

SENATE MEETING OPEN SESSION AGENDA

March 26, 2025
3:30 – 5:00 PM
Senate Chambers

Acknowledgement of Territory

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

1.0 **S-202503.01**

Approval of the Agenda †

Page 1 That the agenda for March 26, 2025, Open Session of Senate be approved as presented.

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

2.0 **Presentation:** [Budget 2025-26 and Projection for 2026-29](#) **Somani**

3.0 **Approval of the Minutes**

S-202503.02

Approval of the Minutes

Page 7 That the Minutes for February 26, 2025, Open Session of Senate be approved as presented.

Appendix I - 2025 Winter Add/Drop Enrolment Update - [Page 31](#)

4.0 **Business Arising**

4.1 **'Parking' of Graduate Course** **Owen**

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

5.1 Report from the March 13, 2025 Board of Governors

- Budget for PhD in Chemistry Update
- Audit Plan presented by KPMG Audit Representatives
- UNBC Accessibility Plan Report and Update

- 2025/26 Consolidated Budget
- Scholarships, Bursaries & Awards
- UNBC Endowment Investment Statement & Policy (SIGP)
- Discussion on UNBC's process for approving new academic programs – proposed enhancements
- Q3 Financial Forecast
- Market Differentials for the School of Business
- Individual Faculty Market Differentials
- Board of Governors Code of Ethical Conduct and Annual Signing
- Quarterly Board of Governors Appointment Delegation Policy Report
- Annual Schedule of Board Meetings
- Cyber-Security Update
- UNBC Land Trust – Approval of the Agreement to Lease
- President's Recommendation for Tenure & Promotion
- Discussion on Enrolment Management

6.0	Report of the Interim Provost (5 minutes)	Owen
7.0	Report of the Registrar (5 minutes)	Read
8.0	Report on Regional Activities	Owen
9.0	Question Period (10 minutes)	

9.1 Questions in advance

9.1.1 It has come to the attention of faculty that UNBC has had at least two CRC Tier II positions unfilled for the last three years. The total amount of money that has been 'left on the table' by the University over this time frame may be \$600,000 at a minimum. More importantly, CRC positions typically yield a 2x return on investment (i.e., a CRC Chair typically can leverage additional funds from their position) and so more research funds and research opportunities are being missed.

Can the VPRI:

1. confirm how many CRC positions are not presently filled, and the duration of the gaps for each of these vacant positions,
2. provide an explanation on why these positions were not filled in light of UNBC promoting itself as a research-intensive university, and
3. provide an update on when each of the positions are expected to be filled?

(Senator Hanlon)

9.1.2 Between the 2022/2023 and 2023/2024 undergraduate academic calendars, there was a change to regulation 24 related to 'Minors, Areas of Specialization, and Areas of Focus'. This change removed language indicating that areas of specialization "are recorded on a student's official transcript". The change has impacted programs across the Faculty of Environment.

- What was the rationale for removing the language?
- Are areas of specialization currently listed on students' official transcript?
- What consultation requirements does a change of this type carry?
- If areas of specialization are not currently listed on students' official transcript, can the clause be reintroduced to reinstate this practice?

(Senator Groulx)

9.2 Questions from the floor

10.0 Committee Reports

10.1 Senate Committee on Student Appeals

Klassen-Ross

10.2 Senate Committee on Academic Affairs

Owen

“For Approval” Items:

Consent S202503.03

Change(s) to Course Prerequisites – ENSC 312-3, Biometeorology

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course prerequisites for ENSC 312-3 *Biometeorology*, on page 242 in the 2024/25 undergraduate PDF calendar, be approved as proposed.

Page 36 Effective Date: September 2025

Consent S202503.04

Change(s) to Course Prerequisites – ENSC 454-3, Snow and Ice

That on the recommendation of the Senate Committee on Academic Affairs, the change to the course prerequisites for ENSC 454-3 *Snow and Ice*, on page 243 in the 2024/25 undergraduate PDF calendar, be approved as proposed.

Page 38 Effective Date: September 2025

Regular S202503.05

Course Reactivation – HHSC 370-3, Occupational Health

That on the recommendation of the Senate Committee on Academic Affairs, HHSC 370-3 be re-activated with the same course description as when it was deactivated.

Page 40 Effective Date: September 2025

Regular S202503.07

Memorandum of Understanding - Yamagata Prefectural University of Health Sciences and UNBC

That on the recommendation of the Senate Committee on Academic Affairs, on the recommendation of the Senate Committee on Academic Affairs, the UNBC Senate approves the Memorandum of Understanding between Yamagata Prefectural University of Health Sciences and the University of Northern British Columbia as presented.

Page 42 Effective Date: Upon signing of the agreement

Presentation of the READY Roadmap: Academic Plan 2025-2031

Owen

Regular S202503.08

READY Roadmap: Academic Plan 2025-2031

That on the recommendation of the Senate Committee on Academic Affairs, the READY Roadmap: Academic Plan 2025-2031 be approved as proposed

Page 47 Effective Date: September 2025

“For Discussion” Items:

i. Degree program reviews

Owen

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

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

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

ii. **Political Science**

Owen

- External Review of Degree Program Report Executive Summary– [Page 64](#)
- Responses to the External Review of Degree Program Report and Action Plan– [Page 69](#)

“For Information” Items

Research Ethics Board Annual Report – [Page 79](#)

Wood- Adams

10.3 Steering Committee of Senate

Payne

“For Approval” Items:

Regular S202503.09

Change(s) to the Senate Committee on Student Appeals Terms of Reference and Senate Handbook

That on the recommendation of the Steering Committee of Senate and the Senate Committee on Student Appeals, the Terms of Reference for the Senate Committee on Student Appeals and subsequently changes to the Senate Handbook be approved as presented.

Page 83 Effective Date: September 2025

“For Discussion” Items:

Joint Session for Board and Senate Summary– [Page 86](#)

Payne

10.4 Senate Committee on Nominations

Gehloff

10.4.1 Senate Committee Vacancies

Vacancies sorted by committee: Senate Committee Vacancies as of February 26, 2025

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

“For Information” Items

- Page 90** **SCSB20250226.03** *(approved)*
Bioeconomy Award
 That the new Terms and Conditions for the Bioeconomy Award be approved.
 Effective: 2025/2026 Academic Year
- Page 104** **SCSB20250226.04** *(approved)*
Judith Robertson Student Award
 That the new Terms and Conditions for the Judith Robertson Student Award be approved.
 Effective: 2025/2026 Academic Year
- Page 94** **SCSB20250226.05** *(approved)*
UNBC Faculty of Business and Economics Dinner Award
 That the new Terms and Conditions for the UNBC Faculty of Business and Economics Dinner Award be approved.
 Effective: 2025/2026 Academic Year
- Page 96** **SCSB20250226.06** *(approved)*
UNBC International Merit Award
 That the new Terms and Conditions for the UNBC Merit Award be approved.
 Effective: 2025/2026 Academic Year
- Page 98** **SCSB20250226.07** *(approved)*
Raven International Scholarship
 That the new Terms and Conditions for Raven International Scholarship be approved.
 Effective: 2025/2026 Academic Year
- Page 100** **SCSB20250226.08** *(approved)*
Donaldson Heaney Bursary
 That the proposed revisions for the Donaldson Heaney Bursary be approved.
 Effective: 2025/2026 Academic Year
- Page 102** **SCSB20250226.09** *(approved)*
Graduate Entrance Research Scholarship (GERS) Procedures
 That the proposed revisions for the Graduate Entrance Research Scholarship (GERS) procedures be approved.
 Effective: 2025/2026 Academic Year
- Page 106** **SCSB20250226.10** *(approved)*
Knights of Columbus Council #8927 Bursary
 That the proposed revisions for the Knights of Columbus Council #8927 Bursary be approved.
 Effective: 2025/2026 Academic Year
- Page 108** **SCSB20250226.11** *(approved)*
President’s Silver Anniversary Award for Excellence in Leadership
 That the revised terms and conditions for the President’s Silver Anniversary Award for Excellence in Leadership be approved.
 Effective: 2025/2026 Academic Year

10.10 Senate Committee on University Budget

Gehloff

11.0 Approval of Motions on the Consent Agenda

Payne

S202503.10

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 S202503.11 (10 minutes)

Move to the Closed Session

That the meeting move to Closed Session

15.0 S202503.15

Adjournment

That the Senate meeting be adjourned.

Enrolment Update – Winter 2025

Prepared for: UNBC Senate February 26, 2025
 Prepared by: Dennis Stark & Kimberly Read
 Data provided by: UNBC Institutional Research
 Data source: Bi-weekly Application and Bi-weekly Enrolment Reports snapshotted on January 21, 2025

Overall Enrolment – Winter 2025 semester

Table 1 Winter 2025 FTE and headcount enrolment at January 21 Add/Drop compared to Winter 2024.

Category	Subcategory	FTE Change	FTE % Change	HC Change	HC % Change
Undergraduate	Domestic UG New	0.6	1.1%	11	9.1%
	Domestic UG Cont.	16.1	1.0%	-17	-0.8%
	Domestic UG Total	16.7	1.0%	-6	-0.3%
	International UG New	-37.2	-71.8%	-53	-72.6%
	International UG Cont.	25.5	8.6%	25	6.4%
	International UG Total	-11.7	-3.4%	-28	-6.0%
	Continuing Studies Total	1.6	38.1%	18	29.5%
	Undergraduate Total	6.6	0.3%	-16	-0.6%
Graduate	Domestic GR New	-1.6	-21.9%	-3	-30.0%
	Domestic GR Cont.	37.3	10.4%	24	6.0%
	Domestic GR Total	35.7	9.8%	21	5.1%
	International GR New	-2.3	-12.6%	-4	-20.0%
	International GR Cont.	-28.3	-12.9%	-31	-13.8%
	International GR Total	-30.6	-12.9%	-35	-14.3%
	Graduate Total	5.1	0.8%	-14	-2.1%
Overall Enrolment	Overall Total	11.7	0.4%	-30	-0.9%

Overall enrolment FTE: **Up +11.7 FTE (+0.4%)** compared to Winter 2024.

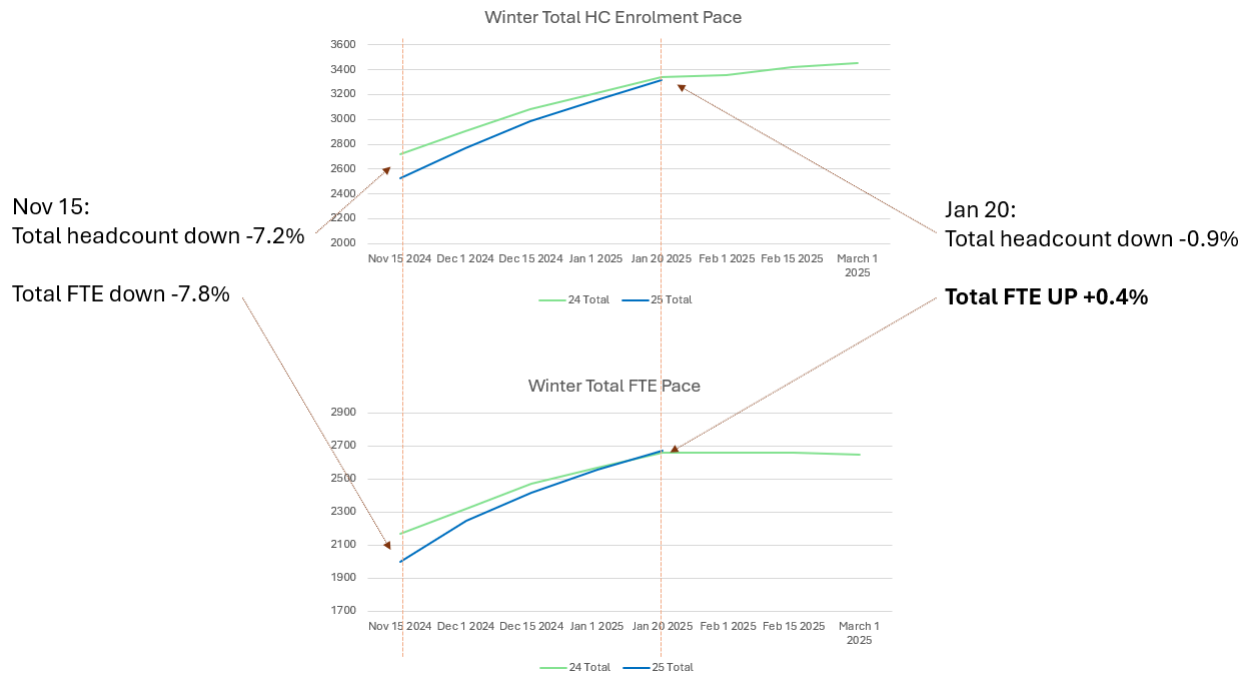
Overall enrolment HC: **Down -30 HC (-0.9%)** compared to Winter 2024.

Overall Enrolment Commentary

The slight net FTE growth was contributed to by modest growth in both new and continuing domestic undergraduate (+1.1% and +1.0% respectively), strong growth (+8.6%) in continuing international undergraduate, and strong growth (+10.4%) in continuing domestic graduate.

Effort was put toward a late push in December to support Winter enrolment, and a comparison of enrolment pace for Winter 2025 compared to Winter 2024 between November – January suggests that the effort may have had a positive impact.

Figure 1 Winter 2025 overall headcount and FTE enrolment pace compared to Winter 2024 across a November 15 – January 20 timeframe.



The national cooling in international student demand toward Canadian higher education affected international student enrolment at UNBC last Fall and has again this Winter. New international undergraduate FTE fell significantly (-71.8%) and new international graduate fell -12.6%. Declines in new international student enrolment at both the undergraduate and graduate level are expected for the immediate future.

At the faculty level, Human & Health Sciences (+4.6%) and Science & Engineering (+3.0%) grew in FTE, while Business & Economics (-2.0%), Environment (-5.3%), and Indigenous Studies, Social Sciences & Humanities (-6.1%) declined in FTE. Cross-faculty FTE enrolment grew slightly, +1.3%.

Undergraduate Enrolment – Winter 2025

Undergraduate Overall

Overall Undergraduate FTE: **Up +6.6 FTE (+0.3%)**

Overall Undergraduate HC: **Down -16 HC (-0.6%)**

Domestic Undergraduate

Domestic UG FTE: Up +16.7 FTE (+1.0%)

- New Domestic UG FTE: Up +0.6 FTE (+1.1%)
- Continuing Domestic UG FTE: Up +16.1 FTE (+1.0%)

Domestic UG HC: Down -6 HC (-0.3%)

- New Domestic UG HC: Up +11 (+9.1%)
- Continuing Domestic UG HC: Down -17 (-0.8%)

International Undergraduate

International UG FTE: Down -11.7 FTE (-3.4%)

- New International UG FTE: Down -37.2 FTE (-71.8%)
- Continuing International UG FTE: Up +25.5 FTE (+8.6%)

International UG HC: Down -28 HC (-6.0%)

- New International UG HC: Down -53 HC (-72.6%)
- Continuing International UG HC: Up +25 (+6.4%)

Undergraduate Enrolment Commentary and Highlights:

At the faculty level:

- Business & Economics grew +2.0% in FTE, largely due to a +21.4% increase in BCOMM Accounting.
- Environment declined -6.6% in FTE.
- Health & Human Sciences grew +3.0% in FTE, contributed to by +38.2% increase in Elementary Education (the Regional intakes affect this); a +7.5% increase in BHSc Biomedical Studies and Community & Population Health – Environmental Health; and continued year-over-year growth in Northern Baccalaureate Nursing (+47.3%).
- Indigenous Studies, Social Sciences & Humanities declined -8.0% in FTE.
- Science & Engineering grew +4.1% in FTE.
- Cross-faculty undergraduate FTE was essentially flat.

Graduate Enrolment – Winter 2025

Graduate Overall

Overall Graduate FTE: Up +5.1 FTE (+0.8%)

Overall Graduate HC: Down -14 HC (-2.1%)

Domestic Graduate

Domestic GR FTE: Up +35.7 FTE (+9.8%)

- New Domestic GR FTE: Down -1.6 FTE (-21.9%)
- Continuing Domestic GR FTE: Up +37.3 (+10.4%)

Domestic GR HC: Up +24 HC (+6.0%)

- New Domestic GR HC: Down -3 HC (-30.0%)
- Continuing Domestic GR HC: Up +24 HC (+6.0%)

International Graduate

International GR FTE: Down -30.6 FTE (-12.9%)

- New International GR FTE: Down -2.3 FTE (-12.6%)
- Continuing International GR FTE: Down -28.3 FTE (-12.9%)

International GR HC: Down -35 HC (-14.3%)

- New International GR HC: Down -4 HC (-20.0%)
- Continuing International GR HC: Down -31 HC (-14.3%)

Graduate Enrolment Commentary and Highlights:

Overall Graduate FTE enrolment is up +5.1 FTE (+0.8%). Strong domestic graduate FTE growth from continuing domestic graduate FTE offsets roughly -13% declines in both new and continuing international graduate FTE. Note: Few Graduate programs admit new students to Winter semester, so headcount and FTE from new graduate students is small in Winter.

Fall 2025 – Application & Admissions Update

With applications opening on October 1, 2024, and the first day of classes being September 3, 2025, the January 21 snapshot is almost exactly one-third through the application cycle for Fall 2025.

Total overall applications are down (-15.3%) compared to the previous intake, with all decline restricted to both international undergraduate (-36.6%) and graduate applications (-49.0%). Both domestic undergraduate (+1.2%) and domestic graduate (+16.2%) are up in applications.

Despite significantly fewer applications, offers of admission are up +6.5%. This increase is in large part due to 23.6% fewer applications sitting in a “pending,” or incomplete state, indicating improvements in throughput by the Admissions team, supported by the applicant portal in the TargetX CRM.

Table 2 High-level overview of Applications, Pending Applications, and Admits for Fall 2025 compared to Fall 2024 taken at January 21 for both intakes.

Student Level	Residency	Fall 2024				Fall 2025			
		Apps	Pending	Admits	Regs	Apps	Pending	Admits	Regs
UG	Canadian Total	938	476	441		950	418	505	
	International Total	213	180	21		135	112	17	
UG Total		1151	656	462		1085	530	522	
GR	Canadian Total	266	246	12		309	287	14	
	International Total	573	420	53		292	193	25	
GR Total		839	666	65		601	480	39	
Grand Total		1990	1322	527		1686	1010	561	

Motion Number (assigned by
Steering Committee of Senate): S202503.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course prerequisites for ENSC 312-3 *Biometeorology*, on page 242 in the 2024/25 undergraduate PDF calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** The Environmental Science Program reviewed prerequisites for all our courses to ensure they were both necessary and sufficient. The resulting change will make the course more accessible.
3. **Implications of the changes for other programs, etc., if applicable:** None. The resulting change will make the course more accessible.
4. **Reproduction of current Calendar entry for the item to be revised:**

ENSC 312-3 Biometeorology This course focuses on the principles of weather and climate at micro-, local and meso-scales. It discusses the processes associated with transfers of heat, mass, and momentum, and the resulting climates near the surface. Other topics include fog, urban and forest climates, bioclimatology, local winds, as well as transport and dispersion of air pollution.

Prerequisite(s): ENSC 201-3 and 100-level MATH or PHYS

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

ENSC 312-3 Biometeorology This course focuses on the principles of weather and climate at micro-, local, and meso-scales. It discusses the processes associated with transfers of heat, mass, and momentum, and the resulting climates near the surface. Other topics include ~~fog~~, urban and forest climates, bioclimatology, local winds, ~~as well as~~ transport and dispersion of air pollution, ~~and fog~~.

Prerequisite(s): ENSC 201-3 ~~and 100-level MATH or PHYS~~

6. **Authorization:**

SCCC Reviewed: January 14, 2025

Program / Academic / Administrative Unit: Environmental Science / Geography, Earth and Environmental Sciences

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2025021303

Faculty Council Approval Date(s): Feb 13, 2025

Senate Committee on Indigenous Initiatives Motion Number: not applicable

Senate Committee on Indigenous Initiatives Meeting Date: not applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

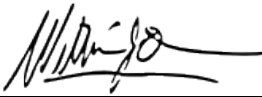
Motion No.: SCAAF 202503.03

Moved by: Nicole Neufeld

Seconded by: Kriston Rennie

Committee Decision: CARRIED

Approved by SCAAF: March 12, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S202503.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course prerequisites for ENSC 454-3 *Snow and Ice*, on page 243 in the 2024/25 undergraduate PDF calendar, be approved as proposed.

1. **Effective date:** September 2025
2. **Rationale for the proposed revisions:** The Environmental Science Program reviewed prerequisites for all our courses to ensure they were both necessary and sufficient. The resulting change will make the course more accessible.
3. **Implications of the changes for other programs, etc., if applicable:** None. The resulting change will make the course more accessible.
4. **Reproduction of current Calendar entry for the item to be revised:**

ENSC 454-3 Snow and Ice This course focuses on the physical processes involving snow and ice that influence the hydrometeorology of Northern British Columbia and the rest of Canada including: snowpack, permafrost, lake, river and sea ice, and glacier formation and ablation processes; the characteristics of snow and ice and how they evolve with climate change. Students conduct an extensive snow survey in the field.

Prerequisite(s): ENSC 201-3

Preclusion(s): ENSC 654-3

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

ENSC 454-3 Snow and Ice This course focuses on the physical processes involving snow and ice that influence the hydrometeorology of Northern British Columbia and the rest of Canada including: snowpack, permafrost, lake, river and sea ice, ~~and~~ and glacier formation and ablation processes; and the characteristics of snow and ice, ~~and as well as~~ and how they these evolve with climate change. Students conduct an extensive snow survey in the field.

Prerequisite(s): ~~ENSC 201-3~~ 60 credit hours

Preclusion(s): ENSC 654-3

6. **Authorization:**

SCCC Reviewed: January 14, 2025

Program / Academic / Administrative Unit: Environmental Science / Geography, Earth and Environmental Sciences

Faculty(ies): Environment

Faculty Council Motion Number(s): FEFC 2025021304

Faculty Council Approval Date(s): Feb 13, 2025

Senate Committee on Indigenous Initiatives Motion Number: not applicable

Senate Committee on Indigenous Initiatives Meeting Date: not applicable

7. Other Information

Attachment Pages: 0 pages

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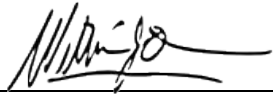
Motion No.: SCAAF 202503.04

Moved by: Nicole Neufeld

Seconded by: Kriston Rennie

Committee Decision: CARRIED

Approved by SCAAF: March 12, 2025
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S202503.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That HHSC 370-3 be re-activated with the same course description as when it was deactivated.

HHSC 370-3 Occupational Health This course introduces students to the scientific basis of occupational health, specifically the relevant principles and concepts of injury prevention, disability management, ergonomics, toxicology, wellness and the general concepts of healthy workplaces. The nature of common occupational health hazards and their effect on humans is examined. Examples of common preventative and protective measures and controls are also reviewed.

Prerequisite(s): Upper-level standing in the BHSc program, or permission of the instructor

Effective Date: September 2025

Rationale: HHSC 370 was parked in 2020 (S-202004.05), but the program wishes to offer it in the January 2026 semester

Motion proposed by: Luke Harris, School of Health Sciences

Academic Program: School of Health Sciences

Implications for Other Programs / Faculties? N/A

Faculty: FHHS

Faculty Council / Committee Motion Number: N/A

Faculty Council / Committee Approval Date: N/A

Attachment Pages (if applicable): 0 pages

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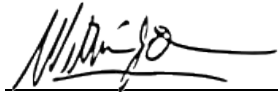
Motion No.: SCAAF 202503.05

Moved by: Emily Maclise

Seconded by: Ronald Camp II

Committee Decision: CARRIED

Approved by SCAAF: March 12, 2025
Date


Chair's Signature

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

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That on the recommendation of the Senate Committee on Academic Affairs, the UNBC Senate approves the Memorandum of Understanding between Yamagata Prefectural University of Health Sciences and the University of Northern British Columbia as presented.

Effective Date: Upon signing of the agreement

Rationale: The University of Northern British Columbia (UNBC) and Yamagata Prefectural University of Health Sciences share a common challenge: addressing the health and social impacts of an aging population in rural and northern communities. By establishing a formal partnership, both institutions can collaborate on research, knowledge exchange, and innovative solutions to support aging populations, leveraging their respective regional expertise.

International partnerships are crucial for enhancing global perspectives in health sciences education, research, and practice. A partnership with Yamagata Prefectural University of Health Sciences will create opportunities for student and faculty exchanges, enabling experiential learning, cultural competency development, and collaborative research. This aligns with UNBC's student-first approach by providing enriched learning experiences, expanding career pathways, and fostering a global outlook in healthcare education.

Furthermore, this collaboration supports UNBC's recruitment and retention efforts by positioning the university as an institution committed to international engagement, attracting students and faculty seeking global learning opportunities. Strengthening such partnerships also reinforces UNBC's commitment to community-responsive education, ensuring students and researchers are equipped to address pressing demographic shifts in both Canada and Japan.

Motion proposed by: Mark Barnes

Academic Program: NA

Implications for Other Programs / Faculties? None

Faculty(ies): NA

Faculty Council / Committee Motion Number(s): NA

Faculty Council / Committee Approval Date(s): NA

Attachment Pages (if applicable): 3 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

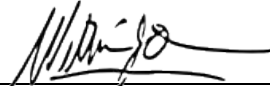
Motion No.: SCAAF 202503.07

Moved by: Ronald Camp II

Seconded by: Nicole Neufeld

Committee Decision: CARRIED

Approved by SCAAF: March 12, 2025
Date


Chair's Signature

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

MEMORANDUM OF UNDERSTANDING

ACADEMIC EXCHANGES

between

Yamagata Prefectural University of Health Sciences (“YPUHS”)

and

University of Northern British Columbia (“UNBC”)

(Each a “Party”, collectively known as the “Parties”)

This Memorandum of Understanding (“MOU”) is made as of the [DATE] of [MONTH], [YEAR].

WHEREAS UNBC is a publicly funded research university legislated by the province of British Columbia, Canada;

WHEREAS YPUHS is a publicly funded university for advanced education, practice, and research, legislated by the Yamagata prefecture in Japan;

WHEREAS UNBC has established a relationship with YPUHS and the Parties intend to collaborate in furtherance of their common goal to promote academic relations and further mutual Objectives between the Parties as defined in section 1 of this MOU.

NOW THEREFORE, in consideration of the premises and mutual covenants herein contained, the Parties hereby agree as follows:

1. OBJECTIVES

This MOU is a commitment between the Parties to promote international co-operation and collaboration in academic affairs and research in the ways (“Objectives”):

- a) exchange of faculty members, research staffs and undergraduate & postgraduate students;
- b) mutual course credits recognition and core courses co-establishments in both universities;
- c) recruitment of international students from YPUHS with preferential terms;
- d) exchange of academic materials and publications in the fields of interest of both parties;
- e) joint research labs, projects, conferences, seminars and symposium.

2. Both Parties understand that all financial arrangements will be negotiated in each specific case and determined by both parties, and will depend on the availability of funds. Efforts shall be made by both Parties to find financial resources for carrying out the Objectives.
3. This MOU is not intended to be a legally binding document. Therefore, it will not diminish the full autonomy of either Party, nor will any constraints be imposed by either upon the other in carrying out this MOU.
4. This MOU is valid for five years, subject to review in three years, and shall be extended upon written mutual agreement for a mutually agreeable period.
5. This MOU will remain in effect until such time when one or both Parties give proper notification of the intent to terminate or to modify the institutional relationship.
6. Both Parties acknowledge equal opportunity and do not discriminate on the basis of race, gender, age, ethnicity, religion, or national origin.
7. Each Party is independent of the other. Nothing in this MOU makes the relationship between YPUHS and UNBC one of partnership, joint venture, or employment. Neither Party shall have the authority to make commitments that bind the other Party, or to otherwise act on behalf of the other Party.

8. MOU CONTACTS

Operational points of contact for this MOU are:

Mark Barnes

Associate Vice-President, Strategy and Outreach
University of Northern British Columbia
3333 University Way
Prince George, BC V2N 4Z9
Mark.barnes@unbc.ca

Toshiaki Sato

Director(要確認), Strategy and Outreach
Yamagata Prefectural University of Health Sciences
260 Kamiyanagi
Yamagata, 9902212
tsato@yachts.ac.jp

9. This MOU is effective when representatives of both parties affix their signatures below.

[SIGNATURE PAGE FOLLOWS]

IN AGREEMENT the Parties have executed this MOU as of the Effective Date.

**YAMAGATA PREFECTURAL UNIVERSITY OF
HEALTH SCIENCES**

UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Masahiro Kohzuki
President

Geoff Payne
President & Vice Chancellor

Motion Number (assigned by
Steering Committee of Senate): S202503.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the READY Roadmap: Academic Plan 2025-2031 be approved as proposed.

Effective Date: Upon Senate approval

Rationale: UNBC's 2023-2028 strategic plan Ready defines UNBC's mission to Ignite, Inspire, and Lead Change, and serves as a guiding framework for the entire University. To align with and complement the actualization of Ready, it was vital to reflect on and refresh UNBC's 2017 Academic Action Plan. This refreshed READY Roadmap: Academic Plan 2025-2031 will ensure relevance and innovation in UNBC's response to local and global trends in the post-secondary environment, focusing on key priorities related to UNBC's academic mission.

Note: The formatting of this document may be adjusted and enhanced upon approval of the proposed content, to be in alignment with the formatting of the READY Strategic Plan.

Motion proposed by: Interim Vice-President Academic and Provost, Dr. Bill-Owen

Academic Program: N/a

Implications for Other Programs / Faculties? N/a

Faculty: N/a

Faculty Council / Committee Motion Number: N/a

Faculty Council / Committee Approval Date: N/a

Attachment Pages (if applicable): 15 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

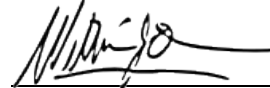
Motion No.: SCAAF 202503.08

Moved by: Ronald Camp II

Seconded by: Nicole Neufeld

Committee Decision: CARRIED

Approved by SCAAF: March 12, 2025
Date



Chair's Signature

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



READY Roadmap: Academic Plan 2025-2031

UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

Territorial Acknowledgement

Since time immemorial, 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, and we thank them.

Prince George Campus

The Prince George campus is situated on the unceded traditional territory of the Lheidli T'enneh First Nation, part of the Dakelh (Carrier) Peoples' territory.

South-Central Campus

The South-Central campus in Quesnel is situated on the unceded traditional territories of the Lhtako Dene Nation, Nazko First Nation, Lhoosk'uz Dené Nation, and ?Esdilagh First Nation (formerly Alexandria Band). Lhtako, Nazko, and Lhoosk'uz are on traditional Dakelh territory, and ?Esdilagh is a member of the Tsilhqot'in Nation.

Peace River-Liard Campus

The Peace River-Liard campus in Fort St. John is situated in Treaty 8 territory on the traditional lands of the Dane-zaa people of the Doig River First Nation, Blueberry River First Nation, and Halfway River First Nation.

Northwest Campus

The Northwest campus in Terrace is situated on the unceded traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nation. It includes a satellite campus in the coastal community of Prince Rupert, situated on or near unceded traditional Tsimshian territories including the Lax Kw'alaams Band, Metlakatla First Nation, Gitxaala Nation (Kitkatla), Gitga'at First Nation (Hartley Bay) and Kitasoo Band (Klemtu).

Wilp Wilxo'oskwhl Nisga'a Institute

UNBC has a federated agreement with the Wilp Wilxo'oskwhl (House of Wisdom) Nisga'a Institute (WWNI). Established by the Nisga'a Lisims Government in 1993 and situated on Gitwinksihlkw Village Lands within Nisga'a Treaty territory, WWNI is a fully accredited university-college serving all people in northwestern British Columbia.

Message from the Vice-President Academic and Provost

As the University of Northern British Columbia prepares to celebrate its 35-year anniversary, it is essential for us to reflect on the dreams and aspirations of those who inspired and built this amazing university and to look ahead to fulfilling many more student learning journeys for the next 35 years.

In 1991, the first UNBC Academic Plan emphasized the teaching, research, and regional service mandates of the university. At that time, key goals included, “*a diverse student body, undergraduate and graduate programs and services that are responsive to regional needs; to support the socio-economic and cultural development of the regions; to serve (sic. ‘assist’) the Indigenous population of Northern BC; to partner with colleges; to recruit and support excellent faculty including responsive adjustment of faculty staffing to correspond to program needs; to support the research and scholarly activities of faculty...; and to maintain equity in employment; to promote excellence in instruction, excellence in research and creativity; create an ‘appropriate’ academic atmosphere including international partnerships to enhance teaching, research and service; and to provide academic service to the scholars and region; and to provide a university infrastructure that supports academic programs.*” These themes have inspired all UNBC academic plans ever since, including the most recent 2017 Academic Action Plan.

In developing this refresh of the 2017 Academic Action Plan and aligning it with the 2023 Strategic Plan, READY, we heard from voices across the UNBC community including a wide variety of students, staff, faculty, and alumni about the need to focus on the core foundations of UNBC’s mandate to the region; to focus on curriculum renewal and pedagogical innovation; to focus on fulfilling student learning journeys. This call to focus on the core foundations is even more imperative in the rapidly evolving post-secondary environment. With a renewed focus, we must work in a coordinated manner to enhance our “Student First” approach and fulfill the vision our Founders had for our students. As we look forward, the *READY Roadmap: Academic Plan 2025-2031* addresses the following priorities:

1. [Driving Strategic Enrolment Growth and Impact](#)
2. [Empowering Indigenous Voices & Knowledge at UNBC](#)
3. [Transforming Curriculum and Pioneering Pedagogical Innovation](#)
4. [Building a Bold and Inclusive Regional Strategy](#)
5. [Expanding Global Impact through International Strategy](#)
6. [Optimizing Resource Allocation for Maximum Academic Impact](#)
7. [Empowering Lifelong Learning and Enhancing the Role of Continuing Studies](#)
8. [Championing Faculty Excellence and Development](#)

This pathway to 2031 will necessitate that faculty, staff, students, deans, directors, and senior administration develop actionable plans aligned with both READY and the *READY Roadmap: Academic Plan 2025-2031*. Together, we will focus on our core commitments to students and the community, ensuring UNBC continues to lead as an institution of academic and regional excellence. In this plan, we share the vision that our academic endeavors are recognized as a premier example of how universities contribute to the development of people, community and the economy.

Sincerely,

Dr. William J. Owen, Interim Vice-President Academic and Provost

READY Roadmap: Academic Plan 2025-2031

The academic path to 2031, and the realization of READY and the eight academic priorities in this plan, will require a focused approach, concentrating on initiatives that build on our solid foundations and advance our vision of leading a sustainable future. This journey will be guided by our core values: academic excellence, experiential learning and discovery, inclusiveness and diversity, community, and integrity.

The “Student First” focus, an initiative aimed at enhancing the student experience across our campus, was launched at the President’s town hall in Fall of 2024. Keeping students on top of mind in every decision we make will enable us to achieve success.

The academic portfolio stands as the largest and most integral component of the university. The success of this academic plan relies on all the incredible faculty and staff who drive it forward. With the collaborative support of all other units, we will ensure that we excel in our primary domains of teaching, research, and service, coordinating and interconnecting academic priorities to achieve the institutional goals outlined in READY.

Celebrating success, and evaluating progress against the 2017 Academic Action Plan

The 2017 Academic Action Plan was the result of significant collaborative effort from across the UNBC community, delivering a suite of over 30 goals and 165 associated recommendations woven together into a comprehensive narrative designed to help UNBC address its challenges and be ready with the direction, flexibility, and responsiveness that post-secondary organizations would need to be successful and sustainable over time.

The 2017 report was organized under the thematic headings of *Respect*, *Restructure*, and *Innovate*, and as a part of the recent ‘refresh’ process the UNBC community was asked to home in on the goals of most importance or relevance to their context and try to evaluate where there have been successes over recent years or there are remaining opportunities for UNBC.

The themes, goals, and recommendations from the Academic Action Plan provided the basis for discussion at thematic engagement sessions and via an online survey throughout Fall 2024 which formed the foundations for the refreshed framework presented in the *READY Roadmap: Academic Plan 2025-2031*.

There were many successes following the 2017 plan, reflecting the true spirit of the UNBC community to strive for excellence. One of the most notable successes saw UNBC build on the 2017 plan’s premise of transition and new beginnings with the restructuring of academic units, transitioning from a two-college model to a system of five faculties and a division. The implementation of this change was undertaken in 2021, with the five faculties continuing to evolve academically. This continuing transformation enhances further opportunities for academic programs to be supported and grow, within this structure.

One of the main themes carried over from the 2017 Academic Action Plan is the ongoing effort to build a culture of enrollment planning, reflecting and focusing on student success, and showcasing UNBC’s core values.

With a refreshed academic plan, the 2017 goals and recommendations are not overwritten, but re-envisioned into a consolidated set of academic priorities, towards which UNBC can continue

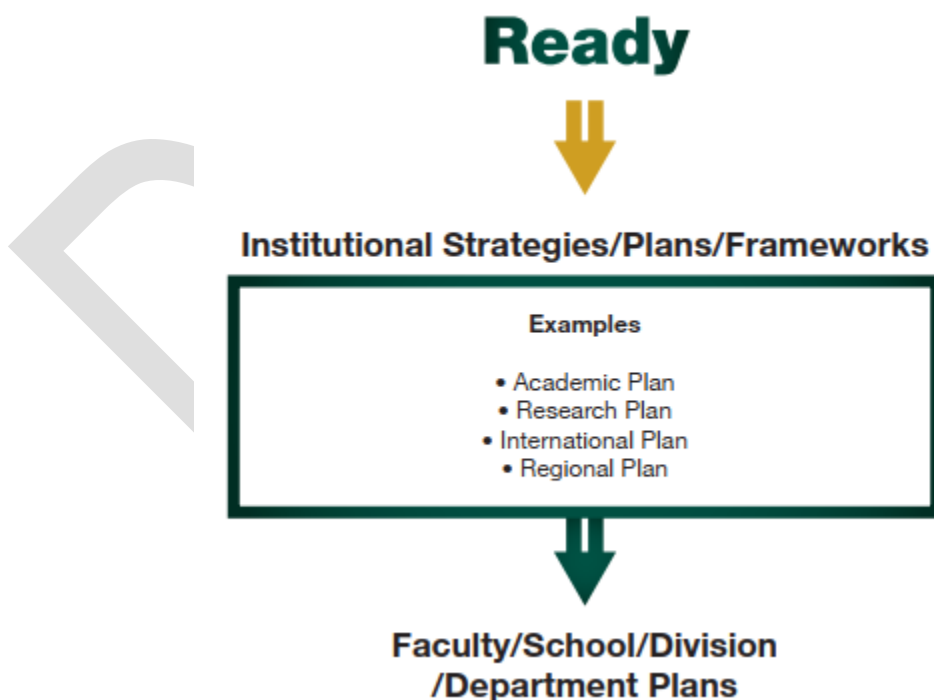
to aspire, and which can be actioned and achieved through focused ground-up action plans built at the faculty or unit level.

Where do we want to be?

We heard from the UNBC community that we share the vision of our academic endeavors being recognized as a premier example of how universities contribute to the development of people, communities, and the economy. Our students will not only receive an outstanding education but will also be known as confident, humble, and innovative leaders in their fields and communities. Our faculty will be celebrated for their excellence as educators and researchers, driving meaningful advancements in knowledge and practice. Our dedicated staff, who support the academic and research pursuits of students and faculty, will be recognized for their unwavering commitment to fostering an environment where learning and discovery thrive. Together as a community of students, faculty, staff, and alumni, we will shape a future where UNBC continues to be a leader in academic excellence, community impact, and global influence.

Aligning Strategic Actions and Defining Measurable Outcomes – How can this document be used?

The *READY Roadmap: Academic Plan 2025-2031* has been prepared at the halfway point in UNBC's long-term planning cycle and is an opportunity to consider how the University can move forward academically on the initiatives presented in the READY Strategic Plan. The academic plan is not a standalone document. It presents high-level but actionable goals that identify a strategic direction towards which planning at the faculty and unit level can align. This refreshed plan leverages the planning framework being implemented across the institution to achieve the goals of READY, as illustrated below:



The strategic plan READY provides the overall university direction. Below READY sits a series of fundamental roadmaps to its achievement; currently envisioned are the academic plan, research

plan, international plan, and regional plan. These roadmaps provide direction for the prioritization of action at the faculty, department, and unit level. As such these roadmaps, and the *READY Roadmap: Academic Plan 2025-2031* do not lay out detailed action plans, but overarching plans that can weather the changes in the educational environment over the medium term, and that can be used by faculty, and staff in developing their own action plans, all in consistent alignment with UNBC's strategic plan.

Midway to 2031, UNBC must conduct a review of the *READY Roadmap: Academic Plan 2025-2031*, focusing on key achievements and remaining aspirations.

Using the eight academic priorities identified on the following pages, it is essential at the faculty and unit level to define clear, measurable outcomes that can direct decision-making and provide tangible benchmarks for success. To support the efforts at faculty and unit level, for each of the eight priorities, we provide a context in the next sections and a **non-exhaustive** list of objectives to guide more granular planning efforts tailored to specific needs identified by faculty, staff and students at ground level.

DRAFT

1 – Driving Strategic Enrolment Growth and Impact

Strategic Enrolment Planning was highlighted as ‘urgent’ in the 2017 Academic Action Plan and continues to be a *significant* institutional priority in 2025 and going forward. Strategic Enrolment Planning is “a comprehensive process designed to achieve and maintain optimal recruitment, retention and attainment of students where optimal is defined within the academic context of the institution” (Dolence, 1997).

Strategic Enrolment Planning focuses on the full range of learner engagement, recruitment, retention, and the academic journey from prospect to alumni. It transcends all degrees and credentials. It comprises domestic and international students. It is concerned with the students’ experience and relationship with UNBC.

Overall enrolment at UNBC has *declined* in both headcount and “full-time equivalents” (FTE¹) , from peak for unique headcount² of 4370 in 2008/09 to a low of 3886 in 2022/23, and with a slight increase to 3913 in 2023/24. UNBC has a *60% utilization rate* based on provincial Government enrolment targets³. Currently, demographic projections show some decline in the traditional university-aged group (18-24) over the next decade within our region. To attract students and fulfil its mandate to support the socio-economic viability of northern Communities, UNBC must both recruit and *retain* students. Further, with changes in the educational system, we must compete effectively with peer institutions in efficiently offering distinctive programs that are recognized and appreciated by employers locally and beyond. The UNBC community must work together to regain a minimum of an 80% utilization rate by focusing efforts on retention. A complex set of strategic enrolment plans, concentrating on retention, will be required to achieve this outcome.

GOAL: Drive strategic enrollment growth and impact		
Objectives	Outcomes	READY Alignment
Develop and prioritize initiatives focussed on retention of UNBC students.	Enrolment utilization rates ~80% of ministry target.	Supporting fulfilling student learning journeys. Cultivate Curiosity.
Review and refresh our student scholarships and bursaries.	Accessible and impactful awards that directly align with strategic recruitment and retention priorities.	
Enhance and integrate novel student advising frameworks to further empower students at UNBC.	Extended innovative and personalized advising practices.	
Time frame: Initiatives require active consideration and may require short to longer term implementation efforts.		

¹ FTEs measure the number of equivalent students enrolled if all students (full- and part-time) were to take a "normal" courseload consisting of five 3-credit courses.

² Unique headcount is tallied across the indicated fiscal year’s Summer, Fall and Winter semesters, not including any for credit Continuing Studies headcount enrolment.

³ Utilization rate is calculated as a 4-year rolling average of utilization (Actual FTE against FTE target).

2 - Empowering Indigenous Voices & Knowledge at UNBC

A cornerstone for UNBC from its inception, indigenization and decolonization became part of an enhanced focus as UNBC responded to the Calls to Action from the Truth and Reconciliation Commission’s Report (2015). UNBC has fostered and nurtured a strong relationship with the First Nation on whose unceded territory we find the Prince George Campus, the Lheidli T’enneh. UNBC works with other First Nations and Indigenous communities near its other campuses in Terrace, Fort St. John, and Quesnel, along with the Wilp Wilxo’oskwhl Nisga’a Institute through a federated agreement. UNBC has an obligation to work with all Nations within northern British Columbia and beyond. More focused work is required with all communities to strengthen mutually beneficial relationships.

Working towards advancing initiatives to indigenize and decolonize is a moral obligation for the entire university. The university and its community have a responsibility to support Indigenous programs and students. We have a responsibility to learn about and acknowledge the truth of historical injustices. From an academic standpoint, the infusion of Indigenous knowledges, pedagogies, research, research methods, and governance practices is inherently complex and must be guided, wherever possible, by Indigenous persons.

Key priorities in the next five years include developing and strengthening relationships with Indigenous communities, especially in Terrace, Fort St. John, and Quesnel; enhancing recruitment and support for Indigenous students at all campuses; developing meaningful programming delivered in partnership with First Peoples’ communities. One aspect will involve working in partnership on the development of language and culture courses and credentials relevant to local First Nations communities. Individually, we must also assume our own work, learning, and responses to the calls to action – both in significant and in small everyday ways – to ensure the respectful accomplishment of these goals.

GOAL: Empower Indigenous Voices & Knowledge at UNBC		
Objectives	Outcomes	READY Alignment
Increase professional development opportunities related to enacting decolonization and indigenization.	Regularly scheduled speaker events and dedicated workshops.	Supporting fulfilling student learning journeys.
Infuse Indigenous perspectives and pedagogies into academic programming.	Enhanced content and curriculum, and strengthened relationships between our programs and Indigenous communities.	Act on Truth and Reconciliation.
Review and enhance academic supports for Indigenous students, staff, and faculty.	An Indigenous-led review and report, with actionable recommendations.	Attract and retain outstanding people for our community.
Time frame: Building relationships, partnering with Indigenous communities, and enhancing indigenization and decolonization efforts are ongoing.		

3 - Transforming Curriculum and Pioneering Pedagogical Innovation

Globally, with softening enrolment worldwide over the past five to ten years, universities are striving to offer unique programming in distinctive and novel ways to attract and retain learners to their institutions. Expanded use of remote learning, asynchronous learning, and online programming has made education more accessible to students worldwide. It is now common for students to enroll in more than one institution simultaneously, requiring institutions to offer distinctive programs and foster collaboration to ensure robust student pathways. In the Northern BC context, pathways to and from other institutions remain particularly important.

Over the next three years, UNBC will need to engage in a thorough review of curriculum, environmental scanning, student/learner research, and a streamlining of programs to support their effective navigation by learners, especially learners new to the university sector. Curriculum planning, including diverse and innovative pedagogical approaches to course and program delivery are critical to offering attractive, relevant, and accessible programming. Currently UNBC offers nearly 1200 individual courses. Streamlining curricula can lead to increased flexibility for students, reducing course scheduling conflicts, and improved faculty workload planning. If UNBC cannot effectively address these goals, we will continue to lose potential students to institutions offering greater flexibility in requirements to achieve credentials, alternative pedagogical modalities, and more student responsive scheduling options.

GOAL: Transform Curriculum and Pioneer Pedagogical Innovation		
Objectives	Outcomes	READY Alignment
Support program-level curriculum development by enhancing the program review process.	Implementation of the 2024 Quality Assurance Process Audit recommendations.	Supporting fulfilling student learning journeys.
Create sustainable professional development programming through the CTLT.	Focused streams of professional development and academic leadership training.	Cultivate Curiosity.
Enhance work-integrated learning & experiential education opportunities.	A robust, pedagogically informed work-integrated learning & co-op program.	Attract and retain outstanding people for our community.
Time frame: Initiatives developed may range from quick wins to multi-year planning.		

4 - Building a Bold and Inclusive Regional Strategy

UNBC is a regional university with a focus on the economic and social needs of the North. The Founders of UNBC envisioned a university that served the Prince George area as well as the Northwest, Peace River, and Southern Cariboo regions, where now the Terrace, Fort St. John, and Quesnel campuses sit, respectively. The vision and realization of UNBC was to focus on serving all the communities in these areas including Indigenous communities, and to create access to programming, especially programming relevant to each area and to the North. Each of these areas boasts distinctive geographical, social, economic, and demographic features. The directive for UNBC to address the entire region and these identified subareas suggests non-homogenous program availability, delivery, access, and content based on local needs. Partnerships with the local colleges and communities has been foundational in the delivery of programming at each of the four UNBC campuses and through the Wilp Wilxo'oskwhl Nisga'a Institute.

With the pedagogical changes seen in program delivery and accessibility sparked by the transition to increased online learning because of COVID-19 in 2020, UNBC is enabled more than ever to offer access to programming across all our campuses. However, more needs to be done such as further equipping digital classrooms, reconsidering place-based coursework, and facilitating laboratory opportunities either in the regions or through short-course and/or weekend-based classes. Students also can similarly engage with programming offered by institutions provincially, nationally, or globally creating more choice for them in pursuing their educational goals without having to leave their home communities. In this new competitive contemporary market UNBC must continually review and refresh its goals for each campus and its relationships with the communities in each of the campus catchment areas. It also becomes possible to encourage more engagement of UNBC students across multiple campuses to enrich the learner and campus experiences.

GOAL: Build a Bold and Inclusive Regional Strategy		
Objectives	Outcomes	READY Alignment
Review and develop academically and operationally aligned goals to enhance and increase programs offered at regional campuses.	A strong and vibrant regional academic presence.	Cultivate Curiosity.
Develop and enhance programming with a focus on accessible and flexible delivery.	Increased enrolment across our regional campuses and beyond.	Empower Northern Communities.
Review and enhance inter-institutional partnerships, advancing collaboration and cooperation.	Establish a 'Northern Educational Partnership Committee'.	Influence local and global policy.
Time frame: Initiatives require active consideration and may require short to longer term implementation efforts.		

5 - Expanding Global Impact through International Strategy

UNBC welcomes and celebrates the enriched experiences international students bring to our campus and classrooms, as well as the opportunity for our domestic students to experience learning in other parts of the world. With new federal legislation restricting visas and learner permits for international students, alongside provincial requirements ensuring high-quality education for these students, UNBC must develop a clear, international student-centered plan.

This international plan should be foundational and will pave the way for a broader international strategy, aimed at managing the university’s global goals, activities, presence, reputation, and international partnerships. A key element of this strategy will involve close collaboration with the Vice President of Research and Innovation, as international research partnerships will be instrumental in recruiting students, fostering industrial collaborations, facilitating scientific exchanges, and attracting top-tier faculty members.

The international strategies will need to be focused on students and faculty to support the many educational and research opportunities afforded by having students and faculty go to other parts of the world, and by students and faculty coming to UNBC. Central to our strategy will be a strategic enrolment plan that prioritizes diversity and proportional representation across a range of countries of origin. This will ensure that our student body remains globally representative and inclusive, enriching the educational experience for all. As part of this effort, UNBC will need to set a target for international enrolment that does not exceed 30% of total enrolment, while also establishing strategies to monitor and manage this target.

To support the delivery of a high-quality educational experience, this plan must also incorporate the development of a robust financial tracking system. This system will ensure that international tuition is appropriately allocated to cover the full costs of programs, student services, and the administrative needs of supporting international students. Importantly, it will prevent these funds from being diverted into the university’s general operations, offering transparency that reflects UNBC’s commitment to valuing the contributions and experiences of our international student community.

GOAL: Expand Global Impact through International Strategy		
Objectives	Outcomes	READY Alignment
Establish a coordinated and strategic, globally focussed roadmap that promotes a highly impactful educational environment.	A multi-year international strategy, and research strategy.	Cultivate Curiosity.
Develop and implement initiatives centred on driving international enrolment.	Annual operational plans outlining actionable enrolment initiatives.	Foster Local Solutions for Global Impact.
Review and enhance the framework for onboarding international students.	A strong set of supports for international students, including the provision of cultural programming to support diversity goals.	Influence local and global policy.
Time frame: Initiatives require active consideration and may require short to longer term implementation efforts.		

6 - Optimizing Resource Allocation for Maximum Academic Impact

UNBC has finite resources to support its ongoing operations, and while we have achieved balanced budgets for the past few years, inflationary pressures alone will require the university to continually consider and optimize its operations. Much of the work required to manage our operational costs going forward will lie within the purview of the Vice-President, Finance and Administration (VPFA). Initiatives such as the digital infrastructure transformation and enhancing administrative processes to increase transparency and accountability are ongoing. Developing a focus on supporting the core academic activities of the institution will require careful consideration of resource demands (contrasted with simply carrying forward past budgets and expenditures), of resource availability, and resource constraints (both time and financial). Such a process will go hand-in-hand with curricular refresh and streamlining, recruitment and retention initiatives for students, faculty, and staff, and strengthening revenue generating activities across the university. This is a complex and delicate undertaking that will require the full participation and collaboration of colleagues from all portfolios. There will be a period of transition into these processes as the financial services transformation and process optimization process (led by the VPFA and Director of Finance) are implemented in the coming years.

The university must develop and refine its financial systems to support students and academic programming to one that can be responsive to changes in student and academic community requirements. Principles and procedures for optimizing resource allocation must be clear and transparent to ensure a common understanding of budgeting practices at UNBC.

Optimizing resource allocation for maximum academic impact aligns with all seven other priority areas in the READY Roadmap: Academic Plan 2025-2031. It is further aligned with UNBC’s vision for *leading a sustainable future*.

GOAL: Optimize Resource Allocation for Maximum Academic Impact		
Objectives	Outcomes	READY Alignment
Establish fair and equitable resourcing practices, supported by enhanced availability of data, and consistent metrics.	Resourcing decisions are data-driven, transparent, and reconciled with workload as well as budget factors.	Cultivate Curiosity.
Ensure conspicuous alignment of decision making to strategic goals and academic priorities.	Regular and consistent unit-level reviews of budget versus one-up strategic plans.	Foster Local Solutions for Global Impact.
Review and enhance administrative or academic procedures in line with relevant policy.	Reduced redundancies and more agile administrative processes.	Attract and retain outstanding people for our community.
Time frame: Initiatives developed will range from quick wins to multi-year planning.		

7 - Empowering Lifelong Learning and Enhancing the Role of Continuing Studies

The concept of lifelong learning was articulated in UNBC’s original academic plan – supporting the educational journeys of employed students. By continuously expanding people’s knowledge and skills, we build resilience, foster innovation, and create sustainable solutions that meet the unique challenges individuals and communities face. When we commit to supporting lifelong learning, we honor the rich cultures, traditions, and aspirations of the North, ensuring a brighter, more equitable future for all. Lifelong learning is a cornerstone of empowering northern communities and must be supported by UNBC’s full range of academic endeavors.

UNBC provides the opportunity for lifelong learning through both our academic programs and continuing studies. In our academic programming, considering course scheduling and course modality to allow adults to take courses during their lunch or in the evening provides greater access to education. The 2017 Academic Action Plan recommended a stronger role for Continuing Studies in the delivery of academic programs. Continuing Studies has an opportunity to partner in delivering for-credit programming, whilst adapting and expanding non-credit programming. Recognizing that Continuing Studies must still meet strict obligations as an ancillary unit within the university in much of its programming it has become a meaningful partner with academic programs in the development of micro-credentials in support of the academic mission.

Within the strong shift to online learning and micro-credentials along with small credential laddering or stacking, Continuing Studies already has significant skills and facilities enhancing UNBC’s ability to reach its goals regarding lifelong learning. As Continuing Studies utilizes a separate learning management system for course delivery, UNBC can explore ways in which this resource can add to allowing greater accessibility to UNBC’s overall learning environment.

As an ancillary unit, Continuing Studies is cost-recovery and should aim to be profit generating. It will be possible to develop business models that generate support for accessible programming in the regions, as well as the technology and facilities to open remote accessibility in a ‘one-campus’ approach to course availability.

GOAL: Empower Lifelong Learning and Enhance the Role of Continuing Studies		
Objectives	Outcomes	READY Alignment
Develop and implement initiatives and programming that prioritise remote and asynchronous delivery.	Micro-credentials offered in strategically aligned programs.	Cultivate Curiosity. Empowering Northern Communities.
Enhance pedagogical diversity to broaden program accessibility and relevance to learner environments.	Impactful programming offered in multiple modalities, accessible to traditional and non-traditional students.	
Review, develop, and prioritize sustainable revenue-generating business models for program delivery.	Multiple profit-generating lifelong learning credentials offered to a diverse student body.	
Time frame: Initiatives developed will range from quick wins to multi-year planning.		

8 - Championing Faculty Excellence and Development

Both the 1991 and 2017 academic plans stressed the need for the recruitment and retention of excellent faculty and staff. This recognizes that it takes a team effort and an effective operational environment to fulfill student learning journeys through high-quality teaching and research excellence. To recruit and retain strong faculty and staff successfully UNBC must offer distinctive and highly attractive employment opportunities. We must sustain a respectful and inclusive culture for all our employees which is functional, supportive, and empowers our faculty and staff to achieve their professional goals.

After 35 years, UNBC is experiencing the last wave of original faculty moving into their late career phase and retirement and, unfortunately, a paucity of mid-career faculty. Since 2017, UNBC has welcomed 90 new professors, mostly at the rank of Assistant Professor. Over the next decade, a more steady-state model regarding faculty numbers should develop, along with a more sustainable structure regarding Assistant/Associate/Professors. Similar trends should occur within our Librarian, Senior Laboratory Instructor and Senior Instructor cohorts.

To retain new professors, UNBC will need to provide strong onboarding experience, superior facilities and support, including start-up funding and research space, to encourage these new colleagues to commit to the university for the long term. Strategic opportunities include reviewing faculty administrative supports, enhancing mentorship programs, and expanding professional development initiatives for faculty members considering academic administration roles. This commitment extends to ensuring that professional development opportunities related to our academic mission are also prioritized for staff.

A new generation of scholars and staff place a high priority on quality of life and ‘work-life balance.’ A collegial and developmental environment, which supports inclusion and diversity, will create an upward spiral of influence on the university culture.

GOAL: Champion Faculty Excellence and Development		
Objectives	Outcomes	READY Alignment
Review and identify key needs for faculty and staff development specific to the academic mission.	Established mechanisms and support frameworks to empower faculty and staff.	Cultivate Curiosity.
Review, align and enhance policy, procedures, and planning to address space, equipment and inventory decision-making to enable successful faculty operations.	Efficient use of equipment, space, and resources for teaching and research.	Empowering Northern Communities.
Review and ensure consistent delivery of faculty and staff onboarding frameworks.	Clear and accessible protocols, resources and expertise to support employees.	Attract and retain outstanding people for our community.
Time frame: Building institutional reputation, enhancing professional development frameworks and implementing initiatives to support faculty and staff are ongoing.		

UNBC Academic Plan Advisory and Working Committee

The Academic Plan Advisory and Working Committee was composed of internal academic and student representatives and was responsible for contributing to and steering the academic plan refresh process.

Members:

- Bill Owen, Interim Vice-President Academic and Provost (Committee Chair).
- Shendah Benoit, Assistant Professor – School of Education.
- Heidi Dodenberg, Sr. Lab Instructor – School of Nursing.
- Clarence Hofsink, Sr. Lab Instructor – Centre for Teaching, Learning and Technology.
- Nicola Koper, Dean – Faculty of Environment.
- Bella Mesquita, final year student in Biomedicine
- Kealin McCabe, Research and Learning Services Librarian – UNBC Library.
- John McNeill, Director, Academic Operations and Quality Assurance - Office of the Vice-President Academic and Provost.
- Kriston Rennie, Dean – Faculty of Indigenous Studies, Social Sciences and Humanities.
- Kyle Ross, 2nd yr UG student in Northern and Rural Community Planning
- Katerina Standish, Vice-Provost, Graduate & Post-doctoral Studies - Office of the Provost.
- Todd Whitcombe, Professor and Chair – Chemistry & Biochemistry.

Academic Plan Refresh Process

The Advisory and Working Committee facilitated a series of thematic engagement opportunities on campus and online, primarily across Fall 2024, where all faculty, staff, and students across our campuses were encouraged to share their ideas, comments, questions, and perspectives around UNBC's academic vision and priorities. Input was also sought and received from alumni, and other relevant interest-holders via an online survey and through a dedicated email inbox.

A draft academic plan was shared with university leadership and the broader UNBC community before a refined and final draft was prepared for endorsement through Senate and formal launch in Spring 2025.

Contact

Office of the Vice-President Academic and Provost

University of Northern British Columbia

Email: academicplan@unbc.ca

Department of Political Science

**Undergraduate Degree in Political Science and Joint Major Degrees
in Political Science and Anthropology, Economics, English,
Environmental and Sustainability Studies, Geography, Global and
International Studies, History, Women's Studies**

**Political Science Minor (undergraduate)
Philosophy Minor (undergraduate)
Graduate Degree in Political Science (MA)
Local Government Administration Certificate**

Faculty of Indigenous Studies, Social Sciences and Humanities

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PART 1 - EXECUTIVE SUMMARY

Department of Political Science

Programs Under Review:

Undergraduate Degree in Political Science and Joint Major Degrees in Political Science and Anthropology, Economics, English, Environmental and Sustainability Studies, Geography, Global and International Studies, History, Women’s Studies.

Political Science Minor (undergraduate), Philosophy Minor (undergraduate), Graduate Degree in Political Science (MA), Local Government Administration Certificate.

Chair: Dr. Gary Wilson

Date of Review: July 2024

Date of last external review: November 2005

UNBC member of review team: Dr. Neil Hanlon, Geography, UNBC

EXTERNAL REVIEWERS

Dr. Allison McCulloch Professor Department of Political Science Brandon University Brandon, MB	Dr. Gerald Baier Associate Professor Department of Political Science University of British Columbia Vancouver, BC
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I. SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) PROCESS

Reviewers were provided with the Department’s comprehensive self-study document (which included the report for the last external review of the Department) as well as Strategic Plan documents from the University. We conducted our site visit on May 7-8 with full days of meetings. The reviewers met with the Dean of the Faculty of Indigenous Studies, Social Sciences and Humanities (FISSH) Dr. Kriston Rennie, with Interim VP Academic Bill Owen as well as the Vice President Research and Innovation Dr. Paula Wood-Adams. The reviewers met with two of the four full-time research faculty, Dr. Gary Wilson and Dr Fiona MacDonald. We were unable to meet with Dr. Michael Murphy or Dr. Boris DeWiel. We met with the two senior lecturers appointed in the Department Dr. Jason Lacharite and Mr. Jason Morris. We also met with Sessional Instructors and Limited Term appointees Tom Kadla, Stephanie Powell-Hellyer and Dr. Douglas Jarvis. The reviewers met with Chairs of all of the joint majors with the exception of Global and International Studies. We also met with administrative assistant Tanya Work, student advisor April Tod, and librarian Keilan McCabe. We had a lunch meeting with students from both

the BA and MA programs. Our report is based on these meetings and access to considerable materials in the self-study and those provided by the University.

All meetings were collegial and we were very well supported in our logistics and requests by Selina Ross, the Administrative Coordinator for FISSSH and by Dr. Neil Hanlon from UNBC’s Geography department who sat in on all of our meetings with the exception of those with individual faculty and acted as an internal resource.

II. SUMMARY OF FINDINGS

Major Strengths of the Degree Program

- We have a very positive assessment of the degree program. It is characterized by good leadership and its members are good academic citizens both at UNBC and in the discipline. The department has a strong pedagogical focus (e.g., willingness to try new teaching strategies or introduction of new courses; positive student engagements) that aligns with the university’s mandate and strategic plan.

Significant Areas of Weakness or In Need of Further Development

- The department should take this opportunity to re-envision and re-invigorate its MA program, beginning with recruitment strategies.

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

- To maintain current momentum and program delivery needs, the Political Theory tenure-track position needs to be replaced immediately. There is a strong case to be made that a second additional line should be secured. An additional placement would reward the Department’s long service and contributions to the University and smooth the generational transition on the Department’s near horizon.

III. SUMMARY OF THE REVIEWERS’ RECOMMENDATIONS

RECOMMENDATIONS	DESCRIPTION OF THE RECOMMENDATION
One	Immediate replacement of Political Theory tenure track position
Two	Undertake an internal review of the MA program

Three	Review of undergraduate curriculum and calendar (delete courses no longer offered; further integration of Indigenous content and learning outcomes)
Four	Cultivate student and alumni relations

Department of Political Science

**Undergraduate Degree in Political Science and Joint Major
Degrees in Political Science and Anthropology, Economics,
English, Environmental and Sustainability Studies, Geography,
Global and International Studies, History, Women's Studies**

Political Science Minor (undergraduate)

Philosophy Minor (undergraduate)

Graduate Degree in Political Science (MA)

Local Government Administration Certificate

Faculty of Indigenous Studies, Social Sciences and Humanities

Chair: Dr. Gary Wilson

Dean: Dr. Kriston Rennie

Provost and Vice President, Academic: Dr. William Owen

Date UNBC Received the External

Review of Degree Programs Report: 07/30/2024

Please Note: The Responses to the External Review of Degree Program(s)
Report, Action Plan and the 36 Month Action Plan Progress Report are made
publically available on the Provost's website.

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

(September 10, 2024)

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

The External Review identified a number of strengths and challenges related to the Department and its programs of study. In general, the Department agrees with the findings and looks forward to working with the Faculty of Indigenous Studies, Social Sciences and Humanities (FISSSH) and the University to respond to the recommendations in the report. We felt that the report reflected positively on the Department and its members and contained some relevant and insightful recommendations that can help us to move forward.

In this Action Plan, we outline the recommendations that we intend to respond to and the ways in which we intend to respond to them. We would like to note that there are several recommendations that we have already acted on (or are in the process of taking action).

- MA Program Review. In the January semester of 2024, we conducted a review of our graduate (MA) program and made some changes to the program of study. We will submit these changes to the Senate for approval in the September semester of 2024.
- Model UN/Model Parliament. In the January semester of 2024, we hosted an inaugural high school Model United Nations. We are planning to host this event again in November 2024 as well as organizing and hosting a high school Model Parliament (possibly integrated with POLS 200 – Canadian Government and Politics) in the January semester of 2025.
- Collaboration with Global and International Studies. Over the past couple of years, we have cross-listed several 300-level “area studies” courses (Politics and Society in China, Russia, Europe and the United States) with INTS courses. We also continue to cross-list 400/600 level Global and International courses with courses in Political Science.
- Political Science Students Association (PSSA). After several years of dormancy, the PSSA has been re-established and its members are planning to hold a series of events in the September semester. The Department will provide funding to support these events, as needed.

We feel that some of the recommendations require on-going attention by individual faculty, rather than a comprehensive plan.

- Indigenous Content and Perspectives in Courses. We have included Indigenous content and perspectives into courses where appropriate and will continue to do so on a course-by-course basis.
- Learning Outcomes in Course Outlines. We will encourage all of our instructors to identify clear learning outcomes in their course outlines and acknowledge which assignments or assessments help to achieve these outcomes.
- Student Representation: The Chair of the Department will be responsible for liaising with the Political Science Students Association on a regular basis.

One of the recommendations of the report discussed developing a plan for future recruitment. While this is something that we need to think about, our current faculty cohort is sufficient to offer our programs of study (subject, of course, to the replacement of the tenure track position outlined in the Action Plan below).

Lastly, there were some recommendations that were beyond our control or authority, such as exploring different models for temporary or sessional teaching. We feel that the University in consultation with the Faculty Association should take action on this issue.

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

There were no factual errors in the report. We do feel that there were two areas of misunderstanding:

- Communication issues with units offering joint majors. The Chair is unaware of any communication issues but they will keep this in mind in discussions with the chairs of other departments.
- Transparency of teaching loads. No one in the Department was aware of any lack of transparency involving faculty teaching loads. We openly discuss teaching loads every year when we schedule our courses.

PART 2 - ACTION PLAN

What steps does the Academic Administrative Unit intend or propose to take in response to the recommendations from the *External Review of Degree Program(s) Report*?

UNBC Responses to the External Review of Degree Program(s) Report								
1	Recommendation	New Hire: Tenure Track Position in Political Theory/Philosophy						
	Action	One of the key recommendations of the external reviewers was to hire a tenure track faculty member in Political Theory/Philosophy to replace a retiring member. Ideally, this hire should happen in the 2024-25 academic year so that the new faculty member can start in July 2025.						
	Person(s) Responsible	Gary Wilson (Chair) and Appointment Selection Committee						
	Target Implementation Date	July 2025						
	Implementation Details	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">12 month Action Plan Progress Report</td> <td></td> </tr> <tr> <td>24 month Action Plan Progress Report</td> <td></td> </tr> <tr> <td>36 month Action Plan Progress Report</td> <td></td> </tr> </table>	12 month Action Plan Progress Report		24 month Action Plan Progress Report		36 month Action Plan Progress Report	
12 month Action Plan Progress Report								
24 month Action Plan Progress Report								
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2	Recommendation	Review Master of Arts (MA) in Political Science Program						
	Action	Another key recommendation was to conduct a thorough review the Department’s MA program and develop a strategy for recruiting new students. As noted in the summary statement, we have just revised the MA program, and those changes will be going through the Senate approval process in the September semester of 2024. We will, however, develop a strategy for attracting new students to the program and reconsider the requirement for a theory/methods course.						
	Person(s) Responsible	Michael Murphy (Graduate Coordinator), Gary Wilson and Department Members						
	Target Implementation Date	July 2026						
	Implementation Details	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">12 month Action Plan Progress Report</td> <td></td> </tr> <tr> <td>24 month Action Plan Progress Report</td> <td></td> </tr> <tr> <td>36 month Action Plan Progress Report</td> <td></td> </tr> </table>	12 month Action Plan Progress Report		24 month Action Plan Progress Report		36 month Action Plan Progress Report	
12 month Action Plan Progress Report								
24 month Action Plan Progress Report								
36 month Action Plan Progress Report								
3	Recommendation	Develop Undergraduate Honours Thesis						

Action	The Report suggested that the Department could develop an Undergraduate Honours Thesis program to complement the existing programs of study and offer a more research-intensive and focused experience for some students. We will explore existing Honours Thesis programs at UNBC and at similar institutions in Canada and put together a proposal for such a course. We currently have no plans to offer a required capstone course as part of our undergraduate degree program.	
Person(s) Responsible	Gary Wilson and Department Members	
Target Implementation Date	July 2026	
Implementation Details	12 month Action Plan Progress Report	
	24 month Action Plan Progress Report	
	36 month Action Plan Progress Report	

UNBC Responses to the External Review of Degree Program(s) Report

4	Recommendation	Skills Inventory	
	Action	The Report recommended that the Department develop a list of relevant, career-oriented skills that students acquire in a Political Science degree program. We will develop a list and post it on our Department website.	
	Person(s) Responsible	Gary Wilson and Department Members	
	Target Implementation Date	July 2025	
	Implementation Details	12 month Action Plan Progress Report	
		24 month Action Plan Progress Report	
		36 month Action Plan Progress Report	
5	Recommendation	Alumni Relations	

Action	The Report recommended that the Department reach out to recent graduates of the program and alumni and engage them in Department activities. We will contact selected alumni and highlight their achievements and career paths in profiles on the Department website. When possible, we will ask them to give short presentations on their careers and career paths to our students as part of an annual Careers in Political Science workshop.	
Person(s) Responsible	Gary Wilson and Department Members	
Target Implementation Date	July 2026 and on-going	
Implementation Details	12 month Action Plan Progress Report	
	24 month Action Plan Progress Report	
	36 month Action Plan Progress Report	

FOLLOW UP DATES

As per the *External Review of Degree Program(s) Procedures*, the Academic Administrative Units are responsible for submitting Action Plan Progress Reports to the Dean on the following dates:

- 12 month Action Plan Progress Report: ___ 30 September 2025 _____
- 24 month Action Plan Progress Report: ___ 30 September 2026 _____
- 36 month Action Plan Progress Report: ___ 30 September 2027 _____

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

I. Summary of the Degree Program Review Process

Professors Allison McCulloch (Brandon University), Gerald Baier (UBC), and Neil Hanlon (UNBC) conducted their on-site review of the Political Science program on May 7-8, 2024. Their final report, submitted in July 2024, identified a number of major program and departmental strengths ‘characterized by good leadership’, strong academic citizenship in the discipline, and a robust pedagogical focus. One significant area of weakness was also identified, in addition to comments on the future direction of the degree program, which together have shaped the above action plan and my additional comments/recommendations below.

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

October 10, 2024

The external reviewers made four key recommendations. Their comments reflect many quality indicators at both departmental/program and individual faculty levels, which include research and teaching innovations. As mentioned in the program response above, an internal review of the POLS MA program (**Action #2**) is already underway with a developing strategy around admissions and English language requirements progressing through the Senate approval process in Fall 2024. The recommendation to recruit a political theorist (**Action #1**) as part of succession planning is also being implemented for July 2025. The other two recommendations speak to ongoing curriculum revisions, and cultivating student and alumni relations.

Action #2 concentrates on quality enhancement of the MA program. The reviewers’ recommendations on this subject focused primarily on improving recruitment and enrolment strategies. There are good reasons for developing a program-specific strategy that maps on to existing faculty complement and disciplinary expertise. They are particularly relevant in terms of reaching the longer-term goal of increasing the POLS MA’s rigour and reputation, as well as trying to ensure a fulsome graduate cohort experience with a sustainable number of students year over year.

The department is also proposing to consider developing an undergraduate Honours thesis program (**Action #3**). The reviewers noted the ‘considerable’ student appetite for such a program, which would ‘allow for guided research and writing at a high level’. POLS is proposing a two-year runway to investigate current and comparator models as a deliberate means to strengthening the major and undergraduate-graduate study pathway.

The reviewers further suggested the department ‘could place greater emphasis on addressing Indigenous issues across the curriculum.’ Plans to address decolonization and reconciliation were labelled a ‘state of the art’, suggesting that the department/discipline of Political Science is well-

positioned within UNBC to lead on these important inclusion and curriculum revisions. Framed in the ‘long-range planning challenges’ as an area for exploration – that is, identifying opportunities for greater integration – there is great potential for the program to unpack more explicitly the intended actions and measurable goals in this recommendation over the course of the next two years (2024-26).

In terms of curriculum planning, I agree with the reviewers’ suggestion for taking a close look at course rotation in order to focus on those which can be well-served by the current faculty contingent, and to establish a realistic breadth of courses. Such an investigation will likely lead to necessary calendar changes that reflect a leaner and more streamlined curriculum and suite of course offerings, which – as the reviewers commented – will also inform students’ expectations. I would anticipate this work to unfold over the course of the 2024/25 academic year.

Related to this ongoing work, I agree and support the reviewers’ recommendation on being more explicit about learning outcomes across all POLS courses, assignments, and assessments. I consider this recommendation as a high priority for the program and the institution, aspiring to present a wholesale incorporation of skills, competencies, and learning objectives that translate clearly throughout the degree, are clear to students, who in turn can communicate their learnings to prospective employers.

And finally, **Actions #4-5** relate to strengthening alumni connections with a view to better communicating and presenting graduate successes, program and discipline learning outcomes, and overall skills and competency development. These actions in particular will require support from the Faculty in terms of website development, social media and communications, outreach initiatives and activities, in addition to support from the central alumni office to inform program-specific discussions and strategy that aim to meet the determined goals.

III. Provost and Vice President, Academic’s Response to the Recommendations and Action Plan
December 16th, 2024

Regular and comprehensive degree program reviews support the commitment of the university and its faculty and staff to the quality, accountability, sustainability, and continuous improvement of UNBC’s degree programs and academic service units. Thank you to the review committee, the department faculty, staff, and students, central administration, and the Faculty Dean for their participation in the program review for the Department of Political Science.

I have carefully read the reviewers' report, the departmental response, and the decanal response. A meeting with the dean and chair on December 10, 2024, provided important additional context. I want to underscore the authority and responsibility of the dean and department for a large majority of the recommendations.

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

- **Curriculum Refresh:** Simply eliminating courses that are no longer offered is insufficient for revitalizing the curriculum. A meaningful curriculum refresh involves identifying a core set of essential learning outcomes and key courses that span all academic levels. This approach should allow for flexibility, enabling faculty to teach within their areas of expertise while ensuring that the curriculum remains comprehensive, relevant, and responsive to emerging needs in the field.
- **Indigenization and Learning Outcomes:** The process of integrating indigenization and defining learning outcomes should be approached at the departmental level, with clear facilitation and support from the university. This ensures a coherent, collective effort across courses and avoids a fragmented, course-by-course approach. Such an inclusive process fosters alignment with broader academic goals and UNBC's Strategic Plan. Finally, this process allows students to more readily articulate the value of their learning when they apply for any career.
- The CTLT and/or Office of the Vice President Academic and Provost can support the Department in actioning these two initiatives.

As is usually the case, the external review committee has made recommendations that have some degree of resource implications. Whereas I broadly support suggestions to cultivating alumni relations, recommendations and actions that necessitate acquiring new resources or reallocation of resources will take some time to achieve and must align with the strategic direction and goals of the department and faculty. Collaboration with the UNBC Alumni Relations can help facilitate this goal.

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

RESEARCH ETHICS BOARD
Annual Report
January 1 to December 31, 2024

INTRODUCTION

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

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

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

HIGHLIGHT

As of December 31, 2024, the old MS Word.doc ethics application system was fully retired. New applications will be maintained through ROMEO Certification and Provincial Research Ethics Platforms only moving forward. Development and transfer of ethics review to the ROMEO system has been a long running initiative that received much support from within the ORI. The REB administration is thankful to now be stabilized with the two remaining platforms.

RESEARCH ETHICS BOARD MEMBERSHIP

Membership of the UNBC REB is determined both by the requirements set out in the TCPS2 (2022) and the UNBC Research Ethics Board Terms of Reference & Procedures (2020). The REB is supported at UNBC by the REB Chair, REB Vice-Chair, Research Ethics Officer, and REB Administrative Assistant (AA) (established May, 2024, previously supported by the Office of Research and Innovation (ORI) AA).

MEMBERSHIP SUMMARY

The UNBC ORI and the REB would like to extend appreciation and gratitude to the following individuals who have completed or ended their terms on the UNBC REB for the volunteer time they committed to research ethics at UNBC:

- Leah Chambers, Psychology, member (2023-2024);
- Colin Elliott, Coast Mountain College, member (2019-2024);
- Chengbo Fu, Business Administration, member (2023-2024);
- Lauren Harding, Outdoor Recreation & Tourism, member (2013-2024).

At the same time, the UNBC ORI and the REB would like to acknowledge and welcome the following incoming members:

- Khushnuma Dubash, Northern Lights College, member;
- Tara Joly, Anthropology, member;
- Kara Loy, Coast Mountain College, member;
- Jennifer Roters, Psychology, member;
- Dennis Stavrou, Northern Lights College, member.

The UNBC REB members as of December 31, 2024, are:

NAME	TITLE	FACULTY	PROGRAM	TERM EXPIRES
Neil Hanlon	Chair and UNBC Faculty Member	FE	Geography	Jun 30, 2027
Susan Burke	Vice-Chair and UNBC Faculty Member	FHHS	Social Work	Jun 30, 2027
Lisa Kyle	Interim Vice-Chair and UNBC Faculty Member	FHHS	Social Work	Aug 31, 2026
Shane DeMeyer	Community Member Representative	N/A	N/A	Jun 30, 2025
David Halikowski	Community Member Representative	N/A	N/A	Jun 30, 2025
Hart Banack	UNBC Faculty Member	FHHS	Education	Jun 30, 2022
Gabrielle Daoust	UNBC Faculty Member	FISSH	International Studies	Jun 30, 2020
Khushnuma Dubash	Northern Lights College Representative	N/A	Psychology	Oct 31, 2022
Shannon Freeman	UNBC Faculty Member	FHHS	Nursing	Oct 31, 2022
Greg Halseth	UNBC Faculty Member	FE	Community-based research	Jul 31, 2026
Isobel Hartley	Research Ethics Officer (non-voting)	N/A	N/A	Non-expiring
Theresa Healy	UNBC Faculty Member	FISSH	Planning, Gender Studies	Jun 30, 2027
Tara Joly	UNBC Faculty Member	FISSH	Anthropology	Dec 11, 2025
Hossein Kazemian	UNBC Faculty Member	FSE	NALS	Oct 31, 2025
Kuo-Hsing Kuo	UNBC Research Associate	DMS	NMP	Oct 31, 2026
Shauna LaTosky	UNBC Faculty Member	FISSH	Anthropology	Jun 30, 2027
Kara Loy	Coast Mountain College Representative	N/A	Sciences, Health and Human Services	Jun 30, 2027
Jen Roters	UNBC Faculty Member	FHHS	Psychology	Jun 30, 2025
Caroline Sanders	UNBC Faculty Member	FHHS	Nursing	Jun 30, 2025
Daniel Sims	UNBC Faculty Member	FISSH	First Nations Studies	Aug 31, 2026
Dennis Stavrou	Northern Lights College Representative	N/A	Arts and Sciences	Jun 30, 2025

APPLICATION SUMMARY

During the period of January 1, 2024, to December 31, 2024 the following applications were reviewed and approved:

Review Type	
In Principle Application (funding release)	5
New Applications	90
UNBC	52
Harmonized – UNBC Board of Record	13
Harmonized – UNBC Partner Board	17
Harmonized – UNBC site only	8
Renewal and Amendments	221
UNBC	84
Harmonized – UNBC Board of Record	47
Harmonized – UNBC Partner Board	90

The 52 UNBC New Applications were categorized as: 16 faculty research; 2 postdoctoral research; 27 graduate research; and 7 undergraduate research.

In-Principle Applications precede a New Application when immediate funding access is required for a project that is not immediately involving human participants. **Harmonized reviews** are only conducted using the Provincial Research Ethics Platform (PREP), which is hosted on UBC’s Research Information System (RISe). The single application format allows reviews to be conducted by the involved institutions REBs, with the closest REB to the study being the **Board of Record (BoR)** and the other institutions as **Partner Boards**, all board give review. The BoR provides a fulsome TCPS2 compliance review, sharing provisos with the Partner Boards to consider and contribute any outstanding items they may identify for their site, or the study overall. **“UNBC site only”** applications refer to occasions where another REB is acting as Board of Record, and only recruitment is occurring at UNBC, with no local researcher. In these situations, the UNBC REB conducted a proportionate review for the study in compliance with TCPS2 Article 8.3(b)ii. For more information on the harmonization of ethics reviews in BC, please visit the REBC webpage, hosted on the MSHRBC website.

DELEGATED REVIEW

Minimal Risk applications are the majority (90%) of protocols reviewed and approved in 2024 as New Applications within UNBC. All 30 Harmonized applications involving UNBC researchers were Minimal Risk. REB Committee Members have supported these reviews in conjunction with the REB Chair. REB Committee Members review up to two Minimal Risk applications a month in addition to attending board meetings to review any Above Minimal Risk applications submitted over a month. The small number of Above Minimal Risk applications (5 in 2024) has resulted in the cancellation of five of the ten scheduled board meetings.

COMPLIANCE ISSUES

There were three concerns of non-compliance raised to the REB in 2024. After initial investigation, two were determined to require further investigation and mitigation:

- March – Breach incident reported by past participant. The breach was contained by research team immediately following notification, cause identified and situation fully resolved within eight calendar days of initial report, with the support of ITS, Privacy, and REB staff.

- October – Unexpected recruitment efforts reported by an institution. The study had UNBC ethics approval in place, however approved procedures were not being followed. The research team was notified to cease activity, met with REB Chair and REO, revision to the protocol was determined, and necessary site permissions were addressed. The study was able to continue after completing an amendment to the protocol.
- As of the end of this year, there are 29 Overdue Renewals for studies by UNBC researchers. Administrative follow-up efforts are ongoing, with the RCR to be engaged, once passed by Senate.

MOU WITH COAST MOUNTAIN COLLEGE

Kara Loy joined in July as the Coast Mountain College representative to take the place of Collin Elliott, who served for five years in this role, both have maintained attendance through teleconference. The 'Research Involving Animal Care and Use and Research Involving Human Subjects' agreement was signed between UNBC and Northwest Community College (now Coast Mountain College "CMTN") in February 2018 (UNBC File RC17-3428). The agreement recommended a CMTN member join the REB, and the member may be faculty, instructor, administrator, staff or outside member (section D of agreement).

MOU WITH NORTHERN LIGHTS COLLEGE

Khushnuma Dubash and Dennis Stavrou joined in August as Northern Lights College representatives and have maintained attendance through teleconference. Currently an MOU is in development between UNBC and Northern Lights College ("NLC"). The agreement recommends a NLC member join the REB, and the member may be faculty, instructor, administrator, staff or outside member. The agreement has not yet been completed, however NLC put two members forward for the Board so that they will be well prepared to contribute once the agreement is in place.

ONGOING INITIATIVES

RESEARCH ETHICS BC (REBC) Membership: UNBC has continued to be an active member of Research Ethics BC, a collaborative body of 27 institutional REBs, consisting of BC's regional health authorities and provincial post-secondary research institutions. UNBC no longer has a representative on the REBC Advisory Committee, or in the leadership of any REBC initiatives.

Education and Training for REB Membership and UNBC Researchers

The REB Members have been invited to regional, provincial and national educational opportunities, as they become available. The annual CAREB Conference continues to be held virtually, which permitted six members of our board to attend. The Western CARA conference was attended in person by the REO in Whitehorse this November.

The REB Chair, Vice Chair and Research Ethics Officer have given over ten presentations to Faculties, graduate seminar courses and student research workshops throughout the year, upon request.

CONCLUSION

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

SENATE COMMITTEE ON STUDENT APPEALS (SCA)

Background and Purpose:

The University Act of British Columbia [RSBC 1996] c. 468, grants Senate the power:

37(1) (v) to establish a standing committee of final appeal for students in matters of academic discipline.

And, provides at s. 61 **suspension of a student**

61(1) The president has the power to suspend and deal summarily with any matter of student discipline.

(2) On the exercise of that power, the president must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons

(3) The action of the president is final and subject in all cases to an appeal to the senate.

Terms of Reference:

- On behalf of Senate, to review and rule on all final appeals from students with respect to:
 - Matters involving academic discipline and standing, and;
 - Matters involving non-academic conduct resulting in suspension.
- To periodically review and provide feedback and recommendations to Senate with respect to University Policies, Procedures and Calendar Regulations, dealing with Student Academic and Non-Academic Conduct and Appeals.
- To recommend a Formal Review as needed, based on evidence that indicates a pattern or serious deviation from university policies, procedures, and/or calendar regulations.

Membership:

Eight (8) voting members appointed by Senate:

- (i) Five (5) faculty members, including:
 - a) One faculty member, ideally, from each of the five Faculties, at least three of whom should be Senators, and at least one of whom should be from a professional program
- (ii) Three (3) students, including:
 - a) One graduate student Senator
 - b) One undergraduate student Senator
 - c) One Student at Large (who may also be a student Senator), and who ideally is an Aboriginal Indigenous student
- (iii) University Registrar (non-voting)

Chair: A Member of Senate elected annually in October by and from among the members of the Committee.

Committee Secretary: Secretary of Senate-University Secretary

Recording Secretary: Governance Officer

Quorum: Majority, including at least two Faculty Members and one Student

Reporting Month: October

Motion Number (assigned by
Steering Committee of Senate): _____ **S202503.09** _____

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That on the recommendation of the Steering Committee of Senate and the Senate Committee on Student Appeals (SCA), the changes to the Terms of Reference for the Senate Committee on Student Appeals and subsequently the Senate Handbook be approved as proposed.

Effective Date: Upon approval of Senate

Rationale: These changes revolve around improving the Senate Committee on Student Appeals ability to report and address recurring issues and inefficiencies in policies and procedures.

The Committee proposes that a mechanism is needed to signal when review of policies and procedures is necessary. The committee itself does not have the expertise or the mandate to conduct these reviews but should have the ability to recommend a review be done based on evidence indicating a pattern or serious deviation from university policies, procedures, and calendar regulations and receive reports on the reviews. In addition, the University Registrar and the Office of the Registrar often play an integral role in the Student Appeals process. To ensure good Governance, the committee recommends that the University Registrar be included as a non-voting member of the committee with the University Secretary as the Committee Secretary.

Motion proposed by: Tammy Klassen-Ross, Chair, Senate Committee on Student Appeals

Academic Program: not applicable

Faculty(ies): not applicable

Faculty Council / Committee Motion Number(s): not applicable

Faculty Council / Committee Approval Date(s): not applicable

Attachment Pages (if applicable): 2 pages

Notes from the Joint Board and Senate Session (January 30, 2025)

Strengthening partnerships with local industries, governments, and communities to co-create solutions addressing regional challenges

- Combine deep functional/disciplinary education with interdisciplinary teaming skill development
- UNBC is interwoven with community because of history and resourcefulness of individuals.
 - Created fragility, loss of institutional knowledge, damaged relationships, and jeopardizes future relationships and reputation.
- Need strong relationships (not transactional, but is reciprocal) with Indigenous partners and continuity plans in all areas (research industry, etc.)
 - Could strengthen with faculty – community relationship centralized points and centralized contacts.
- Better effort to develop relationship with Alumni (not just asking for money)
 - Made to current community engagement (classrooms, etc.).
 - Relationship on a good way (with Indigenous ways of knowing and being regular, reliable, approachable, predictable commitments.
- Better communications strategy.
 - Website is ineffective and difficult to use, not effective way to contact community.
 - UNBC centralized calendar to avoid conflicting efforts and reach community.
- Better organizational and contingency planning to document events / processes stop having stuff in someone's head which are lost in transition.
- Trend to include committees from communities - criteria in program reviews.
- Outreach – science in the schools (K – 12) – understand better (provides insights) where students are at – meet them where they are at (our obligation).
- Partner to allow the kids to explore (leave home) and allow them to come back for next level of schooling.
- Create casual/less intimidating opportunities for knowledge sharing (in community setting) – perceived barriers of “on the hill.”
- Communication channels – how do we connect
- Building partnerships is different than sustaining the co-creation.
- Willingness of partnership.
- Levels of collaboration
- Emergent properties of collaboration
 - Opportunities for students (E.g. WIL, co-op)
- “Industrial councils” @ faculty/department levels

- Role of students...
- Learning/understanding/identifying regional issues
 - How do we solve those problems.
- Value of the “labour” of establishing and maintaining partnerships...transdisciplinary opportunities.
- How to strengthen partnerships
 - Prepare to work with the willing – be ready
 - Seek/explore, maximize interconnectivity among the willing – E.g. interconnection within a community and within university.
 - Make the work meaningful for all concerned – everyone should come away feeling the effort was worth it.
 - Events/tangible outcomes. Attract different groups (E.g. youth, industry, etc.).
 - University partners – need to decide what their role is, but also to place a support role – listen.
- Structures are arbitrary sometimes (parochial)
- Solutions focussed – what problem are we attempting to solve – crosses many departments/industries. Transdiscipline.
- Partnering with communities/regions or solving their problems (social, physical, health e.g. going to place)
- Hybrid methods (not just us here, them out there)
 - Accessibility.

Ways can UNBC integrate challenge-based learning and transdisciplinary research into its programs to enhance societal impact

- Establish enhanced communications/marketing systems to communicate outcomes/success from challenge-based learning lessons learned, etc.
- Networking with organizations outside the academy to identify challenge-based learning opportunities.
 - ID projects
 - Integrate “MGRs” into course instruction/project MGT.
 - Provide team development for interdisciplinary project teams.
- Integrate City partners into challenge-based projects.
- Enhanced cooperative education opportunities.
 - Work Integrated Learning
 - External and internal
- First Generational Learner (spread the ed.)
 - Community based summer program
 - Local Active Minds
 - Leverage grad students

- Community based case student
- New programs help current ones jump up the enrollment. E.g. NMP increased enrollment in chemistry class as pre-med.
- Invite professionals into classrooms, career nights. Walk along with community to understand what skills (new) are needed.
- Internal partnerships – social work with business – addresses social challenges in a financial and sustainable way.
- Start in elementary – provide support to teachers
 - Course/training plus presence in classroom on PD days.
 - “Science major” on call for teachers or students.
 - Help with school clubs – show science in day-to-day life.
- Good examples of knowledge sharing: “Professoriate” lectures – when someone becomes full professor, they provide a summary of their research.
- Opportunities for connections
 - Hallways
 - Water cooler
 - Rethink mixing offices or some strategy to bring diverse mixes of people together (E.g. Food, wine/beer, refreshments, etc.)

Strategies for UNBC adopt to serve as a catalyst for regional economic growth and innovation

- Innovation Store
 - Creating a culture of curiosity.
- Spark Lab – “Innovation Store”
- Co-op everything, all the time, all at once.
- Spark Lab – “Innovation Store”
- Emphasis on co-op, especially non-local co-op.
- Fix co-op
- Fix TekX
- Get out to small communities.
- “Store Front”
 - Business clinics
 - Kitchen science
- Strategies
 - UNBC should create a Community Initiatives and Innovation Hub
 - Stimulate/lead economic growth
 - Maybe also a mobile capacity
 - Goal is to support great ideas that are out there in the region.

- An idea that has been bounced around here before but maybe let's revisit.
- Wood Innovation and Design Centre as catalyst for economic growth
 - Local industry
 - Incubator
 - Marketed apps – research ready for market, marketable products.
 - More training on IP, IP law, and patents.
 - Implemented on the ground.
 - Spark Lab
 - 3D printers
 - How to get out to broader community – how to scale for communities like Terrace, Fort. St. John, Quesnel, etc.
- Prototyping Lab
 - Student training, research, thesis work, and co-op work.
- Students as trainers to meet community needs, integration (E.g. childcare, increase spaces).
- Bringing community up to UNBC.
- Integrations – lots happening in silos – how do we bring them together.
- Bring clubs together in an organized manner.
 - Physics + Medieval Clubs are working together to solve catapult problems.

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Bioeconomy Award

Awards Guide Description/Intent: First held in Prince George in 2004, the Canadian Bioeconomy Conference and Exhibition began with a focus on bioenergy and the emerging wood pellet sector in north-central British Columbia. Since then, it has grown to cover the entire value chain of forest-based bioproducts – from the sustainable management of forests through to energy, wood products, and bio-based chemicals. It became the largest and longest-running event of its kind in Canada and its last conference, in 2021, set a record for attendance with more than 500 registrations from 15 countries.

This award has been created as a legacy to the Canadian Bioeconomy Conference and Exhibition to support and encourage UNBC students interested in bioenergy, the bioeconomy and the sustainability of forest resources.

Donor: Canadian Bioeconomy Conference and Exhibition

Value: \$1,500

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate student enrolled in a Bachelor of Science (BSc) or Bachelor of Applied Science (BASC) Program who has completed 60 credit hours and is interested in bioenergy, the bioeconomy, or the sustainability of forest resources.

Criteria: Demonstrated financial need and academic proficiency

Effective Date: Endowed 2023

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office



Motion Number (assigned by SCSB): SCSB20250226.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new terms and conditions for the Bioeconomy Award be approved.

Rationale: To activate the Bioeconomy Award commencing in the 2025/2026 Academic Year.

Proposed By: Carolyn Chrobot, Development Officer – Community Engagement

Research & Innovation Contact: Carolyn Chrobot, Development Officer – Community Engagement

Faculty/Academic Department: N/A

First Nations Content: No (as Determined by the Development Officer)

Date to SCSB: January 24, 2025

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20250226.03

Moved by: Kim Stathers

Seconded by: Neil Hanlon

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: February 26th 2025
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Judith Robertson Student Award

Awards Guide Description/Intent: Judith Robertson and her spouse David King have deep roots in the Prince George community. They continue to be involved in and support activities they are passionate about. With this award, Judith desires to support students interested in careers in the environmental sciences and mental health sectors.

Donor: Judith Robertson

Value: Two awards of \$3,000 each, and one award of \$4,000

Number: Three

Award Type: Award

Eligibility: Available to female full-time graduate or full-time third-year or fourth-year undergraduate students enrolled in Natural Resources and Environmental Studies or Health Sciences with a focus on mental health. First preference will be given to a student interested in the connection between environmental sciences and mental health.

Criteria: Demonstrated financial need and/or satisfactory academic standing

Effective Date: Endowed 2024

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the Awards and Financial Aid Office



Motion Number (assigned by SCSB): SCSB20250226.04

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Judith Robertson Student Award be approved.

Rationale: To activate the Judith Robertson Student Award commencing the 2025-2026 Academic Year.

Proposed By: Carolyn Chrobot, Development Officer

Research & Innovation Contact: Carolyn Chrobot, Development Officer

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Development Officer)

Date to SCSB: February 5, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion

Motion No.: SCSB20250226.04

Moved by: Harpreet Kaur

Seconded by: Neil Hanlon

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: February 26th, 2025
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: UNBC Faculty of Business and Economics Dinner Award

Awards Guide Description/Intent: The UNBC Faculty of Business and Economics is growing and as such, is promoting its program and supporting its students through a dinner that will feature a different keynote speaker annually. This award is funded in recognition of the annual speaker to promote successes in the program.

Donor: UNBC Faculty of Business and Economics

Value: \$1,000

Number: One

Award Type: Award

Eligibility: Available to a full-time or part-time graduate or undergraduate student enrolled in the Faculty of Business and Economics. First preference will be given to a first-generation student. Second preference will be given to an Indigenous student.

Criteria: Demonstrated financial need and/or academic proficiency

Effective Date: Established 2024

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the Awards and Financial Aid Office



Motion Number (assigned by SCSB): SCSB20250226.05

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the UNBC Faculty of Business and Economics Dinner Award be approved.

Rationale: To activate the UNBC Faculty of Business and Economics Dinner Award commencing the 2025-2026 Academic Year.

Proposed By: Carolyn Chrobot, Development Officer

Research & Innovation Contact: Carolyn Chrobot, Development Officer

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Development Officer)

Date to SCSB: January 24, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion

Motion No.: SCSB20250226.05


Moved by: Neil Hanlon

Seconded by: Maik Gehloff

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: February 26th, 2025
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: Early Entrance

Award Name: UNBC International Merit Award

Donor: The University of Northern British Columbia and the University President.

Value: \$3,500

Number: Ten

Eligibility: Available to full-time international undergraduate students entering UNBC directly from an international high school who are commencing a course of studies at UNBC for the first time.

Criteria: Academic proficiency.

Recipient Selection: SCSB upon recommendation by the Awards and Financial Aid Office.

Established 2025



Motion Number (assigned by SCSB): SCSB20250226.06

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the terms and conditions for the UNBC International Merit Award be approved.

Rationale: This award is provided specifically to new international students, and is higher in value than the UNBC Merit Award for domestic students. The award will commence in the 2025/2026 Academic Year.

Proposed By: Linda Fehr, Coordinator Awards and Financial Aid

Research & Innovation Contact: N/A

Faculty/Academic Department: Awards and Financial Aid, Office of the Registrar

First Nations Content: No (as Determined by the AFA Office)

Date to SCSB: February 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion

Motion No.: SCSB20250226.06


Moved by: Neil Hanlon

Seconded by: Harpreet Kaur

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: _____ February 26th, 2025



Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: Early Entrance

Award Name: Raven International Scholarship

Donor: The University of Northern British Columbia and the University President.

Value: \$7,000

Number: Ten

Eligibility: Available to full-time international undergraduate students entering UNBC directly from an international high school who are commencing a course of studies at UNBC for the first time.

Criteria: Academic excellence.

Recipient Selection: SCSB upon recommendation by the Awards and Financial Aid Office.

Established 2025



Motion Number (assigned by SCSB): SCSB20250226.07

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the terms and conditions for the Raven International Scholarship be approved.

Rationale: This award is provided specifically to new international students, and is higher in value than the Raven Scholarship for domestic students. The award will commence in the 2025/2026 Academic Year.

Proposed By: Linda Fehr, Coordinator Awards and Financial Aid

Research & Innovation Contact: N/A

Faculty/Academic Department: Awards and Financial Aid, Office of the Registrar

First Nations Content: No (as Determined by the AFA Office)

Date to SCSB: February 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion

Motion No.: SCSB20250226.07

Moved by: Neil Hanlon

Seconded by: Harpreet Kaur

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: February 26th, 2025

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Donaldson Heaney Bursary

Awards Guide Description/Intent: Nedinska and Lincoln are both UNBC Alumni who balanced studies while raising a young family. They value post-secondary education and have established this award to support a student who is supporting a family.

Donor: Nedinska Donaldson and Lincoln Heaney

Value: ~~\$500~~1,000

Number: One

Award Type: Bursary

Eligibility: Available to a full-time undergraduate student enrolled ~~in their 2nd, 3rd or 4th year of studies~~ in the BA Program with a Major in Political Science who has completed 30 credit hours. First preference will be given to a student ~~with~~ who has a dependent.

Criteria: Demonstrated financial need and/or satisfactory academic standing.

Note: ~~If there are no eligible applicants, two awards of \$500 each will be available to full-time undergraduate students enrolled in their 2nd, 3rd or 4th year of studies in the BA Program with a Major in Political Science.~~

Effective Date: Established 2017, revised 2025

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office



Motion Number (assigned by SCSB): SCSB20250226.08

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Donaldson Heaney Bursary be approved.

Rationale: To revise the Donaldson Heaney Bursary commencing the 2025-2026 Academic Year.

Proposed By: Carolyn Chrobot, Development Officer

Research & Innovation Contact: Carolyn Chrobot, Development Officer

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Development Officer)

Date to SCSB: January 31, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion

Motion No.: SCSB20250226.08

Moved by: Harpreet Kaur

Seconded by: Maik Gehloff

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: February 26th, 2025
Date


Chair's Signature

For Information of Senate & Board

Memo

To: SCSB

From: Jill Mitchell Nielsen, Associate Registrar, Graduate

This year, we have integrated graduate award offers into graduate admissions letters. As such, we need to create a PDF form that can be linked into the CRM letter for students to accept their award. In reviewing the existing forms, we have changes we need to make.

1. The separate forms for the BCGSP and GERS are collapsed into a single form with a picklist for the award being accepted. The PhD Support Supplement is added to this. The name has been changed to Graduate Scholarship Terms and Conditions and section *1: Conditions* has been updated to include information on the PhD Support Supplement.
2. The Conditions (1) have been updated to provide more clarity on how to maintain full-time registration.
3. The Deferral section has been updated to align with the new distribution practice for awards, and the onboarding of a dynamic waitlist for award reallocation. Further, we realized during this business process review that the deferral for award practice was out of alignment with the requirements to request a deferral. Students are not eligible to defer their admission in graduate programs once the semester of their admission has begun. A practice of allowing deferrals 30 days into the semester implies that students can receive approval for a deferral of admission in that timeframe. It will also present challenges for programs who would otherwise have sought to reallocate these funds to another student, as deferrals in graduate programs are most frequently one year (e.g. September to September).
4. The requirement to return the bottom portion of the form is removed, and instead the student will sign and return the full form including the conditions for ease of use in a digital format.



Motion Number (assigned by SCS): SCSB20250226.09

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Graduate Entrance Research Scholarship (GERS) Procedures be approved.

Rationale: To collapse multiple graduate awards procedures forms into a single PDF-fillable form, and to revise the information on registration and deferrals to align with current practice.

Proposed By: Jill Mitchell-Neilsen, Associate Registrar, Graduate

Research & Innovation Contact: N/A

Faculty/Academic Department: Office of the Registrar

Indigenous Content: No

Date to SCSB: February 26,2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion

Motion No.: SCSB20250226.09

Moved by: Neil Hanlon

Seconded by: Harpreet Kaur

Committee Decision: Carried

Attachments: 3 Pages

Approved by SCSB: _____
Date


Chair's Signature

For Approval of Senate

**GRADUATE ENTRANCE RESEARCH SCHOLARSHIP (GERS) PROCEDURES
GRADUATE SCHOLARSHIP TERMS & CONDITIONS**

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- Conditions** – This award offer is provisional subject to the approval of Senate. It is generally understood that students will be enrolling as a full-time graduate student starting in the May or September 2024 Semester (for one year – 3 semesters). Unless otherwise stated, all awards are conditional on the students proceeding with full-time studies at the University of Northern British Columbia in the semester following the granting of the award. Failure to meet this condition may result in the forfeiture of the award. This award offer is provisional subject to the approval of Senate. It is generally understood that students will be enrolling as a graduate/doctoral student for the 2025/2026 academic year (3 semesters). For Doctoral students who are awarded the PhD Support Supplement (second year), registration in the 2026/2027 academic year for 3 semesters is required. Unless otherwise stated, all awards are conditional on the students proceeding with full-time studies at the University of Northern British Columbia for the duration of the award (including registration before the first day of classes in the first semester of study). Students should register as soon as registration opens, and if a student is taking less than 6 credits of coursework, they should ensure they register in their thesis, project, or dissertation as applicable. Failure to meet this condition may result in the forfeiture of the award. Students must maintain satisfactory academic progress in each semester to retain their award.
- Awards Ceiling** – The University reserves the right to limit the amount of money awarded to any student and, if necessary, to reassign awards to other students by reversion. The Senate Committee on Scholarships and Bursaries will generally recommend that no individual student receive an award or combination of awards exceeding a determined value.
- Replacement** – Any award administered by the University of Northern British Columbia is subject to replacement by an award of equal or greater value.
- Deferral** – Payment of any award may be deferred to a maximum of one year, at the discretion of the Office of Research & Innovation, if an emailed request is received via grad_scholarships@unbc.ca no later than the last day of the first month of the semester in which the award is tenable. Payment of any award may be deferred to a maximum of one year at the sole discretion of the Dean and subject to the availability of award funding. Deferrals are rare, and requests should be made as soon as possible. Late deferral requests are unlikely to be granted, and no requests can be considered after the start of the semester the award begins.
- Payment Schedule** – Awards will be disbursed in twelve equal payments, beginning on the first month the student commences graduate studies. Award payments will be deposited directly into the students' UNBC tuition account once full-time enrolment is confirmed each semester. Students who register late should expect a delay in receiving their award funds.
- Tuition/Student Fee Deadline** - You should be aware that tuition and fees for each semester are due on the first day of classes. Fees not exceeding the amount of your award may be deferred until your award money is deposited; however, if this does not cover your full fees, you will be responsible for paying the balance by the fee deadline. If the amount of the award exceeds your tuition and fees for the semester, you may apply for a refund after the Add/Drop Deadline by contacting refunds@unbc.ca.
- Taxation** – The full amount of scholarships, bursaries, awards and/or tuition waivers that are received by you as a student with respect to your enrolment in a program that entitles you to claim the education amount are not taxable and are no longer reported as income on your tax return. If you are not eligible for the education amount, report on your tax return only the amount that is more than \$500. T4A's will be issued to recipients by the UNBC Finance Department.
- Student Loans** – The onus is on students who are receiving awards and who are currently receiving financial aid in the form of student loans and grants to notify their provincial agencies as soon as possible about the change in their financial circumstances.

Please retain the upper portion of this form for your records.

Please sign this portion and return it to the Office of Research & Innovation by April 30, 2024

NOTIFICATION OF AWARD ACCEPTANCE

I, _____, (**print name**) declare that I have read and understood the foregoing scholarships and awards procedures and wish to accept the award assigned to me. By accepting this award, I hereby grant the University of Northern British Columbia the irrevocable and unrestricted right to use, re-use and/or publish my (1) name, city of residence, testimonials and/or (2) any photographs of me taken by the University to promote and support the University of Northern British Columbia. By signing this consent form I give consent to use this material in any and all publications of UNBC and I waive all rights to inspect and/or approve the finished product in which the testimonial and/or photograph will be published.

02/27/2502/06/25

Name of Award: Graduate Entrance Research Scholarship(Pick list for GERS, BCGSP, Supplement will be in PDF form fillable)

Signature: _____

Student ID Number: _____

Date: _____

Email To: grad-scholarships@unbc.cagraduate-admissions@unbc.ca

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| 02/27/2502/06/25

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Knights of Columbus Council #8927 Bursary

Awards Guide Description/Intent: The Knights of Columbus, Council #8927 are proud to provide annually donate one \$1,000 bursary to support a University of Northern British Columbia student who is a Canadian citizen, Permanent Resident of Canada, or a Landed Immigrant to a full time University of Northern British Columbia student in any program of study.

Donor: Knights of Columbus Council #8927

Value: \$1,000

Number: One

Award Type: Bursary

Eligibility: Available to a full-time undergraduate student enrolled in ~~in~~ any program of study. The successful award recipient must be a Canadian citizen, Permanent Resident of Canada, or a Landed Immigrant.

Criteria: Demonstrated financial need and/or satisfactory academic standing.

Effective Date: Established 2001, Revised 2020, 2024, 2025

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCSB): SCSB20250226.10

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Knights of Columbus Council #8927 Bursary be approved.

Rationale: To revise the Knights of Columbus Council #8927 Bursary commencing the 2025-2026 Academic Year.

Proposed By: Carolyn Chrobot, Development Officer

Research & Innovation Contact: Carolyn Chrobot, Development Officer

Faculty/Academic Department: N/A

Indigenous Content: No (Determined by the Development Officer)

Date to SCSB: January 27, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion

Motion No.: SCSB20250226.10

Moved by: Maik Gehloff

Seconded by: Neil Hanlon

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: February 26th, 2025
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: Early Entrance

Award Name: President's ~~Silver~~ 35th Anniversary Award for Excellence in Leadership

Awards Guide Description/Intent: This prestigious undergraduate award recognizes and rewards excellence through leadership in civic, athletic, philanthropic, and environmental fields. Recipients will have experience in leadership upon admission to UNBC and continuing on through their campus life through contributions to student life, undergraduate research, community outreach or other endeavors. With the President's contribution, this is ~~now~~ one of the highest value internally funded awards made by UNBC.

Donor: The University of Northern British Columbia and the University President.

Value: ~~\$6,000~~, 7,000 (\$3,500 over two semesters). This award is renewable at ~~\$5,500~~ \$6,000 for up to three additional consecutive years.

Number: Two

Eligibility: Available to full-time undergraduate students commencing a course of studies at UNBC for the first time.

Criteria: Demonstrated leadership and satisfactory academic standing.

Application Instructions: Complete the "UNBC Leadership (new undergraduates)" Online Awards Application Form and have two referees submit a reference letter via awards@unbc.ca. Referees are third parties who can attest to your strong leadership abilities in the classroom and/or community.

Notes: i) The same reference letters can be used to support other UNBC awards so referees only need to submit them once via awards@unbc.ca. ii) This award is renewable subject to the recipient maintaining an annual GPA of at least 2.00 and engaging in ongoing leadership activities. Prior to renewal, the recipient will be asked to provide verification of such activities via awards@unbc.ca.

Recipient Selection: SCSB upon recommendation by the UNBC ~~Recruitment~~ Future Students Office.

Established 2015, Revised 2025



Motion Number (assigned by SCSB): SCSB20250226.11

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised terms and conditions for the President's Silver Anniversary Award for Excellence in Leadership be approved.

Rationale: To revise the award name and amount in commemoration of UNBC's 35th anniversary. The award will commence in the 2025/2026 Academic Year.

Proposed By: Linda Fehr, Coordinator Awards and Financial Aid

Research & Innovation Contact: N/A

Faculty/Academic Department: Awards and Financial Aid, Office of the Registrar

First Nations Content: No (as Determined by the AFA Office)

Date to SCSB: February 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion

Motion No.: SCSB20250226.11

Moved by: Maik Gehloff

Seconded by: Neil Hanlon

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: _____ February 26th, 2025 _____

Date

Chair's Signature

For Information of Senate & Board