require some form of significant formative assessment sufficient to allow students to make a clear decision about completing a course prior to the date for Academic Withdrawal.

10.4 Senate Committee on Nominations

Gehloff

Regular **S-202501.18**

Recommendations of Senate Committee Members

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

Effective date: Upon approval of Senate

SENATE COMMITTEE POSITION TO BE FILLED

(except as otherwise noted, all terms begin immediately)

CANDIDATE

SENATE COMMITTEE ON ACADEMIC AFFAIRS

Graduate Student

Term end August 31, 2025

Emily MacLise

Vacancies sorted by committee: Senate Committee Vacancies as if January 15, 2025

COMMITTEE	POSITION	TERM EXPIRY DATE
SCN	Faculty Senator	03/31/2027
SCAD	Undergraduate Student Senator	08/31/2025
	Faculty Member	03/31/2027
SCAAF	Faculty Dean	N/A
	Faculty Member	03/31/2027
	Faculty Member	03/31/2027
	Graduate Student †	08/31/2025
	Graduate Student	08/31/2025
	Regional Representative	03/31/2026
SCHDSR	Faculty Senator †	03/31/2027

	Student Senator	08/31/2027
SCSB	Graduate Student	08/31/2025
SCUB	Student Senator	03/31/2025

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

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

“For Information” Items

Page 113 **SCSB20241127.04** (approved)

Revisions for the Start Strong Tuition Waiver Registration Incentive

That the proposed revisions for the Start Strong Tuition Waiver Registration Incentive be approved, with a name change to the “Ready for You Tuition Incentive” 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-2025 01.19

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-202501.20** (10 minutes)

Move to the Closed Session

That the meeting move to Closed Session.

- 15.0 **S-202501.31**

Adjournment

That the Senate meeting be adjourned.

Memorandum
Faculty of Indigenous Studies, Social Sciences, and Humanities
Department of History
Dana Wessell Lightfoot, Chair

Executive Summary – Senate Motions

Between 1994 and 2005, the History Department had a required course called HIST 200, which was an introduction to the methods used in History. The History Department deleted HIST 200 at the end of the 2005-06 academic year in response to a recommendation of an external review. A subsequent external review in 2014 recommended restoring HIST 200 which was done in 2019. Unfortunately, because of staffing issues, the History Department was unable to schedule that course and it quickly became a roadblock for History students while pursuing their degree programs. As a result, HIST 200 was removed as a requirement in 2021.

As the department now has five full-time members and a faculty member willing and interested in teaching HIST 200, we have decided to restore it as a requirement for the HIST BA Major, BA Honours, Minor, and joint major HIST-ENGL, HIST-WMST, HIST-POLS, and HIST-GEOG. In doing so, we are fulfilling a recommendation of the 2014 External review but also ensuring our students have sufficient training in Historical Methodology early on in their academic careers.

The other two motions relate to removing a preclusion for HIST 332 in HIST 335. This preclusion was originally added when HIST 335 (Global History of Public Health) was created as the course was originally taught as an open-box topic as HIST 332 (lectures in social history). As an extended period has now passed and students who have taken HIST 332 as a different topic are having difficulty in getting credit for both courses, we would like to remove the preclusion.

HIST 299 is a new “special topics” course we are creating at the 200 level. As present, we do not have an open box course for 200-level courses which creates difficult for faculty who would like to teach a lower-level course on a topic not currently in our offerings. Creating this course will allow for greater flexibility in our scheduling and more opportunities for our students.

The 6 motions attached to this memo include HIST 200 – Historical Methodology as a requirement for:

- BA History Major
- BA History Honours
- History Minor
- BA History-English joint major

- BA History-Women's Studies Joint Major
- BA History-Political Science Joint Major

The Motion for revision to the HIST-GEOG major will be forthcoming.

The two other motions are:

- To remove the preclusion of HIST 332 for HIST 335.
- To create HIST 299 as a new course.

Motion Number (assigned by
Steering Committee of Senate): S-202501.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the History BA Program, Major in History on page 155 of the 2024/25 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** This motion restores HIST 200: Historical Methodology to the requirements of the History program. Between 1994 and 2005, this course was required as an introduction to the methods used in the discipline of History. It was then removed in 2006 in response to a recommendation of an external review. A subsequent external review in 2014 recommended that this course be restored which it was in 2019; however, because of staffing issues, the department was unable to schedule it, thus creating roadblocks for students in their degrees. We therefore removed it as a requirement in 2021. Now that the department has a full complement of faculty and a faculty member willing to teach it, we would like to bring back this requirement. We feel strongly that an introductory course on historical methodology is an important foundation for upper-level courses in our discipline.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Major in History

A degree in History requires students to complete 54 credit hours of History courses, at least 30 credit hours of which must be upper-division courses.

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

Program Requirements

Lower-Division Requirement

100 and 200 Level
HIST 190-3 World History to 1550
HIST 191-3 World History since 1550

Twelve additional credit hours in 200-level History courses.

Upper-Division Requirement

300 and 400 Level
HIST 300-3 Historiography: The Nature of the Historical Discipline

Eighteen additional credit hours of History at the 300 level. Nine credit hours of History at the 400 level.

Subject Requirement

Six additional credit hours of History at any level to ensure completion of 54 credit hours of History in total.

Electives and Academic Breadth

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

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

Major in History

A degree in History requires students to complete 54 credit hours of History courses, at least 30 credit hours of which must be upper-division courses.

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

Program Requirements

Lower-Division Requirement

100 and 200 Level

HIST 190-3 World History to 1550

HIST 191-3 World History since 1550

HIST 200-3 Historical Methodology

~~Twelve~~ Nine additional credit hours in 200-level History courses.

Upper-Division Requirement

300 and 400 Level

HIST 300-3 Historiography: The Nature of the Historical Discipline

Eighteen additional credit hours of History at the 300 level. Nine credit hours of History at the 400 level.

Subject Requirement

Six additional credit hours of History at any level to ensure completion of 54 credit hours of History in total.

Electives and Academic Breadth

Students take ~~E~~lectives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation on *Academic Breadth*).

6. Authorization:

SCCC Reviewed: October 24, 2024

Program / Academic / Administrative Unit: History

Faculty(ies): FISSSH

Faculty Council Motion Number: FISSHFC.2024.11.21.03

Faculty Council Approval Date: November 21, 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:

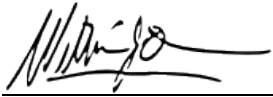
Motion No.: SCAAF 202501.03

Moved by: Clarence Hofsink

Seconded by: Paula Wood-Adams

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202501.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the History Honours BA Program on page 155-156 of the 2024/25 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025

2. **Rationale for the proposed revisions:** This motion restores HIST 200: Historical Methodology to the requirements of the History program. Between 1994 and 2005, this course was required as an introduction to the methods used in the discipline of History. It was then removed in 2006 in response to a recommendation of an external review. A subsequent external review in 2014 recommended that this course be restored which it was in 2019; however, because of staffing issues, the department was unable to schedule it, thus creating roadblocks for students in their degrees. We therefore removed it as a requirement in 2021. Now that the department has a full complement of faculty and a faculty member willing to teach it, we would like to bring back this requirement. We feel strongly that an introductory course on historical methodology is an important foundation for upper-level courses in our discipline.

3. **Implications of the changes for other programs, etc., if applicable:** None

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

BA Honours – History

The BA Honours - History provides a higher level of training and specialization for students planning to proceed to postgraduate work or professional schools. The program of study is offered to students majoring in History who have completed their first 60 credit hours.

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

In order to enter the Honours Degree Program, students must have completed the following:

- HIST 190-3 World History to 1550;
- HIST 191-3 World History since 1550;
- Twelve credit hours in 200-level History courses;
- HIST 300-3 Historiography: The Nature of the Historical Discipline;
- and have attained a Cumulative GPA of no less than 3.33 upon completion of 60 credit hours.

Having fulfilled the requirements of admission to the History Honours Degree Program, students must then complete the requirements for the major including 54 credit hours for the History BA Program and 15 credit hours of additional history courses, listed below, designed for Honours students.

HIST 500-3 Honours Historiography: Contemporary Theories and Methods
HIST 501-3 Honours Directed Readings
HIST 505-6 Honours Thesis
HIST 545-3 Historical Methods and Approaches

In addition to the above requirements, students need to ensure they have sufficient credit hours of elective work (including those for Academic Breadth) to total a minimum of 120 credit hours).

Attaining the minimum requirement does not guarantee entry to the Honours Program, which is at the discretion of the Department.

Students must maintain a Cumulative GPA of 3.33 to remain in the Honours Program. Students are responsible to find their own undergraduate thesis research supervisor. Faculty members are under no obligation to supervise Honours students.

In addition, students must achieve a minimum grade of B (3.0) in HIST 505-6 to be granted the Honours designation.

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

BA Honours – History

The BA Honours - History provides a higher level of training and specialization for students planning to proceed to postgraduate work or professional schools. The program of study is offered to students majoring in History who have completed their first 60 credit hours.

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

In order to enter the Honours Degree Program, students must have completed the following:

- HIST 190-3 World History to 1550;
- HIST 191-3 World History since 1550;
- HIST 200-3 Historical Methodology;
- ~~Twelve~~ Nine credit hours in 200-level History courses;
- HIST 300-3 Historiography: The Nature of the Historical Discipline;
- and have attained a Cumulative GPA of no less than 3.33 upon completion of 60 credit hours.

Having fulfilled the requirements of admission to the History Honours Degree Program, students must then complete the requirements for the major including 54 credit hours for the History BA Program and 15 credit hours of additional history courses, listed below, designed for Honours students.

HIST 500-3 Honours Historiography: Contemporary Theories and Methods
HIST 501-3 Honours Directed Readings
HIST 505-6 Honours Thesis
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In addition to the above requirements, students need to ensure they have sufficient credit hours of elective work (including those for Academic Breadth) to total a minimum of 120 credit hours).

Attaining the minimum requirement does not guarantee entry to the Honours Program, which is at the discretion of the Department.

Students must maintain a Cumulative GPA of 3.33 to remain in the Honours Program. Students are responsible to find their own undergraduate thesis research supervisor. Faculty members are under no obligation to supervise Honours students.

In addition, students must achieve a minimum grade of B (3.0) in HIST 505-6 to be granted the Honours designation.

6. **Authorization:**

SCCC Reviewed: October 24, 2024

Program / Academic / Administrative Unit: History

Faculty(ies): Faculty of Indigenous Studies, Social Sciences and Humanities

Faculty Council Motion Number: FISSSHFC.2024.11.21.03

Faculty Council Approval Date: November 21, 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:

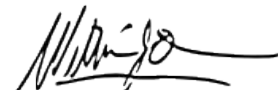
Motion No.: SCAAF 202501.04

Moved by: Clarence Hofsink

Seconded by: Paula Wood-Adams

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202501.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the History BA Program, Minor in History on page 157 of the 2024/25 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** This motion restores HIST 200: Historical Methodology to the requirements of the History program. Between 1994 and 2005, this course was required as an introduction to the methods used in the discipline of History. It was then removed in 2006 in response to a recommendation of an external review. A subsequent external review in 2014 recommended that this course be restored which it was in 2019; however, because of staffing issues, the department was unable to schedule it, thus creating roadblocks for students in their degrees. We therefore removed it as a requirement in 2021. Now that the department has a full complement of faculty and a faculty member willing to teach it, we would like to bring back this requirement. We feel strongly that an introductory course on historical methodology is an important foundation for upper-level courses in our discipline.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Minor in History

The minor in History provides students with an understanding of how to evaluate historical sources and writings, with specialized knowledge of historical processes.

The minor in History requires students to take at least 24 credit hours of History, 15 of which must be upper-division. A maximum of two courses (6 credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in History.

Program Requirements

HIST 190-3 World History to 1550
HIST 191-3 World History since 1550
HIST 300-3 Historiography: The Nature of the Historical Discipline

Three additional credit hours of History at the 100 or 200 level.

Twelve additional credit hours of 300 or 400 level History courses

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

Minor in History

The minor in History provides students with an understanding of how to evaluate historical sources and writings, with specialized knowledge of historical processes.

The minor in History requires students to take at least 24 credit hours of History, 15 of which must be upper-division. A maximum of two courses (6 credit hours) used to fulfill program requirements for a major or another minor may also be used to fulfill requirements for a minor in History.

Program Requirements

- HIST 190-3 World History to 1550
- HIST 191-3 World History since 1550
- HIST 200-3 Historical Methodology
- HIST 300-3 Historiography: The Nature of the Historical Discipline

~~Three additional credit hours of History at the 100 or 200 level.~~

Twelve additional credit hours of 300- or 400-level History courses

6. Authorization:

SCCC Reviewed: October 24, 2024

Program / Academic / Administrative Unit: History

Faculty(ies): Faculty of Indigenous Studies Social Sciences and Humanities

Faculty Council Motion Number: FISSSHFC.2024.11.21.03

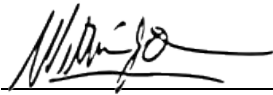
Faculty Council Approval Date: November 21, 2024

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 202501.05
Moved by: Clarence Hofsink	Seconded by: Paula Wood-Adams
Committee Decision: CARRIED	
Approved by SCAAF:	
<u>January 08, 2025</u>	_____
Date	Chair's Signature
For recommendation to <u> ✓ </u>, or information of _____ Senate.	

Motion Number (assigned by
Steering Committee of Senate): S-202501.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the English (BA Program) Joint Major in English and History (BA) on page 100-101 of the 2024/25 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** This motion restores HIST 200: Historical Methodology to the requirements of the History program. Between 1994 and 2005, this course was required as an introduction to the methods used in the discipline of History. It was then removed in 2006 in response to a recommendation of an external review. A subsequent external review in 2014 recommended that this course be restored which it was in 2019; however, because of staffing issues, the department was unable to schedule it, thus creating roadblocks for students in their degrees. We therefore removed it as a requirement in 2021. Now that the department has a full complement of faculty and a faculty member willing to teach it, we would like to bring back this requirement. We feel strongly that an introductory course on historical methodology is an important foundation for upper-level courses in our discipline.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Joint Major in English and History (BA)

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in English and History is 120 credit hours.

Program Requirements

One of the following theory courses:
ENGL 200-3 Gender and Literary Theory
ENGL 300-3 Theory
ENGL 400-3 Contemporary Theory

AND

Lower-Division Requirement

ENGL 211-3 Survey of English Literature I
ENGL 212-3 Survey of English Literature II
HIST 190-3 World History to 1550
HIST 191-3 World History since 1550

One of the following:
ENGL 100-3 Introduction to Literary Structures
ENGL 103-3 Introduction to Fiction
ENGL 104-3 Introduction to Film

Two of the following:

ENGL 210-3 Women and Literature: A Survey

ENGL 280-3 Shakespeare

ENGL 281-3 Introduction to Renaissance Literature

ENGL 282-3 Introduction to Restoration and 18th Century Literature

ENGL 283-3 Introduction to Romantic Literature

ENGL 284-3 Introduction to Victorian Literature

ENGL 285-3 Modern British Literature

Three additional courses (9 credit hours) of History at the 100 or 200 level.

Upper-Division Requirement

Of the 13 English courses (39 credit hours) required for this degree, at least seven courses (21 credit hours) must be at the 300 and 400 level, with at least two of those seven courses (6 of those 21 credit hours) at the 400 level.

HIST 300-3 Historiography: The Nature of the Historical Discipline

Two of the following:

ENGL 320-3 Indigenous Literature in Canada and the United States

ENGL 331-3 Genres in Canadian Literature

ENGL 340-3 Postcolonial Literature

ENGL 350-3 Comparative Literature

ENGL 381-3 Renaissance Literature

ENGL 382-3 Restoration and 18th Century Literature

ENGL 383-3 Romantic Literature ENGL 384-3 Victorian Literature

ENGL 386-3 19th Century Literature in the United States

ENGL 410-3 Contemporary Women's Literature

ENGL 420-3 Special Topics in Indigenous Literature

ENGL 430-3 Special Topics in Canadian Literature

ENGL 440-(3-6) Special Topics in Postcolonial Literature

ENGL 450-(3-6) Special Topics in Comparative Literature

Six courses (18 credit hours) in History at the 300 or 400 level.

Five additional English courses (15 credit hours) ensuring fulfillment of the upper-division requirement.

Two courses may be chosen from the following list of English ancillary courses:

WMST 306-3 Indigenous Women: Perspectives

WMST 311-3 History of Feminism

WMST 411-3 Contemporary Feminist Theories

Elective and Academic Breadth

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

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

Joint Major in English and History (BA)

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in English and History is 120 credit hours.

Program Requirements

One of the following theory courses:
ENGL 200-3 Gender and Literary Theory
ENGL 300-3 Theory
ENGL 400-3 Contemporary Theory

AND

Lower-Division Requirement

ENGL 211-3 Survey of English Literature I
ENGL 212-3 Survey of English Literature II
HIST 190-3 World History to 1550
HIST 191-3 World History since 1550
HIST 200-3 Historical Methodology

One of the following:
ENGL 100-3 Introduction to Literary Structures
ENGL 103-3 Introduction to Fiction
ENGL 104-3 Introduction to Film

Two of the following:
ENGL 210-3 Women and Literature: A Survey
ENGL 280-3 Shakespeare
ENGL 281-3 Introduction to Renaissance Literature
ENGL 282-3 Introduction to Restoration and 18th Century Literature
ENGL 283-3 Introduction to Romantic Literature
ENGL 284-3 Introduction to Victorian Literature
ENGL 285-3 Modern British Literature

~~Three~~ Two additional courses (9 6 credit hours) of History at the 100 or 200 level

Upper-Division Requirement

Of the 13 English courses (39 credit hours) required for this degree, at least seven courses (21 credit hours) must be at the 300 and 400 level, with at least two of those seven courses (6 of those 21 credit hours) at the 400 level.

HIST 300-3 Historiography: The Nature of the Historical Discipline

Two of the following:
ENGL 320-3 Indigenous Literature in Canada and the United States
ENGL 331-3 Genres in Canadian Literature
ENGL 340-3 Postcolonial Literature
ENGL 350-3 Comparative Literature
ENGL 381-3 Renaissance Literature
ENGL 382-3 Restoration and 18th Century Literature
ENGL 383-3 Romantic Literature
ENGL 384-3 Victorian Literature
ENGL 386-3 19th Century Literature in the United States
ENGL 410-3 Contemporary Women's Literature
ENGL 420-3 Special Topics in Indigenous Literature
ENGL 430-3 Special Topics in Canadian Literature
ENGL 440-(3-6) Special Topics in Postcolonial Literature
ENGL 450-(3-6) Special Topics in Comparative Literature

Six History courses (18 credit hours) ~~in History~~ at the 300 or 400 level-

Five additional English courses (15 credit hours) ensuring fulfillment of the upper-division requirement-

Two courses may be chosen from the following list of English ancillary courses:

WMST 306-3 Indigenous Women: Perspectives

WMST 311-3 History of Feminism

WMST 411-3 Contemporary Feminist Theories

Elective and Academic Breadth

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

6. Authorization:

SCCC Reviewed: October 24, 2024

Program / Academic / Administrative Unit: History

Faculty(ies): Faculty of Indigenous Studies Social Sciences and Humanities

Faculty Council Motion Number: FISSSHFC.2024.11.21.03

Faculty Council Approval Date: November 21, 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 202501.06

Moved by: Clarence Hofsink

Seconded by: Paula Wood-Adams

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202501.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the History BA Program, Joint Major in History and Women's Studies (BA) on page 156-157 of the 2024/25 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** This motion restores HIST 200: Historical Methodology to the requirements of the History program. Between 1994 and 2005, this course was required as an introduction to the methods used in the discipline of History. It was then removed in 2006 in response to a recommendation of an external review. A subsequent external review in 2014 recommended that this course be restored which it was in 2019; however, because of staffing issues, the department was unable to schedule it, thus creating roadblocks for students in their degrees. We therefore removed it as a requirement in 2021. Now that the department has a full complement of faculty and a faculty member willing to teach it, we would like to bring back this requirement. We feel strongly that an introductory course on historical methodology is an important foundation for upper-level courses in our discipline.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Joint Major in History and Women's Studies (BA)

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in History and Women's Studies is 120 credit hours.

Program Requirements

Lower-Division Requirement

HIST 190-3 World History to 1550
HIST 191-3 World History since 1550
WMST 100-3 Introduction to Women's Studies

Six additional credit hours of History at the 100 or 200 level.

Six additional credit hours of Women's Studies at the 100 or 200 level.

Upper-Division Requirement

HIST 300-3 Historiography: The Nature of the Historical Discipline
HIST 309-3 Women in Canada
HIST 453-(3-6) Topics in the History of Gender
HIST 454-(3-6) Topics in Women's History
WMST 302-3 Women and the Contemporary World

WMST 307-3 Qualitative Research Methods
WMST 311-3 History of Feminism
or HIST 311-3 History of Feminism
WMST 312-3 An Introduction to the History of Gender
or HIST 312-3 An Introduction to the History of Gender

Nine additional credit hours of History at the 300 or 400 level.

Additional Requirement

Twelve additional credit hours selected from the following:
ANTH 401-3 Anthropological Perspectives on Inequality
ANTH 406-3 Feminist Perspectives in Anthropology
ECON 301-3 Women and the Economy
ENVS 309-3 Gender, Environment and Sustainability
FNST 407-3 First Nations Perspectives on Race, Class, Gender and Power
INTS 308-3 Gender and International Studies
NURS 412-3 Women and Health
WMST 303-3 Lesbian and Bisexual Lives
WMST 306-3 Indigenous Women: Perspectives
or FNST 306-3 Indigenous Women: Perspectives
WMST 411-3 Contemporary Feminist Theories
WMST 413-(3-6) Topics in Aboriginal Women's Studies
WMST 420-3 Contemporary Women's Literature
or ENGL 410-(3-6) Contemporary Women's Literature
WMST 498-(3-6) Selected Topics in Women's Studies

Electives and Academic Breadth

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

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

Joint Major in History and Women's Studies (BA)

The minimum requirement for completion of a Bachelor of Arts with a Joint Major in History and Women's Studies is 120 credit hours.

Program Requirements

Lower-Division Requirement

HIST 190-3 World History to 1550
HIST 191-3 World History since 1550
HIST 200-3 Historical Methodology
WMST 100-3 Introduction to Women's Studies

~~Six~~ Three additional credit hours of History at the 100 or 200 level-

Six additional credit hours of Women's Studies at the 100 or 200 level-

Upper-Division Requirement

HIST 300-3 Historiography: The Nature of the Historical Discipline
HIST 309-3 Women in Canada

HIST 453-(3-6) Topics in the History of Gender
HIST 454-(3-6) Topics in Women's History
WMST 302-3 Women and the Contemporary World
WMST 307-3 Qualitative Research Methods
WMST 311-3 History of Feminism
or HIST 311-3 History of Feminism
WMST 312-3 An Introduction to the History of Gender
or HIST 312-3 An Introduction to the History of Gender

Nine additional credit hours of History at the 300 or 400 level.

Additional Requirement

Twelve additional credit hours selected from the following:
ANTH 401-3 Anthropological Perspectives on Inequality
ANTH 406-3 Feminist Perspectives in Anthropology
ECON 301-3 Women and the Economy
ENVS 309-3 Gender, Environment and Sustainability
FNST 407-3 First Nations Perspectives on Race, Class, Gender and Power
INTS 308-3 Gender and International Studies
NURS 412-3 Women and Health
WMST 303-3 Lesbian and Bisexual Lives
WMST 306-3 Indigenous Women: Perspectives
or FNST 306-3 Indigenous Women: Perspectives
WMST 411-3 Contemporary Feminist Theories
WMST 413-(3-6) Topics in Aboriginal Women's Studies
WMST 420-3 Contemporary Women's Literature
or ENGL 410-(3-6) Contemporary Women's Literature
WMST 498-(3-6) Selected Topics in Women's Studies

Electives and Academic Breadth

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

6. Authorization:

SCCC Reviewed: October 24, 2024

Program / Academic / Administrative Unit: History

Faculty(ies): Faculty of Indigenous Studies Social Sciences and Humanities

Faculty Council Motion Number: FISSSHFC.2024.11.21.03

Faculty Council Approval Date: November 21, 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:

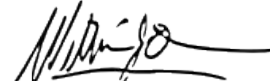
Motion No.: SCAAF 202501.07

Moved by: Clarence Hofsink

Seconded by: Paula Wood-Adams

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): **S-202501.08**

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the changes to the program requirements for the History BA Program, Joint Major in History and Political Science (BA) on page 156 of the 2024/25 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** This motion restores HIST 200: Historical Methodology to the requirements of the History program. Between 1994 and 2005, this course was required as an introduction to the methods used in the discipline of History. It was then removed in 2006 in response to a recommendation of an external review. A subsequent external review in 2014 recommended that this course be restored which it was in 2019; however, because of staffing issues, the department was unable to schedule it, thus creating roadblocks for students in their degrees. We therefore removed it as a requirement in 2021. Now that the department has a full complement of faculty and a faculty member willing to teach it, we would like to bring back this requirement. We feel strongly that an introductory course on historical methodology is an important foundation for upper-level courses in our discipline.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Joint Major in History and Political Science (BA)

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

Program Requirements

Lower-Division Requirement

HIST 190-3 World History to 1550
HIST 191-3 World History since 1550
POLS 100-3 Contemporary Political Issues
ECON 205-3 Statistics for Business and the Social Sciences
or STAT 240-3 Basic Statistics
POLS 200-3 Canadian Government and Politics
POLS 202-3 Canada in Comparative Perspective
POLS 230-3 International Relations
POLS 270-3 Political Philosophy: Antiquity to Early Modernity

Nine credit hours of History at the 100 or 200 level.

Upper-Division Requirement

HIST 300-3 Historiography: The Nature of the Historical Discipline

POLS 303-3 Democracy and Democratization
POLS 320-3 Canadian Politics and Policy
POLS 370-3 Political Philosophy: Early Modernity to Post-Modernity

Nine credit hours of Political Science at the 400 level.

Eighteen credit hours of History at the 300 or 400 level.

Electives and Academic Breadth

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

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

Joint Major in History and Political Science (BA)

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

Program Requirements

Lower-Division Requirement

ECON 205-3 Statistics for Business and the Social Sciences
or STAT 240-3 Basic Statistics

HIST 190-3 World History to 1550

HIST 191-3 World History since 1550

HIST 200-3 Historical Methodology

POLS 100-3 Contemporary Political Issues

~~ECON 205-3 Statistics for Business and the Social Sciences~~
~~or STAT 240-3 Basic Statistics~~

POLS 200-3 Canadian Government and Politics

POLS 202-3 Canada in Comparative Perspective

POLS 230-3 International Relations

POLS 270-3 Political Philosophy: Antiquity to Early Modernity

~~Nine~~ Six credit hours of History at the 100 or 200 level.

Upper-Division Requirement

HIST 300-3 Historiography: The Nature of the Historical Discipline

POLS 303-3 Democracy and Democratization

POLS 320-3 Canadian Politics and Policy

POLS 370-3 Political Philosophy: Early Modernity to Post-Modernity

Nine credit hours of Political Science at the 400 level.

Eighteen credit hours of History at the 300 or 400 level.

Electives and Academic Breadth

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

6. **Authorization:**

SCCC Reviewed: October 24, 2024

Program / Academic / Administrative Unit: History

Faculty(ies): Faculty of Indigenous Studies Social Sciences and Humanities

Faculty Council Motion Number: FISSSHFC.2024.11.21.03

Faculty Council Approval Date: November 21, 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 202501.08

Moved by: Clarence Hofsink

Seconded by: Paula Wood-Adams

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202501.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course HIST 299-3 Special Topics in History be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** History
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** HIST 299-3
4. **Course Title:** Special Topics in History
5. **Goal(s) of Course:** This course is designed to provide faculty with the opportunity to teach a special topics course at the introductory level. It complements our special topics courses at the 3rd and 4th year which are more specific.
6. **Calendar Course Description:**

This course examines a special topic in history at the introductory level. The specific topic varies dependent upon instructor. This course may be repeated to a maximum number of 6 credit hours if the material is substantially different.

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?

Yes* X No _____

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 6

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3

Seminar #

Laboratory #

Other (please specify) _____

9. Prerequisites (taken prior): none

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

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

12. Preclusions: none

13. Course Equivalencies: none

14. Grade Mode: NORMAL

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

16. Proposed text / readings: none

B. Significance Within Academic Program

1. Anticipated enrolment 30

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

3. Required for: Major: _____ Minor: _____ Other: _____

4. Elective in: Major: X Minor: X Other: X

5. Course required by another major/minor: no

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

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

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

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

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: None

2. Is a preclusion required? Yes _____ No X

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

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

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

Yes _____ 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?

Yes _____ No X

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

D. Resources required

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

- i. Faculty Staffing: None
- ii. Space (classroom, laboratory, storage, etc.): n/a
- iii: Library Holdings: See attached form
- iv. Computer (time, hardware, software): n/a

E. Additional Attached Materials

F. Other Considerations

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

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

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

2. Other Information:

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

G. Authorization

SCCC Reviewed: October 24, 2024

- 1. Faculty(ies): FISSSH
- 2. Faculty Council Motion Number: FISSSHFC.2024.11.21.05
- 3. Faculty Council Approval Date: November 21, 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 202501.09

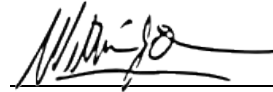
Moved by: Ronald Camp II

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025

Date



Chair's Signature

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

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

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

PROPOSED NEW COURSE: (HIST 299-3 Special Topics in History)

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

a) Are current library holdings adequate? Yes X No

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

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

Geoffrey Boyd

University Librarian (or designate) signature

11/07/2024

Date

Motion Number (assigned by
Steering Committee of Senate): S-202501.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the preclusion for HIST 335-3 Global History of Public Health on page 263 of the 2024/25 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025

2. **Rationale for the proposed revisions:** To ensure that students who take HIST 332-3 and HIST 335-3 receive credit for both courses without needing to obtain the permission of the chair. Both courses are taught on a more regular basis in our department from previous years and thus these changes will make it easier for students to enroll in them. Prior to the creation of HIST 335-3 Global History of Public Health as a new course in 2015, this topic was taught under HIST 332-3 Lectures in Social History as a special topic. For that reason, the preclusion of HIST 332-3 was added to HIST 335-3 to ensure students did not receive dual credit for the same course. We would now like to remove this preclusion as it is causing issues for students taking HIST 332-3 and HIST 335-3. Given it has been 9 years since HIST 335-3 was created, the original preclusion is no longer necessary.

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

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

HIST 335-3 Global History of Public Health

This course explores the history of public health in a global context from the mid-nineteenth century to the present day. It examines how health has played an integral role in the creation of nation-states, debates about morality and reproduction, and ideas about race. It also provides students with new perspectives on global history and the connections that transcended the boundaries of individual countries.

Preclusion(s): HIST 332-3

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

HIST 335-3 Global History of Public Health

This course explores the history of public health in a global context from the mid-nineteenth century to the present day. It examines how health has played an integral role in the creation of nation-states, debates about morality and reproduction, and ideas about race. It also provides students with new perspectives on global history and the connections that transcended the boundaries of individual countries.

Preclusion(s): ~~HIST 332-3~~

6. **Authorization:**

Program / Academic / Administrative Unit: History

SCCC Reviewed: October 24, 2024

Faculty: FISSSH

Faculty Council Motion Number: FISSSHFC.2024.11.21.04

Faculty Council Approval Date: November 21, 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:

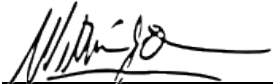
Motion No.: SCAAF 202501.10

Moved by: Ronald Camp II

Seconded by: Fei Tong

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-202501.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Joint Major in Chemistry and Mathematics (BSc), on page 75 of the 2024 - 2025 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** The changes are proposed to ensure that there are no hidden prerequisites. MATH 320 requires as a prerequisite, either CPSC 141 or MATH 224. Neither of these are listed as a required course in the calendar degree description, and we propose adding them to aid students who wish to complete this degree. There is no change in the program, we are clarifying an oversight in the current calendar entry.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Lower-Division Requirement

CHEM 100-3 General Chemistry I
CHEM 101-3 General Chemistry II
CHEM 120-1 General Chemistry Lab I
CHEM 121-1 General Chemistry Lab II
CHEM 200-3 Physical Chemistry I
CHEM 201-3 Organic Chemistry I
CHEM 202-3 Inorganic Chemistry I
CHEM 203-3 Organic Chemistry II
CHEM 210-3 Analytical Chemistry I
CPSC 100-4 Computer Programming I
MATH 100-3 Calculus I
MATH 101-3 Calculus II
MATH 202-3 Multivariable Calculus I
MATH 204-3 Multivariable Calculus II
MATH 220-3 Linear Algebra
MATH 230-3 Ordinary Differential Equations and Boundary Value Problems
PHYS 110-4 Introductory Physics I: Mechanics
PHYS 111-4 Introductory Physics II: Waves and Electricity

Upper-Division Requirement

Chemistry

CHEM 300-3 Physical Chemistry II
or CHEM 305-3 Physical Chemistry III
CHEM 310-3 Analytical Chemistry II
CHEM 320-3 Inorganic Chemistry II
or CHEM 321-3 Inorganic Chemistry III

Nine credit hours of 300- or 400-level Chemistry*
Six credit hours of 400 level Chemistry*

*Up to 6 credit hours from BCMB 306-3, BCMB 340-3, BCMB 401-3, BCMB 402-3, BCMB 403-2, or BCMB 405-3 may be used to satisfy these requirements.

Mathematics

MATH 301-3 Introduction to Complex Analysis
MATH 320-3 Survey of Algebra
MATH 326-3 Advanced Linear Algebra
MATH 335-3 Introduction to Numerical Methods
STAT 371-3 Probability and Statistics for Scientists and Engineers

Six credit hours of 300- or 400-level Mathematics*; and
Six credit hours of 400-level Mathematics

*Between the two disciplines, a minimum of 15 credit hours at the 400 level must be completed.

Elective and Academic Breadth

Elective credit hours must be taken as necessary to ensure completion of a minimum of 125 credit hours including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation on *Academic Breadth*).

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

Lower-Division Requirement

CHEM 100-3 General Chemistry I
CHEM 101-3 General Chemistry II
CHEM 120-1 General Chemistry Lab I
CHEM 121-1 General Chemistry Lab II
CHEM 200-3 Physical Chemistry I
CHEM 201-3 Organic Chemistry I
CHEM 202-3 Inorganic Chemistry I
CHEM 203-3 Organic Chemistry II
CHEM 210-3 Analytical Chemistry I
CPSC 100-4 Computer Programming I
CPSC 141-3 Discrete Computational Mathematics
 or MATH 224-3 Foundations of Modern Mathematics
MATH 100-3 Calculus I
MATH 101-3 Calculus II
MATH 202-3 Multivariable Calculus I
MATH 204-3 Multivariable Calculus II
MATH 220-3 Linear Algebra
MATH 230-3 Ordinary Differential Equations and Boundary Value Problems
PHYS 110-4 Introductory Physics I: Mechanics
PHYS 111-4 Introductory Physics II: Waves and Electricity

Upper-Division Requirement

Chemistry

CHEM 300-3 Physical Chemistry II
 or CHEM 305-3 Physical Chemistry III
CHEM 310-3 Analytical Chemistry II
CHEM 320-3 Inorganic Chemistry II
 or CHEM 321-3 Inorganic Chemistry III

Nine credit hours of 300- or 400-level Chemistry*
Six credit hours of 400-level Chemistry**

*Up to 6 credit hours from BCMB 306-3, BCMB 340-3, BCMB 401-3, BCMB 402-3, BCMB 403-3, or BCMB 405-3 may be used to satisfy these requirements.

Mathematics

MATH 301-3 Introduction to Complex Analysis
MATH 320-3 Survey of Algebra
MATH 326-3 Advanced Linear Algebra
MATH 335-3 Introduction to Numerical Methods
STAT 371-3 Probability and Statistics for Scientists and Engineers

Six credit hours of 300- or 400-level Mathematics**; and
Six credit hours of 400-level Mathematics

**Between the two disciplines, a minimum of 15 credit hours at the 400 level must be completed.

Elective and Academic Breadth

Elective credit hours must be taken as necessary to ensure completion of a minimum of 125 credit hours including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation on *Academic Breadth*).

6. Authorization:

SCCC Reviewed: November 21, 2024

Program / Academic / Administrative Unit: Mathematics and Statistics

Faculty(ies): Science and Engineering

Faculty Council Motion Number(s): FSE FC 2024.11.26.03

Faculty Council Approval Date(s): November 26, 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:

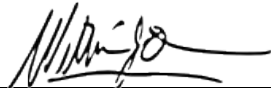
Motion No.: SCAAF 202501.11

Moved by: Kriston Rennie

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202501.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Joint Major in Mathematics and Physics (BSc), on pages 160-161 of the 2024 – 2025 undergraduate calendar be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** The changes are proposed to ensure that there are no hidden prerequisites. MATH 320 requires as a prerequisite, either CPSC 141 or MATH 224. Neither of these are listed as a required course in the calendar degree description, and we propose adding them to aid students who wish to complete this degree. There is no change in the program, we are clarifying an oversight in the current calendar entry.

*Note that the addition of this hidden prerequisite does not affect the 125 credit hours count for this degree.

3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

Lower-Division Requirement

CPSC 100-4 Computer Programming I
MATH 100-3 Calculus I
MATH 101-3 Calculus II
MATH 202-3 Multivariable Calculus I
MATH 204-3 Multivariable Calculus II
MATH 220-3 Linear Algebra
MATH 230-3 Ordinary Differential Equations and Boundary Value Problems
PHYS 110-4 Introductory Physics I: Mechanics
PHYS 111-4 Introductory Physics II: Waves and Electricity
PHYS 200-3 Thermal Physics
PHYS 202-4 Electromagnetism and Optics
PHYS 205-3 Modern Physics I
PHYS 206-4 Modern Physics II

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

Lower-Division Requirement

CPSC 100-4 Computer Programming I
CPSC 141-3 Discrete Computational Mathematics
or MATH 224-3 Foundations of Modern Mathematics
MATH 100-3 Calculus I
MATH 101-3 Calculus II
MATH 202-3 Multivariable Calculus I

MATH 204-3 Multivariable Calculus II
 MATH 220-3 Linear Algebra
 MATH 230-3 Ordinary Differential Equations and Boundary Value Problems
 PHYS 110-4 Introductory Physics I: Mechanics
 PHYS 111-4 Introductory Physics II: Waves and Electricity
 PHYS 200-3 Thermal Physics
 PHYS 202-4 Electromagnetism and Optics
 PHYS 205-3 Modern Physics I
 PHYS 206-4 Modern Physics II

6. Authorization:

SCCC Reviewed: November 21, 2024

Program / Academic / Administrative Unit: Department of Mathematics and Statistics

Faculty(ies): Science and Engineering

Faculty Council Motion Number(s): FSE FC 2024.11.26.04

Faculty Council Approval Date(s): November 26, 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 202501.12

Moved by: Kriston Rennie

Seconded by: Clarence Hofsink

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-202501.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENGR 440-3 Advanced Structural Concrete Design be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** BAsC Civil Engineering
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENGR 440-3
4. **Course Title:** Advanced Structural Concrete Design
5. **Goal(s) of Course:** This course provides students with advanced knowledge of reinforced and prestressed concrete for planning, analysis and design of concrete structures utilizing current codes and practices.

6. Calendar Course Description:

The course presents advanced analysis and design methods for reinforced concrete members subject to torsion, as well as axial, flexure, and shear stresses. The procedures are applied to stairs and beams curved in plan. Advanced concepts of yield line analysis for slabs and strut-and-tie model for deep beams are discussed. Additional topics include design and detailing of prestressed concrete members, concrete building systems, and seismic design of concrete structures.

7. **Credit Hours:** 3

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

Yes* No X

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

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

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

Variable credit is denoted by the following examples:

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

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

8. Contact Hours (per week):

Lecture 3

Seminar 0

Laboratory 0

Other (please specify) _____

9. Prerequisites (taken prior): CIVE 341

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

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

12. Preclusions: ENGR 640-3 Advanced Structural Concrete Design

13. Course Equivalencies: None

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

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

16. Proposed text / readings: Structural Concrete: Theory and Design, M. Nadim Hassoun and Akthem Al-Manaseer, 7th Edition, Wiley, 2020. Canadian Code CSA A23.3:19 will be used as a reference material

B. Significance Within Academic Program

1. Anticipated enrolment 10 in 2025, 15 in 2026

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

3. Required for: Major: None Minor: None Other: None

4. Elective in: Major: BSc Civil Engineering Minor: None Other: None

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: Engineering science and engineering design courses are required by the Canadian Engineering Accreditation Board, and this elective course would count towards design accreditation units.

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

8. What other courses are being proposed within the Program this year? Cross-listed ENGR 640-3 Advanced Structural Concrete Design

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

C. Relation to Other Program Areas

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

2. Is a preclusion required? Yes No (ENGR 640-3)
3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? Yes No
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes No

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?
Yes 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, current teaching capacity suffices
 - ii. Space (classroom, laboratory, storage, etc.): Regular classroom space for lectures
 - iii. Library Holdings: None
 - iv. Computer (time, hardware, software): None

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** 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: None
3. Attachment Pages (in addition to required “Library Holdings” Form): pages

G. Authorization

SCCC Reviewed: October 24, 2024

1. Faculty(ies): Science and Engineering
2. Faculty Council Motion Number(s): FSE FC 2024.10.31.03

3. Faculty Council Approval Date(s): October 31, 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:

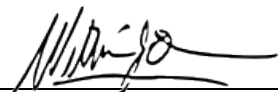
Motion No.: SCAAF 202501.13

Moved by: Allan Kranz

Seconded by: David Casperson

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025
Date


Chair's Signature

For recommendation to , or information of _____ Senate.

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

PROPOSED NEW COURSE: ENGR 440-3 Advanced Structural Concrete Design

The course presents advanced analysis and design methods for reinforced concrete members subject to torsion, as well as axial, flexure, and shear stresses. The procedures are applied to stairs and beams curved in plan. Advanced concepts of yield line analysis for slabs and strut-and-tie model for deep beams are discussed. Additional topics include design and detailing of prestressed concrete members, concrete building systems, and seismic design of concrete structures.

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

a) Are current library holdings adequate? Yes X No

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

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



Dec. 5, 2024

University Librarian (or designate) signature

Date

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENGR 616–3 Advanced Project Management 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 616-3
4. **Course Title:** Advanced Project Management
5. **Goal(s) of Course:**

Students

- Obtain knowledge on a wide range of data analysis techniques and tools in project management research and practice;
- Learn different data modelling techniques and their applications in engineering research and practice such as spreadsheet modelling, process modelling;
- Understand how to perform knowledge discovery, data mining, and data clustering in engineering with special focus of project management applications;
- Learn different data analysis techniques such as classification, regression, and machine learning for project management and engineering research;
- Understand different verification and validation techniques; and learn how to evaluate the credibility of research results;
- Obtain knowledge about various simulation modelling techniques such as discrete event simulation, Monte Carlo simulation, and Agent-based modelling;
- Learn input and output modelling and their application in risk management;
- Obtain knowledge on some basic artificial intelligence techniques such as Artificial Neural Networks (ANN);
- Gain skills on how to apply the obtained data analysis knowledge in real project management research.

This course is to be cross-listed with upper-level undergraduate electives to introduce in the School of Engineering curriculum disciplines to both graduate and undergraduate students and to reflect the expertise of our faculty members. Graduate students will do the projects individually, whereas undergraduate students will be allowed to do them in groups. Assignments will also be differentiated for graduate and undergraduate students.

6. Calendar Course Description:

This course examines advanced data analysis methods and practices used in project management as it relates to civil and environmental engineering. The study of project management spans all phases of the

project life cycle including, but not limited to, preliminary feasibility analysis, concept development, and project commissioning. Students explore key issues in project management, as well as major aspects of data analysis and modelling such as data modelling, data mining in engineering research, artificial neural networks in engineering, an introduction to simulation modelling, Monte Carlo simulation, classification clustering, Bayesian analysis, and an introduction to granular computing as they relate to project management.

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?**

Yes* No X

* If “yes,” please indicate the maximum number** of credit hours which may be applied to a student’s degree using this course: #

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

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

Variable credit is denoted by the following examples:

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

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

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

Lecture 3

Seminar 0

Laboratory 0

Other (please specify) _____

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

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

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

12. **Preclusions:** none

13. **Course Equivalencies:** none

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

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

each year ✓

alternating years

16. **Proposed text / readings:**

Naser, M. Z. (2023). Machine Learning for Civil and Environmental Engineers: A Practical Approach to Data-Driven Analysis, Explainability, and Causality. John Wiley & Sons.

Haykin, Simon (2009), Neural Networks and Learning Machines, 2nd Ed., Pearson Higher Education.

Ross, T. J. (2016). Fuzzy logic with engineering applications. 4th Ed., John Wiley & Sons.

B. Significance Within Academic Program

This course expands the current curriculum by incorporating advanced material regarding project management and data analysis, that is useful for engineering researchers. It helps graduate students in developing their research methodologies and choosing suitable data analysis methods, by providing knowledge on a wide range of data analysis methods that are currently being used in the project management field.

1. **Anticipated enrolment** N/A
2. **If there is a proposed enrolment limit, state the limit and explain:** N/A
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?**
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:** none
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No X
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
Yes _____ 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?**
Yes _____ No X

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

D. Resources required

Microsoft Excel (currently available for UNBC students)

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)

iii: Library Holdings: See attached form

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

1. Currently available software such as Microsoft Office Excel (Required).
2. Open-source software such as Python will be used (Optional).
3. Currently available software such as IBM SPSS may also be used (Not necessary).
4. MATLAB if available in future may also be used (Not necessary).

E. Additional Attached Materials none

F. Other Considerations

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

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

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

2. Other Information: Please provide any other information which might be useful in the consideration of this new course proposal.

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

G. Authorization

SCCC Reviewed: October 24, 2024

1. Faculty(ies): Science and Engineering

2. Faculty Council Motion Number(s): FSE FC 2024.10.31.05

3. Faculty Council Approval Date(s): October 31, 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 202501.14

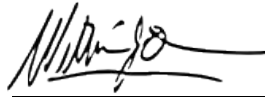
Moved by: Allan Kranz

Seconded by: David Casperson

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025

Date



Chair's Signature

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

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

This course examines advanced data analysis methods and practices used in project management as it relates to civil and environmental engineering. The study of project management spans all phases of the project life cycle including, but not limited to, preliminary feasibility analysis, concept development, and project commissioning. Students explore key issues in project management, as well as major aspects of data analysis and modelling such as data modelling, data mining in engineering research, artificial neural networks in engineering, an introduction to simulation modelling, Monte Carlo simulation, classification clustering, Bayesian analysis, and an introduction to granular computing as they relate to project management.

PROPOSED NEW COURSE: ENGR 616 – 3 Advanced Project Management

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

a) Are current library holdings adequate? Yes _____ No X

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

Proposed textbooks:

1. Naser, M. Z. (2023). Machine Learning for Civil and Environmental Engineers: A Practical Approach to Data-Driven Analysis, Explainability, and Causality. John Wiley & Sons. ISBN: 978-1119897606
2. Haykin, Simon (2009), Neural Networks and Learning Machines, 2nd Ed., Pearson Higher Education. ISBN: 978-0131471399
3. Ross, T. J. (2016). Fuzzy logic with engineering applications. 4th Ed., John Wiley & Sons. ISBN: 978-1119235866

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

Proposed texts have been ordered with existing funds from the Library Acquisitions budget. Additional enrichment material can be provided by the existing Library collection



University Librarian (or designate) signature

Dec. 5, 2024

Date

Motion Number (assigned by
Steering Committee of Senate): S-202501.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course ENGR 640-3 Advanced Structural Concrete Design be approved as follows:

A. Description of the Course

1. **Proposed semester of first offering:** September 2025
2. **Academic Program:** MASC Engineering
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** ENGR 640-3
4. **Course Title:** Advanced Structural Concrete Design
5. **Goal(s) of Course:** This course provides students with advanced knowledge of reinforced and prestressed concrete for planning, analysis and design of concrete structures utilizing current codes and practices.

6. Calendar Course Description:

The course presents advanced analysis and design methods for reinforced concrete members subject to torsion, as well as axial, flexure, and shear stresses. The procedures are applied to stairs and beams curved in plan. Advanced concepts of yield line analysis for slabs and strut-and-tie model for deep beams are discussed. Additional topics include design and detailing of prestressed concrete members, concrete building systems, seismic design of concrete structures, and innovative design solutions for high-performance precast/prestressed concrete structures.

7. **Credit Hours:** 3

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

Yes* No X

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

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

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

Variable credit is denoted by the following examples:

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

2. Is a preclusion required? Yes (ENGR 440-3) No _____
3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? Yes No _____
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ No

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?
Yes _____ 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, current teaching capacity suffices
 - ii. Space (classroom, laboratory, storage, etc.): Regular classroom space for lectures
 - iii. Library Holdings: None
 - iv. Computer (time, hardware, software): None

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*: Yes** _____ 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: None
3. Attachment Pages (in addition to required "Library Holdings" Form): 0 pages

G. Authorization

SCCC Reviewed: October 24, 2024

1. Faculty(ies): Science and Engineering
2. Faculty Council Motion Number(s): FSE FC 2024.10.31.04
3. Faculty Council Approval Date(s): October 31, 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 202501.15

Moved by: Allan Kranz

Seconded by: David Casperson

Committee Decision: CARRIED

Approved by SCAAF: January 08, 2025



Date

Chair's Signature

For recommendation to , or information of _____ Senate.

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

PROPOSED NEW COURSE: ENGR 640-3 Advanced Structural Concrete Design

The course presents advanced analysis and design methods for reinforced concrete members subject to torsion, as well as axial, flexure, and shear stresses. The procedures are applied to stairs and beams curved in plan. Advanced concepts of yield line analysis for slabs and strut-and-tie model for deep beams are discussed. Additional topics include design and detailing of prestressed concrete members, concrete building systems, seismic design of concrete structures, and innovative design solutions for high-performance precast/prestressed concrete structures.

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

a) Are current library holdings adequate? Yes X No

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

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



University Librarian (or designate) signature

Dec. 5, 2024

Date



The Community
 Development Institute
 2022-2023 Annual Report
 University of Northern British Columbia
 Prince George, BC

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Letter from our Co-Directors

It is with great pleasure that we submit this report highlighting the work and achievements of the Community Development Institute (CDI) at the University of Northern British Columbia for April 1, 2022 through March 31, 2023.

This reporting year is notable for the transition being made out of the COVID-19 pandemic. Health and safety measures were being relaxed and more activities were returning to a 'new' normality.

As noted last year, this new reality has prompted many people to re-evaluate and re-imagine the way they live, work, and play. Nascent trends have taken off and new ones are emerging, for example, online shopping, drive vacations, home renovations, and out-migration from large urban centres to smaller communities. All of these trends have within them both opportunities and challenges for our non-metropolitan communities. The CDI has not only been following these trends, but has been in active conversation with communities, and others, about their impacts.

Through our community-based research program, the CDI continues to provide information and insight into the challenges and opportunities facing non-metropolitan and resource-based communities and economies. Our knowledge mobilization initiatives have included webinar and conference presentations, articles in academic journals and professional magazines, interviews with print and electronic media outlets, and a social media presence. One highlight has been the success of the CDI's [Housing Information Portal \(HIP\)](#). The portal provides one-stop, easy access to the CDI's housing research and data on non-metropolitan BC and Canada. Built around three sections: research reports and data, webinars and presentations, and media coverage of non-metropolitan housing issues, each new housing project is added to the portal. The portal is used by a wide range of audiences and stakeholders across non-metropolitan BC. We have heard from many local governments and community users that the portal is helping them better understand, and then address, local housing needs.

Again this year, we were invited by federal, provincial, and local governments to participate in dialogue sessions and workshops to discuss the future of non-metropolitan communities. Through these meetings, we continued to be strong advocates for the need for investment and action to address long-standing issues in non-metropolitan communities. In all of our policy dialogues, we have encouraged government to collaborate and partner across sectors and with other levels of government to build resilient communities and diverse economies in non-metropolitan BC and Canada.

One activity this year that we are quite proud of is the delivery of the "Readiness in Transition" Webinar Series. With a number of communities challenged by the sudden announcement of a mill closure, the webinar series was attended by local and First Nations governments from across the province. It provided critical information on a host of topics that could help small communities prepare for, and respond to, sudden economic emergencies.

As we look to the year ahead, we will continue to work with non-metropolitan communities and our partners to anticipate and adapt to "the new normal", with a view to encouraging support for transformative change that will reignite the future of non-metropolitan communities in northern BC and beyond. There will be challenges and opportunities, but if we can work together, we can emerge with a strong vision and plan for the future.



Marleen Morris
Co-Director
Community Development Institute
University of Northern British Columbia



Dr. Greg Halseth
Co-Director
Community Development Institute
University of Northern British Columbia

About the Community Development Institute at UNBC – Our Vision

The Community Development Institute (CDI) at the University of Northern British Columbia (UNBC) is dedicated to understanding and realizing the potential of BC's non-metropolitan communities in a changing global economy; preparing students and practitioners for leadership roles in community and economic development; creating a body of knowledge, information, and research that will enhance our understanding and our ability to deal with the impacts of ongoing transformation; and mobilizing this knowledge to a wide range of provincial, national, and international audiences.

In keeping with the vision of UNBC, the CDI is committed to working with all communities – Indigenous and non-Indigenous – to help them further their aspirations in community and regional development.

To realize this vision, the CDI provides programs and services in four broad areas. The 2022/2023 Annual Report is organized under each of these areas:

COMMUNITY TRANSFORMATION AND RENEWAL

- Work with communities, industry, business, voluntary groups, and government to identify and assess opportunities, develop strategies, and facilitate partnerships for long-term community and economic benefit in a changing global economy.

EDUCATION FOR COMMUNITY AND ECONOMIC DEVELOPMENT

- Provide academic and professional development programs and courses, and community education opportunities, to develop knowledge, expertise, and leadership capacity in community and economic development.

RESEARCH

- Provide community-based research and information that enhance our understanding and ability to deal with the impacts of ongoing transformation.

POLICY DIALOGUES AND ADVICE

- Support multi-sectoral dialogue and planning as well as provide policy advice to prepare communities, industry, and government for future opportunities and challenges.

Community Transformation & Renewal

Since 2004, the Community Development Institute (CDI) at the University of Northern British Columbia (UNBC) has worked in partnership with communities across BC to develop and implement strategies for economic diversification and community resilience. We focus specifically on the global and local factors affecting these communities, how they impact a community’s ability to respond to change, and what options are available for moving forward.

Below are highlights for the work for 2022/2023.

College of New Caledonia, New Horizons Program: Bridging the Gap

The CDI is working with the College of New Caledonia (CNC) to design and conduct research to evaluate the [New Horizons](#) program [Bridging the Gap](#), operating out of the CNC Mackenzie campus.

The research will assess how well Bridging the Gap is meeting its intended objectives, outputs, and outcomes. We will work with CNC and other project stakeholders to understand the strengths and challenges of the program and measure community participation.



50 – 30 Challenge

Canada’s population is growing, and Canadian communities and workplaces, are becoming more diverse. The Government of Canada, through the Ministry of Innovation, Science, and Economic Development, established a program to assist communities and workplaces in becoming more inclusive. The 50-30 Challenge encourages and supports organizations to increase their representation of women and non-binary individuals; Indigenous and Aboriginal people; Racialized, Black, and/or People of Colour; people with disabilities; and individuals who identify as 2SLGBTQ+ in senior management positions and on boards.



The CDI partnered with Northern Lights College to deliver the federal government’s program in Western Canada. The program started in early 2023, and will run throughout the 2023/2024 budget year.

Education for Community & Economic Development

In the coming decades, BC will need people who understand, and can provide leadership in, community and economic development in government, business, community, and academic organizations. We will need practitioners who know how to build strong and resilient communities and economies. We will need leaders who know how to collaborate across sectors and across cultures. The CDI has a commitment to sharing our research and the learnings from our community development work with a broad range of stakeholders.

“Readiness in Transition” Webinar Series

Economic transition is not a new imperative for non-metropolitan communities across BC. The recent closure and curtailment announcements in the forestry sector highlight that a new round of economic adjustment is unfolding. These announcements not only impact workers and their families, but communities and regional economies. The suddenness of such announcements generates concern and stress, and demands an immediate and carefully thought-out response.

Through five webinars, we share hard-won lessons from those who were in leadership roles when an economic crisis occurred in their community. The speakers share our commitment to help prepare other communities with the information they will need should an economic crisis arise on their watch.



Monday, March 6th:

Municipal Administrative Responses

Ron Poole, former municipal Chief Administrative Officer

Community Economic Transition Toolkit

Greg Halseth, Professor at UNBC

Thursday, March 9th:

Economic and Business Responses

Vince Prince, Executive Director, Prince George Aboriginal Business Development Centre

Monday, March 13th:

Municipal Administrative Responses

Warren Waycheshen, Chief Administrative Officer for Kitimat

Navigating Unexpected Job Loss

Joanne Doddridge, Director of Economic Development and Planning for 100 Mile House

Tuesday, March 14th

Service provision in challenging circumstances

Neil Hanlon and Martha MacLeod (UNBC)

Impacts of worker mobility

Laura Murphy, Greg Halseth (UNBC), and Sean Markey (SFU)

Thursday, March 16th:

Community Transition

Kathleen Van Ekris and Marc Von der Gonna, Province of BC Transition Team

Leadership

Stephanie Killam, former Mayor of Mackenzie

Research

Along with the CDI's mandate to work with communities in northern BC, the CDI uses its close connections with academic institutions, community groups, business organizations, and others to conduct research that examines, explains, and analyzes aspects of community and economic development. Most of the CDI's research employs community-based research methods in order that the findings are useful and relevant to communities, government, business, and the non-profit sectors. A selection of projects from 2022-2023 includes the following.

Housing Affordability, Income, and Vulnerability in Non-Metropolitan British Columbia 2021 and 2016 Census Editions

In the post-COVID economy, housing affordability became a key issue across the province. Providing information and data on housing costs, income, and vulnerability in non-metropolitan BC was important to informing discussions, policy development, and planning to address housing affordability issues. Following the methodology used in the CDI's initial report, ***Building Foundations for the Future: Housing, community development, and economic opportunity in non-metropolitan BC***, these reports collected and presented data for the 38 BC communities in the CDI's housing sample. While the 2021 report provides the most recent Census data available, the 2016 report provides context and identifies trends for the critical issue of housing affordability.



Real Estate Institute of BC: Public Sector Land Lease Renewals

For decades, governments around the world have supported and encouraged residential and associated retail and commercial development through leasing large tracts of land for those specific purposes. In many jurisdictions, these leases are coming up for renewal. South False Creek in Vancouver is one such project.



This research project used a case study approach to identify how governments are handling lease renewals on large parcels of land they had identified for residential and associated retail and commercial development. While the research will not attempt to evaluate the effectiveness or impact of these approaches, details will be provided on the current lease arrangements; guiding principles and priorities for the lease renewal process; how these are applied; and key players involved.

BC Housing: Understanding Building Sector Capacity in Non-Metropolitan BC

We have heard many times that communities in non-metropolitan BC lack local contractors, skilled tradespeople, and suppliers to undertake new housing construction projects or maintain and repair existing projects. We have also heard community leaders say that this is contributing to the cost of new construction, repair, and maintenance and may also be contributing to the deterioration of the housing stock in some communities.



The objective of this research project is to test the observation regarding the lack of local contractors, skilled tradespeople, and suppliers by speaking with people with first-hand experience in the field to gather perceptions about the challenges, opportunities, and potential solutions to this issue.

Rural Economic Development Program Evaluation

In partnership with Selkirk College, the CDI conducted an analysis and evaluation of selected rural economic development programs in BC. The aim of the evaluation was to identify lessons learned with respect to program structure and scope, applicant and project eligibility criteria, funding streams, and outcomes of the selected programs. The information was used to inform the development of the Rural Economic Development and Infrastructure Program (REDIP). This project was funded by the Ministry of Forests, Lands, Natural Resource Operations, and Rural Development.



Housing Information Portal

On January 26, 2022, the CDI launched our [Housing Information Portal \(HIP\)](#). The portal provides one-stop, easy access to the CDI's housing research and data on non-metropolitan BC and Canada.

The Housing Information Portal consists of three sections: research reports and data, webinars and presentations, and media coverage of non-metropolitan housing issues. Information from each new housing project is added to the portal.

- The housing research reports and data section provides access to population and housing data for the CDI's sample of 39 non-metropolitan communities in BC. It also provides access to our sample of 26 communities across Canada.
- The webinars and presentations sections provide access to our knowledge mobilization webinar series, consisting of seven regional presentations, as well as slide decks from other conference and workshop presentations.
- The media coverage section includes links to print articles and video coverage of non-metropolitan housing issues.



The information and data on the housing information portal can be used as a decision-making tool and will be of interest to local government, developers, planners, contractors, economic developers, the non-profit sector, and senior levels of government. It highlights the strong links between housing and economic development potential.

As the CDI expands our research and new information comes to light, we will be updating the portal on an ongoing basis to share that information. The portal is accessible to anyone and is available free of charge.

Publications

In addition to preparing research reports for communities, CDI researchers also publish their findings in books, academic journals, and other publications. Many of these publications are completed in collaboration with other researchers from Canada and around the world.

Peer-Reviewed Journal Articles

Ryser, L., Halseth, G., Markey, S., and Young, A. (2023) Tensions between municipal reform and outdated fiscal levers in rural BC. The Canadian Geographer. 67(1): 150-164.

<http://doi.org/10.1111/cag.12797>

Haslam-McKenzie, F., Argent, N., Markey, S., Halseth, G., and Ryser, L. (2023 online) Be careful what you wish for: Boomtowns and disillusionment in the Surat Basin. The Extractive Industries and Society. 13(1). <https://doi.org/10.1016/j.exis.2023.101212>

Ryser, L., Barrett, J., Markey, S., Halseth, G., and Vodden, K. (2023) Municipal entrepreneurialism: Can it help to mobilize resource-dependent small communities away from path-dependency? Regional Science Policy & Practice. 15: 1477-1492. <http://doi.org/10.1111/rsp3.12649>

Markey, S., Halseth, G., Ryser, L., Argent, N., and Haslam-McKenzie, F. (online March 2022) Neither prepared nor transformed: Institutional responses to unconventional oil and gas development in Australian and Canadian communities, Energy Research and Social Science.

Research Reports

Morris, M., Good, J., and Halseth, G. (2022) Building Foundations for the Future: Housing, community development, and economic opportunity in non-metropolitan British Columbia. UNBC Community Development Institute, Prince George, BC.

Morris, M., Good, J., and Halseth, G. (2022) Public Sector Land Lease Renewals: Case Studies from Around the World. Community Development Institute, UNBC and Real Estate Institute of British Columbia

Morris, M., Good, J., and Halseth, G. (2023) Housing Affordability, Income, and Vulnerability in Non-Metropolitan British Columbia: 2021 Census Data Edition. Community Development Institute, UNBC

Morris, M., Good, J., and Halseth, G. (2022) Housing Affordability, Income, and Vulnerability in Non-Metropolitan British Columbia: 2016 Census Data Edition. Community Development Institute, UNBC

Murphy, L., and Halseth, G. (2022) IURC Homelessness Research Project: Federal Information / Data Collection Plan. Community Development Institute, UNBC.

Murphy, L., Morris, M., Good, J., Arnett, J., and Breen, S. (2022) Rural Economic Development Infrastructure Program: Research Summary Report for Selkirk College/Ministry of Forests, Lands, Natural Resource Operations and Rural Development. Community Development Institute, UNBC

Breen, S., Morris, M., Murphy, L., Good, J., and Arnett, J. (2022) Rural Economic Development Infrastructure Program: Program Scoping for Selkirk College/Ministry of Forests, Lands, Natural Resource Operations and Rural Development. Community Development Institute, UNBC.

To view copies of these reports and other published works by the CDI, visit [Our Research Reports](#) page on the CDI website.

Policy Dialogues & Advice

Through our focus on policy dialogues and advice, the CDI is working to create platforms for discussions that build awareness and generate insight into issues in northern British Columbia and other non-metropolitan areas in Canada and around the world. Our platforms for discussion are where knowledge is shared and information is exchanged; where networks and relationships can be built; and where the challenges and issues can be explored.

Panels, Committees, and Working Groups

British Columbia Non-Profit Housing Association

Throughout 2023, Marleen Morris worked closely with the British Columbia Non-Profit Housing Association (BCNPHA) to encourage understanding of, dialogue about, and solutions for non-metropolitan housing challenges and issues. Working with BCNPHA's Policy and Education team, Marleen presented data and facilitated dialogue at working sessions across the province.



Roundtable Discussions, Meetings, Presentations, and Conferences

Ryser, L., Halseth, G., and Markey, S. (2023) Responses to worker, household, and community impacts of labour mobility. "Readiness in Transition" webinar series. Prince George, BC: Community Development Institute, University of Northern BC. March 14.

Halseth, G. (2023) Community transition toolkit. "Readiness in Transition" webinar series. Prince George, BC: Community Development Institute, University of Northern BC. March 6.

Whitehead, J., Pearce, T., Ford, J., and Halseth, G. (2023) "Community Vulnerability to Wildfire Risk in the Robson Valley region of British Columbia, Canada" presented at the Seventh International Symposium on Arctic Research, Tachikawa, Japan, March 6 – 10.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Fort St. John. March 21.

Marleen Morris (2023) "Housing demand in non-metropolitan BC: A focus on Prince George and Central British Columbia". Presentation to the UNBC Environmental Planning Class 498. February 13.

Marleen Morris (2023) "Fort St. James community profile". Presentation to the Fort St. James Council and Project Advisory Committee. January.

Fiona Haslam-McKenzie, Neil Argent, Sean Markey, Greg Halseth, and Laura Ryser (2022) Managing expectations: Boom towns, disruption and mining legacy management. Institute of Australian Geographers Annual Conference. Armidale, Australia. July.

Sean Markey, Greg Halseth, Laura Ryser, Neil Argent, and Fiona Haslam-McKenzie (2022) Neither Prepared nor Transformed: Institutional Responses to Unconventional Oil and Gas Development in Australian and Canadian Communities. Institute of Australian Geographers Annual Conference. Armidale, Australia. July.

Sean Markey, Greg Halseth, Laura Ryser, Neil Argent, and Fiona Haslam-McKenzie (2022) Neither Prepared nor Transformed: Institutional Responses to Unconventional Oil and Gas Development in Australian and Canadian Communities. Annual meetings of the Canadian Institute of Planners. July.

Sean Markey, Ashleigh Weeden, Ryan Gibson, Greg Halseth, Laura Ryser (2022) Community Engaged Research and the “Right to” be Rural. Horizons: Crisis and Social Transformation in Community conference. Simon Fraser University, Burnaby, BC. May 26-29.

Laura Ryser, Greg Halseth, Sean Markey, and Andrew Young (2022) Tensions between municipal reform and outdated fiscal levers in rural BC. Canadian Association of Geographers Annual General Meeting. Virtual. May 30 - June 3.

Marleen Morris, Julia Good, and Greg Halseth (2022) “Old Stock, New Pop(ulation): Why housing in non-metropolitan BC doesn’t cut it anymore”. Local Government Management Association Annual Conference, Kelowna, BC, June 23.

Marleen Morris, Julia Good, and Greg Halseth (2022) “Rural housing and new development: Exploring the CDI housing information portal. Presentation to the BC Non-Profit Housing Association, Northern BC RENT Conference. Prince George, BC. June 16.

Marleen Morris (2022) “Housing in non-metropolitan BC: Understanding the issues in five slides”. Presentation to the UBC School of Community and Regional Planning 583, August 15.

Marleen Morris, Julia Good, and Greg Halseth (2022) “Rural Housing and New Development: Exploring the CDI Housing Information Portal”. BC Non-Profit Housing Association Interior Regional Education, Networking, and Tradeshow (RENT), Cranbrook, BC, September 15.

Marleen Morris, Julia Good, and Greg Halseth (2022) “How Did This Happen: The Story Behind Our Housing Challenges”. Presentation to the District of Invermere Housing Workshop, Invermere, BC, October 25.

Marleen Morris, Julia Good, and Greg Halseth (2022) “Invermere in 2022: Exploring Scenarios for 2032 and 2042”. Presentation to the District of Invermere Housing Workshop, October 25

Marleen Morris (2022) "Housing vulnerability in non-metropolitan BC: Income, shelter costs, and vulnerability". Presentation to the BC Non-Profit Housing Association Housing Central Conference. Vancouver, BC. November 23, 2022.

Greg Halseth and Laura Ryser (2022) "Presentation on Community Based Research". Given to the Research Ethics Board Administrators of BC. Virtual format, December 7.

Research and Contract Funding

Funding Agency	Subject	\$ / Year	Year	Principal Investigator(s)	Co-Investigator(s)
Real Estate Institute of British Columbia	Public Sector Land Lease Renewals: Case studies from around the world.	\$16,875	2022	Marleen Morris	Greg Halseth
Selkirk College/BC Min. of Forests, Lands, Natural Resource Operations and Rural Development	Rural Economic Development Infrastructure Program (REDIP) Program redesign	\$55,000	2022	Marleen Morris	Greg Halseth
District of Fort St. James	District of Fort St. James Housing Needs Report	\$65,000	2022-2023	Marleen Morris	Greg Halseth
SSHRC – Insight Grant	Entrepreneurialism and rural/small-town local government	\$50,000/yr	2020-2024	Greg Halseth	Sean Markey, Kelly Vodden, Ryan Gibson, Lars Hallstrom
District of Tumbler Ridge	District of Tumbler Ridge Seniors' Housing Assessment Study	\$30,000	2020-2022	Marleen Morris	Greg Halseth
SSHRC – Insight Grant	Resource Royalties: Returns to Producing Rural Regions	\$39,786/yr	2016-2023* (COVID extension from SSHRC)	Sean Markey and Greg Halseth	Neil Argent, Matthew Tonts, Fiona Haslam-MacKenzie
CIHR grant	Supporting Resilience: 'Wraparound' Solutions to Homelessness for Older Women	\$47,000/yr	2020-2022	Denise Cloutier	Kelli Stajduhar, Karen Kobayashi, Margaret Penning, Debra Sheets, Greg Halseth

UNBC, TRU, UBC-O	Interior Universities Research Consortium (IURC) Initiative on Homelessness.	\$45,000	2022-on-going	Lead is Greg Halseth	This involves faculty at UNBC, Thompson Rivers University, and University of British Columbia – Okanagan.
Northern Lights College	50-30 Challenge for Diversity and Inclusion	\$120,000	2023	Marleen Morris	
Rio Tinto	Communications: Nechako Watershed Socio-Economic Study	\$15,000	2021-2022	Greg Halseth	Laura Ryser
BC Housing Management Commission	Housing Options for the Future: Housing Research for Seniors in Non-metropolitan BC	\$86,683	2022-2024	Marleen Morris	Greg Halseth
BC Housing Management Commission	Exploring the State of the Building Sector in Non-Metropolitan Areas of British Columbia	\$77,240	2021-2023	Marleen Morris	Greg Halseth
BC Housing Management Commission	Building foundations for the future: Knowledge mobilization for BC	\$73,400	2021-2022	Marleen Morris	Greg Halseth
College of New Caledonia	Service Canada - New Horizons Program: Bridging the Gap” - Mackenzie Seniors	\$45,000/year	2020-2024	Marleen Morris	Greg Halseth

SSHRC and CMHC	At Home in the North: Partners in Northern Housing and Home	\$1.374 million over 7 years	2021-2028	A cross Canada partnership led by Julia Christensen of the Department of Geography at Memorial University in St. John's, Newfoundland and Labrador.	Greg Halseth and large list
SSHRC	Understanding Precarity in Work and Beyond in Northern BC	\$2.5 million over 7 years	2021-2028	A pan-BC project led by Simon Fraser University and the Canadian Centre for Policy Alternatives	Greg Halseth and large list

The CDI Team

Committed to working with communities, the CDI is known for its ability to effectively blend research with hands-on community development. Each CDI team member contributes a mix of skills and experiences which sustains the CDI's well-rounded reputation. Alongside staff, the CDI also partners with Faculty Associates and seeks input from the CDI Advisory Committee.

Staff

Dr. Greg Halseth, Co-Director, UNBC Community Development Institute; Professor, Geography; Canada Research Chair in Rural and Small Town Studies
Marleen Morris, Co-Director, UNBC Community Development Institute; Adjunct Professor, Geography
Julia Good, Research Associate



Faculty Associates at UNBC

Dr. Stephen Déry, Professor, Environmental Science; NSERC/Rio Tinto Senior Industrial Research Chair in Climate Change and Water Security
Dr. Gail Fondahl, Professor, Geography
Dr. Scott Green, Professor, Biology
Dr. Mark Groulx, Associate Professor, Environmental Planning
Dr. Neil Hanlon, Professor, Geography
Dawn Hemingway, Associate Professor, School of Social Work
Dr. Phil Mullins, Associate Professor, Outdoor Recreation and Tourism Management

CDI Advisory Committee

We would like to acknowledge the contribution and support of the CDI Advisory Committee:

Mark Barnes, Director, Office of Research, UNBC
Jason Fisher, Partner, Consulting Services, MNP
Sandy Jones, Retired Superintendent, SD52-Prince Rupert
Kathy Lewis, Acting Vice-President, Research, UNBC
Kevin McCort, President and Chief Executive Officer, Vancouver Foundation
Barbara Neis, CM, Professor, Memorial University of Newfoundland
Judy Rogers, CM, Board Chair, Vancouver Fraser Port Authority

Greg Halseth, Professor, Geography Program and Co-Director, Community Development Institute, UNBC
Marleen Morris, Co-Director, Community Development Institute and Adjunct Professor, Geography Program, UNBC

The CDI Advisory Committee meets annually to provide strategic advice and counsel to the CDI.

The Community Development Institute at the University of Northern British Columbia

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University of Northern British Columbia
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The Community Development Institute (CDI) at UNBC was established in 2004 with a broad mandate in the areas of community, regional, and economic development. Since its inception, the CDI has worked with communities across the northern and central regions of British Columbia to develop and implement strategies for economic diversification and community resilience.

Dedicated to understanding and realizing the potential of BC's non-metropolitan communities in a changing global economy, the CDI works to prepare students and practitioners for leadership roles in community and economic development, and to create a body of knowledge, information, and research that will enhance our understanding and our ability to deal with the impacts of ongoing transformation. The Community Development Institute is committed to working with all communities – Indigenous and non-Indigenous – to help them further their aspirations in community and regional development.



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The University of Northern British Columbia*



The Community
 Development Institute
 2023-2024 Annual Report
 University of Northern British Columbia
 Prince George, BC

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Letter from our Co-Directors

It is with great pleasure that we submit this report highlighting the work and achievements of the Community Development Institute (CDI) at the University of Northern British Columbia for April 1, 2023 through March 31, 2024.

Moving past the COVID-19 pandemic, new patterns are reshaping communities and economies. Through the opportunities and challenges these create for our non-metropolitan communities, the CDI is active in conversation with communities, and others, about their impacts and about pathways ahead.

Through our community-based research program, the CDI continues to provide information and insight into the challenges and opportunities facing non-metropolitan and resource-based communities and economies. Our knowledge mobilization initiatives have included webinar and conference presentations, articles in academic journals and professional magazines, interviews with print and electronic media outlets, and a social media presence.

In partnership with Carrier Sekani Family Services (CSFS), the CDI is supporting CSFS and its member Nations in the journey to achieve jurisdiction over their children and families. To that end, we are completing Child and Family Community Needs Assessments for each of the member Nations and CSFS's urban operations. CSFS provides holistic health, research, legal, and family services to 11 member Nations. The information gathered through this project will contribute to the preparations that CSFS is undertaking to support negotiations for the transfer of jurisdiction and responsibility for children and families to the Nations.

Again this year, we were invited by federal, provincial, and local governments to participate in dialogue sessions and workshops to discuss the future of non-metropolitan communities. Through these meetings, we continued to be strong advocates for the need for investment and action to address long-standing issues in non-metropolitan communities. In all of our policy dialogues, we have encouraged government to collaborate and partner with across sectors and with other levels of government to build resilient communities and diverse economies in non-metropolitan BC and Canada.

As we look to the year ahead, we will continue to work with non-metropolitan communities and our partners to anticipate and adapt to "the new normal", with a view to encouraging support for transformative change that will reignite the future of non-metropolitan communities in northern BC and beyond. There will be challenges and opportunities, but if we can work together, we can emerge with a strong vision and plan for the future.



Marleen Morris
Co-Director
Community Development Institute
University of Northern British Columbia



Dr. Greg Halseth
Co-Director
Community Development Institute
University of Northern British Columbia

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POLICY DIALOGUES AND ADVICE

- Support multi-sectoral dialogue and planning as well as provide policy advice to prepare communities, industry, and government for future opportunities and challenges.

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Since 2004, the Community Development Institute (CDI) at the University of Northern British Columbia (UNBC) has worked in partnership with communities across BC to develop and implement strategies for economic diversification and community resilience. We focus specifically on the global and local factors affecting these communities, how they impact a community’s ability to respond to change, and what options are available for moving forward. Below are highlights for the work for 2023/2024.

Carrier-Sekani Family Services

Carrier Sekani Family Services (CSFS) provides holistic wellness services and supports for member Nations. The organization was established over 30 years ago to help First Nations navigate issues related to justice, health, social, and family services; AND to assist and support in bringing control back to the Nations. Today, CSFS provides holistic health, research, legal, and family services to 11 member Nations.



Currently, many Nations are in a journey to achieve jurisdiction over their children and families. The CDI is working in partnership with CSFS to bring together the critical information needed to support this journey. With the CSFS and its member Nations, the CDI is working towards a child and family community needs assessment for each of the member Nations and CSFS urban operations. The information will contribute to the preparations that CSFS is undertaking for the transfer of jurisdiction and responsibility for children and families to the Nations.

50 – 30 Challenge

Canada’s population is growing, and Canadian communities and workplaces, are becoming more diverse. The Government of Canada, through the Ministry of Innovation, Science, and Economic Development, established a program to assist communities and workplaces in becoming more inclusive. The 50-30 Challenge encourages and supports organizations to increase their representation of women and non-binary individuals; Indigenous and Aboriginal people; Racialized, Black, and/or People of Colour; people with disabilities, and individuals who identify as 2SLGBTQ+ in senior management positions and on boards.



The CDI partnered with Northern Lights College to deliver the federal government’s program in Western Canada. To foster conversation and understanding about diversity in Canada, the CDI presented data and information at 12 workshops in 10 communities to illustrate the growing level of diversity and increasing need for inclusion in the workplace. The list of workshops can be found in the presentation section of this report.

Education for Community & Economic Development

In the coming decades, BC will need people who understand, and can provide leadership in, community and economic development in government, business, community, and academic organizations. We will need practitioners who know how to build strong and resilient communities and economies. We will need leaders who know how to collaborate across sectors and across cultures. The CDI has a commitment to sharing our research and the learnings from our community development work with a broad range of stakeholders.

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On January 26, 2022, the CDI launched our [Housing Information Portal \(HIP\)](#). The portal provides one-stop, easy access to the CDI's housing research and data on non-metropolitan BC and Canada. The Housing Information Portal consists of three sections: research reports and data, webinars and presentations, and media coverage of non-metropolitan housing issues. Information from each new housing project is added to the portal.

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The information and data on the housing information portal can be used as a decision-making tool and will be of interest to local government, developers, planners, contractors, economic developers, the non-profit sector, and senior levels of government. It highlights the strong links between housing and economic development potential.

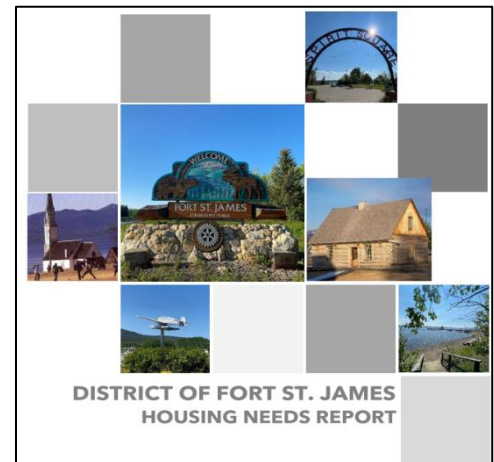
As the CDI expands our research and new information comes to light, we have updated the portal to share that information. The portal is accessible to anyone and is available free of charge.

Research

Along with the CDI’s mandate to work with communities in northern BC, the CDI uses its close connections with academic institutions, community groups, business organizations, and others to conduct research that examines, explains, and analyzes aspects of community and economic development. Most of the CDI’s research employs community-based research methods in order that the findings are useful and relevant to communities, government, business, and the non-profit sectors. A selection of projects from 2023-2024 includes:

District of Fort St. James Housing Needs Study

In keeping with the requirements of provincial legislation, the District of Fort St. James commissioned the CDI to create an updated housing needs report to help ensure that the community has an adequate supply of high-quality housing and that the housing stock includes options that meet the needs of current and future residents. The District was particularly interested in ensuring that the housing stock includes suitable options that consider the full range of incomes in the community, people at different ages and stages of life, worker and workforce mobility, and the long-term costs of maintaining the local government services and infrastructure. The project was particularly timely due to new economic activity in the community, including the expansion of the Stuart Lake Hospital and the need to support plans for a growing tourism sector.



Working with a broad-based community advisory committee, including District staff, the CDI team collected relevant data, interviewed key stakeholders in the community, and conducted community open houses. As a result, the final report was comprehensive in considering the District’s unique characteristics, challenges, and opportunities in its recommendations.



Housing Research for Seniors in Non-Metropolitan British Columbia

Population aging is a demographic reality that is having a profound impact on communities everywhere. The impact on non-metropolitan communities, however, has been even more pronounced than in urban centres. The complexity of the aging equation in non-metropolitan BC communities has been further impacted by factors such as local population growth or decline, economic growth, cost of housing, and availability of services.

HOUSING OPTIONS FOR THE FUTURE

Housing Research for Seniors in
Non-Metropolitan British Columbia

For this research, the CDI returned to our sample of 38 communities, located across BC. These communities range in 2021 population size from 1,252 (Valemount) to 76,708 (Prince George) and represent seven regions throughout BC. The histories of the NMA sample communities vary from settlements established with early settler economic activity to instant towns purpose-built in the mid to late twentieth century. They also represent a diverse range of primary economic activity, which includes agriculture, forestry, fishing, mining, oil and gas, manufacturing, tourism, retirement living, and government services.

The findings of this research point to the need for a flexible policy response in meeting the housing and service needs for seniors in non-metropolitan BC. As much as BC needs to prepare for the coming wave of seniors, the province must also plan for the senior's population trough that will follow. Population and community-specific considerations should guide health and public policy and program responses for the coming decades.

Publications

In addition to preparing research reports for communities, CDI researchers also publish their findings in books, academic journals, and other publications. Many of these publications are completed in collaboration with other researchers from Canada and around the world.

Peer-Reviewed Journal Articles

Mateaus, M., Markey, S., Murphy, L., Halseth, G., and Hallstrom, L. (Accepted 2024) "The Role of Local Government in Coal Transition: The Case of Rural Alberta". *Canadian Planning and Policy / Aménagement et politique au Canada*, Vol. 2024, 23-42. Doi: 10.24908/cpp-apc.v2024i2.17887.

Storey, K., Halseth, G., Murphy, L., and Markey, S. (Available online 2024) Digitalization and changing value propositions for mining regions: Options for action. *Resources Policy*, Vol. 91, 104861. <https://doi.org/10.1016/j.resourpol.2024.104861>

Darko, R., and Halseth, G. (2023) Mobilizing through local agency to support place-based economic transition: A case study of Tumbler Ridge, BC. *The Extractive Industries and Society*, 15, Available online 12 July 2023. <https://doi.org/10.1016/j.exis.2023.101313>

Ryser, L., Halseth, G., and Markey, S. (2023) Municipal entrepreneurialism: Exploring new fiscal levers for small municipalities. *Local Government Studies*. <https://doi.org/10.1080/03003930.2023.2171018>

Research Reports

Morris, M., Good, J., and Halseth, G. (2024) Housing Options for the Future: Housing Research for Seniors in Non-Metropolitan British Columbia. Community Development Institute, University of Northern British Columbia.

Morris, M., Good, J., and Halseth, G. (2023) Seniors Profile: Mackenzie, BC – New Horizons for Seniors, Second Edition. Community Development Institute, UNBC

Morris, M., Good, J., and Halseth, G. (2023) District of Fort St. James: Housing Needs Report. Community Development Institute, UNBC

Mateus, M., Markey, S., Ryser, L., and Halseth, G. (2023) Municipal Reform in Rural Alberta: The Case of Coal Transitions. School of Resource and Environmental management, Simon Fraser University.

Morris, M., Good, J., and Halseth, G. (2023) Exploring the State of the Building Sector in Non-Metropolitan Areas of British Columbia. Report for BC Housing. Community Development Institute, UNBC.

To view copies of these reports and other published works by the CDI, visit [Our Research Reports](#) page on the CDI website.

Policy Dialogues & Advice

Through our focus on policy dialogues and advice, the CDI is working to create platforms for discussions that build awareness and generate insight into issues in northern British Columbia and other non-metropolitan areas in Canada and around the world. Our platforms for discussion are where knowledge is shared and information is exchanged; where networks and relationships can be built; and where the challenges and issues can be explored.

Meetings and Committees

Meetings with BC Government Elected Officials and Senior Advisors

As part of the CDI's commitment to knowledge mobilization and advocacy for non-metropolitan BC, CDI Co-Directors Greg Halseth and Marleen Morris regularly meet with BC Government elected officials and senior advisors to share research findings and insights.

In May 2023, Marleen and Greg, along with Sean Markey, Professor with the School of Resource and Environmental Management at Simon Fraser University, travelled to Victoria. The key topics for discussion included housing, housing affordability, homelessness in non-metropolitan BC, and local government entrepreneurialism. The group met the following individuals and groups:

- The Honourable Anne Kang, Minister of Municipal Affairs
- The Honourable Ravi Kahlon, Minister of Housing
- The Honourable Brenda Bailey, Minister of Jobs, Economic Development, and Innovation
- Roly Russell, Parliamentary Secretary for Rural Development
- Megan Dykeman, Parliamentary Secretary for Community Development and Non-Profits
- BC United Caucus, particularly MLAs from northern British Columbia
- Lisa Helps, Special Advisor to the Premier on Housing



Roundtable Discussions, Presentations, Panels, and Conferences

Marleen Morris (2024) "Housing challenges in non-metropolitan BC and Canada: 13 indicators to watch". Presentation to the Canada Mortgage and Housing Corporation. February 27.

Greg Halseth and Marleen Morris (2024) "Connections to Community". Presentation to a joint meeting of the UNBC Board of Governors and UNBC Senate. February 2.

Marleen Morris (2024) "Out of stock: Housing challenges in Northwest British Columbia". Presentation

to the Rotary Club of Terrace. January 8.

Greg Halseth (2023) Cooperation in Readiness: Social and Economic Transformation. At the “Perspectives Conference: The Land of the Future? Rapid Industrialization for a Societal Transformation in Peripheral Regions – Opportunities and Impacts”. Umeå University, Umeå, Sweden, December 1.

Greg Halseth (2023) Readiness: Rapid Industrialization and Societal Transformation in Peripheral Regions. At the “Perspectives Conference: The Land of the Future? Rapid Industrialization for a Societal Transformation in Peripheral Regions – Opportunities and Impacts”. Umeå University, Umeå, Sweden, November 30.

Marleen Morris and Greg Halseth (2023) Housing affordability, income, and vulnerability in non-metropolitan British Columbia: What local governments need to know. Civic Info BC Conference – CivX 2023: Post Secondary Partnerships and Successes. Vancouver, BC, November 29.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation to Alberta Chiropractic Association. November 3.

Marleen Morris and Greg Halseth (2023) Readiness: Community development research in support of northern BC communities and regions. UNBC regional Advisory Committee meeting, Prince George, BC, November 2.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Kelowna. October 17.

Marleen Morris and Greg Halseth (2023) Readiness: Community development research in support of northern BC communities and regions. UNBC regional Advisory Committee meeting, Terrace, BC, October 16.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Dawson Creek. October 12.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Nanaimo. September 27.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Victoria. September 26.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Surrey. September 14.

Marleen Morris (2023) "Regional agriculture strategy: Regional District of Fraser Fort George". Presentation to the Agricultural Standing Committee of the Regional District of Fraser Fort George. September 13.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Burnaby. September 13.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Vancouver. September 12.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Edmonton. September 7.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Calgary. First of two community presentations. September 5.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Calgary. Second of two community presentations. September 5.

Markey, S., Ryser, L., and Halseth, G. (2023) Restoring the *Right to be Rural* in British Columbia. Annual meetings of the BC Rural Centre, Kelowna, BC, June 1-2.

Ryser, L., Halseth, G., and Markey, S. (2023) Living well in Rural Canada: Revisiting the New Rural Economy Project. Annual meetings of the Canadian Rural Revitalization Foundation, Lethbridge, Alberta, June 23.

Markey, S., Ryser, L., and Halseth, G. (2023) Local Government Entrepreneurialism: Prospects for Resilience. Annual meetings of the Canadian Rural Revitalization Foundation, Lethbridge, Alberta, June 22.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Whitehorse. August 9.

Marleen Morris (2023) "Old stock, new pop(ulation): Why housing in non-metropolitan BC doesn't cut it anymore". Presentation to the UBC School of Community and Regional Planning, Planning 583. August 22.

Marleen Morris (2023) "The 50-30 Challenge for Diversity and Inclusion". 50-30 Challenge Hub Project presentation in Prince George. May 17.

Research and Contract Funding

Funding Agency	Subject	\$ / Year	Year	Principal Investigator(s)	Co-Investigator(s)
District of Fort St. James	District of Fort St. James Housing Needs Report	\$65,000	2022-2023	Marleen Morris	Greg Halseth
Carrier-Sekani Family Services	Child and Family Community Needs Assessments	\$411,796	2024-2025	Marleen Morris	Greg Halseth
SSHRC – Insight Grant	Entrepreneurialism and rural/small-town local government	\$50,000/yr	2020-2024	Greg Halseth	Sean Markey, Kelly Vodden, Ryan Gibson, Lars Hallstrom
SSHRC – Insight Grant	Resource Royalties: Returns to Producing Rural Regions	\$39,786/yr	2016-2023* (COVID extension from SSHRC)	Sean Markey and Greg Halseth	Neil Argent, Matthew Tonts, Fiona Haslam-MacKenzie

UNBC, TRU, UBC-O	Interior Universities Research Consortium (IURC) Initiative on Homelessness.	\$45,000	2022-on-going	Lead is Greg Halseth	This involves faculty at UNBC, Thompson Rivers University, and University of British Columbia – Okanagan.
Northern Lights College	50-30 Challenge for Diversity and Inclusion	\$120,000	2023	Marleen Morris	
BC Housing Management Commission	Housing Options for the Future: Housing Research for Seniors in Non-metropolitan BC	\$86,683	2022-2024	Marleen Morris	Greg Halseth
BC Housing Management Commission	Exploring the State of the Building Sector in Non-Metropolitan Areas of British Columbia	\$77,240	2021-2023	Marleen Morris	Greg Halseth
College of New Caledonia	Service Canada - New Horizons Program: Bridging the Gap” - Mackenzie Seniors	\$45,000/year	2020-2024	Marleen Morris	Greg Halseth
SSHRC and CMHC	At Home in the North: Partners in Northern Housing and Home	\$1.374 million over 7 years	2021-2028	A cross Canada partnership led by Julia Christensen of the Department of Geography at Memorial University in St. John's, Newfoundland and Labrador.	Greg Halseth and large list
SSHRC	Understanding Precarity in Work and Beyond in Northern BC	\$2.5 million over 7 years	2021-2028	A pan-BC project led by Simon Fraser University and the Canadian Centre for Policy Alternatives	Greg Halseth and large list

The CDI Team

Committed to working with communities, the CDI is known for its ability to effectively blend research with hands-on community development. Each CDI team member contributes a mix of skills and experiences which sustains the CDI's well-rounded reputation. Alongside staff, the CDI also partners with Faculty Associates and seeks input from the CDI Advisory Committee.

Staff

Dr. Greg Halseth, Co-Director, UNBC Community Development Institute; Professor, Geography; Canada Research Chair in Rural and Small Town Studies
Marleen Morris, Co-Director, UNBC Community Development Institute; Adjunct Professor, Geography
Julia Good, Research Associate



Faculty Associates at UNBC

Dr. Stephen Déry, Professor, Environmental Science; NSERC/Rio Tinto Senior Industrial Research Chair in Climate Change and Water Security
Dr. Scott Green, Professor, Biology
Dr. Mark Groulx, Associate Professor, Environmental Planning
Dr. Neil Hanlon, Professor, Geography

CDI Advisory Committee

We would like to acknowledge the contribution and support of the CDI Advisory Committee:

Mark Barnes, Director, Office of Research, UNBC
Jason Fisher, Partner, Consulting Services, MNP
Sandy Jones, Retired Superintendent, SD52-Prince Rupert
Kathy Lewis, Acting Vice-President, Research, UNBC
Kevin McCort, President and Chief Executive Officer, Vancouver Foundation
Barbara Neis, CM, Professor, Memorial University of Newfoundland
Judy Rogers, CM, Board Chair, Vancouver Fraser Port Authority

Greg Halseth, Professor, Geography Program and Co-Director, Community Development Institute, UNBC
Marleen Morris, Co-Director, Community Development Institute and Adjunct Professor, Geography Program, UNBC

The CDI Advisory Committee meets annually to provide strategic advice and counsel to the CDI.

The Community Development Institute at the University of Northern British Columbia

Community Development Institute
University of Northern British Columbia
3333 University Way
Prince George, BC
V2N 4Z9
Tel 250-960-5952
www.unbc.ca/cdi

The Community Development Institute (CDI) at UNBC was established in 2004 with a broad mandate in the areas of community, regional, and economic development. Since its inception, the CDI has worked with communities across the northern and central regions of British Columbia to develop and implement strategies for economic diversification and community resilience.

Dedicated to understanding and realizing the potential of BC's non-metropolitan communities in a changing global economy, the CDI works to prepare students and practitioners for leadership roles in community and economic development, and to create a body of knowledge, information, and research that will enhance our understanding and our ability to deal with the impacts of ongoing transformation. The Community Development Institute is committed to working with all communities – Indigenous and non-Indigenous – to help them further their aspirations in community and regional development.



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*The Community Development Institute at
The University of Northern British Columbia*

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: *That, with the agreement of the Registrar, Senate delegates the powers, duties and responsibilities of the Secretary of Senate to the University Secretary, which includes, but is not limited to, keeping records, conducting elections, and performing duties that the Senate may require.*

Effective Date: Upon approval of Senate

Rationale:

The responsibility for ensuring the effective and efficient operation of a university's senate and its respective committees generally resides with the secretary of senate, whose office also serves as the repository for related information. Under UNBC's organizational structure, the Office of University Governance fulfills this role, and the Registrar attends Senate and many Senate committee meetings as the Secretary of Senate. The Governance Officer is the recording secretary for Senate and the University Secretary has no official role with Senate.

Given the current delegation of work and the complexity of the governance scope, it is proposed that the powers, duties and responsibilities of UNBC's Secretary of Senate be delegated to the University Secretary. With such a change, the University Secretary will be able to strategically support Senate on best practice governance processes and provide guidance and advice to the Senate Chair and Senate Committee Chairs on meeting protocols, governance requirements, and related matters.

The Registrar will continue to attend Senate as a non-voting member and serve as committee secretary on Senate committees where appropriate as the Registrar.

This delegation will give the Registrar more time focus on critical areas related to Student First, including student admissions and retention.

The combination of a university's board and senate secretariats is considered best practice as it enables significant efficiencies, and promotes communication, complementary processes, and governance goals. It also enables the identification of opportunities for collaboration and cooperation between the governing bodies. It is a common structure in many Canadian universities.

Relevant Legislation: BC's [University Act, RSBC 1996 C 468](#)

Section 64(2) of BC's [University Act](#) states that the Registrar is the Secretary of Senate. Like some other BC universities, it is proposed that UNBC's Senate delegates the powers, duties and responsibilities of the Secretary of Senate to the University Secretary, with the agreement of the Registrar.

The specific responsibilities of the secretary of senate outlined in the *University Act* are as follows:

- [Section 14 Elections of senate](#)
- [Section 16 Report of Election](#)
- [Section 36 \(6\) Senate Terms of Office](#)
- [Section 43\(2\) Rules for Elections](#)
- [Section 44 Nomination paper to Registrar](#)
- [Section 45 Election Registrar](#)
- [Section 64\(1\) Registrar](#) – as applicable to the Secretary of Senate.

Next Steps:

The University Secretary and Governance Officer will review the Senate Handbook and outline required changes.

The University Secretary and the Registrar will discuss Senate committees and the related committee secretary positions.

Proposed changes to the Senate Handbook will be presented to Senate for approval through the SCS.

Motion proposed by: Chair of Senate, Geoff Payne

Academic Program: Not applicable

Implications for Other Programs / Faculties? None

Faculty: Not applicable

Faculty Council / Committee Motion Number: N/A

Faculty Council / Committee Approval Date: N/A

Attachments (if applicable): 0 pages

Motion Number (assigned by
Steering Committee of Senate):

SENATE

Handbook 3(q)(v)

- Any member of the Senate may ask in writing that the Chair include in the Agenda any matter that the member would like considered by the Senate at its next ordinary meeting.

MOTION TO PRESENT

Motion: That all graded courses offered by the Faculty of Science and Engineering require some form of significant formative assessment sufficient to allow students to make a clear decision about completing a course prior to the date for Academic Withdrawal.

Effective Date: May 2025

Rationale: Students need to be provided with enough information prior to the date for withdrawal without academic penalty to make an informed decision about their likelihood of being successful in a course. This information should, ideally, be formative and not simply numerical marks as that will allow students to make the best choices.

History: A similar, more general, motion was approved by the Faculty of Science and Engineering Council in December 2023. The motion was considered informally by the Senate Committee on Academic Affairs. It was agreed that the motion would be presented to Deans' Council, and no further actions have been taken (to Casperson's knowledge).

Motion proposed by: David Casperson (faculty senator)

Implications for Other Faculties? It is hoped that this motion serves as a template for other faculties interested in ensuring timely feedback in graded courses. Should other faculties agree, or Senate require, this motion can be generalized and added to the Academic Regulations of the University (perhaps Article 40. Examinations (as a new Article 40 c?).

Faculty Council / Committee Motion Number: Motion 6.1.1 of the December 2023 meeting of FSE Council.

Faculty Council / Committee Approval Date: 2023-12-15



Motion Number (assigned by SCSB): SCSB20241127.04

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the proposed revisions for the Start Strong Tuition Waiver Registration Incentive be approved, with a name change to the "Ready for You Tuition Incentive" be approved.

Rationale: To activate the the waivers commencing the 2024-2025 Academic Year. Additional revisions include the amount and number of waivers to be offered.

Proposed By: Dennis Stark, Sr. Director Enrolment Management & Strategy

Research & Innovation Contact: N/A

Faculty/Academic Department: Enrolment Management & Strategy

Indigenous Content: No

Date to SCSB: October 23, 2024

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20241127.04

Moved by: Neil Hanlon

Seconded by: Harpreet Kaur

Committee Decision: Carried

Attachments: 6 pages

Approved by SCSB: December 2nd, 2024

Date

Chair's Signature

For approval of Senate & Board

Memorandum

To: Bill Owen, Vice President Academic and Provost
Cc: Kimberly Read, Matt Wood
From: Dennis Stark, Sr. Director Enrolment Management & Strategy
Date: May 2024
Issue: Revision of the “Start Strong Tuition Incentive” to “Ready for You Tuition Incentive”

Background:

In the summer of 2023, an initiative borne from the SEM Recruitment, Outreach, and Engagement working group was proposed by Dennis Stark and Dr. Saphida Migabo, co-chairs of the working group, and Matt Wood, Director of Communications and Marketing. The original memo is included below as Appendix A. This was approved and deployed during Summer of 2023. Ultimately, in part due to the success of this initiative, Fall 2023 domestic undergraduate admit-to-registrant yield improved over Fall 2022 by almost 4%, or about 50 additional students as a result of the improved yield.

For 2024, the initiative was brought forward by Dennis Stark to the Provost once again, and PEC, through the Provost, provided the below outlined requests for revision which were integrated and approved.

2024 UNBC Ready for You Tuition Waiver:

- The Provost’s first recommendation was to adjust the name of the waiver, and “Ready for You” was selected. This change better aligns this initiative with UNBC’s “Ready” Strategic Plan.
- The Provost’s second recommendation was to increase the dollar amount per waiver to \$300.
- Finally, to show additional commitment to supporting the retention of continuing UNBC students, the third recommendation was to add an additional 10 waivers to the Continuing student group.

Therefore:

In Fall of 2024, UNBC will offer a total of 130 \$300 tuition waivers (\$39,000 investment) across new and returning students who register in courses for either Fall 2024 or Winter 2025 to improve new student yield rates and improve continuing student retention and overall satisfaction. 60 waivers will be made available to new students and 70 will be made available to continuing students. Both undergraduate- and graduate-level students are eligible. The waivers will be awarded via two separate draws, held on staggered dates throughout summer 2024. Students who register in their courses early will have more chances to be drawn.

Schedule:

Date of Draw	New Students	Returning Students
Draw 1 – August 8	30 waivers available	30 waivers available
Draw 2 – August 30	30 waivers available	40 waivers available

Drawn students can instead choose a \$300 UNBC Bookstore gift card, for those whose tuition is already waived/covered by another means, or who would simply prefer the Bookstore credit.

Criteria:

The waiver is available to UNBC students who have active student status and who register in at least three (3) credits for either Fall 2024 or Winter 2025. Students who have registered on or before August 8 will be included in Draw 1. Students who have registered on or before August 30 will be included in Draw 2 (except for the winners from Draw 1).

Ineligible student types: Dual Credit/TechX, Auditing, Letter of Permission, Exchange, and Visiting Research Students.

Promoting the Initiative:

The Future Students/Communications and Marketing units will engage in a variety of activities to promote the incentive to continuing and incoming UNBC students:

1. **Virtual/digital engagement:** The Marketing office will create announcement and reminder posts promoting the incentive and draw dates. Marketing and Recruitment will also liaise with other Student Life teams with social media accounts to cross-post the content.
 - Coordination Responsibility: Brock Campbell, UNBC Marketing Manager, supported by student recruitment office.
2. **CRM Communications:** The Student Recruitment Office will develop and deploy email broadcasts to new undergraduate and graduate students about the incentive and draw dates.
 - Coordination Responsibility: Dennis Stark, UNBC Sr Director, Enrolment Management & Strategy

Expectations/Tracking:

The primary goal is to award all waivers to UNBC students.

Next:

- Goal to achieve Fall 2024 domestic undergraduate admit-to-yield rate of at least 48.1%
- Exploration into the change on continuing student retention rates will need to occur.
- Names and student numbers of all recipients will be tracked and a review of their Fall or Winter term credit counts will be verified to calculate cost-benefit.

Additional Details:

1. Students can only win one \$300 waiver or gift card. If a student wins, they will be ineligible from future draws.
2. Winners who are starting the Northern Collaborative Baccalaureate Nursing Program will be awarded the \$300 UNBC Bookstore gift card automatically. We are unable to offer/apply a tuition waiver for tuition charges at partner institutions.

Budget request

Proposed investment summary

Tuition waiver:

The Tuition waiver does not require resources other than staff time and budgets that have been pre-approved to support recruitment marketing initiatives. However, budgeting practices require setting a notional amount aside for potential “lost revenues” due to the waiver. If targets are met and all students elect for the \$300 tuition credit, the total lost revenue would equal \$39,000 (130 students at \$300 each). However, if each winning student takes on average 9 credit hours of coursework, the net tuition revenue would be between \$233,567 (all domestic undergraduate) and \$1,043,359 (all international undergraduate).

Bookstore gift card:

In 2023, 24% of the winners (29 students) chose the UNBC Bookstore gift card. At 130 names drawn in 2024, we estimate that around 32 students will choose the gift card. We request that PEC initially commit \$7,500 for 25 gift cards. The Senior Director, Enrolment Management & Strategy set aside an additional \$1,300 as contingency for an additional 10 cards.

Respectfully submitted,

Dennis Stark

Senior Director, Enrolment Management &
Strategy

Appendix A: Original Memorandum

Memorandum

To: President's Executive Council members

Cc: Kimberly Read

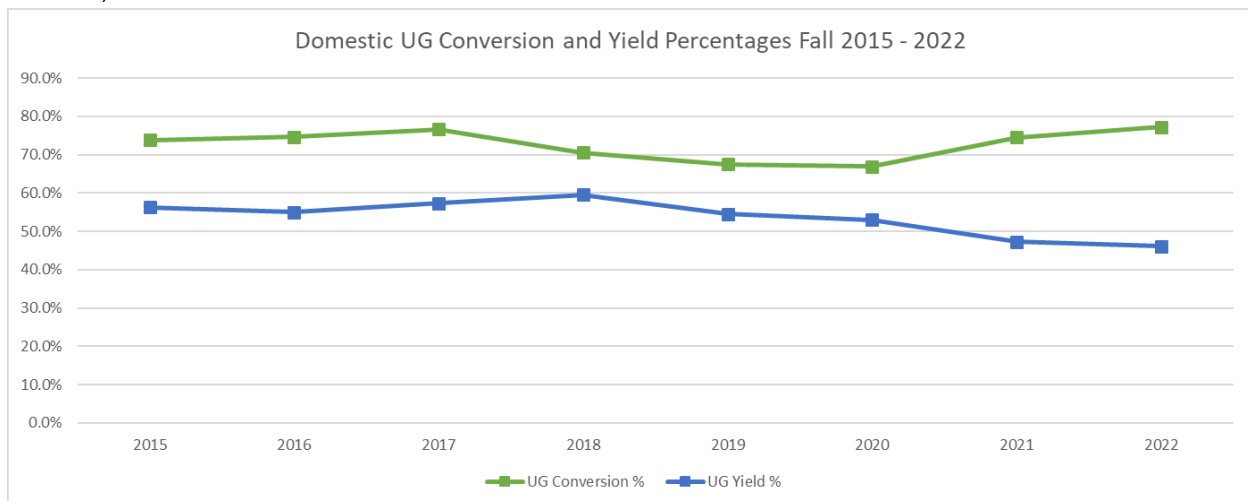
From: Dennis Stark and Dr. Saphida Migabo – Co-Chairs, UNBC SEM Recruitment, Outreach, and Engagement Working Group; Matt Wood Director Communications and Marketing

Date: May 5, 2023

Issue: Start Strong Tuition Waiver Registration Incentive

Background:

Domestic undergraduate admit-to-registrant yield rates have fallen over the past four Fall intakes, as shown on this chart:



Improving UNBC's undergraduate admit-to-registrant yield rate is critical in improving our incoming class size and contributing to UNBC's enrolment growth targets. By improving our new student yield, we maximize the work done to encourage applications and admit applicants, and do not need to increase applications as the sole way to subsequently increase registrants. Additionally, tactics designed to improve the retention of students and earlier achievement of a degree support student success and also increase UNBC's overall enrolment. This initiative

offers a tuition waiver incentive (or UNBC Bookstore gift card) to both new and returning UNBC students.

2023 UNBC Start Strong Course Registration Initiative:

UNBC will offer a total of 120 \$200 tuition waivers (\$24,000 investment) across new and returning students who register in courses for either Fall 2023 or Winter 2024 in an effort to improve new student yield rates and improve continuing student retention and overall satisfaction. 60 waivers will be made available to new students and 60 will be made available to continuing students. Both undergraduate- and graduate-level students are eligible. The waivers will be awarded via three separate draws, held on staggered dates throughout spring and summer 2023. Students who register in their courses early will have more chances to win.

Schedule:

Date of Draw	New Students	Returning Students
Draw 1 – June 15	20 waivers available	20 waivers available
Draw 2 – July 14	20 waivers available	20 waivers available
Draw 3 – August 15	20 waivers available	20 waivers available

Students can instead choose a \$200 UNBC Bookstore gift card, for those whose tuition is already waived/covered by another means, or who would simply prefer the Bookstore credit.

Criteria:

The waiver is available to UNBC students who have active student status and who register in at least three (3) credits for either Fall 2023 or Winter 2024. Students who have registered on or before June 15 will be included in Draw 1. Students who have registered on or before July 15 will be included in Draw 2 (except for the winners from Draw 1). Students who have registered on or before August 15 will be included in Draw 3 (except for the winners from Draws 1 and 2).

We may exclude certain types of students, such as Dual Credit, Auditing, Letter of Permission, or Visiting Research Students.

Promoting the Initiative:

The Student Recruitment/Communications and Marketing units will engage in a variety of activities to promote the incentive to continuing and incoming UNBC students:

3. **Virtual/digital engagement:** The Marketing office will create announcement and reminder posts promoting the incentive and draw dates. Marketing and Recruitment will also liaise with other Student Life teams with social media accounts to cross-post the content.

- Coordination Responsibility: Brock Campbell, UNBC Marketing Manager, supported by student recruitment office.
4. **CRM Communications:** The Student Recruitment Office will develop and deploy email broadcasts to new undergraduate and graduate students about the incentive and draw dates.
- Coordination Responsibility: Dennis Stark, UNBC Student Recruitment Director

Expectations/Tracking:

The primary goal is to award all waivers to UNBC students. Next:

- Goal to increase Fall 2023 admit-to-registrant yield from 43.6% to 50%.
- Exploration into the change on continuing student retention rates will need to occur.
- Names and student numbers of all recipients will be tracked and a review of their Fall or Winter term credit counts will be verified to calculate cost-benefit.

Additional Details:

3. Students can only win one \$200 waiver or giftcard. If a student wins, they will be ineligible from future draws.
4. Winners who are starting the Northern Collaborative Baccalaureate Nursing Program will be awarded the \$200 UNBC Bookstore gift card automatically. We are unable to offer/apply a tuition waiver for tuition charges at partner institutions.

Budget request

Proposed investment summary

Tuition waiver:

The Tuition waiver does not require resources other than staff time and budgets that have been pre-approved to support recruitment marketing initiatives. However, budgeting practices require setting a notional amount aside for potential “lost revenues” due to the waiver. If targets are met and all students elect for the \$200 tuition credit, the total lost revenue would equal \$24,000 (120 students at \$200 each). However, if each winning student takes on average 9 credit hours of coursework, the net tuition revenue would be between \$183,230 (all domestic undergraduate) and \$833,455 (all international undergraduate).

Bookstore giftcard:

While we expect the vast majority will choose the \$200 tuition credit, some will choose the \$200 Bookstore giftcard. We request that PEC initially commit \$5,000 for 25 giftcards. The Director of Student Recruitment will provide updates after each draw date as to the selection rate of the giftcard versus the tuition credit, should additional giftcard funds be required. Student Recruitment can also set aside an additional \$5,000 as contingency for an additional 25 cards.

Respectfully submitted,

Dennis Stark
Director, Student Recruitment

Matt Wood
Director, Communications and Marketing