

## SENATE MEETING OPEN SESSION AGENDA

June 23, 2021  
3:30 – 5:30 PM  
Zoom Only

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### 1.0 Acknowledgement of Territory

### 2.0 S-202106.01

#### Approval of the Agenda †

Page 1 That the agenda for the June 23, 2021 Open Session of Senate be approved as presented.

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

### 3.0 Presentation - Centre for Teaching, Learning and Technology (CTLT)

[Page 7](#)

### 4.0 Approval of the Minutes

#### S-202106.02

#### Approval of the Minutes

Page 78 That the Minutes for the May 26, 2021 Open Session of Senate be approved as presented.

### 5.0 Business Arising

### 6.0 President's Report (10 minutes)

Payne

### 7.0 Report of the Provost (5 minutes)

Dale

### 8.0 Report of the Registrar (5 minutes)

Annear

### 9.0 Question Period (10 minutes)

#### 9.1 Written questions submitted in advance

##### 9.1.1 Questions from Senator Sloane Zogas

- i) Is there expected to be an increased percentage of in-person courses offered in the Winter 2022 semester?

- ii) Do we have any ideas about approximately what percentage of courses will remain to be only offered online in a COVID-adapted environment years in the future?

#### 9.1.2 Questions from Senator Laura Parent

When a faculty member can no longer supervise graduate students,

- i) How is this information communicated to students, and with what timeline?
- ii) What does the University do to ensure that adequate accommodations are made?
- iii) Are there policies surrounding this process, and are they available to students?

#### 9.1.3 Question for Senate from Margot Mandy

What is involved in harmonizing the graduation process with access to alumni email addresses? Ideally students should be able to obtain a UNBC alumni address promptly after Senate has approved their graduation.

### 9.2 Questions from the floor

#### 10.0 Approval of Motions on the Consent Agenda

Payne

##### **S-202106.03**

##### **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.

#### 11.0 Committee Reports

##### 11.1 Senate Committee on Appeals

Klassen-Ross

##### 11.2 Senate Committee on Academic Affairs

Dale

#### **For Approval Items:**

##### Page 97 **S-202106.04**

##### **Change(s) to Course Description – ECON 410**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for ECON 410-3, on page 206 of the 2021/2022 undergraduate Calendar, be approved as proposed.

Consent Effective date: September 2021

##### Page 99 **S-202106.05**

##### **Change(s) to Course Description – ECON 610**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course description for ECON 610-3, on page 101 of the 2021/2022 graduate Calendar, be approved as proposed.

Consent Effective date: September 2021

##### Page 101 **S-202106.06**

##### **Course Deletion – ENSC 653**

That on the recommendation of the Senate Committee on Academic Affairs, the calendar entry for ENSC 653-3 Environmental Resources Management and Decision Making, on page 106 (in the print or PDF calendar accessible on the UNBC web page) of the 2020/2021 graduate calendar, be deleted as proposed.

Consent **Effective date:** September 2021

**Page 103 S-202106.07**

**Change(s) to Course Descriptions – EDUC**

That on the recommendation of the Senate Committee on Academic Affairs, the changes to Education course descriptions, on pages 206-211 of the 2020/2021 undergraduate calendar, be approved as proposed.

Consent Effective date: September 2021

**Page 110 S-202106.08**

**Change(s) to Course Preclusion – NURS 306**

That on the recommendation of the Senate Committee on Academic Affairs, the change to the preclusion in the course description for NURS 306-3 Introduction to Epidemiology, on page 254 of the 2020/2021 undergraduate calendar (PDF), be approved as proposed.

Consent Effective date: September 2021

**Page 112 S-202106.09**

**Change(s) to Program Requirements – English**

That on the recommendation of the Senate Committee on Academic Affairs, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for the English major on page 95 (in the PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

Regular Effective date: September 2021

**Page 115 S-202106.10**

**Change(s) to Course Prerequisite – MATH 335**

That on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the course prerequisite for Math 335-3 Introduction to Numerical Methods, on page 249 of the 2020/2021 undergraduate calendar, be approved as proposed.

Consent Effective date: September 2021

**Page 117 S-202106.11**

**New Course Approval – CPSC 346**

That on the recommendation of the Senate Committee on Academic Affairs, the new course CPSC 346-3 Fundamentals of Cybersecurity be approved as follows.

Regular Proposed semester of first offering: January 2022

**Page 123 S-202106.12**

**Change(s) to the Calendar – Graduate**

That on the recommendation of the Senate Committee on Academic Affairs, the changes to the on page 20 of the 2020/2021 PDF graduate calendar accessible be approved as proposed.

Regular Effective date: September 2021

**11.3 Steering Committee of Senate**

**Payne**

**Notice of Motions:**

**Page 127 Structure and Governance – Faculty of Business and Economics**

That the “Structure and Governance” document for the Faculty of Business and Economics be approved as proposed.

Effective Date: September 2021

**Page 142 Structure and Governance – Faculty of Environment**

That the “Structure and Governance” document for the Faculty of Environment be approved as proposed.

Effective Date: September 2021

**Page 151 Structure and Governance – Faculty of Human and Health Sciences**

That the “Structure and Governance” document for the Faculty of Human and Health Sciences be approved as proposed.

Effective Date: September 2021

**Note** The Faculty of Human and Health Sciences is currently finalizing the draft and will be ready to include it in the Senate package for the August meeting.

**Page 153 Structure and Governance – Faculty of Indigenous Studies, Social Sciences and Humanities**  
That the “Structure and Governance” document for the Faculty of Indigenous Studies, Social Sciences and Humanities be approved as proposed.  
Effective Date: September 2021

**Page 167 Structure and Governance – Faculty of Science and Engineering**  
That the “Structure and Governance” document for Faculty of Science and Engineering be approved as proposed.  
Effective Date: September 2021

**For Discussion Items:**

**Page 177 11.3.1 Ad Hoc Governance Review Committee – Recommendations** **Payne**

**Page 180** i) UNBC Governance Review (Senate Only) – Harriet Lewis (for information)

**11.4 Senate Committee on Nominations**

Regular

**S-202106.13**

**Recommendation of Senate Committee Members to Senate**

That, barring further nominations from the floor of Senate, the following candidates, who have met all eligibility requirements to serve on Senate committees as indicated, be appointed as proposed.  
Effective date: May 26, 2021

**SENATE COMMITTEE POSITION TO BE FILLED**  
(except as otherwise noted, all terms begin immediately)

**CANDIDATE**

**SENATE COMMITTEE ON NOMINATIONS**

Faculty Senator (03/31/2023)	Vacant
Faculty Senator (03/31/2023)	Vacant
Lay Senator (03/31/2024)	Vacant

**SENATE COMMITTEE ON ADMISSIONS AND DEGREES**

Faculty Member (03/31/2023)	Vacant
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**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

Faculty Senator (03/31/2024)	Vacant
Faculty Senator (03/31/2024)	Vacant
Faculty Member (03/31/2023)	Vacant

**SENATE COMMITTEE ON HONORARY DEGREES AND OTHER FORMS OF SPECIAL RECOGNITION**

Faculty Senator (03/31/2024)	Vacant
Faculty Senator (03/31/2024)	Vacant

**“For Information” Items:**

**Student Senators elected by acclamation to Senate for positions beginning September 1, 2021:**

Student Senator – Faculty of Business and Economics	Lisa Panko	8/31/2022
Student Senator – Faculty of Environment	Vacant	8/31/2022
Student Senator – Faculty of Human and Health Sciences	Lydia Troc	8/31/2022



Student Senator – Faculty of Indigenous Studies, Social Sciences and Humanities	Sloane Zogas	8/31/2022
Student Senator – Faculty of Science and Engineering	Vacant	8/31/2022
Graduate Student Senator at Large	Zhaleh Nazarpour Boroujeni	8/31/2022
Graduate Student Senator at Large	Vacant	8/31/2022
Undergraduate Student Senator at Large	Palak Bahree	8/31/2022
Undergraduate Student Senator at Large	Vacant	8/31/2022

11.5 Senate Committee on Curriculum and Calendar **Annear**

11.6 Senate Committee on Admissions and Degrees **Annear**

**For Approval Items:**

**Page 209 S-202106.14**

**Change(s) to Admission Requirement – BEd Elementary Years Stream**

That the change(s) to the Admission Requirements for the BEd Elementary Years Stream, on page 87 of the 2021/2022 undergraduate calendar, be approved as proposed.

Regular Effective date: September 2021

**Page 212 S-202106.15**

**Change(s) to Admission Deadline – Education MEd**

That Application for Admission Deadline Date for the Education MEd programs on page 21 of the 2020/2021 graduate calendar be approved as proposed.

Regular Effective date: September 2021

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

11.8 Senate Committee on Honorary Degrees and Special Forms of Recognition **Payne**

11.9 Senate Committee on Scholarships and Bursaries **Lewis**

**For Information Items:**

**Page 215 SCSB20210602.03 (approved)**

**Drs. Murray and Nowlan Physiotherapy Bursary**

That the new Terms and Conditions for the Drs. Murray and Nowlan Physiotherapy Bursary be approved.

Effective Date: 2021-2022 Academic Year

**Page 217 SCSB20210602.05 (approved)**

**Michael P. F. Reed Bursary**

That the new Terms and Conditions for the Michael P. F. Reed Bursary be approved.

Effective Date: 2021-2022 Academic Year

**Page 219 SCSB20210602.08 (approved)**

**Revised Timberwolves Student Athlete Society Award**

That the revised Terms and Conditions for the Timberwolves Student Athlete Society Award be approved.

Effective Date: 2021-2022 Academic Year

11.10 Senate Committee on University Budget **Deo**

12.0 Information

13.0 Other Business

14.0 **S-202106.16** *(10 minutes)*  
**Move to the Closed Session**  
That the meeting move to Close Session.

15.0 **S-202106.20**  
**Adjournment**  
That the Senate meeting be adjourned.



The Centre for Teaching, Learning, and Technology's (CTLT) core values and strategic vision include:

1. Team work, collaboration, effective communication, includes workplace and team wellness
2. Respect for diversity and diverse perspectives
3. Superbly organized work and programming and positive service delivery (reevaluating and strategizing our delivery and workloads)
4. Advocacy for student centred approaches in teaching and learning
5. Ongoing assessment and feedback in programming for ourselves and others
6. Innovation, creativity and willingness to take risks
7. Community, connection and celebration: active engagement with university community and external partners
8. Practitioner of, and advocate for, open, accessible and inclusive programming
9. Strategic thinking and the strategic use of funding and working to creatively offer programming and solutions to identified gaps; we are learners and encourage ideas to grow into practice
10. advocacy for scholarly informed approaches to teaching and learning with modelling scholarship of teaching and learning engagement

Values	Goals	Comments/Examples	Update
<p>Team work, collaboration, effective communication includes workplace and team wellness.</p>	<p>Maintain effective communication and collaborative practices</p>	<p>The CTLT leverages many elements of UNBC's M365 Teams service to coordinate and collaborate on programming and tasks. These project management methods have been critical to ensure timely organization and deadlines during the COVID19 response and provide significant professional development experience and for CTLT staff.</p>	<p>Internally; The CTLT meets regularly with ITS to discuss needs and timelines for ongoing maintenance and development institutional teaching and learning technologies.</p> <p>Within UNBC; The CTLT works closely with other non-academic units such as the Academic Success Centre, Access Resource Centre and Student Life. We are part of Senate, SCAFF, Space Allocation and the TSOC subcommittee, Provost Council and various other committees. The CTLT works closely with other non-academic units as well such as the Academic Success Centre, Access Resource Centre and Student Life.</p>

<p>Respect for diversity and diverse perspectives</p>	<p>Promote students as partners perspective and promote Indigenization</p>	<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Supported the Office of Indigenous Initiatives in its startup phase by hosting “Walking this Pathway Together’ conversations and being involved in the committee behind the conversations.</li> <li>2. Recommend the BC Campus series Indigenizing Guides <a href="https://bccampus.ca/projects/indigenization/indigenization-guides/">https://bccampus.ca/projects/indigenization/indigenization-guides/</a> for instructors, admin, staff, and researchers</li> <li>3. Students as Partners report created for President in Fall 2017</li> <li>4. Ongoing support for Indigenization including a new speaker series for Winter 2018.</li> <li>5. Support for the Provost Committee on Pedagogical Practices was requested in 2016 but funding was cut to that committee.</li> </ol>	<p>The Student as Partners initiative has broadened to include more student voices on committees and work done via CTLT. Representation and acknowledgement of our diverse population is always a consideration.</p>
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<p>Superbly organized work and programming with positive service delivery</p>	<p>Increase staffing to include a permanent new instructional designer position. Onboard a full time graduate student as a professional developer</p>	<p>While an additional instructional designer position was created and filled in 2017, the other two positions were flagged in 2016 budget discussions but not put forward or considered for funding.</p>	<p>Due to the COVID crisis, the CTLT was able to hire short term 2 Instructional designers as well as assisting Nursing to onboard their new SLI Learning Management System. Discussions regarding increased online and blended courses needing additional support are ongoing. CTLT faculty personally identify themselves to the programs they are supporting to create strong working relationships. We then support each other in problem solving, celebrating successes and future planning.</p>
<p>Advocacy for student centred approaches in teaching and learning</p>	<p>Advocate for student centred approaches to teaching and learning in our all programming and service delivery</p>	<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Student centred approaches are central to the ISW (Instructional Skills Workshop) and key to instructional design support offered by the CTLT;</li> <li>2. Through budget proposals we have sought ongoing funding for the ISW (which we did not receive last year), ensured funding for the URE.</li> <li>3. Advocate for the undergraduate research experience (URE).</li> </ol>	<p>Graduate TA training has been centralized and continues to support our newest teaching members. The TA Certificate continues to offer timely info sessions or workshops.</p> <p>Undergrad research experience (URE) moved into Office of Research. FLO (Facilitating Learning Online) Bootcamp and Instructional skills workshops focus on the student learner and our facilitation of learning.</p>

Ongoing assessment and feedback in programming for ourselves and others	Engage in ongoing assessment of programming	Assessment of all our workshops and conferences, TA surveys, PCPP Survey and this review are all examples.	Conducted Student surveys (3) and 2 Faculty surveys including the (Digital Pulse Survey) which gave insight into the ongoing experiences during and looking past COVID.
Innovation, creativity and willingness to take risks	Strong support for faculty through assistance with implementing innovative pedagogy to enhance the learning and teaching experience.	Support for innovative use of technology such as: <ol style="list-style-type: none"> <li>1. Media streaming;</li> <li>2. Lecture capture;</li> <li>3. Open pedagogy;</li> <li>4. Open educational resources.</li> <li>5. Experiential Learning</li> <li>6. Universal Design for Learning opportunities</li> </ol>	COVID created a catalyst environment to demonstrate and adopt proven as well as innovative technology. It also allowed an examination of teaching and learning goals through-out the move to fully online classes. Our newsletters highlight faculty innovations. We learn from risks that may not have been as successful such as iclickers (too costly and limited use).
Community, connection and celebration	Promote community, connection and celebration across the Institution	Achieved through the Mentoring Lunches, Celebration of Teaching, previously annual Teaching and Learning Conferences and many others.	Quarterly newsletter as mentioned, Conference refocused to Educational Impacts in the North to draw a wider variety of participants from other institutions. During COVID, the CTLT hosted a speaker series instead of a in person conference featuring various topics: <ol style="list-style-type: none"> <li>1. Academic Integrity;</li> <li>2. Open in the North: A Showcase of Open Educational Resources;</li> <li>3. The Impact of the Pandemic on Canadian Higher Education;</li> <li>4. Preparing for and Embracing Change</li> </ol>



Practitioner of, and advocate for, open, accessible and inclusive programming	Advocate and engage in open accessible and inclusive programming	Creation of the OER Grant that funds students, support for blogs spaces that allow for open pedagogy.	Still advocate and use open, accessible and inclusive programming. A representative from BC Campus conducted a CTLT assisted talk regarding universal design for learning (UDL) event during the Winter 2021 semester.  Funding the grant more internally from CTLT resources as opposed to Institutional support going forward.
Strategic thinking and the strategic use of funding and working to creatively offer programming and solutions to identified gaps	Engage in strategic thinking to problem solve and find creative solutions	Strategy to bring media streaming to UNBC, collaboration with Administration to create a Faculty Fellows program.	Support the work of the Pedagogy Visioning Committee (PVC) while still working toward faculty fellows or SOTL Research Chair.  Media Streaming used more extensively across the institution.  Support for each of the new five faculties in their needs for professional development
Advocacy for scholarly informed approaches to teaching and learning	Promote scholarly teaching and evidence based and reflective teaching	Evidence based and reflective teaching key to Tait Award, 3M support, and UNBC Excellence in Teaching Awards, as well as several workshops. Support applications to 3M National Teaching Fellowship and National Student Fellowship.	Suggest adding a formal teaching section to the bi-annual PAR that contains a teaching philosophy or evidence of professional development. Will be supporting faculty members in the new West Coast Teaching Excellence award through BCTLC.
Modelling scholarship of teaching and	Engage in SOTL	See Appendix on CTLT SOTL for evidence of SOTL engagement and production.	1. We are providing workshops and seminars to begin to create teaching philosophies, teaching

Learning engagement			<p>dossiers to add to faculty tenure and promotion packages;</p> <ol style="list-style-type: none"> <li>2. This allows examination of SoTL literature and supporting research opportunities within UNBC classes or programs;</li> <li>3. Our faculty publish and present at conferences.</li> </ol>
We are learners	Engaging in learning with our own communities and through our own reflective practices	Our engagement with our respective provincial, national and international communities and our team retreats support this goal.	Support for our own SLI faculty professional development. We have ongoing discussion and files with updates and suggestions from provincial, national and international associations.
Active engagement with university community and external partners	Engage with a variety of UNBC stakeholders and our external partners to promote the CTLT		<ol style="list-style-type: none"> <li>1. Current CTLT Interim Director is co-chair of BCLTC for two years, maintain a good relationship with CNC CTL.</li> <li>2. Clarence Hofsink (SLI II) is a faculty member of Senate</li> <li>3. Grant Potter (SLI III) works regularly with BCCampus on faculty development and open educational resources and sits on several BCNet committees regarding sector-level instructional technology operations.</li> <li>4. Grant Potter, SLI III is also a co-founder of <a href="https://opened.ca/">https://opened.ca/</a>. This is a community of educators, technologists, and designers sharing their expertise.</li> </ol>

# UNBC CENTRE FOR TEACHING, LEARNING AND TECHNOLOGY EXTERNAL REVIEW SELF-STUDY JANUARY 2017

Produced by: Mr. Clarence Hofsink (CTLT, Instructional Designer),  
Ms. Melanie Knutson (CTLT, Administrative Assistant), Mr. Grant  
Potter (CTLT, Elearning Coordinator) and Dr. Heather Smith (Director  
of the CTLT)

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## *List of Acronyms*

3MNTF - 3M National Teaching Fellow  
3MSF - 3M Student Fellow  
ASC - Academic Success Centre  
ARC - Access Resource Centre  
CASHS - College of Arts, Social and Health Sciences  
CTLT - Centre for Teaching, Learning and Technology  
CNC- College of New Caledonia  
CPSA - Canadian Political Science Association  
CSAM - College of Science and Management  
CV - Curriculum Vitae  
DAL - Dalhousie University  
FLO - Facilitating Learning Online  
FSSE - Faculty Survey on Student Engagement  
IASK - Integrated Skills and Knowledge program  
ISW - Instructional Skills Workshop  
ISSOTL - International Society for the Scholarship of Teaching and Learning  
JIBC - Justice Institute of British Columbia  
KPU - Kwantlen Polytechnic University  
LSC - Learning Skills Centre (now the ASC)  
MACE - Mathematical Centre of Excellence  
NLC - Northern Lights College  
NSSE - National Survey on Student Engagement  
NWCC - Northwest Community College  
SCAAF - Senate Committee on Academic Affairs  
SLI - Senior Lab Instructor  
SOTL - Scholarship of Teaching and Learning  
STLHE - Society for Teaching and Learning in Higher Education  
OER - Open Educational Resources  
PCPP - Provost's Committee on Pedagogical Practices  
TA - Teaching Assistant  
TRU - Thompson Rivers University  
UBC - University of British Columbia  
UESL - University Experiential/Service Learning Award  
UNBC - University of Northern British Columbia  
URE - Undergraduate Research Experience

## *List of Appendices*

- Appendix I - CTLT External Review Guidelines and Processes - September 2017
- Appendix II - Annual Reports of the Director of the UNBC Centre for Teaching, Learning and Technology
- Appendix III - CTLT C.V.s
- Appendix IV - Appendix IV - CTLT Budget Memos/Documentation 2013-2016/17
- Appendix V - CTLT Events Chart
- Appendix VI - CTLT Professional Development Programming
- Appendix VII - CTLT University-Wide Committee Leadership and Participation
- Appendix VIII - CTLT Scholarship of Teaching and Learning
- Appendix IX - CTLT Surveys and Reports
- Appendix X - CTLT Operating Budget
- Appendix XI - Examples of Committee Membership

### Additional Documents

- 2018-2019 UNBC Strategic Roadmap
- 2017 Academic Plan

## 1. Welcome and Introduction

Welcome to the self-study of the UNBC Centre for Teaching, Learning and Technology! We are delighted to be able to share with you our sense of who we are and who we want to be. The self-study process has also provided us with the ability to reflect on our programming and we are looking forward to receiving feedback from the broader community.

It is important to note that given this self-study will be a public document that for the purposes of the external review, all appendices will be made available to the reviewers. However, given matters of privacy, copyright and intellectual property, all appendices will not be made public but may be available upon request of the CTLT.

As you will see below, the Centre for Teaching, Learning and Technology (CTLT), in its current configuration, came into being in 2007. Since that time, it has not been reviewed. As well, the 2017 UNBC Academic Plan includes a recommendation for the review of the work of the CTLT. As you will see, the focus of the self-study is on the work of the CTLT between 2012-2017 because we have systematically collected a wide range of data since 2012. Thus, undertaking the review now is an opportunity to reflect on where the CTLT has been and where it might go in the future.

## 2. Who Are We?

The Centre for Teaching, Learning and Technology is a very collegial unit that has made significant and long lasting contributions to UNBC and beyond. As will be seen below, we are and always have been a small unit that *pushes the envelope* and *punches above its weight* in terms of innovation and creativity. We are a team that *thinks strategically to assess gaps* and through the strategic use of our resources, and collaboration, we have created programming or found solutions to those identified gaps. There are several initiatives that have been undertaken by members of the CTLT that have had *fundamental impacts on teaching and learning* at UNBC.

Our programming and orientation to our work at UNBC, and external to UNBC, is characterized by *strong partnerships and collaboration*, all underpinned by a commitment to community building and connection. *We are committed to creation and maintenance of a teaching and learning community at UNBC, provincially and nationally.*

As a unit, we value *teamwork*, collaboration, and *effective communication*. We are highly organized and always seek to *provide positive service delivery*. We are advocates for *student centered approaches*, *open educational practices* and seek to *model the value of ongoing assessment of our programming*.

When you consider the work of the CTLT you will find that there are a lot of *'hidden gems'*. We have engaged in practices and professional activities that have modelled best practices in workshop delivery and design and community building, enabled effective delivery of non-CTLT programming and faculty innovations and leadership, and sponsored university-wide technology



adoption. Our contributions are not always obvious at first glance but the *CTLT is a catalyst for innovation and positive change.*

We will return to these themes as we move through the self-study. We will speak to all of the sections of the self-study as outlined on page 4 for the CTLT External Review Guidelines and Processes (See Appendix I), although for the sake of flow, some of the sections may be ordered somewhat differently.

### **3. History of Unit Development**

The CTLT, as it currently exists, was created in 2007. As a result of some internal restructuring, there was the creation of a Dean of Teaching, Learning and Technology and a Director of the Centre for Teaching, Learning and Technology. At that time, those positions were held by the same person, Dr. Heather Smith. In this new structure, Information and Technology Services (ITS), the UNBC Geoffrey R. Weller Library, and the CTLT all reported to the Dean. The Dean reported to the Provost. For a variety of reasons this restructuring was unsuccessful and in the fall of 2007, Dr. Smith resigned from the decanal position. Through this resignation, and with support of institutional allies, the decanal funding was guaranteed to the CTLT thus ensuring the ongoing funding of the unit. Dr. Smith stayed on as Acting Director of the CTLT until June 2008.

During this initial period, the CTLT had an Acting Director, a full time administrative assistant, and Elearning Coordinator, Grant Potter (hired in December 2007) and several student assistants who supported elearning. In addition, the Learning Skills Centre (now the Academic Success Centre) reported to the Director of the CTLT. The Director shifted their report from the Provost to a Dean of Student Success and Enrolment Management after her resignation as Dean.

In 2008, Dr. William Owen took over as Director of the CTLT and the staffing compliment stayed the same. He did gain an additional report as the Access Resource Centre began to report to him. At the time, he reported to a Dean of Student Success and Enrolment Management but this report also changed back to a direct report to the Provost.

In the spring of 2012, Dr. Owen took the position of Acting Dean of Student Engagement. Dr. Smith returned to again be Acting Director of the CTLT and she reported to the Provost. In negotiations that lead to Dr. Smith taking on the position of Acting Director it was agreed that Dr. Owen would 'take' the Academic Success Centre and the Access Resource Centre with him and bring them into the Student Engagement portfolio. This decision was made because between 2012-2014 Dr. Smith also continued to teach almost a full teaching load as the acting appointment was considered 'half-time' (See for example, "Report of the Director of the CTLT - 2013" in Appendix II - Annual Reports of the Director of the UNBC Centre for Teaching, Learning and Technology). It is also worth noting that between 2012 and 2017, there have been four different Provosts.

In 2013 the CTLT position of the administrative assistant was made into a ½ time position as a result of required budgetary cuts. From that point, until the hiring of the current Administrative Assistant, Melanie Knutson (hired May 2014), there were four different administrative assistants

at the CTLT. There has also been a change in the use of the student funding over time. As noted above, in the past the funding was used for elearning support. There has been a transition, over time, towards using those funds for student assistants who focused on scholarship of teaching and learning and/or graduate student professional development. We are able to secure partial funding for some elearning support between 2011-2016 and during that time had two different term positions of Elearning Assistant undertaken by Deb Neilsen and Grace Dyck respectively. In 2017, after years of continuous requests arising out of massive growth in demand, we were able to secure a new Instructional Designer position and thus in August 2017, Clarence Hofsink joined us in a full time as an Instructional Designer which is Senior Lab Instructor position which falls under the Faculty Association bargaining unit.

As mentioned above, we have also had the ability to hire undergraduate and graduate student assistants as elearning and student assistants for professional development. Since 2007 we've hired over 18 students in various capacities. We did, overtime, focus on using the funds to focus on graduate student professional development and to fund in-house SOTL research. It is crucial to note that in a recent budget 'exercise' where we were asked to cut 5% from our overall budget, that this line item was targeted for reduction from \$23,000 to \$13,000. We currently have two student assistants working with us -- Aaron Grant, an undergraduate student working on Indigenization and Conan Veitch, an MSc student working on a students-as-partners-report.

The current staffing model is: Dr. Heather Smith is the Director. She reports to the Provost and Vice President Academic, Dr. Dan Ryan. The CTLT Administrative Assistant, who is ½ time, is Ms. Melanie Knutson. Ms. Knutson reports to Dr. Smith. The Elearning Coordinator is Mr. Grant Potter. The Instructional Designer is Mr. Clarence Hofsink. Mr. Potter and Mr. Hofsink report to Dr. Smith. As noted above, we currently have two students in our employ. The Curriculum Vitae for each member of the CTLT is available in Appendix III.

#### **4. Context in Which the Unit Functions**

Describing the context in which the unit functions is an inherently subjective undertaking. On the UNBC website, we are told that "UNBC is one of Canada's top-ranked universities with a passion for research, teaching, people and the environment" (<https://www.unbc.ca/>). Through your interviews, you will meet many committed and dedicated faculty members, staff and administrative leaders. We are so fortunate to be able to work daily with outstanding teachers, graduate students curious about the art of teaching and learning, and administrative colleagues committed to a student centered university.

We believe, however, that there is also at times a gap between the rhetoric and practice. We see the UNBC context characterized by an emphasis on the university as a business. We understand that this may be the 'reality' of working in Canadian post-secondary institutions but we also believe that the discourse narrows our understanding of who and what a university is for by focusing on efficiencies, budgets, and employability.

We believe that the faculty, staff, and administrators care about teaching and learning but we do not believe that teaching and learning is always an operationalized and appropriately funded

priority in the institution. UNBC is not unique in this regard but given the emphasis in the official discourse of being student-centred, it is important to disrupt that articulation because it has an impact on the CTLT. Consistent with other research universities, some faculty feel there are few incentives for focusing on teaching excellence and the creation of high impact assessments (See Smith and Summerville, 2017). For faculty engaged in the scholarship of teaching and learning (SOTL), there instances that they have been told SOTL is not 'real research'. Further exacerbating the false binary of teaching-research is the assumption that good teachers cannot possibly be good researchers. All of these examples come from experiences and conversations at UNBC. Given this discourse and practice which privileges research, for some faculty the consequence is that they see the work of the CTLT as marginal to their needs. These assumptions about the value of research over teaching then get transmitted to graduate students. Essentially, there is a component of the university culture that legitimizes the ongoing marginalization of the CTLT. And we understand that the work we do which advocates for student centred and high impact teaching and learning, which challenges traditional assumptions of the research-teaching binary, and which purposefully upsets the traditional 'banking model' (Freire, 2000; 72) of teaching runs counter to the part of our culture which privileges research and researchers.

One of the most obvious reflections of the marginalization is in the staffing of the CTLT. In spite of an incredible growth in demand for elearning support, as evidenced in a graph below, it took us 10 years to secure a second full time instructional designer. As noted above, our Administrative Assistant position was reduced to half-time in 2013, the implication being a demanding workload on our current ½ Administrative Assistant.

We acknowledge and appreciate that we were able to secure a new instructional design position in 2017. The ability to secure this position was the result of understanding by the Acting Provost, Dr. Dan Ryan, (now Provost and Vice President Academic) that the Director of the CTLT merited a seat at the table of those involved in the allocation of available faculty positions and the support of three of the leaders around that table who saw the value of the work of the CTLT. If the Director had not been at that table, it is hard to say that position would have been allocated to the CTLT because the CTLT does not sit within either of the two 'academic colleges' and in the world of limited faculty positions, to allocate a position to the CTLT means one less for Chemistry or Anthropology. Being at that table mattered and the strategic alliances of the Director mattered.

We also acknowledge that the Director, faculty and staff of the CTLT have been provided, by all Provosts and Deans to whom the Centre reported to over the years, the freedom to design and deliver our programming according to best practices determined by the CTLT and the freedom to set our own agenda and engage in scholarship of our own choosing. We have been trusted to 'get the job done' and have been given the space to undertake and bring forward initiatives that have ultimately had a positive impact on UNBC and beyond. We have the space to be entrepreneurial and we have been respected as leaders in our fields - not simply managers directed to undertake tasks assigned to us by others.

Reviewers may discover that UNBC has been in considerable flux over the last several years. As noted in the discussion of the evolution of the unit, since 2012 the Director has reported to four

different Provosts. While the relationships have all been positive, this constant change means constant adaptation. In addition, in 2015 there was a strike by the faculty and this strike left deep suspicion-filled divisions between administration and faculty within the university. The CTLT team weathered the impact of the strike with collegiality and open communication.

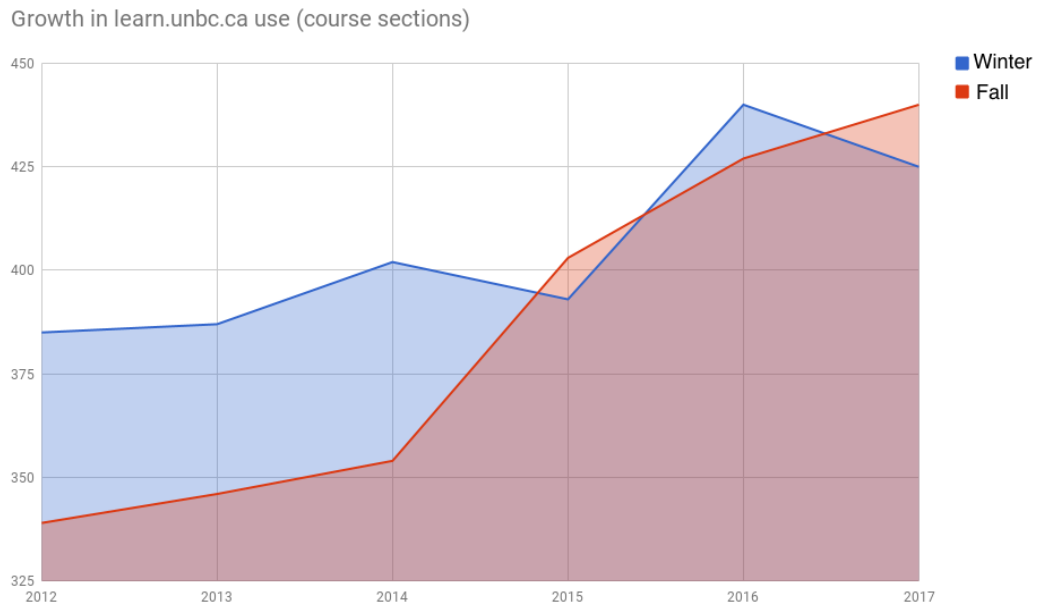
Beyond the strike, there have also been a rash of senior administrative departures of one form or another since 2015: the Dean of Graduate Programs was removed from his position by the closing of his department, the University Librarian retired, the Vice President Research was 'removed' and replaced, the Vice-Provost of Student Engagement (and then Enrolment) resigned his position. The degree to which these departures impacted the CTLT varied according to the depth of the collaborations. Luckily many of the inter-institutional collaborations have remained strong. As a team we determined we would move together through the flux. Unfortunately, the Director of the CTLT will not be seeking to renew her position for another term. This decision leaves the outstanding faculty and staff of the CTLT wondering about their futures and thus there is now some uncertainty for them.

A key issue facing UNBC and which has a profound impact on all members of the university community is budget. UNBC has serious issues with student enrolment and retention and there have been budgetary shortfalls. The situation at UNBC is being closely monitored by the province and there is significant pressure on the university (although we're not sure everyone accepts this is a university wide problem) to meet enrolment targets. This has been an ongoing issue.

As you will see in Appendix IV - CTLT Budget Memos/Documentation 2013-2016/17 in the 2014 Budget Memo to Dr. John Young, on page three of the appendix, it was indicated that we had cut our Administrative Assistant and there were other small cuts resulting in a -9.25% cut to our total operating budget. During our most recent budget cycle we have been asked to engage in budget cuts -- or at least engage in budget cut 'exercises'. This year we were asked to prepare for cuts of -5%, including salaries. It remains unclear if all units will actually be required to make these cuts or if some units will actually receive new investments or receive some reallocated funds. Those decisions, we are led to understand, will be made by the President's Executive Committee. As noted above, the impact for the CTLT is a cut of approximately \$23,000. Given we cannot take this money out of salaries, it has to come out of areas of soft funding and operating. Our proposal is to cut our student assistant line by almost ½ (from \$23,000 to \$13,000) and to take the additional \$10,000 from the Director's budget. The reduction from the Director's budget means a \$10,000 cut from a approximately \$35,000 budget. We've proposed to cut travel, food, and perhaps some funding to the annual Teaching and Learning Conference. These cuts will have a direct impact on programming and particularly programming that fosters community building because we often bring our community together over food. We expect a direct impact on graduate student programming because the T.A. Certificate Program is managed by the CTLT and we anticipate we will cut this program.

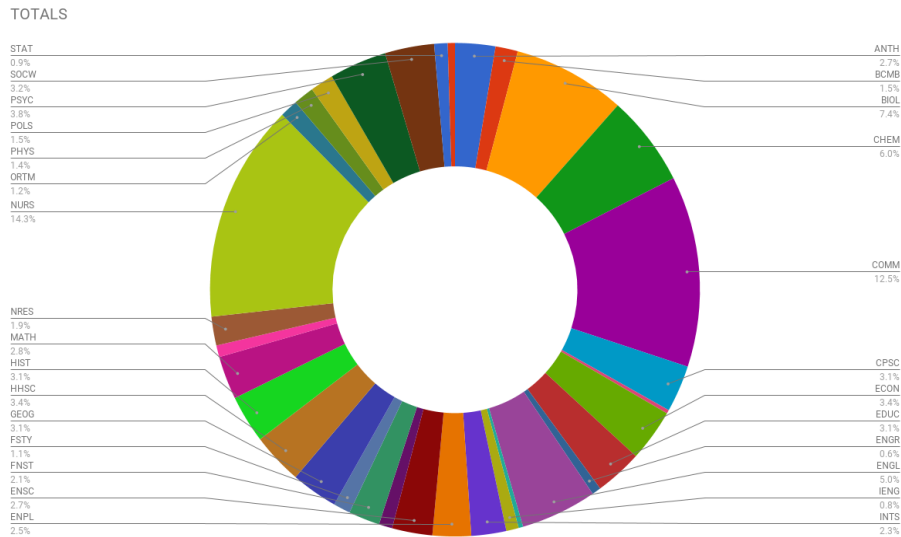
While we facing cuts and trying to consider how to maintain some of programming, we are also facing increased institutional demands for our services. Consider, for example, the graph below of growth in use of learn.unbc (Blackboard).

A significant element of growth at the CTLT has been the support of faculty's rapid adoption and diversification of instructional technology for their teaching and learning. The graph below illustrates the number of course sections making use of tools and techniques offered via learn.unbc.ca since 2012.



Not only have faculty's teaching and learning practices rapidly adopted instructional technologies supported by the CTLT, but the complexity of instructional designs has also grown. The image below illustrates all programs using learn.unbc.ca since 2012. Nursing, Social Work, Commerce, Biology, and Chemistry programs significantly leverage a wide range of learn.unbc.ca tools and techniques managed by the CTLT. These designs often include techniques such as: machine graded assessments, student response systems (Clickers), plagiarism detection services, integrated web-conferencing, learning analytics reporting, multimedia, and publisher integrations.

It is also worth noting that we provide elearning supports across UNBC. This is evident from the table below.



We also believe, in terms of our context, that there is often a lack of decision-making that is data informed and informed by the teaching and learning and elearning literature. While there are efforts around the university to be more strategic overall in all planning, we feel that there are times that the concerns for enrolment drive all other considerations. For example, as an institution we really need strategic planning on teaching and learning in the digital age and we need to think collaboratively about the requirements and future of regional delivery. We believe that lack of data and scholarly informed decision making also occurs in areas of curriculum design in departments and teaching in general. We do not think UNBC is unique in this regard and we know that in our practices, given resources, staffing, time constraints and the pace of our workplace, that our own decision-making and planning could be better informed and more strategic at times.

As a unit, we believe that we've had wonderful opportunities to collaborate within and across the university. We've had exceptional support from some areas and there are faculty and graduate students who engage in a significant amount of service to the university via the CTLT. Every day, we have the opportunity to work with faculty, staff, and administrators who engage in or promote innovative teaching and who are deeply committed to student centred teaching and learning.

As a unit, we see ourselves as a team. We are creative problem solvers and we share a commitment to excellence in delivery. We try to ensure that our work is informed by data and engage in ongoing assessment, while also seeking to foster a culture of assessment outside our unit. We have a commitment to collaboration with a multitude of communities inside and outside of UNBC. We advocate for open and inclusive practices. The Director seeks to model collaborative leadership external to the unit, is a feisty advocate of the importance of the student voice, and is committed to protecting the wellbeing of her team.

## ***5. Unit's Vision, Values, Goals and Strategic Direction for the Next Five Years***

The Centre for Teaching, Learning and Technology is committed to supporting the teaching and learning community at UNBC. We are dedicated to helping faculty, staff and graduate students in achieving their goal of delivering the best possible learning experience for students. We are also committed to facilitating and encouraging the development of teaching excellence. (CTLT Vision/Mandate as articulated on the CTLT website, <https://www.unbc.ca/centre-for-teaching-and-learning>).

Many of the values which inform our unit can be inferred from the sections above but we believe it is important for us to at least reiterate the values that inform our work to ensure clarity.

Core values include:

- team work, collaboration, effective communication
- respect for diversity and diverse perspectives
- superbly organized work and programming and positive service delivery
- advocacy for student centred approaches in teaching and learning
- ongoing assessment and feedback in programming for ourselves and others
- innovation, creativity and willingness to take risks
- community, connection and celebration
- practitioner of, and advocate for, open, accessible and inclusive programming
- strategic thinking and the strategic use of funding and working to creatively offer programming and solutions to identified gaps
- advocacy for scholarly informed approaches to teaching and learning
- modelling scholarship of teaching and learning engagement
- we are learners
- workplace and team wellness
- active engagement with university community and external partners

Our values are operationalized in our goals. We do not have a strategic planning document with five year projected and measurable quantitative goals for our programming but we do regularly identify our goals and gaps and always aim to think strategically. Some of our goals are articulated in our budget memos and in the annual reports of the Director (See Appendices II and IV). We also recognize that we are not isolated from broader institutional processes and practices and so our goal setting must take place within that context.

With such a small number of staff, the primary ongoing goals have been to increase our staff and if that is not possible, to maintain and where possible grow our service to our constituent groups, while ensuring our own sense of workplace wellbeing. We will, however, address the question of strategic direction for the next five years in sections 13 and 14 of the self-study.

The table below shows the relationship between the values identified above and some of our goals. Comments indicate where there are cases of budget requests linked to the goals and/or programming that reflects the values and goals.



Values	Goals	Comments/Examples
Team work, collaboration, effective communication	Maintain effective communication and collaborative practices	We use Trello to organize all our events and our workflow
Respect for diversity and diverse perspectives	Promote students as partners perspective and promote Indigenization	Students as partners report created for President in Fall 2017 and ongoing support for Indigenization including a new series for Winter 2018. Support for the Provost Committee on Pedagogical Practices was requested in 2016 but funding was cut to that committee.
Superbly organized work and programming and positive service delivery	Increase staffing to include new instructional designer, full time graduate student professional developer and an Associate Director	New instructional designer in 2017, other two positions flagged in 2016 budget discussions but not put forward or considered for funding
Advocacy for student centred approaches in teaching and learning	Advocate for student centred approaches to teaching and learning in our all programming and service delivery	For example, student centred approaches are central to the ISW and key to instructional design support offered by the CTLT, advocate for the undergraduate research experience. Through budget proposals have sought ongoing funding for the ISW (which we did not receive last year), ensured funding for the URE.
Ongoing assessment and feedback in programming for ourselves and others	Engage in ongoing assessment of programming	Assessment of all our workshops and conferences, TA surveys, PCPP Survey and this review are all examples
Innovation, creativity and willingness to take risks	Be willing to 'think outside of the box'	Support for innovative use of technology such as media streaming, lecture capture, open pedagogy and open

		educational resources
Community, connection and celebration	Promote community, connection and celebration	Achieved through the Mentoring Lunches, Celebration of Teaching, Annual Teaching and Learning Conference and many others
Practitioner of, and advocate for, open, accessible and inclusive programming	Advocate and engage in open accessible and inclusive programming	Creation of the OER Grant that funds students, support for blogs spaces that allow for open pedagogy
Strategic thinking and the strategic use of funding and working to creatively offer programming and solutions to identified gaps	Engage in strategic thinking to problem solve and find creative solutions	Strategy to bring media-streaming to UNBC, collaboration with Vice-President Research to create faculty fellows
Advocacy for scholarly informed approaches to teaching and learning	Promote scholarly teaching and evidence based and reflective teaching	Evidence based and reflective teaching key to Tait Award, 3M support, and UNBC Excellence in Teaching Awards, as well as several workshops
Modelling scholarship of teaching and learning engagement	Engage in SOTL	See Appendix on CTLT SOTL for evidence of SOTL engagement and production
We are learners	Engaging in learning with our own communities and through our own reflective practices	Our engagement with our respective provincial, national and international communities and our team retreats support this goal
Workplace and team wellness	Support workplace and team wellness	A conference theme in the 2015 Teaching and Learning Conference, key to mentoring lunches and regular check-in and a unit practices
Active engagement with university community and external partners	Engage with a variety of UNBC stakeholders and our external partners to promote the CTLT	We are actively engaged inside and outside the university

## 6. Relationship Between The Unit and UNBC's Vision, Values, Goals

To present the relationship between the unit and UNBC's vision, values and goals, we provide a series of matrices.

One indicator of UNBC's goals is the "2018-2019 Strategic Roadmap" (see Appendices for pdf is called 2018-2019 Strategic Roadmap) which is used to guide our budget proposals. The Strategic Roadmap has four priority areas.

Strategic Roadmap	CTLT
Attract, retain and develop outstanding students, faculty and staff	Work of the CTLT supports faculty professional development, innovative and student centred teaching which helps attract and retain students. Promotion of OER also helps retain students.
Enhance the quality and impact of academic programming and delivery	Work of CTLT enhances delivery of programming both face-to-face and via distance and regional support. CTLT has provided support for assessment of the first year program called IASK (Integrated Analytical Skills and Knowledge). Excellent elearning support for faculty also enhances quality of programming and delivery.
Enhance the research culture	CTLT promotion and practice of SOTL and new development of Faculty Fellows support research culture.
Ensure financial accountability, sustainability and operational effectiveness	CTLT practice of programming assessment helps us to ensure our own operational effectiveness.

A second indicator of UNBC's vision, values and goals is the 2017 Academic Plan. It is worth noting that the Academic Plan is a very large document with a host of recommendations, many of which have significant budgetary and structural implications. The Academic Plan can be found in Appendices as a pdf labelled 2017 Academic Plan.

Academic Plan	CTLT
UNBC Vision - A destination university,	Our focus on community building, high-

<p>personal in character, that transforms lives and communities in the North and around the world (p. 11)</p>	<p>impact practices, excellence in service delivery for face-to-face and distance delivery supports this vision.</p>
<p>UNBC Values include:          Experiential learning, exploration, and discovery; Inclusiveness and diversity; Community; Integrity (pp.11-12)</p>	<p>We do not support experiential learning beyond managing the Undergraduate Experiential/Service Learning program but we do promote and practice inclusiveness, community and integrity.</p>
<p>Recommendation 1.2.2a          Consider development of a neighbourhood of learning centres where appropriate, to improve student access and reduce redundancy (e.g. The Centre for Teaching, Learning and Technology (CTLT), Academic Success Centre (ASC), Access Resource Centre (ARC), Mathematical Academic Centre for Excellence (MACE), Chemistry Tutoring in The Nucleus) while recognizing some resource centres require and succeed in particular locations. (p. 21)</p>	<p>We do not support this recommendation (and will expand upon it below) as it links to ideas related to a learning commons. The CTLT has never been and does not have the capacity to function akin to a ‘help desk’. Furthermore, we are not mandated with supporting undergraduate students.</p>
<p>Recommendation 1.2.1b includes:          A combined portfolio of Student Affairs, Teaching and Learning (see 2.6.1a), encompassing the above goals and recommendations, be created and placed under the purview of a senior administrative lead to ensure coordination and sustainability.</p>	<p>We are unclear as to what this means for the position of the Director of the CTLT and current programming. This will be discussed further in the section on future directions.</p>
<p>Goal 2.6.1 - Institutional priorities in the area of student support and innovative teaching are well supported, efficiently operated, and engaged in meaningful collaborations among related units and academic programs and Recommendation 2.6.1a -          New investments should be made in support units with priority given to ARC, ASC, Centre for Teaching and Learning, the First Nations Centre, and Counseling. (pp. 43-44)</p>	<p>We support this goal and recommendation and it is consistent with our values and goals.</p>
<p>Recommendation 2.6.1a also includes the following suggestion:          Create a Teaching and Learning group to be a collective of the following units:</p>	<p>We do not understand what the creation of such a group means and how it is assumed it will be administered. It is possible that the unnamed administrative position above would</p>

<p>Centre for Teaching, Learning, and Technology (CTLT); Academic Success Centre (ASC); Access Resource Centre (ARC); Mathematical Centre of Excellence(MACE); and The Nucleus. Experiential Learning Office (newly proposed), that provides support for the following units and activities: – Career Centre</p> <ul style="list-style-type: none"> <li>– Co-operative education</li> <li>– Field school</li> <li>– Internships</li> <li>– Practica</li> <li>– Service learning, and public service opportunities</li> <li>– Leadership development for students (p. 44)</li> </ul>	<p>lead this group. Some of this just takes us back to where we were pre-2012. It is important to note that there have been no conversations with the CTLT about the creation of this group - at least as of the submission of the self-study. Further discussion below in the section on “Futures”.</p>
<p>Recommendation 2.7.1a - Work with other units across the institution, including the CTLT and Office of Research, to ensure that graduate students receive appropriate and necessary support for research and professional development. (p. 47)</p>	<p>There is a paucity of references to graduate student support in the Academic Plan. We support this wholeheartedly.</p>
<p>Goal 3.1.1 - The University focuses its efforts towards high-impact teaching and learning and on developing capacity and appropriate use of experiential education, and affirms that faculty need space and time to be able to engage in high-impact teaching. (p. 55)</p>	<p>All CTLT efforts support this goal.</p>
<p>Recommendation 3.1.1a includes: Faculty develop and review curriculum to support Indigenization in their teaching and learning (p. 55)</p>	<p>This should be led by the First Nations Centre but the CTLT is fully supportive. We have supported discussions on Indigenous pedagogy in the past and are planning a series on Indigenization in Winter 2018. Consistent with our values, we fully support this recommendation.</p>
<p>Recommendation 3.1.1b includes: Periodically revisit university-wide learning outcomes, and integrate new outcomes available through student participation in extra-curricular activities such as governance, community work, and orientation (among other possibilities) that are part of university life and student affairs (Note the</p>	<p>The CTLT did sponsor a Learning Outcomes Project in 2010. There may be some capacity to support curriculum mapping but any kind of significant exercise requires additional staff.</p>

recommendation goes on to provide extensive guidance on curriculum mapping) (p. 56)	
Recommendation 3.1.1c includes: Develop a Strategic Action Plan for Online Education and Distributed Learning that is aligned with the academic structure, and able to integrate with alternative and mixed formats and schedules to fully enable its success. (p.56)	We fully support this recommendation and it will support CTLT goals in terms of service delivery and innovation.
Recommendation 3.1.2a focuses on first year experience (p. 57)	We support high impact first year experiences and have supported research in this area and the Director taught in the now ‘on hold’ first year program called IASK.
Goal 3.4.1 Create, foster, and support undergraduate and graduate student access to high-quality, ethical, and culturally appropriate experiential education embedded across disciplines, across campuses, throughout our communities, and internationally. (p. 60)	Pages 60-63 of the Academic Plan focus on experiential learning which is a central university value but for which there currently no dedicated staff unit. There is some funding through Advancement but there is no staff support for faculty seeking to develop experiential learning opportunities. The CTLT may get a faculty fellow in this area but we are not currently staffed to provide support in this area.
Internationalization and Interculturalization - Section 3.5, includes Recommendation 3.5.3a related to intercultural teaching competence: Make resources and funding made available to the CTLT to support international Teaching Assistants, sessional instructors, and faculty (or those from another culture or way of knowing) who are new to teaching in a Western university environment. (p.68)	The CTLT has provided some training on Intercultural Competence but the graduate student lead on this is no longer with us. It is a key area and support for intercultural competence and international graduate students is urgently needed. We do not currently have sufficient capacity to provide such support.

## **7. Core Functions and Areas of Programming**

Our elevator pitch of what the CTLT does goes something along the lines of “We support faculty and graduate student (and increasingly staff) professional development in face-to-face and online learning. We also provide support for faculty adoption and use of a wide range of instructional

technologies”. While this is broadly accurate, of course, we know that elevator pitches are notoriously absent of detail.

The core functions and areas of programming are influenced by six factors. First, as noted above, our work is informed by our mission, values and goals. Second, some core functions for the Director were included in the 2013 job ad for the Director’s position where it was stated that the Director’s core duties include: “leadership to make UNBC a more student-centered campus through ...managing the CTLT; collaborating with other academic and service units, including the Learning Skills Centre (LSC); promoting the scholarship and practice of teaching, learning and technology; representing UNBC provincially and nationally on issues related to teaching, learning and technology; and mentoring/building capacity among faculty and staff.” Third, the core duties of the Elearning Coordinator and the Instructional Designer are identified as per the requirements of the Faculty Agreement for the positions of Senior Lab Instructor. All UNBC Senior Lab Instructors must have the specific core duties for all of their respective positions clearly articulated. This is the employee category under which both Mr. Potter and Mr. Hofsink fall.

#### Grant Potter Core Professional Duties:

1. Research and reporting on elearning solutions pursued and implemented at UNBC as well as conducting general research to stay current on the use of e-learning and web technology, trends, best practices.
2. Strategic planning for maintenance, upgrades, and data integrity for synchronous and asynchronous UNBC educational technologies.
3. Establishing and maintaining the policies for the elearning monitoring, facilitating and coordinating the implementation of all e-learning policies, procedures and standards with ITS
4. Communicating information and best practices on elearning services offered at UNBC and emerging educational technology through regular workshops and seminars.
5. Advising on technical solutions and possibilities to use elearning solutions to support regional access to both professional development and course delivery.
6. Collaboration with UNBC service units to assist them in the establishment and integration of elearning solutions. This may include documenting inputs on use and curriculum requirements for training programs using elearning as a mode of delivery.
7. Liaise with provincial and national elearning organizations and associations to collaborate on emerging technologies and highlight UNBC elearning innovations
8. Coordination of instructional design services offered by the Centre for Teaching, Learning, and Technology.

#### Clarence Hofsink Core Professional Duties:

1. Guides faculty in the application of effective teaching and assessment strategies in a web-based learning environment and works closely with faculty and other team members to produce a variety of learning materials for use in the classroom, individual and group study;



2. Participates in provincial and national elearning organizations and associations to collaborate on emerging technologies and highlight UNBC elearning innovations;
3. Communicates information and best practices on elearning services offered at UNBC and emerging education technology through regular workshops and seminars;
4. Ongoing professional development in areas consistent with core duties and CTLT needs;
5. Supports a wide range of learning technologies on all UNBC campuses;
6. Collaborates with the CTLT team for development and delivery of regular CTLT activities and events

The fourth factor that shapes our core functions and programming are university-wide committee leadership and participation, university priorities and demand for services. The fifth factor that shapes our core functions and programming is our own research agendas and our engagement with external networks and colleagues. The sixth and final factor that shapes our core functions and programming is convention -- insofar as there are elements of our programming that have existed since the creation of the CTLT which we believe still merit delivery. With these factors in mind, we will now turn to a broad description of our programming. For more details on our programming please consult the events chart in Appendix V and the annotated list of our professional development programming activities available in Appendix VI.

#### *Instructional Technology Support*

CTLT instructional designers promote student success by helping faculty design, develop, and teach effective face-to-face, hybrid, and online courses that provide relevant learning experiences to motivate and engage students. We do this by:

- Consulting with faculty to solve instructional problems by applying current research on learning and innovative teaching practices that support student-centered learning.
- Offering faculty development courses and workshops that teach faculty to use technology to meet instructional goals.
- Working with academic departments to develop online graduate degree programs.
- Supporting the design and effective use of active learning spaces, including training faculty on teaching with technology.

To accomplish the above, we foster a spirit of collaboration, service, and outreach, as well as advocate for university policies that further our mission.

#### *Instructional Technology Innovation*

The CTLT assists programs and courses in charting best practices, exploring and implementing instructional technologies and offers guidance in matching the best technology solutions desired learning objectives. We also provide individual assistance and troubleshooting when specific technology challenges instructors. The CTLT works with individual faculty as well as entire programs to identify technology solutions from our existing portfolio of services or using new methods and approaches. In addition to one-on-one consultations, the CTLT offers year-round workshops providing instructors with hands-on opportunities with instructional technologies.

The CTLT works with faculty, academic staff, and ITS to continually evolve and enhance UNBC's instructional designs. The CTLT attends regular meetings and represents UNBC with

provincial, national, and international bodies researching and developing new, emerging technologies and techniques including:

- BCCampus <https://bccampus.ca/>
- BCNet <https://www.bc.net/>
- CNIE Canadian Network for Innovation in Education <https://cnie-rcie.ca/>
- Educause <https://www.educause.edu/>
- Association for Learning Technology <https://www.alt.ac.uk/>

#### *Graduate Student and Faculty Professional Development*

The CTLT provides a wide range of opportunities for graduate student and faculty professional development. As noted above, increasingly we have found that our events and workshops have been attended by staff and undergraduate students. Our focus in terms of professional and educational development is the sharing of best practices in teaching and learning, promoting student centred approaches to teaching and learning, fostering reflective practice, creating events and opportunities to build connection and community, and creating inclusive and diverse events to provide opportunities for mentoring. Our professional development opportunities range from the two day annual teaching and learning conference to one-on-one support for curriculum design. Key activities about which you can get more detail in Appendix VI on professional development programming include:

- The Annual UNBC-CNC Teaching and Learning Conference
- The Teaching Assistant Certificate Program
- The Instructional Skills Workshop
- The T.A. Workshop offered every semester
- The Teaching Dossier Workshop
- The Celebration of Teaching
- The Women in the Academy Mentoring Lunches
- Regular “Brown Bag Lunches” on any number of key topics such as Indigenization, Intercultural Teaching Competence, Being a Reflective Practitioner, and Experiential Learning.
- Faculty Orientation
- Robert W. Tait Annual Lecture on Implementing Teaching Excellence

#### *University-Wide Committee Leadership and Participation*

One of our core functions, especially for the Director, is leadership of and participation in university-wide committees. While at times the number of meetings attended can be onerous, it remains the case that being at the table matters and undertaking leadership in key areas is vital. It is however essential to note that given the CTLT has a ½ time administrator that often at least part of the organization of the committee meetings falls to the Director. Consistent with our values, where possible we seek to create committees that are broadly representative and to include students, faculty and staff. Our committees tend to be well-organized and action oriented. In cases of event planning, our events are always designed with space for conversation and reflection in mind, while simultaneously promoting student centred high impact practices.

Committees which are led by the Director include (a full list of committee work can be found in our C.V.s and descriptions some of the committees is provided in Appendix VII - CTLT University-Wide Committee Leadership and Participation):

- The Teaching Space Optimization Committee (Director is co-chair with a faculty member, 2011-current)
- Provost's Committee on Pedagogical Practices (2013-2017)
- Chair, First Year Experience Action Group of the Provost's Committee on Pedagogical Practices (2015-2017)
- Chair, Experiential Learning Action Group of the Provost's Committee on Pedagogical Practices (2015-2017)
- Undergraduate Research Experience Adjudication Committee (2012-2016)
- Undergraduate Experiential/Service Learning Adjudication Committee
- UNBC Excellence in Teaching Award Adjudication Committee (2012-ongoing)
- 3M Student Fellow Internal Adjudication Committee and mentorship (2015-current)
- 3M Teaching Fellow Internal Adjudication Committee and mentorship (2016-2017)
- Robert W. Tait Lecture on Implementing Teaching Excellence Adjudication Committee
- Teaching and Learning Conference Coordination Committee (co-chaired with someone from CNC)
- Faculty Orientation Coordination Committee (2008-2009; 2012-current and generally shared leadership)
- Chair, CTLT Senior Lab Instructor Hiring Committee (2014 and 2016)
- Co-lead, Student Experience and Pedagogy Action Group for Academic Planning (October 2016-June 2017)
- Chair, UNBC Academic Visioning Initiative Pedagogy Working Group (2006-2007)

Committees led by the Elearning Coordinator include:

- Open Educational Resource Grant Adjudication Committee (2016-present)
- Instructional Technology Action Group of the Provost's Committee on Pedagogical Practices (2015-2017)

Committees on Which the Director Participates or has Participated Include:

- Member, Student Experience and Pedagogy Collaborative Group for Academic Planning Framework, (May-October 2015)
- Member, Indigenization Action Group of the Provost's Committee on Pedagogical Practices (2015-ongoing)
- Member, Learning Outcomes Action Group of the Provost's Committee on Pedagogical Practices (2015-ongoing)
- Member, Deans Council (ongoing)
- Member, Senior Leadership Forum (ongoing)
- Member, UNBC Senate – non-voting (ongoing)
- Member, Vice-President Academic and Provost Hiring Committee (2017)

### *Regional, Provincial, National and International Activities*

As noted above, a key factor influencing our programming is our engagement with external networks and colleagues and representation of UNBC at regional, provincial, and international fora is central to our roles. For both Dr. Smith and Mr. Potter, a significant amount of our external activities involves fora related to SOTL in our respective areas of expertise and responsibility. We provide more information on our SOTL activities below in section 8 of this self-study. Here we will simply provide examples of our committee and service work external to

our institution. Our activities external to UNBC are characterized by collaboration with other institutions and stakeholders, strategic thinking that identifies gaps and seeks to address the gaps identified, and in terms of instructional technology and elearning the work of the UNBC CTLT is recognized provincially and nationally as an early adopter and model for internal building of strategic alliances. Our C.V.s provide reviewers with a more extensive list of our activities external to UNBC.

Heather Smith Regional, Provincial, National and International Activities include:

- Regional Vice-President-Canada, International Society for the Scholarship of Teaching and Learning (ISSOTL), (2016-2018)
- Working with Stephanie Chu (KPU), Erika Kustra (Windsor), Suzanne Sheffield (Dal) she was co-organizer and co-designer of the National Teaching and Learning Directors' Meeting at the June 2016 STLHE meeting and again, with Natasha Kenny (Calgary) and Erika Kustra (Windsor), for the meeting in Halifax in June 2017.
- Adjudicator, 3M Student Fellows, (2016-2018)
- Organizing committee of the University, Colleges, Institutes Professional Development (and now BC Teaching and Learning Network) (2013-2014)
- Chair, British Columbia BC Teaching and Learning Network Ad Hoc Governance Committee (2014-2015)
- Chair, British Columbia Teaching and Learning Council Ad Hoc Governance Committee, (2014-2015)
- Co-Section Head, with Renan Levine (U of T Scarborough) Teaching and Professional Practice Section, Canadian Political Science Association Annual Conference (2016-2017)
- Co-Chair, with J. Marshall Beier (McMaster), International Studies Association Canada, Professional Development Committee (2016-2017)
- Chair, Canadian Political Science Association Excellence in Teaching Award Adjudication Committee, (2013-2014)
- Member, Jury for Best Article on Teaching and Learning in *Politics* (2013)
- External Reviewer, University of Alberta, "Provost's Award for Early Achievement of Excellence in Undergraduate Teaching", (2010)
- Chair, Canadian Political Science Association Board of Directors subcommittee on developing a teaching award, (2009)
- Co-Section Head, with Janice Newton (York) Canadian Political Science Association, Teaching and Learning Politics Section, (June 2011)
- Chair, International Studies Association Canada Professional Development Committee, (2009-2012)

Grant Potter Regional, Provincial, National and International Activities include:

- BCNet High Definition Video Conference Working Group, (2013-present)
- BCNet Shared Survey Tool Working Group, (2014-present)
- BCNet Shared Services Working Group (Media Streaming and Kaltura), (2013-present)
- Co-Chair, BCCampus Educational Technology Users' Group (ETUG), (2011-2012)
- International Open Education Conference Committee, Co-chair (Vancouver, BC), (2012)
- Premier's Technology Advisory Council (Education), (2009)

## ***8. CTLT Scholarship of Teaching and Learning***

Core to our duties is our role as scholars, learners and practitioners of the scholarship of teaching and learning. While SOTL is a contested term, for our purposes we can adopt the following interpretation from Mary Huber (2013, 1):

“The scholarship of teaching and learning (SoTL) is an approach to college and university teaching that views classrooms (and other learning spaces) as sites for inquiry, innovation, and knowledge-building. SoTL engages educators in looking closely and critically at their students’ learning for the purpose of improving their own courses and programs. But it also involves going public with insights, experiences and results that colleagues can evaluate and build on. Scholars of teaching and learning advance the profession of teaching in higher education by drawing from and contributing to wider pedagogical conversations in and across institutions and fields.”

Key for us is that SOTL focuses on varied learning spaces, includes reflective practice, and requires public sharing of our work. In our table of SOTL work we’ve included work ranging from peer reviewed publications to internal and external workshops.

We provide a full list of our SOTL in Appendix VIII - CTLT Scholarship of Teaching and Learning but we do want to highlight four key characteristics of our SOTL work. First, the range of our work highlights the national and international reputations of members of the CTLT as well as the breadth of our networks. For example, Mr. Potter has given keynote lectures at City University of New York and University of Mary Washington and has given conference presentations with collaborators from Thompson Rivers and the Justice Institute of British Columbia, among others. Dr. Smith has published in multiple peer-reviewed books and journals. She has worked with collaborators from UNBC, UBC, Laurier, OttawaU, Western and McMaster, to name a few. Second, where possible we seek to include students in our SOTL as authors not just subjects. Dr. Smith has published and worked with both her own students and students employed by the CTLT, thus working to support multiple spaces for the student voice. Third, our understanding of SOTL includes our own internal reports and projects. Our commitment to in-house SOTL is consistent with our value of data informed practices and the promotion of SOTL. Examples are included in Appendix IX - CTLT Surveys and Reports. Fourth, our SOTL is innovative and challenges the status quo in our respective fields and within the university context. Dr. Smith, for example, co-edited the first and indeed only journal volume on teaching and learning Canadian foreign policy. Mr. Potter is a leader in the promotion of open educational resources and open online course development. Our in-house research on the Undergraduate Research Experience (URE) influenced the Interim Vice-President Research, Dr. Geoff Payne, to core fund the URE program. Our report on Students-as-Partners resulted in an ad hoc Senate committee being struck, chaired by a graduate student - Amy Blanding. The work of that committee has had an impact on the tone of Senate and has supported the student voice -- the catalyst of which was a CTLT report.

This chart amalgamates scholarship and research for all current members of the CTLT and includes scholarship of teaching and learning by Dr. Smith produced during periods when she was not associated with the CTLT but the inclusion speaks to reputation. Most of this data represents a period between 2007-current but there are a few outliers.

Scholarship by Type	Total
Peer Reviewed	15
Non-Peer Reviewed	1
Internal to UNBC	10
Presentations – Invited Talks	16
Peer Reviewed Conference Presentations, workshops, papers and roundtables - external	53
Workshops, Roundtables, Presentations – Internal	86

## 9. Research Grants

In terms of research grants, we see patterns similar to those of our SOTL work. Mr. Potter, in particular, has a strong record of ongoing collaboration with researchers in British Columbia and indeed across the country. As the list below shows, he has worked with individuals from Royal Roads, UBC, Langara, College of the Rockies, and the Justice Institute of British Columbia. The grants received by Mr. Potter are also indicative of his innovative work in areas of research and development of leading edge instructional technology. For example, the 2011 grant from BCCampus on “Situated Learning with Mobile Technologies” focused on how new affordances of mobile technologies could be used to aid student learning in experiential learning contexts. The research undertaken during this grant showed an understanding that mobile technologies, which were still fairly new at the time, would impact teaching and learning in profound ways. The work included a research component and development of a platform for mobile content deployment.

Granting Agency	Subject	\$	Year	Principal Investigator	Co-Investigator(s)

BCCampus	OER Development Grants	\$20,000	2016	Grant Potter	Heather Smith
BCCampus	Facilitating Learning in Synchronous Environments	\$14,000	2013	Grant Potter	Royal Roads University
BCCampus	Situated Learning With Mobile Technologies	\$28,000	2011	Grant Potter	UBC, Langara, CoTR
BCCampus	Electronic Virtual Patients	\$14,000	2011	Grant Potter	JIBC
Canarie	Digital Accelerator	\$5000	2010	Grant Potter	
BCCampus	BCOpenSim	\$24,000	2010	Grant Potter	
BCCampus	Professional Development in British Columbia	\$31,000	2008	Nancy Randall (VIU)	UNBC, TRU
Educational Developers Caucus	Northern Educational Developers' Caucus	\$2500	2007	Heather Smith	CNC, NWCC, NLC

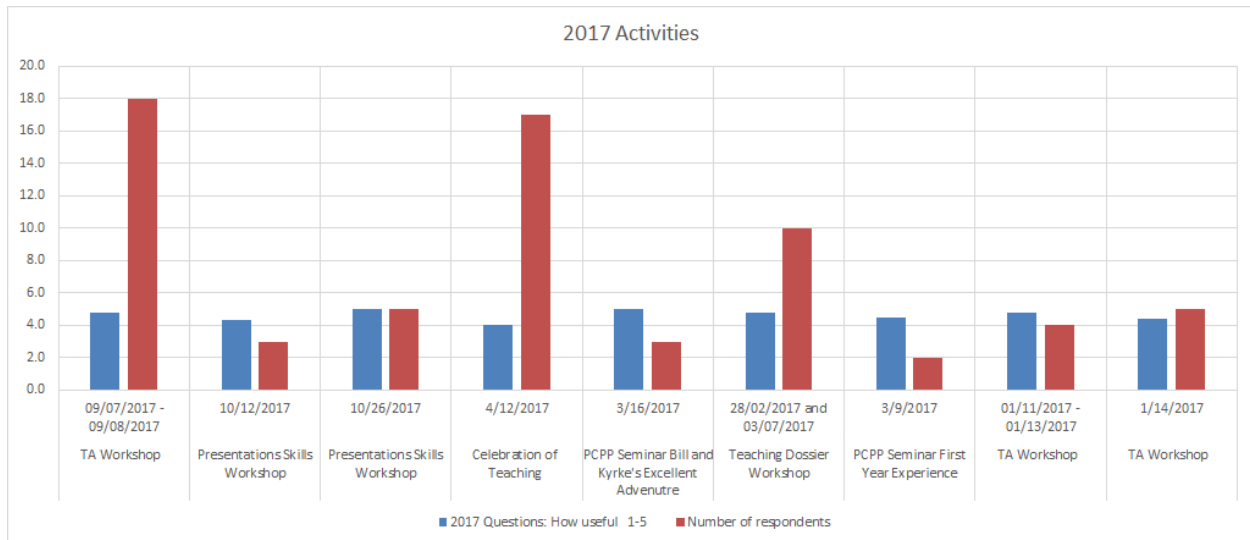
### ***10. Consultation with Current Administrators, Faculty, Staff and Students Related to or Served by the Academic Administrative Unit***

As noted throughout the document, the CTLT collects information regarding its programming and services regularly. We believe that the regular collection of feedback is a form of consultation. We did also do a survey for the purposes of this self-study, key results of which will be shared below. First we would like to share some of feedback we have received in other forms.

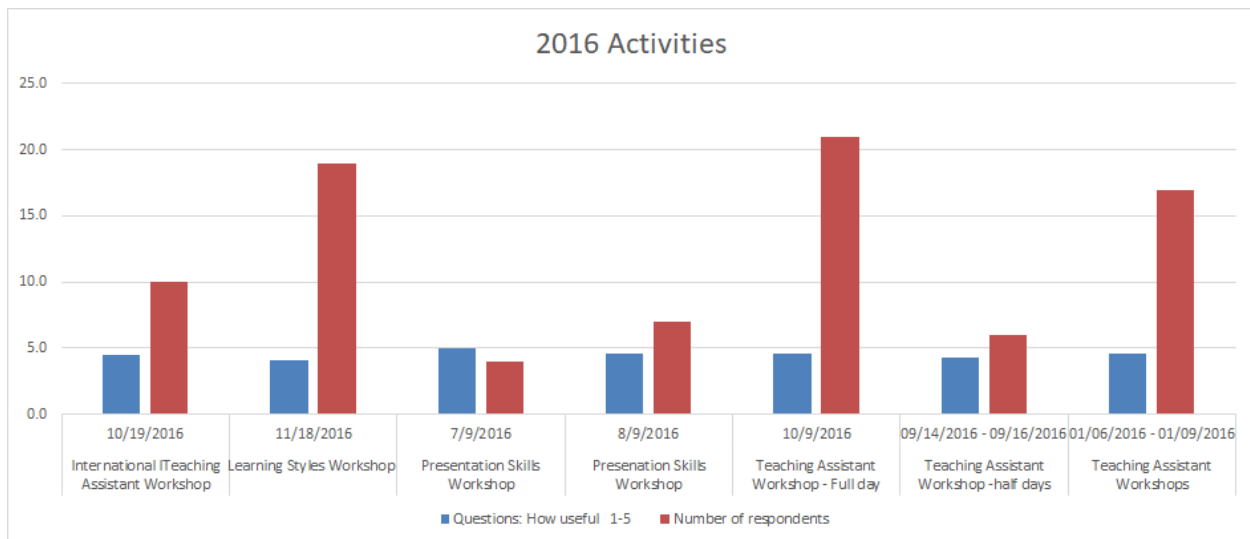
*Workshop and conference evaluations*

We seek feedback on our workshops, events and annual teaching and learning conference. We also engage in committee debriefs for all our big events and facilitator debriefs for all of our facilitated workshops.

If you consider the table below, you will see collected data for key workshops throughout 2017. We've highlighted the responses to the final question in our standard evaluation forms which asks how useful was the workshop, which can be answered in a range of 1-5.



We also have a similar collection of data for some of our 2016 workshops and sessions.



We also collect qualitative data for all our events, the amount of which is too vast to share through this self-study but which we are happy to provide upon request.

Our findings consistently show high levels of satisfaction with our workshops and conferences. What we don't know is the long term impact of attendance of one of our workshops or



conferences on participants teaching and learning practices. That is a significant gap in our understanding of the impact of our work.

### *Surveys Relating to our Services*

We have conducted surveys related specifically to our services and conducted surveys which speak to our services, even if that was not the primary intention of the surveys.

For example, we conducted two surveys related to our graduate student programming in the last five years, one in 2012 and one in 2017. These surveys are available in Appendix IX - CTLT Surveys and Reports. The longitudinal assessment in the 2017 survey provided by our part-time Graduate Student Professional Developer, Ms. Amy Blanding (who is no longer at the CTLT), and shows common obstacles to participation for graduate students such as time constraints, workload and questions of relevance of our programming for graduate students. Her analysis also highlights the possible value of creating a blog for graduate student professional development. In addition, there are suggestions of making our sessions shorter and working on creating a cohort of graduate students teaching assistants to engage collectively to discuss teaching and learning. As a result of some of this feedback, we will be bringing together members of our T.A. Certificate Program in Winter 2018 for some more focused and structured conversations.

Another example of a set of surveys that was conducted that provides us feedback on our programming are the two surveys conducted under the aegis of the Provost's' Committee on Pedagogical Practices respectively titled "The Provost's Committee on Pedagogical Practices Survey, Results and Key Findings" conducted in 2014 and the "UNBC PCPP Student Voices Survey", conducted in 2017 by Aaron Grant on behalf of the PCPP and funded by the CTLT.

The 2014 survey focused on five areas: learning outcomes, instructional/communication technologies in the classroom, experiential learning, Indigenization and regional delivery. We asked questions with the aim of doing some benchmarking in priority areas for UNBC because we were aware that there were often goals being created without an understanding of the state of play 'on the ground' so to speak. With that in mind, our high level conclusions were as follows (PCPP Survey, Results and Key Findings, 2014; 8):

"The survey findings show us there is thoughtful and deeply engaged work being done inside and outside the classrooms at UNBC. In spite of very clearly expressed concerns about time, workload, student resistance, and lack of recognition for teaching, we have many faculty members committed to innovative teaching practices through the use of technology, experiential learning, and/or indigenous pedagogies. There are faculty members on the cutting edge of adoption of open educational resources and open textbooks and faculty who have integrated service learning into their courses. Learning outcomes are used regularly by many of the respondents.

These findings are exciting and make us curious to know what other creative and innovative teaching and learning practices are taking place.

However, we also feel that the results tell us that in the areas of learning outcomes, indigenization, instructional technology and experiential learning we can still do more. We wonder how the results in these areas are translating into practice.

We also note that CTLT events and conferences are often a source of training, but we believe that there are untapped sources of expertise on campus and beyond.

We also acknowledge that the response rate to the survey was not as high as we had hoped and that we are doubtless not capturing many interesting initiatives or important concerns. We wonder how to engage those who are not already engaged.

In terms of instructional technology and communication as well as regional delivery there is a sense that distance delivery is somehow second rate and that technology in the classroom is distracting and does not enhance learning. There seem to be an assumption that in order to provide access to students that faculty must travel to the regions and be at a particular site.”

The 2017 Student Voice Survey was conducted at the initiative of Aaron Grant, an undergraduate student who sat on one of the PCPP Action Groups that was created as a result of the 2014 PCPP Survey recommendations. This was the first in-house survey of this kind. Sharing of the broad conclusions of this survey has not been done given that there are no high level general conclusions but rather a series of findings according to areas consistent with the 2014 faculty-oriented survey. This said, it is worthwhile to make a few comments that compare the two surveys because a comparison of the two shows us different perspectives on similar areas of concern to UNBC.

First, the 2014 PCPP survey which focused on faculty indicates that while a majority of respondents indicated that they use learning outcomes in their classrooms and to design their assessments, a majority of respondents (and we cannot know if they are the same respondents) did not feel that they would like learning outcomes training. Student respondents indicated that they appreciated the use of learning outcomes in their courses. While this comparison does not necessarily suggest the need for more learning outcomes training for faculty, we can say that the student voice is consistent and supports the value of learning outcomes and suggests that we have some greater way to promote the use of learning outcomes.

Second, in terms of instructional technologies “a majority of respondents have received training on some instructional/communication technology and 48% indicated they would like to receive training (although comments typically indicate that this is a yes qualified with concerns about time) and 38% indicated they were not interested in training” (PCPP Survey, Results and Key Findings, 2014; 4). The student survey indicated that the students would appreciate training on the use of learn.unbc.ca (Blackboard) and “also recommended that there be some form of instructional/communication technology training for instructors in order for them to properly facilitate and fulfil learning outcomes/goals in the classroom. Professors can then transmit this knowledge to students at the beginning of a course” (Student Voice Survey, 2017; 8). We see here that there may be needs for training and support that are unrecognized (or unfulfilled for any number of reasons such as workload) by faculty and as a unit we do not go into classrooms and

offer training because our aim is to build capacity in faculty to be independent users, where possible.

Third, in terms of experiential learning the 2014 faculty survey indicated that “a majority of respondents have not received training on experiential learning and 46% indicated they would not like to receive training while 30% indicate that they would like training”(PCPP Survey, Results and Key Findings, 2014; 6). In contrast, the Student Voice survey shows us “a majority of students at UNBC have stated that experiential learning is how they learn best, gain more experience, and improve real-life skills. The incorporation of more experiential learning in pedagogical methods is paramount in student’s learning. It is recommended that there be a heavier emphasis on experiential, in-depth teaching”(Student Voice Survey, 2017; 9). Again here we see a gap between the student voice and preferences and faculty interest/ability to engage in training.

Fourth, in terms of Indigenization, the 2014 faculty survey showed that “the use of Indigenous pedagogies, content in our courses by Indigenous scholars, the inclusion of Indigenous perspectives, oral traditions and/or knowledge holders is not a regular occurrence in our classrooms. For example, 30% of respondents ‘often’ or ‘always’ include Indigenous perspectives and approximately 25% of respondents indicated that they ‘often’ or ‘always’ include content by Indigenous scholars” (PCPP Survey, Results and Key Findings, 2014; 6-7). One would hope that these numbers have changed since 2014 given the release of the Truth and Reconciliation Report and the need for encourage further Indigenization is heightened by the finding of the Student Voice Survey which indicates “UNBC is languishing in educating students in regard to Indigenous pedagogy and Indigenous history – not just how the pedagogies are used, but why these pedagogies are used. Responses in this section of the survey included many racist and derogatory comments. Such comments are not represented in the summary of recommendations presented here” (Student Voice Survey, 2017; 10).

Fifth, in spite of having a regional mandate, the 2014 PCPP survey of faculty suggests there is some reluctance to take on regional or distance delivery. “When asked about training, a majority of respondents indicated they would not like to receive more training with regard to teaching in the regions while some indicated an interest in training” (PCPP Survey, Results and Key Findings, 2014; 7). The 2017 Student Voice Survey shows that students understand the value of regional delivery and one theme that arose was that “not all the courses required for credentials are available off campus or online and students want to be secure in knowing that they can continue schooling if they have to move” (Student Voice Survey, 2017; 13). The issues of students being able to actually graduate from UNBC without moving to Prince George is not new to UNBC and is currently on the agenda of the Dean of Regional Programs, Dr. Mark Dale.

Beyond these sets of surveys which speak specifically to our programing and/or issues that have significant bearing on teaching and learning, we have conducted research and analysis of various initiatives. For example, in Appendix IX - CTLT Surveys and Reports, there is an assessment of the Undergraduate Research Experience where we gathered feedback from our URE student recipients and compared their experiences to the experiences anticipated in the literature related to high impact student research experiences with faculty. We found that our students were having similar experiences and thus, we felt, this supported argument that this program merited

ongoing support. The Students as Partner Report produced for Senate is also included in that appendix as is the report of the analysis of the 2013 UNBC National Survey for Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) data. The NSSE-FSSE was completed as well in 2016 however there is no report on that data. All of these reports, while not ‘direct’ consultations of our users, speak to areas of significance for the CTLT and help us to understand the state of play at UNBC.

*Survey related to this self-study*

We also did a survey focused on our programming and the perceived contributions of the CTLT as part of the broader external review process. The survey questions and raw data can be found in Appendix IX - CTLT Surveys and Reports as files titled “CTLT Programming Review 2017 - Survey and 2017 December 1 CTLT Review Survey Results”. We asked respondents if they have participated in our programming, used any of our services and what they saw as the value added of the CTLT to UNBC. The survey was administered by Ms. Bernadette Patenaude, Director of Integrated Planning. She gave us the raw data to run our own statistics.

The response rates to the survey were not high given that in January 2018 were reported to have 335 Faculty, 430 CUPE including Casual Employees, 11 Directors, 60 Exempt, 8 Senior Executive, 47 Academic Services (Research), 15 PhDs and 242 MA students and yet a total of 137 responses to our survey. This response rate isn’t dissimilar to other surveys we’ve done and so for us, the question becomes, what insights might be gleaned from the responses that can help us? In addition, we need to factor in that administrators and staff are not our mandated audiences for services and programming. We will never exclude anyone and we do find that increasingly staff are accessing our services, but they are not our target audiences.

**CTLT Self Study Survey Responses by Campus and Role**

<b>Total</b>	<b>137</b>	
Prince George Campus	116	84.7%
Northwest	2	1.5%
Terrace	3	2.2%
South-Central	1	0.7%
WWW/Online	5	3.6%
Vancouver	4	2.9%
Didn't indicate	6	4.4%
Administration	5	
Faculty	41	
Staff	31	
Sessional	3	
Masters Student	33	
PhD Student	6	
Other	11	
No response	7	

Frequency Table of Total Responses to All Questions - Not Sorted By Type of Question

	<b>Total</b>	<b>% of respondents</b>
[12 Email announcement]	<b>120</b>	<b>88%</b>
[4 Are you familiar with the CTLT services as presented on our webpage:]	<b>90</b>	<b>66%</b>
[3 Have you ever been to the CTLT Office in the Teaching and Learning Building?]	<b>88</b>	<b>64%</b>
[7 None (I have not participated in any CTLT Chaired or co-Chaired committees)]	<b>84</b>	<b>61%</b>
[6 None (I have not attended and/or facilitated any CTLT workshops or events)]	<b>57</b>	<b>42%</b>
[5 Support for the use of learn.unbc.ca]	<b>56</b>	<b>41%</b>
[5 None (I have not accessed and/or facilitated any CTLT services)]	<b>43</b>	<b>31%</b>
[6 UNBC/CNC Teaching and Learning Conference (August 2015, 2016, and 2017)]	<b>43</b>	<b>31%</b>
[5 Technical oversight for web-conferencing applications (eg. Elluminate/Collaborate or BlueJeans)]	<b>33</b>	<b>24%</b>
[12 UNBC Events page on the website]	<b>26</b>	<b>19%</b>
[7 UNBC/CNC Teaching and Learning Conference]	<b>25</b>	<b>18%</b>
[5 Support for face-to-face teaching techniques ]	<b>24</b>	<b>18%</b>
[5 Teaching Assistant Certificate Program]	<b>21</b>	<b>15%</b>
[7 Provost's Committee on Pedagogical Practices (PCPP)]	<b>21</b>	<b>15%</b>
[5 Support for curriculum design ]	<b>20</b>	<b>15%</b>
TA Workshop (Fall and Winter 2015; Fall and Winter 2016; Fall 2017)	<b>20</b>	<b>15%</b>
[7 Graduate Student Orientation]	<b>19</b>	<b>14%</b>
[12 Posters around campus]	<b>19</b>	<b>14%</b>
[5 Support for surveys at <a href="https://unbc.fluidsurveys.com">https://unbc.fluidsurveys.com</a> ]	<b>18</b>	<b>13%</b>
[7 Faculty Orientation]	<b>17</b>	<b>12%</b>
[5 Support for <a href="http://blogs.unbc.ca">http://blogs.unbc.ca</a> ]	<b>16</b>	<b>12%</b>
[5 Request for resources]	<b>16</b>	<b>12%</b>
[5 Support for dossier creation (ie. 3M Teaching Fellows, 3M Student Fellows, UNBC Teaching Awards)]	<b>15</b>	<b>11%</b>
[5 Technical oversight for UNBC media streaming services ]	<b>15</b>	<b>11%</b>
[12 Word-of-mouth]	<b>15</b>	<b>11%</b>
[5 Support for the use of student response systems (ie. i>Clickers)]	<b>14</b>	<b>10%</b>
[6 Tait Lecture (Winter 2015 and 2016)]	<b>14</b>	<b>10%</b>
[6 Graduate Student Orientation (Fall 2017)]	<b>14</b>	<b>10%</b>

[6 Teaching Dossier Workshop (Spring and Fall 2015; Spring and Fall 2017)]	<b>13</b>	<b>9%</b>
[6 Marking/Grading Panel (Fall 2015, 2016, and 2017)]	<b>13</b>	<b>9%</b>
[6 Mentoring Lunch (Spring and Fall 2016)]	<b>13</b>	<b>9%</b>
[5 Support for digital video / audio handling in learn.unbc.ca]	<b>12</b>	<b>9%</b>
[5 Support with the Scholarship of Teaching and Learning (SOTL)]	<b>12</b>	<b>9%</b>
[5 Other, please specify...]	<b>12</b>	<b>9%</b>
[6 Presentation Skills Workshop (Fall 2016; Fall 2017)]	<b>12</b>	<b>9%</b>
[6 Faculty Orientation (August 2015 and 2017)]	<b>12</b>	<b>9%</b>
[5 Presentations specifically tailored to the needs of your program or course]	<b>11</b>	<b>8%</b>
[5 Support for use of <a href="https://unbc.ca/livestream">https://unbc.ca/livestream</a> ]	<b>11</b>	<b>8%</b>
[6 Celebration of Teaching (Spring 2016 and 2017)]	<b>11</b>	<b>8%</b>
[7 UNBC Excellence in Teaching Award Adjudication]	<b>11</b>	<b>8%</b>
[6 Other, please specify...]	<b>10</b>	<b>7%</b>
[6 Instructional Skills Workshop (Summer and Fall 2016)]	<b>9</b>	<b>7%</b>
[7 Undergraduate Research Experience (URE) (until 2017)]	<b>8</b>	<b>6%</b>
[7 Teaching Space Optimization (TSOC)]	<b>8</b>	<b>6%</b>
[5 Support for use of <a href="https://video.unbc.ca">https://video.unbc.ca</a> ]	<b>7</b>	<b>5%</b>
[7 University Experiential and Service Learning Award (UESL)]	<b>7</b>	<b>5%</b>
[12 Agenda items at College Council]	<b>7</b>	<b>5%</b>
[5 Support with Open Educational Resource (OER) Development Grant]	<b>6</b>	<b>4%</b>
[6 Open Textbooks (Winter 2016)]	<b>6</b>	<b>4%</b>
[12 Postcards/pamphlets around campus]	<b>6</b>	<b>4%</b>
[6 Learning Styles (Fall 2016)]	<b>5</b>	<b>4%</b>
[6 PCPP Series: Reconciliation Through Pedagogical Practice: A Dialogue for Teaching and Learning Through a Reconciliation Lens (Winter 2017)]	<b>5</b>	<b>4%</b>
[6 PCPP Series: Fireside Chat on Regional Programs and Regional Course Delivery (letters M, N, and O) (Winter 2017)]	<b>5</b>	<b>4%</b>
[6 PCPP Series: First Year: Principles and Moving from Principles of Practice (Winter 2017)]	<b>5</b>	<b>4%</b>
[6 Remote Teaching Dossier Workshop (Spring 2016)]	<b>4</b>	<b>3%</b>
[6 Open Access and Predatory Publishing (with the library) (Fall 2017)]	<b>4</b>	<b>3%</b>
[6 Faculty Panel on Addressing Significant Student Conduct Concerns (Fall 2015)]	<b>4</b>	<b>3%</b>
[6 Engaging International Students in the Classroom - Overview of the U of T International Foundation Program (Fall 2015)]	<b>4</b>	<b>3%</b>
[7 Tait Award Adjudication ]	<b>4</b>	<b>3%</b>

[5 Support for media handling at <a href="http://library.unbc.ca">http://library.unbc.ca</a> ]	<b>3</b>	<b>2%</b>
[6 Running an Effective Tutorial (Fall 2016)]	<b>3</b>	<b>2%</b>
[6 Graphic Facilitation (Fall 2015)]	<b>3</b>	<b>2%</b>
[6 PCPP Series: Bill and Kyrke's Excellent Adventure: Our Experience with Team-Teaching a UESL Course (Winter 2017)]	<b>3</b>	<b>2%</b>
[7 Open Educational Resource (OER) Development Grant ]	<b>3</b>	<b>2%</b>
[5 Ongoing assessment of third-party integrations in learn.unbc.ca with UNBC Access and Privacy Office and IT Services]	<b>2</b>	<b>1%</b>
[5 Support for CaptureSpace (lecture capture) in learn.unbc.ca]	<b>2</b>	<b>1%</b>
[6 Active Learning in Large Classrooms (Fall 2016)]	<b>2</b>	<b>1%</b>
[6 Improv Workshop (Winter 2016)]	<b>2</b>	<b>1%</b>
[6 International TAs: How Can ITAs Become Interculturally Competent in Multicultural Classrooms? (Fall 2016)]	<b>1</b>	<b>1%</b>
[6 Making Learning Visible (Winter 2016)]	<b>1</b>	<b>1%</b>
[6 PCPP Series: Hybrid Courses at the University of Northern British Columbia (Winter 2017)]	<b>1</b>	<b>1%</b>
[6 Mid-Semester Teaching Check-in (Fall 2015)]	<b>1</b>	<b>1%</b>
[6 Embodiment: Moving Mind and Body (Fall 2015)]	<b>1</b>	<b>1%</b>
[7 Other, please specify...]	<b>1</b>	<b>1%</b>
[5 Other, please specify...] [text]		<b>0%</b>
[6 Stories of My Mentors (Winter 2016)]	<b>0</b>	<b>0%</b>
[6 Other, please specify...] [text]		<b>0%</b>
[7 Other, please specify...] [text]		<b>0%</b>
Role		
Prince George or Regional?		
Regional/Other		

This frequency table provides us with a few insights. First, in spite of our ongoing concerns about the effectiveness of our efforts to communicate about our services, the respondents indicated that they knew about our work via email. Second, it is curious to see that a higher percentage of respondents have neither participated in our committees nor attended our workshops or engaged in other programming. This raises some interesting questions, then, about quality of the insights about our work if someone is not familiar with our work. And it is clear from the qualitative data that there are misinterpretations or misunderstanding about the work we do or how we function (Qualitative data is available in Appendix IX - CTLT Surveys and Reports as file titled: “2017 CTLT Survey Open-Ended Feedback”).

A prime example of misinterpretation is the assumption that our programming primarily serves those in the College of Arts, Social and Health Sciences (CASHS) (See 2017 CTLT Survey Open-Ended Feedback, 6) - which is not the case as our services support everyone. This is also not a new critique as it has been raised before and we have tried to address it by seeking to bring in more faculty from the sciences into our sessions in collaborative ways and we have had, in the

past, many science oriented faculty lead workshops for the CTLT. We believe that the CTLT is to provide general and broad supports, not discipline specific supports.

Yet, the question of why people are not accessing our services and yet sharing their views also makes one wonder why they are not accessing our services. We have no clear answers to this. The qualitative data, associated with Question 10, suggests that faculty have not participated or accessed our services because of their own workloads, time conflicts with scheduling, a desire for more sessions that are discipline specific and perceived lack of relevance of our work to their practices. Graduate student responses indicate a lack of awareness of our programming for non-engagement, time conflicts and perceived lack of accessibility for distance students.

#### Correspondence between familiarity with CTLT Office and Services and Accessing Services

	“Have you ever been to the CTLT Office in the Teaching and Learning Building?”	Are you familiar with the CTLT services as presented on our webpage	I have not accessed and/or facilitated any CTLT services
Administrator	5	5	0
Faculty	41	41	3
Masters Student	33	33	16
PhD Student	6	6	1
Sessional	3	3	1
Staff	31	31	11

The value of the table above, which looks at the correspondence between familiarity with the CTLT Office and services and accessing the services is that we see that graduate student respondents may be familiar but about 50% of the respondents are not accessing our services. Given that our focus is on teaching assistant training and not graduate student professional development broadly, that might explain the percentage of those not accessing our services. Yet, it might also be that the general value of a dossier or instructional skills are not clear to graduate students. This is something to ponder further and as will be seen below, it is an issue we are currently trying to address.

As noted above, there is also qualitative data associated with the survey. After reviewing that data, we believe there are seven patterns which merit consideration. First, our goal of providing excellent service appears to be acknowledged by many of the respondents. There are over half a dozen references to invaluable service (See 2017 CTLT External Review Survey Open-Ended Feedback, p. 3, 13, 14, and 16). Of course we’re also delighted to see that ‘amazing’ shows up in the feedback. For example, we’re told “the CTLT staff are amazing. Always knowledgeable, helpful, available” (CTLT External Review Survey Open-Ended Feedback, p.11) and “the CTLT is an amazing resource, with many excellent services and supports offered to instructors at all levels. The URE has been a boon to the experiential learning opportunities offered to undergraduate students at UNBC and this collaborative initiative with the Office of Research (and Grad Studies) is a hallmark of good administrative decision-making at UNBC” (CTLT External Review Survey Open-Ended Feedback, p.11).



Second, there are eight open ended responses which use the word ‘community’. For example, one respondent notes “the CTLT is a vital component of our university and has created a critically important community of practice around teaching and learning” (2017 CTLT External Review Survey Open-Ended Feedback, 2) while another states “the learning community facilitated by the CTLT is invaluable to educators and is a "service" that is not precisely captured by the lists above. My teaching practice has been transformed since my association with the centre and I have in turn helped others. The contribution of the CTLT to the overall culture of teaching and learning at UNBC is crucial” (2017 CTLT External Review Survey Open-Ended Feedback, 3). A third respondent wrote: “the CTLT is a vital centre for the networking of practitioners who wish to implement the scholarship of teaching and learning in their classrooms. It is the only place on campus that provides a community of practice for teaching” (2017 CTLT External Review Survey Open-Ended Feedback, 9). The feedback related to community is very important to us because fostering a teaching and learning community is a key goal of our work.

Third, closely related to the idea of community are the references in the qualitative feedback to ‘culture’. One respondent writes; “it is through the CTLT that the university lives up to its mandate to be a "student-centred" place of learning. The technological support offered by the CTLT is exemplary, but its true function is to support the cultivation of a community and culture of learning. Teaching is deeply under supported at UNBC, and while we cheer at our Macleans rankings, budgets are slashed in the very areas that support that perceived excellence. The CTLT is a culture-builder and an advocate for teaching and learning at UNBC” (2017 CTLT External Review Survey Open-Ended Feedback, 11). Feedback such as this is consistent with our goals.

Fourth, there is some recognition of the budgetary and staff constraints faced by the CTLT. For example, it is stated that “Their work is instrumental in great teaching on campus and they do so with a very limited budget/resource pool. I believe the university should continue to expand their support of the CTLT” (2017 CTLT External Review Survey Open-Ended Feedback, 19) and “I continue to be amazed by the work done by the CTLT especially in terms of support for online courses since they are on a shoestring budget” (2017 CTLT External Review Survey Open-Ended Feedback, 12).

Fifth, there are examples of feedback where respondents are dissatisfied with the services or programming offered by the CTLT. One respondent stated that the CTLT was “a waste of money” (2017 CTLT External Review Survey Open-Ended Feedback, 9) and two respondents expressed concerns about “slow turnaround time” and “response is slow inadequate” (2017 CTLT External Review Survey Open-Ended Feedback, 17 and 2). Another respondent stated that “My experience with trying to get help to use a student response system was less than optimal” (2017 CTLT External Review Survey Open-Ended Feedback, 3) but did note that this was an issue they faced 12 years ago. There was also the concern expressed, noted above, that we support the Arts, Social and Health Sciences more than the College of Science and Management. A few comments were made that suggest our services are “elementary” and “aimed at less experienced teaching personnel” (2017 CTLT External Review Survey Open-Ended Feedback, 3). In a similar vein, it was indicated that “they tend to be good for increasing enthusiasm but less good at enhancing analytical thinking” (2017 CTLT External Review Survey Open-Ended Feedback, 5).

In response to these comments, and some of the others that might be found in the qualitative feedback that fall into the more critical side, let us begin by stating that there are cases where our response to a request will be no or not now because the response is either beyond our purview, beyond our capacity and/or not consistent with our practices in areas such as privacy and copyright. People do not like to be told no. As for us being a ‘waste of money’, it’s impossible to respond to feedback that lacks any detail or specificity and so our response would be - what exactly does that mean? Concerns with regard to response time are hopefully being addressed now that we have a second instructional designer, assuming the concerns expressed were about elearning. If we had additional staff overall any general issues with response times, we hope, would be addressed. The assumptions that the workshops and programming are aimed at less experienced teachers, are elementary or do not enhance analytical thinking are perceptions worth further consideration. While it is true that our TA workshops are introductory, they are also an area of ongoing demand. The type of topics included in our 2017 Annual Teaching and Learning Conference do not support claims of our workshops being elementary. Workshops included ‘Trauma Informed Teaching’, ‘Accommodating Students with Disabilities’, ‘Intercultural Teaching Competence’ and ‘Decolonizing our Colonized Minds’ (The schedule can be found here:<http://blogs.unbc.ca/tandl/files/2017/08/Conference-Schedule-2017.pdf>). All this said, if the perception exists, it raises questions about how we promote the work of the CTLT. Again, this is worth further consideration especially given requests in the data for ‘advanced’ workshops.

Sixth, we identified a theme in the qualitative data that speaks to limits to engagement with the CTLT as a result of obstacles not within the control of the CTLT. For example, in response to question 10 that asked respondents “If you have not accessed and/or facilitated CTLT services or attended workshops, are there things that CTLT could do to further encourage your participation?”

”, one respondent stated: “somehow free up my time by getting my department's workload per person reduced?” (2017 CTLT External Review Survey Open-Ended Feedback, 17). A similar comments made were “during a semester, my schedule is too busy and it is very hard to attend. It would be nice if we can access more conveniently” (2017 CTLT External Review Survey Open-Ended Feedback, 5) and “in recent years I have been on sabbatical and "too busy" to participate much. I don't think this is a result of lack of effort or offerings from CTLT” (2017 CTLT External Review Survey Open-Ended Feedback, 6). One respondent provided a holistic view of a variety of obstacles external to the CTLT: “CTLT is valuable, and could be more valued and effective if teaching schedules and loads made access and time more available for faculty/teaching members to engage and integrate these kinds of resources into their practice. I get the sense that people perceive the CTLT as providing 'generic tips and tricks' for teaching, which may get tired and repetitive, when in fact they offer much more. Unfortunately, the ability to integrate this into the teaching and life of UNBC is currently hampered, and not because of the CTLT, but because of the way teaching is structured and valued by the university” (2017 CTLT External Review Survey Open-Ended Feedback, 12).

Seventh, the qualitative data also included a variety of recommendations in terms of our programming and other services. There are multiple suggestions for more varied time slots for workshops -- which is a common request for us but also a matter of capacity and attendance numbers at workshops. There are requests for resources/support which actually exist but about

which respondents seem unaware such as support for placing video lectures online, help with technology, and recognition and celebration of teaching and learning. The fact that respondents are not aware that we work in these areas is worth further consideration. There is a suggestion for “the CTLT to partner with specific academic programs to explore teaching, learning, technology, and pedagogy within those programs and disciplines, but delve deeper and provide relevance in a way that is more obvious for faculty and teaching members” (2017 CTLT External Review Survey Open-Ended Feedback, 12) and another suggestion that we have “workshops on different types of pedagogical practices across all levels of teaching in higher education”(2017 CTLT External Review Survey Open-Ended Feedback, 8). Suggestions for more discipline specific work and different types of workshops are great but also become a matter of capacity. This said, as will be seen below, we are making efforts to distribute some of our programming responsibilities more widely.

We greatly value the opportunity provided by the 2017 Programming Survey to receive feedback. There are areas for improvement as is always the case. Yet, there are also testimonials to the impact of the CTLT on the lives of members of our community. “The CTLT has provided me with invaluable experience learning how to be a teacher and a teaching assistant. The many events and workshops I have attended have given me real-world skills, the confidence to engage in teaching practices, and a community support network to discuss and share insights on teaching and learning. I would not be where I am today without the CTLT” (2017 CTLT External Review Survey Open-Ended Feedback, 13). These testimonials remind us why we do what we do.

## **11. Operating Budget**

The operating budget is available in Appendix X. We’ll also included budget information related to one time funding, carry forward and one small budget line that was a special purpose account. We will be using part of our carry-forward to fund our proposed teaching fellow program and we will also be using funds from the special purpose account to hire students. Other matters related to budget cuts in the past and proposed for the future have been already addressed above.

## **12. Reflective Assessment of the Value of the Work of the CTLT to UNBC, the Regions, Province and Nationally**

As a means by which to frame our reflective assessment of the value of the work of the CTLT to UNBC, the regions, province and nationally, we return the themes introduced in Section 2 of the self-study titled “Who Are We?”

We stated that we are a small team that *pushes the envelope* and *punches above its weight* in terms of innovation and creativity. This sense of ourselves is supported by the amount scholarly production as identified in the section on SOTL and the research and development activities undertaken by both Mr. Potter and Dr. Smith in their respective areas. We also believe we ‘punch above our weight’ in terms of service delivery and diversity of programming. As already presented, there has been a massive uptake in online learning at UNBC since 2012 and there

were times during that period when Mr. Potter was the only instructional designer in the CTLT. The CTLT Events Chart (Appendix V) shows the variety and number of workshops, presentations and other sessions undertaken by CTLT staff or faculty associated with the CTLT or presentations given with the support of the CTLT. Quite frankly, we think this is an impressive record of work for a unit that was, until August 2017, 2.5 full time members and some excellent student support.

Punching above our weight is not just about numbers. We also believe that we've had an impact on UNBC and beyond because, as noted above, we *think strategically to assess gaps* and through the strategic use of our resources, and collaboration, we have created programming or found solutions to those identified gaps. A prime example of this approach is the creative use of carry-forward funds by Mr. Potter and Dr. William Owen (former Director of the CTLT), and in collaboration with the Communications department, to fund a pilot adoption of the media streaming platform, Kaltura. The CTLT supported that venture for two years from our own funding until it was core funded out of the Information Technology budget. That streaming platform, as noted above, is now central to UNBC operations.

Another internal example of thinking strategically to support initiatives relates to the Undergraduate Research Experience program. This program was created collaboratively by Dr. William Owen and Dr. Gail Fondahl (then V.P. Research). It was funded out of the office of the V.P. Research until 2013 when the V.P. Research, at the time, Dr. Ranjana Bird decided to not renew the funding. By using one-time funding opportunities, the URE Assessment in the CTLT Reports and Surveys Appendix, and support from Deans and the Vice-Provost Student Engagement, Dr. Smith was able to continue ensuring the life of this program until the current Interim V.P. Research, Dr. Geoff Payne, secured core funding.

An example of identifying gaps, at a national level, is the creation of a national teaching award for the Canadian Political Science Association. After her first stint as Acting Director of the CTLT, Dr. Smith joined the Canadian Political Science Association Board of Directors. At the first meeting she noted the absence of a teaching award and she went on to chair the committee that created the award. Thinking strategically and assessment of gaps is also the impetus behind the creation of faculty fellows for the CTLT, which will happen early in 2018, with significant financial support from the Vice-President Research.

In the earlier section on “Who Are We?” we also stated that our work is by *strong partnerships and collaboration*, all underpinned by a commitment to community building and connection. *We are committed to creation and maintenance of a teaching and learning community at UNBC, provincially and nationally.* Again, our scholarly and research records support our claims of partnerships and collaboration external to UNBC. Our service records with provincial, national and international organizations are testimony to our commitment to the teaching and learning community external to UNBC. That the UNBC-CNC Teaching and Learning Conference has been shared since 2008 is evidence of a strong partnership. Our commitment to collaboration in terms of the URE is mentioned in the survey qualitative data. The long list of internal committees on which members of the CTLT sit is another example of the networks of collaboration in which we are involved. Our focus on community building is also highlighted in the qualitative data from the survey.

We also described ourselves as a unit, we value *teamwork*, collaboration and *effective communication*. We are highly organized and always seek to *provide positive service delivery*. Our teamwork is modelled in all we do. We had several retreats to produce the key elements of this self-study. We meet weekly using an online project management tool called Trello to organize our events and activities. We seek to communicate clearly with each other about expectations and workloads. Our high level of organization and high quality service is reflected in the positive responses to our workshops as seen in the charts providing feedback information and through the qualitative data from the survey. Another way in which our high level of service has been recognized is that Mr. Potter was nominated for and received one of the faculty Service Awards in 2017. There is certainly the ongoing challenge of how to communicate about our programming -- a matter we will address below.

That we are advocates for *student centered approaches*, *open educational practices* and seek to *model the value of ongoing assessment of our programming* is evident in multiple ways. For example, our ongoing commitment to delivering the Instructional Skills Workshop for which we pay non-CTLT employees 1000.00 each to facilitate, is in part based on the fact that they workshop is learner focused. The ISW reminds participants that teaching and learning is relational and that we must ensure we assess both our teaching and student learning. At its heart, the ISW is student centred. The support given by Mr. Potter and Mr. Hofsink is always framed by an understanding that online learning must always consider the student learning experience. Open educational practices are supported through our Open Educational Resources Grant, an initiative led by Mr. Potter. Mr. Potter also brought the blogs platform to UNBC which is used by several instructors to provide public facing spaces for their students' learning and also used by Continuing Studies (See <http://blogs.unbc.ca/>). Our commitment to ongoing assessment and student centred learning is seen in the Students as Partners report which seeks to promote the adoption of that model across UNBC and the URE Assessment which influenced the move to core funding. As well we have provided several examples of ongoing assessment of our graduate student programming and our workshops.

One of the things we indicated at the beginning of the self-study was that when you consider the work of the CTLT you will find that there are a lot of '*hidden gems*'. The reference to hidden gems is that there are initiatives we've undertaken about which the history is unknown but which the CTLT had a hand in developing. Throughout the self-study we've tried to identify some of those hidden gems. Our role as a catalyst and innovator in terms of the use of the media-streaming platform is discussed above as is the collaboration between the CTLT and the VP Research that led to the initiation of the Undergraduate Research Experience grant. Dr. William Owen also worked with Advancement to create the Undergraduate Experiential Service Learning (UESL) Award which continues to provide financial support for faculty to develop experiential and service learning opportunities for students. Almost all the 'experiential learning stories' featured at the UNBC web page for Experiential Learning (See <https://www.unbc.ca/experiential-learning/stories>) were made possible because of the UESL funding. Dr. Smith, in her first tenure as Acting Director (2007-2008) introduced the ISW to UNBC and it has been offered ever since. Both Dr. Owen and Dr. Smith supported a student initiative to have gender neutral bathrooms on campus. Students were provided with feedback and advice on how to write a proposal to the President and how they might wish to achieve their

ends. Of course, the success of this initiative rests with the students but the early discussions began as a meeting hosted by Dr. Smith and Dr. Owen. It is just one instance of providing spaces where ideas can flourish and become reality.

Hidden gems also represent the more general forms of support that we have undertaken that are not immediately obvious or the ways in which we deliberately operate that have a broader impact - and there are many examples. Mr. Hofsink and Mr. Potter provide one-on-one support to faculty users of learning technologies and now with Mr. Hofsink in place our ability to provide that kind of service has expanded. All of the members of the CTLT have provided classroom presentations on any number of topics at the request of the instructors and have designed sessions specific to departmental needs. Another example is when Dr. Owen's position changed from Vice-Provost Student Engagement to Vice Provost Student Recruitment, the institutional support for the 3M Student Fellow nominations moved to the CTLT from Dr. Owen's purview. Dr. Smith runs the adjudication committee for the 3MSF and directly mentors students in the development of their dossiers. Finally, when we create committees and/or fill committees we try to ensure as diverse a representation as possible and we do so quite purposefully knowing that the diversity matters in terms of the deliberations of the committee. Diverse committee membership also exposes more faculty, staff and students to the work of the CTLT. We've included a list of the membership of several of our committees over 2016-2017 as Appendix XI - Examples of Committee Membership and the list shows the diverse nature of our committee membership.

Another 'hidden gem' is the amount of work that goes into all our event planning and the emphasis on small touches that make the events special. Endless hours and checklists are dedicated to our event planning and facilitation. Ms. Knutson, as the CTLT Administrative Assistant, bears the bulk of this workload as she books room, manages registrations, supports facilitators, orders food, and always makes time to ensure there are flowers for tables, honoraria for presenters, and prizes for participants. Dr. Smith once noted, 'well there is the way some folks organize events, and then there is the CTLT way of organizing events -- there is always something special about our events'. That something special is because of Ms. Knutson's vision of how events should be organized. Her exemplary service has been recognized by two consecutive nominations for the President's Excellence in Service Award in 2016 and 2017.

One final 'hidden gem' that is rarely recognized is the ongoing support provided to Continuing Studies by the CTLT. They are regularly provided support for any of their courses that use learn.unbc.ca in spite of the fact that they have a separate and different learning management system. They also get support for their blogs. Given that the Continuing Studies model for online delivery relies entirely on video delivery they have relied on the CTLT media streaming infrastructure to support their courses. All of this support is provided to a unit that is supposed to be entirely cost recovery and the CTLT has never received remuneration for our services.

In conclusion, when we reflect on the value of the CTLT to UNBC and beyond, we believe that the *CTLT is a catalyst for innovation and positive change* and our work has had a *fundamental impact on teaching and learning* at UNBC. We've changed our disciplines and fields. We've created spaces for the teaching and learning community at UNBC. We've created initiatives that

are now core funded. We provide positive and high quality service to our users. We've helped people in big and small ways.

### ***13. Reflective Assessment of Current Strengths, Areas for Improvement and Options for the Future***

Given that much of the self-study highlights our strengths and our self-assessment above focuses on strengths, for the purposes of this section, we will focus on areas for improvement and options for the future. With that in mind, we identify six areas for improvement and corresponding options for the future.

The first area of improvement, and an area we've tried to address repeatedly, is communication with the UNBC community about what we do. It is clear that there is both misunderstanding about what we do and lack of awareness about the variety of supports we provide.

We currently use a variety of methods to communicate about our programming. We send email announcements about all our events. We send direct and targeted emails to specific faculty and other users about certain events of interest. We provide a monthly report to the College Councils about all upcoming events. The Director reports out on key events at Deans' Council. We have had 'pop up' CTLTs in public spaces to function as a drop in space -- with limited uptake. We've produced blogs, posters and postcards about major events. We also use Twitter to advertise our events. We have a webpage that admittedly needs more regular updating. There has been no lack of effort on our part to communicate about what we do.

Options for the future in terms of communication, we could create a plan for enhanced efforts at communication and offer to visit academic departments. We could meet with all of the Deans and/or chairs to share more details about our work. We could use Twitter more to advertise our events. We could create a CTLT blog. It goes without saying that all of these options have workload implications for CTLT staff and so if we engage in these activities it begs the question of 'what do we not do?' if our staffing levels remain the same.

In the communication of our programming and services, it is crucial that we also set service level expectations. We have sent emails out in the past indicating service level expectations related to elearning services given the high demand as certain parts of the semester. Given our capacity, it cannot be expected that we are either drop in or 'just in time' service provider. There are instances where faculty, seeking help over a weekend for a Monday class, have felt unsatisfied with our services. The CTLT needs to work for foster an understanding that advance preparation of one's online learning materials is preferred for all involved.

We could also recreate the CTLT Advisory Committee which was created in 2008 and was dissolved sometime between 2009-2012 for reasons unknown to us. This might be a means by which to engage more faculty and staff on a regular basis and a means by which to enhance our networks. There was a practice of having Advisory Committee members report out to College Councils and that might reduce the workload implications of the proposals noted above. We

could try to distribute the task of communication more broadly. There are, of course, workload implications for faculty, staff and students who would sit on this Advisory Committee.

While there are a number of ways to alter our modes and means of communication of services we do have be mindful of why we would engage in such practices and the environment in which we are sending those messages. Enhancing awareness of our services or having more participants are our sessions may be great goal but we have sufficient feedback from a variety of sources to know that there are workload issues for our audiences as well and for some engaging with the CTLT is not a priority. There are broader institutional structural and cultural issues at play here which the CTLT can challenge but which the CTLT alone cannot change.

The second area of improvement is the creation of strategies for try to provide some sustainability of key areas of programming given the imminent departure of the Director and in light of workload issues for all CTLT staff.

Generally speaking, the Director of the CTLT spends a lot of time engaged in the delivery of programming. This is in part a choice she has made because she enjoys delivering workshops but it has also been a matter of necessity because of the limited number of staff and faculty who are currently engaged in delivering workshops. As well, the Director leads the Annual Teaching and Learning Conference committee, facilitates the 3M internal processes, currently delivers the T.A. workshops, helped design and facilitate the Graduate Student Orientation and the list goes on. This is not sustainable and depending what future the CTLT faces, it also puts some programming in peril. There are also spillover implications for Ms. Knutson as the Administrative Assistant in terms of her own workload. For a team that cares about wellness, this is not a positive workload scenario.

Recognizing this, there are a number of actions being undertaken that would potentially allow any future Director of the CTLT more space for leadership and scholarship. First, we are in the process of creating two faculty fellow positions. It will be a competitive application process. The applicants must include SOTL, engage in some applied work for the CTLT and work in areas of priority for UNBC - First Year Experience, Indigenization, Experiential Learning, Internationalization, or Graduate Programming. These Fellows will be managed by the CTLT, largely funded by the V.P. Research and will contribute in areas of need for the CTLT and UNBC. Second, two faculty members, Dr. Kyrke Gaudreau and Dr. Dana Wessell Lightfoot, have been shoulder tapped to take the lead on graduate student programming. They will have some small remuneration and will have all the freedom they wish to recreate the TA Workshops, work with other stakeholders and design programming focused on graduate students. They have committed to this work for the next calendar year. Third, the Provost and Vice President Academic has indicated a willingness to financially support Dr. Lisa Dickson (one of our 3M Fellows) to take the leadership on all matters related to 3M. She will report to the CTLT but will be funded by the VP Academic. There remain some areas of vulnerability such as the ISW, the dossier workshop, leadership for the Teaching and Learning Conference, but we are working to address those areas. These strategies for redistribution have already had the very positive consequence of bringing fresh eyes to our programming, engaging keen faculty members with new ideas, and facilitating more educational leadership opportunities for faculty.



A third area for improvement is the ongoing need for the CTLT to draw boundaries. Because we are service orientated we tend to say 'yes' too much. Some of the need to draw boundaries, however, also has to be respected by external stakeholders. This relates in part of service level expectations noted above but it is also a question of requests made of the CTLT by Senior Administration. It is simply hard to say no sometimes and so there are workload implications. This is a dilemma because we want to support our users, support UNBC, and work externally but it is clear that we cannot be everything to everyone. We could create our own five year strategic plan but given the flux and vagaries of UNBC we do wonder if such a plan would provide us with any actual leverage to say no. Such a plan may provide us with a set of consistent goals and that might be of value and the creation of the plan would be an excellent team building exercise but we are not convinced it would function to help us set priorities that would not be subject to external forces - we are, after all, not isolated from broader institutional, social, economic and political forces. It is fair to say that we might also be a bit 'planned out' given work related to the Academic Plan.

Fourth, there are set of 'areas for improvement' that are not necessarily controlled by the CTLT but which could be influenced by the CTLT. Among these 'areas for improvement' is the need for the Director of the CTLT to be a member of the Senate Committee on Academic Affairs (SCAAF). This committee includes many administrators but never the Director of the CTLT. Twice proposals from this committee that included a change to committee membership that would have put the Director on the committee have gone to Senate and failed at Senate. Unfortunately, this can be interpreted as evidence of the culture at UNBC which marginalizes teaching and learning. We also need the SCAAF 'new course proposal for to require consultation with the CTLT in terms of capacity for support for online and hybrid learning. At UNBC there is often the creation of courses and distance programs that require our support that we find out about after the fact.

Another 'area for improvement' which is out of our control is stable and consistent funding for our programming rather than the ongoing cuts to our budgets. This is something we're sure that everyone at UNBC seeks and so we are not unique.

We also need a strategic plan for teaching and learning in a digital age. Among the stakeholders who need to be at the table are the CTLT, the Dean of Regional Programs, the Chief Information Office, the Manager of Continuing Studies as well as faculty, staff and students. Key elements of this plan must include consolidation of all instructional design services at UNBC at the CTLT and resolution of the fact that we have two learning management systems at UNBC. learn.unbc.ca is used by academic programs with for-credit course offerings and online.unbc.ca is used by Continuing Studies primarily for non-credit courses, but they are now venturing into for-credit offerings. We need resolution of the issue of Continuing Studies requests for support from the CTLT without any remuneration for the CTLT. Finally, the creation of survey design and implementation support at UNBC given that the CTLT provides administrative oversight but does not provide services in survey design.

A fifth area for improvement for the CTLT is to be more tenacious about the promotion of the assessments undertaken by the CTLT. We need to find ways to share work such as the URE Assessment, the Learning Outcomes Project undertaken by Dr. Lisa Dickson in 2010, the PCPP

Survey and the PCPP Student Voices Survey more broadly. We could seek retroactive ethics approval for some of the work and try to publish some of it. We could, through a new CTLT Advisory Committee, share some of the work more with faculty (although we will note that the PCPP Survey was shared with over 60 faculty). The NSSE report on the 2013 data never went anywhere. This is all very frustrating because there are such valuable insights in this work. Perhaps, with support of the Provost and Vice President Academic we could have a town hall to share this information in the future and/or we could contact College Councils to do presentation. There are a number of options, again all with workload implications, but this is all very good work that merits further consideration. One additional item is that we should do the PCPP Survey again to get some longitudinal data. Those committees don't exist anymore but we could still do another iteration of the survey.

The sixth and final area for improvement is alignment with the priorities of the 2017 Academic Plan. The CTLT as currently constituted can support key areas identified in the academic plan such as Indigenization, internationalization, and experiential learning but not to lead them. We should not lead or 'own' Indigenization -- that would be entirely inappropriate but we should be able to provide some support for Indigenization of curriculum. We have sponsored talks in this area before and we are planning a series of talks in Winter 2018 on Indigenization of curriculum. We are also in conversation with an Elder to join us at the CTLT from time to time to act in an advisory capacity to faculty. We also should not lead in internationalization but UNBC and the CTLT desperately need to find better ways to support International Teaching Assistants. UNBC needs more expertise on Experiential Learning and there needs to be support for faculty work in this area. They need logistical support and some need curriculum design support. We lack an approved field school manual, promotion of our experiential learning opportunity is limited and the list goes on. If experiential learning is actually part of our mission then that claim needs to be backed up. Initially, a staff person working this area could be housed in the CTLT. The CTLT is more than happy to support the goals of the Academic Plan but meeting some of those goals will require additional resources to flow to the CTLT.

## **14. Futures?**

In response to the question of 'futures?' we have two sets of answers. The first set of answers focuses on programming and the second set of answers focuses on academic administrative structure.

Future options in terms of programming and staffing are addressed quite extensively above. In addition to the other ideas discussed above, in 'blue sky' conversations during our retreat we identified a variety of areas of programming that would be of value, if resources and time allowed. For example, we could engage in more SOTL about our work and continue to work with students. We could seek funding to design a program of student pedagogical consultants, consistent with the students as partners literature and we could engage in regular, targeted online course redesign. As per one of the suggestions in the qualitative data, we could work with departments on curriculum mapping and online and face to face delivery, not just with individual faculty. We could, and should, engage in more work with Regional Programs to support teaching

and learning in the regions. We could seek to formalize an ‘Elder in Residence’ program at the CTLT. We could try to find ways to encourage all faculty to take an ISW and/or require a program such as FLO (Facilitating learning online) because there are issues with instructors conducting online courses without any training. Finally, working with the regional colleges, the UNBC CTLT could host a provincial or national SOTL event.

Future options in terms of academic administrative structures, the place of the CTLT in those structures and CTLT staffing models are an area we’ve been asked to consider. In response to that request, we offer up six models and our assessment of those models.

One model we’ve heard floated in meetings is the creation of a learning commons, possibly located in some redesigned space in the Library. Given we’ve not been invited in any conversations about this idea; we are unaware of the details. Dr. Smith has indicated that any conversations that impact the CTLT should involve the CTLT but thus far no invitations have been forthcoming. If there are conversations taking place that assume the CTLT could or should move into a learning commons in the Library are taking place we would like to make it clear that this is not an option for the CTLT that we would consider. We support the idea of a learning commons but we do not serve undergraduate students and we do not provide drop-in service. We do not have full time reception or administrative support. Such a location may make us more ‘visible’ but there are days when our entry doors are locked because no one is in the office. This is not image we want for a learning commons.

Another model we’ve heard floated in meetings is some sort of relationship with Continuing Studies or some sort of merger. We are absolutely opposed to this idea. Continuing Studies is a profit driven unit. Continuing Studies does not have academic leadership and does not have the level of instructional design expertise currently housed in the CTLT. The values which inform the CTLT are fundamentally different from those that inform Continuing Studies. Furthermore, Mr. Hofsink and Mr. Potter are in the faculty bargaining unit and we believe, they cannot report to a manager.

A third possible model that we’ve observed happening across the institution is the replacement of academic leadership with managers. This has happened in Graduate Programs who while they functionally report to the VP Research, had a Dean replaced by a Manager and two faculty members taking on some administrative duties. Similarly, Dr. Owen resigned as Vice-Provost Student Enrolment in spring 2017 and he has not been replaced by an Acting Vice-Provost. Rather, two very able staff members have taken on additional duties as managers and while they are committed to doing good work, there remains no academic leadership between them and the Provost and Vice President Academic to whom they report. These structures also have significant workload implications for both the Vice President Research and the Provost.

We do not support a similar move in terms of the CTLT. Replacing the current Director who is a Full Professor and 3M Fellow with a manager would be a clear signal that the work of the CTLT is not valued. While it might be claimed that this is best option from a financial point of view, the creation of some sort of Manager of the CTLT would reinforce the culture of the university as business, degrade the value of teaching and learning at UNBC, run counter to suggestions in

the qualitative survey data, and profoundly undermine the academic and scholarly functions of the CTLT.

A fourth model that has been floated in the hallways of UNBC is the dismantling of the CTLT and moving the Instructional Designers to report to the Dean of Regional Programs. This is not a new model and was the model that existed prior to the creation of the CTLT in 2007. It is also a model which would undermine the delivery of programming in key areas and would undermine the university-wide obligations of the CTLT. We currently support distance and regional delivery but it is not the sole function of our unit.

This fourth model may be claimed to be a cost savings model because you would not replace the Director after her departure from her position in June 2018. However, the Director is a tenured Full Professor and the institution will still have to pay her. It is worth noting that the budget line for Dr. Smith in her home department of International Studies was removed in a budgetary move in about 2014 and so she is paid through the CTLT budget. Although given the unfilled positions in Global and International Studies, there is actually a budget capacity to pay her and pay a new Director of the CTLT.

There is a fifth model included in the 2017 Academic Plan. In that model there would be a creation of a ‘teaching and learning group’ that could include “Centre for Teaching, Learning, and Technology (CTLT); Academic Success Centre (ASC); Access Resource Centre (ARC); Mathematical Centre of Excellence(MACE); and The Nucleus” and possibly an “Experiential Learning Office (newly proposed), that provides support for the following units and activities: Career Centre, Co-operative education, field schools, internships practica, service learning, and public service opportunities and leadership development for students” (2017 Academic Plan, 44).

If this model goes forward we assume there would be some sort of academic administrative leader, such as a Dean of Student Affairs, Teaching and Learning. If this was the case, this Dean cannot also function as the Director of the CTLT. Such a dual role was tried in 2007 with the Dean of Teaching, Learning and Technology and Director of the CTLT and it is not a sustainable position for whoever holds that role. There would have to be a Director of the CTLT to ensure an ongoing ability to deliver our programming. There would also have to be the maintenance of some of the more distributed faculty leadership, proposed above, to ensure sustainability of programming.

The negative implications of this model are that it has the potential of removing the Director of the CTLT from key decision-making spaces and replacing the Director with a Dean of Student Affairs, Teaching and Learning. Being a member of Deans’ Council and reporting to the Provost and Vice President Academic is essential for the Director of the CTLT because, for example, the Director was able to regularly remind members of Deans’ Council that the CTLT Instructional Designers were faculty members and as such we should be included in discussion about the allocation of faculty positions. Regular contact with the Provost and Vice-President Academic is extremely valuable because the Director is able to consult on matters related to the CTLT, share ideas in their genesis and promote student centred initiatives directly to the Provost. This reporting structure is so essential it was included in the terms of the hiring of the current

Director. If we returned to reporting to a Dean, no matter how engaged the Dean, the CTLT could get lost in the configuration.

The sixth model, and our preferred model, is to return to the structure that existed prior to Dr. Smith taking on the role of Acting Director of the CTLT in 2012 and to increase our staff. We believe that a group that included the CTLT, Academic Success Centre and Access Resource Centre is a manageable portfolio and brings together units that have worked together well in the past. MACE and Nucleus would also fall under this group. There are natural connections between all the units that have been severed as a result of the changes that took place in 2012. We also propose the addition of a staff member with a focus on experiential learning, because we assume we are a long way off from the creation of an Office for Experiential Learning. We would then propose the return of a Dean of Student Engagement to manage student engagement, student life and other associated issues.

In our preferred model, the Director will continue to be a faculty member who has tenured academic appointment and a PhD. The Director would be supported by an Associate Director and/or faculty fellows as per our proposal noted above. We would also have a fulltime and permanent graduate student developer and two additional instructional designers.

We are aware that this proposal has huge budgetary implications but if we are asked to consider our possible futures we want to include a future where we are a staffed in a way that allows us to create ongoing and sustainable programming without the constant concern for our own well-being and health. We want to include a future where there is some space for us to get even more creative than we already are and where we can support faculty and graduate students in a robust and ongoing way. Our preferred future is one where teaching and learning is less marginalized, where student centred approaches are embraced and where excellence in teaching and learning is the norm.

#### Works Cited (Not Included in Appendices)

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# **Review of the Centre for Teaching, Learning and Technology (CTLT)**

**University of Northern British Columbia**

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Submitted to:

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## Executive Summary

On February 20 to 22, two external reviewers met with select members of the University of Northern British Columbia (UNBC) community to learn about their expectations of and experiences with the Centre for Teaching, Learning & Technology (CTLT). They reviewed key documents including a self-study by CTLT staff.

In sum, the CTLT is positively regarded by users of the CTLT's services/offerings and to some degree, plays a leadership role in the institution as it pertains to faculty, staff, and student teaching support. There was consistent acknowledgement that CTLT has progressed significantly in the last 5 years and particular mention of specific individuals and their efforts and contributions. The Centre has contributed to a culture shift in recognizing sound pedagogies and raised the profile on teaching and learning excellence and provided a wide range of offerings, supports and engaged with the both internal and external stakeholders.

However, there appears to be a lack of understanding by some administrators, deans, and potential users of what the Centre offers and can offer. There are communication challenges whereby stakeholders appear to be unaware to what is available and have not been involved in planning meaningful programming and services. Furthermore, although the users of the CTLT appeared to value its offerings, particularly for TAs and educators who are passionate about teaching, future directions would benefit from discipline-specific offerings and attempts to engage a broader range of UNBC educators.

Institutionally, there is a need to prioritize and value teaching and learning and students' success at UNBC. Challenges that have and will continue to constrain the CTLT's potential contributions to UNBC's teaching and learning culture, include a lack of a long-term plan and goals for students' success/experience, lean/reduced resources allocated to the unit and the necessary integration and partnering of key service/support units.

The following recommendations have been made in the spirit of taking UNBC's approach to teaching and learning and the CTLT to the next level. More detailed suggestions are contextualized within the report.

### High Priority

1. Establish a UNBC vision, goals and higher priority for teaching and learning to advance practices in these areas, provide direction for the CTLT's future and leverage the synergy between teaching, learning and research.
2. Once the role of the Centre is clearly articulated, allocate appropriate resources (financial & staff) to enable its success to help shape the future and advance teaching and learning at UNBC.
3. Maintain the CTLT as a centrally funded unit and develop a model that anticipates and supports discipline-specific and regional-campus needs.

### Medium Priority

1. UNBC supports and recognizes Scholarship of Teaching and Learning (SoTL) as a legitimate research activity and enables the CTLT to take a lead role in fostering SoTL.
2. Shift the Centre's mandate from a service unit to a strategic unit that is visionary, integrated and evolves to support institutional goals.
3. Build stronger relationships with other units and key stakeholders and engage in outreach to better meet educators' needs and achieve shared institutional goals.

### Low Priority

1. To advance UNBC's teaching and learning priorities, the CTLT needs to find ways to make opportunities more accessible to interested educators and to appeal to educators who have not engaged with the Centre.



## Purpose of the Review

In the document titled, “Criteria for external reviewers”, the reviewers were asked to observe and make recommendations for the Centre for Teaching, Learning and Technology (CTLT) on:

1. The current functions of the Centre and how they relate to institutional practices
2. Core functions for the Centre to ensure adequate support to institutional priorities for learning and teaching
3. The Centre’s structure and staffing to help advance the institutional priorities for learning and teaching
4. Factors that characterise the unit’s relationships with departments, schools, and other units at UNBC, and with its external communities such as similar university units in the region or nationally
5. The opportunities to increase the value the Centre provides UNBC, the regions, province, and nationally. How could this value be measured to encourage continuous improvement?
6. A funding model that will support the Centre’s evolution

## Resources Consulted

1. Criteria for External Reviewers - Appendix III
2. CTLT External Review Guidelines and Processes - September 2017
3. CTLT External Review Self Study January 2018
4. Appendix IX - 2017 December 1 CTLT Review
5. Appendix X - Teaching & PD Practica Fund
6. Proposed Academic Plan (2017)

## Structure of Data Collection

Between February 20 to 22, 2018, the reviewers met with the president, provost and vice president academic, CTLT director and staff and a range of stakeholders including deans, local and regional faculty members, lab instructors, administrative leads and staff in other departments and graduate students. Meetings were held individually face-to-face or online, in focus groups and over meals. The reviewers also received a full tour of the CTLT and campus.

## Findings

### A. Overall

Based on the reviewers’ observations, overall findings suggest:

The CTLT is positively regarded by users of the CTLT’s services/offerings and to some degree, play a leadership role in the institution as it pertains to faculty, staff, and student teaching support. There was consistent acknowledgement that CTLT has progressed significantly in the last 5 years. The Centre has contributed to a culture shift in recognizing sound pedagogies and raised the profile on teaching and learning excellence, such as through 3M fellowships. However, there appears to be a lack of understanding by some administrators, deans, and potential users of what the Centre offers and can offer. There are communication challenges whereby stakeholders appear to be unaware to what is

available and not involved in planning meaningful programming and services (e.g. for educators, deans, chairs, and graduate students).

There is a need to prioritize and value teaching and learning and students' success (vs. research) at UNBC. Challenges that have and will continue to constrain the CTLT's potential contributions on UNBC's teaching and learning culture, include a lack of a long-term plan and goals for students' success/experience, lean/reduced resources allocated to the unit and the necessary integration and partnering of key service/support units including the CTLT.

## **B. CTLT Staff**

CTLT staffing consists of 3 full-time faculty, 1 part-time administrative assistant and 2 student interns. Based on 2015/16 figures, they support 371 faculty to deliver 961 courses. Staff have worked very well as a team and provided broad-based support to advance UNBC's teaching and learning environment and operate at maximum capacity. An overwhelming majority of interviewees voiced that they respected and valued the staff--who were seen as being helpful and innovative, despite being constrained by limited resources. The CTLT team was noted to have accomplished much, particularly in terms of learning technology. These accomplishments have added to the credibility of the CTLT, where it is seen as a place for faculty, sessional lecturers, and graduate teaching assistants to seek support and assistance. Heather, Grant, Clarence, and Melanie were frequently named for their hard work and efforts.

The director position is currently held by an academic and encompasses a wide range of responsibilities (administration, professional development, scholarship of teaching and learning, event planning, strategic planning, etc.). While academic leadership and teaching experience are required for the director and other roles to aid the Centre's credibility, the current model removes teachers from the classroom to work in the CTLT, which was a source of tension for some interviewees. Furthermore, it appears that the director is non-voting member on institutional-level decision-making bodies, such as the Sub-Committee on Academic Affairs and Senate.

## **C. Faculty Training, Support and Related Services**

The Centre offers a wide range of training and support activities to faculty and graduate students which was generally appreciated and respected. These activities ranged from holding workshops and training activities on pedagogical best practices to supporting the adoption of learning technologies and one-to-one assistance in curriculum design. CTLT staff appear to seek to be as inclusive and impactful as possible in providing faculty training and support. The unit's activities have been ambitious for a small group.

The self-study provided evidence of the effectiveness of the efforts of the CTLT, bringing together survey data from a number of years. This suggests that the work conducted has resonated with and has been impactful to engaged members of the Centre's intended audience. Noteworthy, is the CTLT's annual Teaching and Learning conference and the Robert W. Taite Annual Lecture on Teaching Excellence which were valued, important events that brought together both UNBC and other region post-secondary community members. As well, the support provided for 3M Teaching Award applicants and new faculty induction/orientation were specifically identified.

Critiques arose in the perception that CTLT offerings have been more applicable to the social sciences and humanities, as compared to the sciences and other disciplines or not discipline-specific (aka more generalist in nature). Furthermore, some interviewees noted that the CTLT is a luxury in a resource-poor

environment and were not in favour of removing academics from the classroom. Some respondents maintained that the unit's activities did not resonate with their visions of university teaching and learning, topics and activities (e.g. brown-bag lunches) were not relevant to more experienced educators, and/or the CTLT has not timed its offerings appropriately to meet educators' needs.

Furthermore, some senior faculty indicated that although the CTLT has been active in communicating, the communications did not appear to be relevant and reported that they did not see an appropriate model of support for them. For example, that the availability of consultation is not promoted and they do not feel that they can pick up the phone to seek assistance. This may be due to the limited, available staffing. The CTLT's mandate is also unclear to some departments and colleges.

By far, these voices were a significant minority among the stakeholders with whom the reviewers engaged. That said, this suggests that CTLT has been meeting some needs and expectations within the institution, but not extensively. A challenge is to find ways to broaden the CTLT's reach and enable it to be relevant to as many educators as possible across the institution. Educators who use CTLT tend to continue to engage with its staff and activities. However, there appears to be a lack of engagement with more senior faculty, namely deans and chairs, particularly to determine and plan appropriate supports and services. To some extent, the CTLT has not developed a fruitful relationship with more senior academics, while it appears to be relevant to some emerging academics, sessional staff, and graduate students.

#### **D. Teaching Assistant & Graduate Student Training & Teaching Support**

(Some findings were already mentioned in the previous section.) As part of its remit, the CTLT engages in the training of graduate teaching assistants and offers opportunities to develop the teaching capacities of these "emerging academics." There was consistent recognition that the training and support for teaching assistants and graduate students engaged in teaching has been effective and helpful. For example, faculty working with teaching assistants and participants of the three-tiered Teaching Assistant Certificate Program found it to be rigorous and transformative. One concern that was raised was the extent to which master's students are able to achieve all three tiers of training during their time at UNBC and how much the program may distract from their research.

#### **E. Learning Technology**

Appreciation for the role that CTLT staff, in particular instructional designers, play in providing appropriate support and assistance in integrating technology into the classroom was consistent in the feedback. For example, the statement of one interviewee at a regional campus captured the sentiment of how the CTLT works with educators to harness technology to serve pedagogy:

*"As I was designing the course, instead of focusing on technology, [CTLT colleagues] asked for the vision of the course. Then we worked out the details and how technology can assist. They are educators first..."*

In addition to technological support and curriculum design, the CTLT has been responsible for maintaining the learning management system (LMS), Blackboard. Little dissatisfaction was noted with the services provided and the stability of the LMS. As for any LMS, some colleagues use it whilst others prefer not. The reviewers discovered that UNBC has two LMS's with Blackboard used by most of the University and supported by CTLT and Desire2Learn for Continuing Studies offerings. This

seems to be inefficient for an institution of UNBC's size and appeared to be a source of some tension, particularly since financial and staffing resources are limited.

Learning technology plays an important part of CTLT's functions and activities. Staff were perceived as leaders in this area and regularly asked to serve on provincial, national, and international bodies to research and develop new, emerging technologies and techniques such as BCcampus (<https://bccampus.ca/>), BCNet (<https://www.bc.net/>), Canadian Network for Innovation in Education (CNIE, <https://cnie-rcie.ca/>), Educause (<https://www.educause.edu/>) and Association for Learning Technology (<https://www.alt.ac.uk/>).

## F. Scholarship of Teaching and Learning (SoTL)

CTLT is a site for SoTL research leadership and provides support to educators interested in exploring and reflecting on the effectiveness of their practice. The CTLT and director, in particular, have been involved in growing the SoTL practice across the institution and integrated these activities into their own work. The CTLT self-study highlights 15 peer reviewed publications, 1 non-peer reviewed, 10 internal UNBC reports, 16 invited talks, 53 peer-reviewed conference presentations, 86 internal workshops, roundtables and presentations and projects currently underway. Engaging in SoTL is a clear way to advance UNBC's teaching and learning practice, but very few colleagues neither mentioned SoTL as something with which they associated the CTLT nor as an important component of what a teaching and learning centre should do.

## G. Partnerships, Placement & Institutional Leadership

The CTLT is the place where a broad range of faculty, sessional staff and graduate teaching assistants go for support to develop their understanding of teaching and learning at UNBC. The CTLT team has worked hard to develop a mission, vision, and clear set of values as articulated in the self-study document. However, the CTLT appears to be viewed as a generalist unit that exists in a siloed and compartmentalised academic support context: There are a number of different units that maintain clear areas of activities with some overlap between them. The units seem to be distinct, constituted individually and each report to the Provost. Collaboration and coordination between the units was evident, but the degree to which they occur, inconsistent. For example, strong collaboration between the CTLT the Academic Support Centre and the CTLT and IT were not apparent. In sum, the extent to which partnership, collaboration and coordination occurs, seems to be dependent on interpersonal relationships and based on emerging issues.

The partnership between the office of the VP Research and the CTLT is particularly noteworthy as it recognizes the relationship between teaching and research. Funding by the VP Research to create faculty fellows demonstrates an understanding by that particular senior administrator of the importance of staffing and drawing from and within UNBC to advance teaching and learning, as well as the potential synergy between CTLT and the office of research.

The CTLT demonstrates leadership and encourages community such as through the annual teaching and learning conference. This resonated with a large number of community members and stakeholders across the institution and within the region. The conference has been a respected event that brings colleagues from UNBC and New Caledonia College together to share best practices and innovations taking place in each institution. It attracts a large group of participants, but there was some concern that the timing of

this event was not ideal considering the start of the new academic year the following week. In addition, some interviewees indicated that it is an exclusive event for only the ‘true believers’ of teaching and learning

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## Responses to Specific Foci Areas as Outlined in “Criteria for Reviewers”

The following sections contain responses to foci areas outlined for the reviewers. Seven high-level recommendations were made within the associated sections. Additionally, more specific suggestions for UNBC or the CTLT are embedded with context.

### 1. The current functions of the Centre and how they relate to institutional practices.

The Centre supports teachers at UNBC, a research-intensive university. Target audiences include faculty members, support staff, sessional instructors, graduate students and teaching assistants from within the colleges.)

CTLT aims to provide,

*“...leadership to make UNBC a more student-centered campus through...managing the CTLT; collaborating with other academic and service units, including the Learning Skills Centre (LSC); promoting the scholarship and practice of teaching, learning and technology; representing UNBC provincially and nationally on issues related to teaching, learning and technology; and mentoring/building capacity among faculty and staff.”* (CTLT Self Study, 2017).

The CTLT appears to fulfill these goals to varying degrees. The CTLT provides curriculum design assistance, as well as professional development and networking opportunities to UNBC educators. The Centre also facilitates the adoption and use of online learning across the institution and its regional campuses, and supports faculty in blended learning and online course design. Furthermore, it also acts liaison between educators and IT to ensure that the LMS, Blackboard, is functional.

The CTLT plays a leadership role in integrating current issues in teaching and learning into the academic environment. These include the indigenisation and decolonisation of the academic curriculum and learning environment and finding ways to integrate students as partners in the construction and design of effective teaching and learning practices.

Seconding faculty members and students from the colleges supports capacity-building and mentorship among faculty and staff. It also enables faculty members to take a leadership role in educational development. However as previously noted, perceptions about removing excellent educators from the classroom may benefit from further discussion (i.e. while educators are away from the class, they are mentoring other educators which in the long run, positively affects a larger number of students). Moreover, CTLT staff have represented UNBC externally on a range of teaching and learning issues.

Overall, CTLT staff have conducting their activities in alignment with the practices of UNBC’s educators. In many respects, its accomplishments and the extent of the positive feedback and recognition were remarkable given the unit’s limited resources and institutional context. However, typical of research universities, teaching and learning did not appear to be as high of a priority as compared to research, thus

leading to tension about the CTLT's existence and alignment with UNBC's goals. This was evident in some of the responses in stakeholder meetings and resources allocated to the CTLT over the years.

**Recommendation A: Establish a UNBC vision, goals and higher priority for teaching and learning to advance practices in these areas, provide direction for the CTLT's future and leverage the synergy between teaching, learning and research. (High)**

Suggested activities include: 1. Value, recognize and celebrate teaching and learning at UNBC through events and incentives; and 2. Reinstate the Provost's Committee on Pedagogical Practices to discuss issues of importance pertaining to teaching and learning at UNBC. There is an opportunity here for the Provost to bring together units as proposed in the Teaching and Learning Group idea (Recommendation 2.6.1a in the proposed Academic Plan) to coordinate and share activities. As it currently stands, communication between these groups is ad-hoc and inconsistent. The venue may also engage key stakeholders in deeper conversations and more effective use of existing resources.

**2. Core functions for the Centre to ensure adequate support to institutional priorities for learning and teaching.**

The CTLT was formed to support good teaching and learning practice. Teaching and learning centres offer a vital space where educators can receive support, network, and develop their knowledge, skills and expertise in curriculum design and delivery. In this sense, a core function of the CTLT is to provide support and professional development opportunities to UNBC's broad range of educators while ensuring alignment with the institution's vision, mission and academic plan.

Given the regional focus of UNBC and the need to provide educational opportunities to rural communities in northern British Columbia, a second core function of the CTLT is to ensure that UNBC offerings are available and can be delivered beyond the main campus and educators are well-prepared to do so. This means supporting online curriculum and learning development and offering these services and professional development to regional educators.

The Centre's activities have made inroads to two other core functions. Both could benefit UNBC with further investment: 1. Enabling UNBC educators to innovate and consider current issues (e.g. K-12, decolonization of the curriculum, internationalization, etc.), and 2. Advocating for the inclusion and consideration of teaching and learning in a variety of contexts and related decision-making.

Beyond foundational knowledge and skills in course design and teaching, today's educators need to be equipped to deal with an array of circumstances. Some may stem from institutional directions (e.g. increased international students, interdisciplinarity), while others, provincial or national influences (e.g. K-12 curriculum transformation, decolonization and indigenization of the curriculum). To do so, educators need to space and support to experiment, innovate and evaluate their own practice. One way to do so, in alignment with a research-intensive institution that is interested in raising its research profile, is to support the Scholarship of Teaching and Learning (SoTL) and integration into UNBC's practices. The CTLT can play an important role here. As one stakeholder noted:

*"There is e-dna shared between [teaching and research]. A better understanding of teaching and the scholarship of teaching results in better researchers."*

By being more explicit about the place of SoTL, teaching can then become research-driven and in turn, part of the expectations of scholarly activity within a discipline. This may be explained by two seminal works in the field. The SoTL framework proposed by Boyer (1990) aimed to bridge the research-teaching divide that predominates higher education. The framework also articulates what it means to be a scholar (Campbell, 1991) and what scholarship in higher education can look like. Boyer (1990) identified four domains or types of scholarship: Discovery, Integration, Application, and Teaching. The major principles underpinning SoTL (the fourth domain) in higher education are: the academic investigates his/her own practice of teaching and/or the student's practices of learning and, the outcomes of such researched investigation are open for inspection and validation by colleagues and peers.

Shulman (2000)'s seminal work distinguished scholarly teaching from scholarship of teaching. *Scholarly teaching* is teaching that is underpinned by appropriate resources relevant to the discipline, and the *scholarship of teaching* is sharing of work with peers and professional communities with an intention to build new knowledge about their field or discipline. It is precisely here that the research-teaching divide may be disrupted and the transformative potential of scholarship of teaching for higher education may be actualised in a research-intensive university. Boyer's (1990) notion that SoTL brings to the fore the interplay between learning, teaching and research, acts as a reminder that teaching is not distinct from research and learning. SoTL fosters discipline-specific inquiry.

Treating SoTL seriously requires developing an institutional context and climate that supports learning of the teachers: teachers who are able to innovate in their practice who have access to a community or a space in which teaching and learning can be reflected on and then opportunities for disseminating this work publicly. SoTL needs to be valued and appreciated on par with disciplinary research. Moreover, establish a fund to support faculty, staff, and students to innovate in teaching and learning.

**Recommendation B: UNBC supports and recognizes Scholarship of Teaching and Learning (SoTL) as a legitimate research activity and enables the CTLT to take a lead role in fostering SoTL. (Medium)**

Teaching and learning are core activities in higher education. Thus, the final core function of the CTLT is advocacy for the inclusion and consideration of teaching and learning in disciplinary, institutional, provincial, national, and international policy contexts and related decision-making. To do so, members of the CTLT need to be part of conversations and decision-making

**3. The Centre's structure and staffing to help advance the institutional priorities for learning and teaching.**

It appears that a centralized model (vs. decentralized supports within the colleges/departments) is appropriate for UNBC given its size and available resources. However, the CTLT operates with very lean resources -- budget and staff, which is highly dependent upon the individuals. This is unsustainable and curtails the Centre's ability to further advance institutional priorities including offering or promoting some of the services (e.g. 1:1 consultations, discipline-specific programming) desired by the UNBC educators.

Two additional priorities for the Centre emerged from the review: 1. Improve educators' access to CTLT opportunities and, 2. Outreach to non-participants/users. Most of the people who participated in the review were users or potential users of the CTLT's services. However, it seemed that some opportunities have been difficult to access. For example, several graduate students were keen to develop their teaching capacity. However, they reported that achieving all three tiers of the Teaching Assistant Certificate within their academic career at UNBC was difficult. Other interested educators also noted challenges with



attending events. Although the annual conference contains webinars, some educators requested more ways to make the conference accessible, including its timing before the start of the fall semester. Related, outreach to non-participants or users of the Centre's services is a recommended future priority. This includes finding ways to engage educators and appealing to faculty who may not be as passionate about teaching as some of their peers.

**Recommendation C: To advance UNBC's teaching and learning priorities, the CTLT needs to find ways to make opportunities more accessible to interested educators and to appeal to educators who have not engaged with the Centre. (Low)**

Furthermore, the CTLT needs to be viewed as a strategic element of a successful academic expansion. As UNBC adds new colleges, degree programs, regional or online offerings, the demands for support, services and PD will increase. From the reviewers' understanding, UNBC expects to expand regional offerings through increased online courses. This will require dedicated teaching and learning support and services and would be best situated in the CTLT to ensure effective and efficient allocation of resources and coordination. However, the Centre will require more resources (to be informed by growth plans and needs).

As previously recommended, clear goals for UNBC's teaching and learning, and students' experience over periods of time (e.g. 2, 5 & 10 years) would provide direction for the CTLT. The Academic Plan provides some insight into focal areas for the CTLT to advance institutional priorities. This includes developing support and training for experiential learning opportunities while recognizing that experiential learning requires careful consideration and integration with ongoing curriculum as this often includes the role of work experience, internships, and other outside of the traditional classroom issues. The Centre could play a leadership role in integrating experiential learning activities into UNBC curricula including the co-creation of curriculum between UNBC faculty and outside partners (private, public sector, civil society etc.). Having the Centre participate in conversations, planning and decision-making can contribute to better alignment between goals and the allocation of limited resources.

**Recommendation D: Shift the Centre's mandate from a service unit to a strategic unit that is visionary, integrated and evolves to support institutional goals. (Medium)**

Acknowledging that UNBC has financial constraints, careful consideration will need to be given to determine a suitable structure and integration between existing service and support units, including the CTLT. Specifically, a more integrated model with units collaborating, may improve efficiencies to achieve UNBC's goals. In other words, an ecosystemic, rather than a siloed approach. One suggestion is to develop a strategy for learning technologies and select either Blackboard or D2L and reduce redundancies in support. Other options may include bringing some units together with the Centre to form a new model. This however, would require broader consideration of support and service units, their functions in the academic space, how UNBC wishes to position teaching and learning, and the extent to which resources may be mobilised, all of which are beyond the scope of this review.

At minimum, a return to a full-time (rather than part-time) administrative assistant, additional 1 FTE educational developer to provide consultations to educators and additional 1 FTE instructional designer to support course design and delivery for on-campus and regional educators are recommended to sufficiently staff the Centre (as compared to similar universities). Continuing rather than seconded staff are suggested for these positions because relationships are integral for educational development. However, some seconded faculty (faculty fellows) could co-develop supports and PD opportunities and



assist peers to embed discipline-specific pedagogical practices. Fellows may also help to raise awareness of CTLT activities.

**Recommendation E: Once the role of the Centre is clearly articulated, allocate appropriate resources (financial & staff) to enable its success to help shape the future and advance teaching and learning at UNBC. (High)**

Furthermore, teaching and learning and UNBC's related goals require prioritization as well as efforts to shift the institution's culture. This entails increased engagement and ownership by members of the University community. Some suggestions include: 1. Foster communities of practice within faculty ranks and in other support units; 2. Partial secondments of scholars interested in teaching and learning to be involved in the CTLT; 3. Find disciplinary champions to serve as advocates and representatives of the CTLT within the disciplines; 4. Develop an Advisory Committee comprised of faculty members from across the disciplines and, 5. Have the Centre's director at strategy/decision-making tables (e.g. voting member of Senate and the Subcommittee on Academic Affairs). To do so, some of the director's operational activities will require reallocation in order to focus and operate at a strategic level.

#### **4. Factors that characterise the unit's relationships with departments, schools, and other units at UNBC, and with its external communities such as similar university units in the region or nationally.**

See an earlier section titled, "Partnerships, Placement & Institutional Leadership" for more information. To recap, it was acknowledged that CTLT staff have done much to make it work and partnerships have been contingent upon specific individuals. In some areas, there have been fruitful partnerships such as with the instructional designer in Nursing and with the research office. However, some tensions were noted to exist between the Centre and IT and Continuing Studies which may be mitigated by clearer roles and expectations for partnerships. The CTLT maintains a strong presence in national and regional contexts, through SoTL, services to regional campuses, and the annual Teaching and Learning conference held in conjunction with the College of New Caledonia.

Future efforts need to shift the perceptions of some senior academics and educators within the disciplines (particularly non-Arts and Humanities such as the Sciences) to view the Centre's offerings as relevant and helpful. This entails building stronger relationships and outreach to engage stakeholders in determining priorities and offerings. Targeted communications may help potential users to understand available services and opportunities. Additionally, collaborations and partnerships with other units and key stakeholders may require (re)forging to achieve UNBC's goals.

The CTLT has been visionary and thoughtful in how to address important issues, however future collaborations could include private, public and civil society sectors located locally, provincially, nationally and even internationally and would strengthen UNBC's partnerships.

**Recommendation F: Build stronger relationships with other units and key stakeholders and engage in outreach to better meet educators' needs and achieve shared institutional goals. (Medium)**

#### **5. The opportunities to increase the value the Centre provides UNBC, the regions, province, and nationally. How could this value be measured to encourage continuous improvement?**

Previous sections provide some suggestions on the opportunities to increase the value the Centre provides UNBC and beyond. However, it is important to note that when planning the Centre's future, priorities need to be determined to ensure that goals are manageable and achievable, and with the allocated resources. For instance, the Centre already provides significant programming for graduate students and TAs in teaching. Establishing more opportunities for more experienced faculty and/or discipline-specific practices may limit the Centre's ability to engage on external initiatives. That said, some activities outside of UNBC may enhance the university's reputation and provide CTLT staff with new ideas and a peer network. Therefore, establishing goals for the Centre internally and externally, is recommended.

The field of educational development has been grappling with measuring a Centre's impact for several years. There are many models to draw from and significant progress has been made beyond Centre's counting consultations, workshops and participants. For instance, a Centre's impact on multiple levels (individual, program/faculty and institutional) may be reported, as well as the "ripple-effect" or networked model of influence. Once the Centre's goals are established, the director could refer to peers in EDC (Educational Developers Caucus), POD (Professional Organizational Development network), various educational development journals and/or UK and Australian organizations for metrics. Additionally, CTLT may engage in educational development research and SoTL to evaluate and reflect on their own practice and contribute to the field.

## **6. A funding model that will support the Centre's evolution.**

Given UNBC's size, location and regional campus element, it seems that continuing a centralised model for the Centre is appropriate. Three models may provide improved efficiencies and effectiveness of UNBC's limited resources.

1. *CTLT merger with Continuing Studies.* This new entity could make use of available staffing and be responsible for teaching and learning support as well as revenue generation. However, given this may deter from the CTLT's success to date and focus on UNBC educators and programs. Other institutions such as SFU have attempted to bring the two units together and were unsuccessful due to their competing target audiences and priorities. Therefore, this solution is not recommended.
2. *CTLT funded by the colleges and regional campuses.* This approach may prompt engagement by the colleges and regional campuses and better identify needs. However, this model can leave the CTLT open to funding uncertainty by placing the financial burden on other units who may determine that the Centre's services are unimportant. Moreover, this model may result in tensions and competing priorities, and is not recommended.
3. *Maintain the CTLT as a centrally funded entity.* This recommended model ensures that the CTLT supports UNBC as a whole and its institutional goals, provides coherence and brings the colleges and regional campuses together -- enabling a common and well supported teaching and learning environment. Some recommended changes to the current model include: 1. Funds to support faculty fellows, innovations in teaching and learning and SoTL, etc.; and 2. Allocated resources to anticipate and support discipline-specific and regional-campus needs.

**Recommendations G: Maintain the CTLT as a centrally funded unit and develop a model that anticipates and supports discipline-specific and regional-campus needs. (High)**

## In Closing

It was a pleasure to serve as reviewers for UNBC and to learn more about the CTLT and institution. The unit has established a strong foundation to further advance UNBC's institutional priorities for teaching and learning. It is hoped that the recommendations and associated suggestions will benefit UNBC's stakeholders and contribute to the evolution of the Centre and role in strategic planning.

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UNIVERSITY OF NORTHERN BRITISH COLUMBIA  
*Centre for Teaching, Learning and Technology*

**MEMORANDUM**

**To:** Dr. Dan Ryan, Provost and Vice President Academic

**From:** Dr. Heather Smith, (Director, UNBC Centre for Teaching, Learning and Technology), Grant Potter (Elearning Coordinator, CTLT), Clarence Hofsink (Instructional Designer, CTLT), Melanie Knutson (Administrative Assistant, CTLT)

**Date:** May 18, 2018

**Re:** CTLT Response to “Review of the Centre for Teaching, Learning and Technology” by Stephanie Chu and David Hornsby

Dear Dr. Ryan,

We would like to begin by thanking Drs. Chu and Hornsby for taking the time to visit UNBC, meet with a broad cross-section of the UNBC community and produce the review of the CTLT. We greatly appreciate their efforts and their insights.

By way of response, we have decided to address the broad themes in the document rather than provide itemized and overly detailed responses, because we would only duplicate the very significant amount of detail in the self-study that we created and submitted in January 2018.

We are particularly pleased with the way in which the reviewers scaffolded the priorities because it reflects our understanding of the way in which change should and can be made in terms of teaching and learning.

We also support the categorization of the recommendations into priorities on page 2 of the review. We believe that the high priority recommendations are the responsibility of the Provost and the University. If the CTLT is to be successful in an ongoing and sustainable manner tinkering at the programming is insufficient.

**We fully support the three following high priorities identified in the review and ask the Provost to act on these priorities and be an advocate for teaching and learning in ways that are sustained, responsive, public and timely.**

“1. Establish a UNBC vision, goals and higher priority for teaching and learning to advance practices in these areas, provide direction for the CTLT’s future and leverage the synergy between teaching, learning and research;

2. Once the role of the Centre is clearly articulated, allocate appropriate resources (financial & staff) to enable its success to help shape the future and advance teaching and learning at UNBC;
3. Maintain the CTLT as a centrally funded unit and develop a model that anticipates and supports discipline-specific and regional-campus needs.” (Review of the Centre for Teaching, Learning and Technology, 2018, p. 2)

**We are also in support of the recommendations that fall under the categories of medium priority and low priority.** We appreciate the insights shared by the reviewers in these areas.

However, until such a time as there is appropriate resourcing for the CTLT, any efforts at taking the lead on SOTL, becoming a strategic unit, building stronger relationships and creating more opportunities to engage become mired in ongoing constraints of funding, time and staffing. All of this can be done if the CTLT has more staff, resources, and direct advocacy by the Provost.

Respectfully submitted,



Heather Smith  
Director, UNBC CTLT  
Professor, Global and International Studies



Grant Potter,  
Elearning Coordinator



Clarence Hofsink  
Instructional Designer



Melanie Knutson  
Administrative Assistant

Motion Number (assigned by  
Steering Committee of Senate): S-202106.04

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change(s) to the course description for ECON 410-3, on page 206 of the 2021/2022 undergraduate Calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** The change better reflects the content of the course as currently taught.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**ECON 410-3 Health Economics** In this class economic analysis is applied to health care. Topics covered may include models of physician-induced demand, health insurance (private versus national), cost-benefit analysis and evaluation of health technology.

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

**ECON 410-3 Health Economics** In this ~~class~~ course, economic analysis is applied to health and health care. Topics include identifying the nuances of the health sector such as uncertainty, information asymmetry, and externalities, as well as economic evaluation of health care services and policies. ~~Topics covered may include models of physician-induced demand, health insurance (private versus national), cost-benefit analysis and evaluation of health technology.~~

6. **Authorization:**

**SCCC Reviewed:** April 26, 2021

**Program / Academic / Administrative Unit:** Economics

**Faculty:** Business and Economics

**Faculty Council Motion Number:** FBEFC 2021.05.20.03

**Faculty Council Approval Date:** May 20, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

7. **Other Information**

Attachment Pages:   0   pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202106.03 Omnibus

**Moved by:** K. Rennie

**Seconded by:** A. Kranz

**Committee Decision:** CARRIED

**Approved by SCAAF:**   June 9, 2021    
**Date**

*MRTD*  
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202106.05

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the course description for ECON 610-3, on page 101 of the 2021/2022 graduate Calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** The change better reflects the content of the course as currently taught.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**ECON 610-3 Health Economics** Economic analysis is applied to health care. Topics covered may include models of physician-induced demand, health insurance (private versus national), cost-benefit analysis and evaluation of health technology.

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

**ECON 610-3 Health Economics** In this ~~class~~ advanced course, economic analysis is applied to health and health care. Topics include identifying the nuances of the health sector such as uncertainty, information asymmetry, and externalities, as well as economic evaluation of health care services and policies. ~~Topics covered may include models of physician-induced demand, health insurance (private versus national), cost-benefit analysis and evaluation of health technology.~~

6. **Authorization:**

**SCCC Reviewed:** April 26, 2021

**Program / Academic / Administrative Unit:** Economics

**Faculty:** Business and Economics

**Faculty Council Motion Number:** FBEFC 2021.05.20.04

**Faculty Council Approval Date:** May 20, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A



7. **Other Information**

Attachment Pages:   0   pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202106.04 Omnibus

**Moved by:** K. Rennie

**Seconded by:** A. Kranz

**Committee Decision:** CARRIED

**Approved by SCAAF:**   June 9, 2021    
**Date**

*MRTD*  
**Chair's Signature**

For recommendation to   ✓  , or information of            Senate.

Motion Number (assigned by  
Steering Committee of Senate): S-202106.06

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## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the calendar entry for ENSC 653-3 Environmental Resources Management and Decision Making, on page 106 (in the print or PDF calendar accessible on the UNBC web page) of the 2020/2021 graduate calendar, be deleted as proposed.

1. **Effective date:** September 2021

2. **Rationale for the proposed revisions:** This course and the associated undergraduate course (ENSC 453-3) are no longer offered as the instructor does not have teaching capacity to deliver these courses and the number of students enrolled in them was fairly low. ENSC 453-3 was removed from the calendar many years ago and ENSC 653-3 should have been removed at the same time.

3. **Implications of the changes for other programs:** None as this course has not been offered for many years.

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

ENSC 653-3 Environmental Resources Management and Decision Making This course introduces various decision-making models and methods to aid in environmental resources management. Topics include environmental economics, benefit-cost analysis, planning evaluation and review technique (PERT), linear programming, multi-objective programming, integer programming, stochastic programming, dynamic programming, and nonlinear programming. A number of environmental systems serve as management examples, such as water resources, water quality, air quality, groundwater, solid waste, and forest ecosystem. Supporting computer software may be used.

Precluded: ENSC 453-3

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**  
**Lower-Division Requirement**

~~ENSC 653-3 Environmental Resources Management and Decision Making This course introduces various decision-making models and methods to aid in environmental resources management. Topics include environmental economics, benefit-cost analysis, planning evaluation and review technique (PERT), linear programming, multi-objective programming, integer programming, stochastic programming, dynamic programming, and nonlinear programming. A number of environmental systems serve as management examples, such as water resources, water quality, air quality, groundwater, solid waste, and forest ecosystem. Supporting computer software may be used.~~

Precluded: ENSC 453-3

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

SCCC: None as a deletion

**Program / Academic / Administrative Unit:** Environmental Science

**Faculty:** Environment

**Faculty Council Motion Number:** FEFC 2021:05:13:04

**Faculty Council Approval Date:** May 13, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

7. **Other Information**

**Attachment Pages:**   0   pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202106.05

**Moved by:** L. Troc

**Seconded by:** R. Ramp

**Committee Decision:** CARRIED

**Approved by SCAAF:**   June 9, 2021    
Date

  MRTD Date    
Chair's Signature

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

Motion Number (assigned by  
Steering Committee of Senate): S-202106.07

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the changes to Education course descriptions, on pages 206-211 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** One of the key features of the School of Education's renewed BEd program is the change in assessment style from standard grading to a Pass/Fail system. However, when the renewed BEd program was approved in 2020, the course descriptions did not include the indication that they would be graded on a Pass/Fail basis; this motion proposes to add that indicator to all courses in the renewed BEd program.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**EDUC 336-(3, 4) Inclusive Education: Success for All** This course focuses on inclusive teaching strategies across curricula, assessment, and classroom management. This course addresses inclusion based on the premise that all students have individual differences and that health within classrooms depends on celebrating differences. Students' differences include, but are not limited to, experiences, skills, knowledge, perspectives and cultural beliefs. Inclusive educators consider pedagogical components and strategies when selecting, designing and adapting their classroom and learning activities to include all learners.

**EDUC 346-(2, 3) Aboriginal and Indigenous Education** This course provides teacher candidates with a deep understanding of the Truth and Reconciliation Commission (TRC) Calls to Action. Teacher candidates build their knowledge by embedding cultural and Indigenous and Aboriginal perspectives, and develop an understanding of oral history and the Indigenous perspectives on historical and current issues. They explore, design and examine pedagogical strategies to support learners in the classroom.

**EDUC 351-(2, 3) Curriculum and Instruction: Second Language** This course provides Elementary teacher candidates with curricular, instructional and assessment methods for teaching a second language. The second language offered may be French, or another provincially approved second language, such as a local Indigenous language. Teacher candidates develop a deep understanding of second language acquisition and development; research-informed pedagogical content knowledge; and ways to personalize classroom learning.

**EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities** This course investigates curriculum and instruction methods in English language arts and social studies in Grades 8-12. The first part of the course focuses on language and literacy with emphasis on strategies for thematic instruction, cross-curricular teaching, Canadian texts, and First Peoples' Principles across the curriculum. The second part promotes English language arts and social studies across the secondary humanities curriculum by promoting the use of Indigenous and non-Indigenous texts to explore social justice themes,

First Nations history and pedagogy.

**EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science** This course is intended for Secondary teacher candidates with a Mathematics and Science specialization. Teacher candidates integrate subject-specific pedagogies, theories, practices, professional ethics and safety protocols. Themes include experiential and reflexive learning; First Peoples' Principles; and cross-curricular teaching and learning using Applied Design Skills and Technologies (ADST).

**EDUC 393-3 Foundations of Education** This course introduces the historical, philosophical, sociological and ethical foundations of education. Teacher candidates connect the BC Teachers' Council code of practice standards to curriculum policies in public and independent schools in British Columbia and Canada in general. Teacher candidates practice and discuss critical reasoning and ethical decision-making in the professional context.

**EDUC 394-3 Pedagogy, Curriculum and Teaching – Theory in Context** This course provides teacher candidates with an introduction to and development of a skill set to fluently engage with BC's curriculum. Teacher candidates develop an understanding of curriculum content and competency integration, and of the importance of differentiated instruction that enables student success. Teacher candidates also integrate the cycle of assessment and evaluation to inform instruction with ways to keep students at the center of the learning. Finally, teacher candidates examine the role of teachers as researchers, learners and leaders of learning.

**EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST** This course prepares Elementary teacher candidates for the teaching of humanities. It emphasizes literacy, spoken and written language across subject areas, and social studies pedagogy, while integrating theory and practice with critical reflection. Other focuses include the development of Applied Design Skills and Technologies (ADST) and First Nations' pedagogical knowledge, along with the assessment and evaluation of diverse learners.

**EDUC 398-3 Curriculum and Instruction in Math and Science using ADST** Quantitative and scientific literacy are essential competencies for teacher candidates in order to educate students for the world and the future. This course focuses on literacy areas while developing and refining the skills and mindsets required for logical reasoning, analytical thought, problem solving, creative thinking, and ethical decision-making. These competencies are based on the collection, analysis and effective communication of data, in addition to problem solving in situational contexts.

**EDUC 399-3 Integrating ADST as a Pedagogical Stance** This course provides teacher candidates with opportunities to explore, inquire about and understand the value of experiential learning for their students. Teacher candidates begin to develop their own pedagogical stances, recognizing the importance of hands-on learning. As expressed in the BC Ministry of Education's curriculum – Applied Design, Skills and Technologies (ADST), experiential learning provides opportunities for students to build on their own natural curiosity, inventiveness, and desire to create and work in practical ways.

**EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy** This course introduces teacher candidates to alternate ways for students in the classroom to demonstrate learning through personal aptitudes, values and beliefs. Teacher candidates explore a variety of skill sets involving curricular integration and enactment through fine arts, music, health, physical education, drama, dance, performance and imagery. Teacher candidates develop knowledge representation skill sets through emergent and early language literacy, numeracy, wellness, sustainable health, and career education.

**EDUC 401-3 Career Education** This course provides teacher candidates with an understanding of career education, career-life education, capstones and career-life connection. Topics include portfolio development and assessment using learner-centered features, financial and career literacy, interpersonal and intrapersonal skills, and acceptance of diversity (cultural, gender, intellectual and physical). Teacher candidates integrate theory and practice throughout the course to develop pedagogy and assessment

practices.

**EDUC 402-3 Diverse Classrooms** In this course, teacher candidates address multiculturalism in classrooms, explore issues related to religion and religious diversity, engage in Truth and Reconciliation calls to action and what they mean in a local context, and deepen their understanding of the lived experiences of new Canadians in classrooms. This course integrates theory and practice to discover how diverse classrooms influence and inform pedagogy, mindset, and assessment strategies. This course provides teacher candidates with the skills and theories needed to teach English Language Learners effectively.

**EDUC 403-3 Mental Health and Wellness** This course provides teacher candidates with the skill sets required to develop an understanding of the well-being of the self and of all members of the school community. Teacher candidates develop trauma-informed pedagogy and practice to support students' development of resilience behaviours and positive mental health. They examine the meaning of professionalism through an examination of the BC Teachers' Federation (BCTF) Code of Ethics and BC Teachers' Council (BCTC) Professional Standards. Workplace culture is examined through a lens of collaboration and an understanding of the many roles of the educator.

**EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio** This course provides teacher candidates with an introduction to, and early development of, a skill set to sustain an e-Portfolio that records transformative inquiry over the journey of becoming a reflective practitioner. Teacher candidates focus on introspection and have the opportunity to examine their emerging personal and professional identity as they engage in continuous learning that is focused on their transformation from student to educator. Teacher candidates examine a number of digital tools that allow them to self-assess and document their growth, and develop an understanding of current digital literacies to help communicate student learning to parents.

**EDUC 421-3 Assessment and Motivation** This course provides teacher candidates with skills in classroom assessment for all levels of ability and helps teacher candidates understand the deep connection between assessment, evaluation, student learning, motivation and behaviour. Teacher candidates explore the importance of motivation and engagement in developing classroom communities of learning.

**EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)** In this course teacher candidates research collaboratively, plan, teach, assess and reflect actively on classroom practices with real-time coaching from classroom teachers and university instructors. Teacher candidates develop deep understanding of ways to embed Aboriginal and Indigenous perspectives into experiential, subject-based learning and classroom organization. Teacher candidates apply teaching strategies in order to link research and theory to practice and student-led inquiry and to develop personalized pedagogical stances.

**EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology** This course emphasizes the importance of people, place and land to learning. Teacher candidates engage in experiential learning opportunities learning about current First Nations pedagogies and issues. Teacher candidates are guided to appropriately design curricula that embed First Peoples Principles of Learning and to develop curricular themes with goals in each of the four directions— Spiritual, Emotional, Intellectual and Physical.

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

**EDUC 336-(3, 4) Inclusive Education: Success for All** This course focuses on inclusive teaching strategies across curricula, assessment, and classroom management. This course addresses inclusion based on the premise that all students have individual differences and that health within classrooms depends on celebrating differences. Students' differences include, but are not limited to, experiences, skills, knowledge, perspectives and cultural beliefs. Inclusive educators consider pedagogical components and

strategies when selecting, designing and adapting their classroom and learning activities to include all learners. Graded on a PASS/FAIL basis.

**EDUC 346-(2, 3) Aboriginal and Indigenous Education** This course provides teacher candidates with an opportunity to develop a deep understanding of the Truth and Reconciliation Commission (TRC) Calls to Action. Teacher candidates build their knowledge by embedding cultural and Indigenous and Aboriginal perspectives, and develop an understanding of oral history and the Indigenous perspectives on historical and current issues. They explore, design and examine pedagogical strategies to support learners in the classroom. Graded on a PASS/FAIL basis.

**EDUC 351-(2, 3) Curriculum and Instruction: Second Language** This course provides Elementary teacher candidates with curricular, instructional and assessment methods for teaching a second language. The second language offered may be French, or another provincially approved second language, such as a local Indigenous language. Teacher candidates are provided with an opportunity to develop a deep understanding of second language acquisition and development; research-informed pedagogical content knowledge; and ways to personalize classroom learning. Graded on a PASS/FAIL basis.

**EDUC 361-(3, 4, 6) Curriculum and Instruction Secondary Humanities** This course investigates curriculum and instruction methods in English language arts and social studies in Grades 8-12. The first part of the course focuses on language and literacy with emphasis on strategies for thematic instruction, cross-curricular teaching, Canadian texts, and First Peoples' Principles across the curriculum. The second part promotes English language arts and social studies across the secondary humanities curriculum by promoting the use of Indigenous and non-Indigenous texts to explore social justice themes, First Nations history and pedagogy. Graded on a PASS/FAIL basis.

**EDUC 372-(3, 4, 6) Curriculum and Instruction Mathematics and Science** This course is intended for Secondary teacher candidates with a Mathematics and Science specialization. Teacher candidates integrate subject-specific pedagogies, theories, practices, professional ethics and safety protocols. Themes include experiential and reflexive learning; First Peoples' Principles; and cross-curricular teaching and learning using Applied Design Skills and Technologies (ADST). Graded on a PASS/FAIL basis.

**EDUC 393-3 Foundations of Education** This course introduces the historical, philosophical, sociological and ethical foundations of education. Teacher candidates connect the BC Teachers' Council code of practice standards to curriculum policies in public and independent schools in British Columbia and Canada in general. Teacher candidates practice and discuss critical reasoning and ethical decision-making in the professional context. Graded on a PASS/FAIL basis.

**EDUC 394-3 Pedagogy, Curriculum and Teaching – Theory in Context** This course provides teacher candidates with an introduction to and development of a skill set to fluently engage with BC's curriculum. Teacher candidates develop an understanding of curriculum content and competency integration, and of the importance of differentiated instruction that enables student success. Teacher candidates also integrate the cycle of assessment and evaluation to inform instruction with ways to keep students at the center of the learning. Finally, teacher candidates examine the role of teachers as researchers, learners and leaders of learning. Graded on a PASS/FAIL basis.

**EDUC 397-3 Curriculum and Instruction in the Humanities K-7 using ADST** This course prepares Elementary teacher candidates for the teaching of humanities. It emphasizes literacy, spoken and written language across subject areas, and social studies pedagogy, while integrating theory and practice with critical reflection. Other focuses include the development of Applied Design Skills and Technologies (ADST) and First Nations' pedagogical knowledge, along with the assessment and evaluation of diverse learners. Graded on a PASS/FAIL basis.

**EDUC 398-3 Curriculum and Instruction in Math and Science using ADST** Quantitative and scientific

literacy are essential competencies for teacher candidates in order to educate students for the world and the future. This course focuses on literacy areas while developing and refining the skills and mindsets required for logical reasoning, analytical thought, problem solving, creative thinking, and ethical decision-making. These competencies are based on the collection, analysis and effective communication of data, in addition to problem solving in situational contexts. Graded on a PASS/FAIL basis.

**EDUC 399-3 Integrating ADST as a Pedagogical Stance** This course provides teacher candidates with opportunities to explore, inquire about and understand the value of experiential learning for their students. Teacher candidates begin to develop their own pedagogical stances, recognizing the importance of hands-on learning. As expressed in the BC Ministry of Education's curriculum – Applied Design, Skills and Technologies (ADST), experiential learning provides opportunities for students to build on their own natural curiosity, inventiveness, and desire to create and work in practical ways. Graded on a PASS/FAIL basis.

**EDUC 400-6 Curricular Enactment in Elementary Years with a Focus on Fine Arts, Literacy and Numeracy** This course introduces teacher candidates to alternate ways for students in the classroom to demonstrate learning through personal aptitudes, values and beliefs. Teacher candidates explore a variety of skill sets involving curricular integration and enactment through fine arts, music, health, physical education, drama, dance, performance and imagery. Teacher candidates develop knowledge representations of knowledge and skill sets through emergent and early language literacy, numeracy, wellness, sustainable health, and career education. Graded on a PASS/FAIL basis.

**EDUC 401-3 Career Education** This course provides teacher candidates with an understanding of career education, career-life education, capstones and career-life connection. Topics include portfolio development and assessment using learner-centered features, financial and career literacy, interpersonal and intrapersonal skills, and acceptance of diversity (cultural, gender, intellectual and physical). Teacher candidates integrate theory and practice throughout the course to develop pedagogy and assessment practices. Graded on a PASS/FAIL basis.

**EDUC 402-3 Diverse Classrooms** In this course, teacher candidates address multiculturalism in classrooms, explore issues related to religion and religious diversity, engage in Truth and Reconciliation calls to action and what they mean in a local context, and deepen their understanding of the lived experiences of new Canadians in classrooms. This course integrates theory and practice to discover how diverse classrooms influence and inform pedagogy, mindset, and assessment strategies. This course provides teacher candidates with the skills and theories needed to teach English Language Learners effectively. Graded on a PASS/FAIL basis.

**EDUC 403-3 Mental Health and Wellness** This course provides teacher candidates with the skill sets required to develop an understanding of the well-being of the self and of all members of the school community. Teacher candidates develop trauma-informed pedagogy and practice to support students' development of resilience behaviours and positive mental health. They examine the meaning of professionalism through an examination of the BC Teachers' Federation (BCTF) Code of Ethics and BC Teachers' Council (BCTC) Professional Standards. Workplace culture is examined through a lens of collaboration and an understanding of the many roles of the educator. Graded on a PASS/FAIL basis.

**EDUC 405-3 Reflective Practice Through Inquiry and e-Portfolio** This course provides teacher candidates with an introduction to, and early development of, a skill set to sustain an e-Portfolio that records transformative inquiry over the journey of becoming a reflective practitioner. Teacher candidates focus on introspection and have the opportunity to examine their emerging personal and professional identity as they engage in continuous learning that is focused on their transformation from student to educator. Teacher candidates examine a number of digital tools that allow them to self-assess and document their growth, and develop an understanding of current digital literacies to help communicate student learning to parents. Graded on a PASS/FAIL basis.

**EDUC 421-3 Assessment and Motivation** This course provides teacher candidates with skills in classroom assessment for all levels of ability and helps teacher candidates understand the deep connection



between assessment, evaluation, student learning, motivation and behaviour. Teacher candidates explore the importance of motivation and engagement in developing classroom communities of learning. Graded on a PASS/FAIL basis.

**EDUC 441-3 Innovative Community-Based Approaches to Responsive Education (SY)** In this course teacher candidates research collaboratively, plan, teach, assess and reflect actively on classroom practices with real-time coaching from classroom teachers and university instructors. Teacher candidates have an opportunity to develop deep understanding of ways to embed Aboriginal and Indigenous perspectives into experiential learning, subject-based learning, and classroom organization. Teacher candidates apply teaching strategies in order to link research and theory to practice and student-led inquiry and to develop personalized pedagogical stances. Graded on a PASS/FAIL basis.

**EDUC 446-(2, 3) Aboriginal and Indigenous Education: Epistemology** This course emphasizes the importance of people, place and land to learning. Teacher candidates engage in experiential learning opportunities learning about current First Nations pedagogies and issues. Teacher candidates are guided to appropriately design curricula that embed First Peoples Principles of Learning and to develop curricular themes with goals in each of the four directions—Spiritual, Emotional, Intellectual and Physical. Graded on a PASS/FAIL basis.

**6. Authorization:**

**SCCC Reviewed:** April 26, 2021

**Program / Academic / Administrative Unit:** School of Education

**Faculty:** Human and Health Sciences

**Faculty Council Motion Number:** FHHS.2021.05.20.04

**Faculty Council Approval Date:** May 20, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:**

**7. Other Information**

**Attachment Pages:**   0   pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202106.06

**Moved by:** K. Rennie

**Seconded by:** A. Sommerfeld

**Committee Decision:** CARRIED

**Approved by SCAAF:** June 9, 2021  
**Date**

*MRTD*  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202106.08

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change to the preclusion in the course description for NURS 306-3 Introduction to Epidemiology, on page 254 of the 2020/2021 undergraduate calendar (PDF), be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** The preclusion with HHSC 401 Principles of Epidemiology was not updated under NURS 306 when Health Sciences changed HHSC 350 to HHSC 401. NURS 306 is listed as a preclusion under the HHSC 401 course description.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

**NURS 306-3 Introduction to Epidemiology** This course applies epidemiological principles in the examination of patterns of disease and disability among populations, particularly those in northern latitudes. It introduces students to the interpretation of vital statistics, the critique of cross-sectional, case-control and cohort design, and the principles of screening.

*Prerequisites:* NURS 220-5, or enrollment in the Post-Diploma BScN, or permission of the Chair  
*Precluded:* HHSC 350-3

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

**NURS 306-3 Introduction to Epidemiology** This course applies epidemiological principles in the examination of patterns of disease and disability among populations, particularly those in northern latitudes. It introduces students to the interpretation of vital statistics; ~~the~~ critique of cross-sectional, case-control and cohort design; ~~and~~ the principles of screening.

*Prerequisites:* NURS 220-5, or enrollment in the Post-Diploma BScN, or permission of the Chair  
*Precluded:* HHSC 350-3, HHSC 401-3

6. **Authorization:**

**SCCC Reviewed:** April 26, 2021

**Program / Academic / Administrative Unit:** School of Nursing

**Faculty:** Human and Health Sciences

**Faculty Council Motion Number: FHHS.2021.05.20.01**

**Faculty Council Approval Date: May 20, 2021**

**Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A**

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A**

**7. Other Information**

**Attachment Pages:   0   pages**

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202106.07

**Moved by:** G. Keeler

**Seconded by:** S. Wagner

**Committee Decision:** CARRIED

**Approved by SCAAF:** June 9, 2021  
**Date**

*MRTD*  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202106.09

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That the change(s) to the program requirements for the English major on page 95 (in the PDF calendar accessible on the UNBC web page) of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** The department is adding ENGL 120 to the list of introductory or first year course options since the course is now being offered more often, and it gives students (including regional students) one more option for a first year requirement if other first year offerings cannot be delivered. This addition also aligns with the University's Vision, Values, and/or Indigenous Initiatives.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

## Major in English

The major in English requires students to take eighteen English courses (54 credit hours) at least 30 credit hours of which must be upper-division courses (300 and 400 level) with at least 9 credit hours of these at the 400 level. Students wishing to take more than 66 credit hours in English must obtain written permission from the Department Chair.

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

## Program Requirements

### Subject Requirement

The major in English requires students to take 18 courses (54 credit hours) of English or approved ancillary courses and must include:

### Introductory

One of the following:

ENGL 100-3 Introduction to Literary Structures  
ENGL 102-3 Introduction to Poetry  
ENGL 103-3 Introduction to Fiction  
ENGL 104-3 Introduction to Film

## Foundational Surveys

Both of the following:

ENGL 211-3 Survey of English Literature I  
ENGL 212-3 Survey of English Literature II

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

## Major in English

The major in English requires students to take ~~eighteen~~ 18 English courses (54 credit hours) at least 30 credit hours of which must be upper-division courses (300 and 400 level) with at least 9 credit hours of these at the 400 level. Students wishing to take more than 66 credit hours in English must obtain written permission from the Department Chair.

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

## Program Requirements

### Subject Requirement

The major in English requires students to take 18 courses (54 credit hours) of English or approved ancillary courses and must include:

### Introductory

One of the following:

ENGL 100-3 Introduction to Literary Structures  
ENGL 102-3 Introduction to Poetry  
ENGL 103-3 Introduction to Fiction  
ENGL 104-3 Introduction to Film  
ENGL 120-3 Introduction to Canadian Indigenous Literatures

## Foundational Surveys

Both of the following:

ENGL 211-3 Survey of English Literature I  
ENGL 212-3 Survey of English Literature II

**6. Authorization:**

**Program / Academic / Administrative Unit:** Department of English

**SCCC Reviewed:** May 17, 2021

**Faculty:** Indigenous Studies, Social Sciences and Humanities

**Faculty Council Motion Number:** FISSSHFC.2021.05.20.05

**Faculty Council Approval Date:** May 20, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**7. Other Information**

**Attachment Pages:**   0   pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202106.08

**Moved by:** R. Budde

**Seconded by:** K. Rennie

**Committee Decision:** CARRIED

**Approved by SCAAF:**   June 9, 2021    
**Date**

*MRTD*  
\_\_\_\_\_  
**Chair's Signature**

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

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the course prerequisite for Math 335-3 Introduction to Numerical Methods, on page 249 of the 2020/2021 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021

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

The reason for the proposed change from “corequisites” of Math 230 to “prerequisites with concurrency” is to enable students to take Math 335 when they may have already taken Math 230 in previous years. In the past, students who have taken Math 230 will need to get special permission from the Department Chair to be able to register for Math 335. This change will simplify registration for these students.

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

There will be no changes for current students who wish to enrol in Math 335 and are taking Math 230 in the same semester.

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

**MATH 335-3 Introduction to Numerical Methods**

This course introduces basic theory and application of numerical methods for solving fundamental computational problems in science and engineering. Topics include: floating point numbers and error analysis; root finding; interpolation; numerical differentiation and integration; numerical methods for ordinary differential equations; and numerical methods for solving linear systems. This course involves programming and mathematical analysis of numerical methods.

Prerequisites: MATH 101-3, MATH 220-3, and CPSC 100-4 (or equivalent programming experience)

Co-requisites: MATH 230-3 (this corequisite may be waived with instructor’s permission)

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

**MATH 335-3 Introduction to Numerical Methods**

This course introduces basic theory and application of numerical methods for solving fundamental computational problems in science and engineering. Topics include: floating point numbers and error analysis; root finding; interpolation; numerical differentiation and integration; numerical methods for ordinary differential equations; and numerical methods for solving linear systems. This course involves programming and mathematical analysis of numerical methods.

Prerequisites: MATH 101-3, MATH 220-3, and CPSC 100-4 (or equivalent programming experience)





**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course CPSC 346-3 Fundamentals of Cybersecurity be approved as follows:

**A. Description of the Course**

Cybersecurity is an essential topic for any Computer Science student. Cyberspace is a part of the international, critical infrastructure; thus, it needs to be reliable and secure. The threat is increasing in today's modern world at an alarming rate; including organized crime and foreign espionage and warfare. Every industry is vulnerable and must protect its information assets which include sensitive data, personally identifiable information (PII), protected health information (PHI), personal information intellectual property, data, government and industry systems, and more. This risk is being compounded by the increasing move to the cloud and decentralization of information assets. This course will cover the fundamental topics in cybersecurity and lay a practical foundation; as well as cultivate an appropriate mindset, for approaching information security and privacy issues. It is intended to be a cross disciplinary course, including but not limited to Computer Science, Business, and Graduate students; as well as researchers with an interest in cybersecurity.

1. **Proposed semester of first offering:** Jan 2022
2. **Academic Program:** Computer Science
3. **Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** CPSC 346-3
4. **Course Title:** Fundamentals of Cybersecurity
5. **Goal(s) of Course:** Lay a practical cybersecurity foundation; as well as cultivate an appropriate mindset, for approaching information security, and privacy issues.

**6. Calendar Course Description:**

This course is a broad survey of fundamental topics in cybersecurity with the purpose of laying a practical foundation and cultivating an appropriate mindset for information security and privacy issues. Topics include information security, authentication, access controls, cryptography, communication security, malware, social aspects of security, and emerging industry trends. Legal and ethical considerations are included.

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

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

Yes\* \_\_\_\_\_ No X \_\_\_\_\_

\* If "yes," please indicate the maximum number\*\* of credit hours which may be applied to a student's degree using this course: Not Applicable

\*\* If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct number of credit hours noted) is included within the Calendar Course Description:

*"This course may be repeated to a maximum of XX credit hours if the material is substantially different."*

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

Variable credit is denoted by the following examples:

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

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

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

Lecture 3

Seminar 0

Laboratory 0

Other (please specify) 0

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

10. **Prerequisites with concurrency (taken prior or simultaneously):** CPSC344-3 or CPSC 444-3 or COMM 353-3 or permission of the instructor

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

12. **Preclusions:** none

13. **Course Equivalencies:** none

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

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

each year X \_\_\_\_\_

alternating years \_\_\_\_\_

16. **Proposed text / readings:**

- "Computer Security: Principles and Practice", Stallings & Brown, Fourth Edition, 2018. ISBN-13: 9780134794105
- Supplementary assigned online reading (*due to the rapid pace of change in the security field, additional supplementary material is required*)

## B. Significance Within Academic Program

Cybersecurity is an essential topic for any computer science student. Cyberspace is a part of the international critical infrastructure and it needs to be reliable and secure. The threat is increasing in today's modern world at an alarming rate, and this is being compounded by the decentralization of assets in the cloud. Note that security is an integral part of:

- **International and Canadian Code of Ethics for Computer Science** (especially privacy and security aspects): [ACM Code of Ethics](#) , [IEEE Code of Ethics](#), and [CIPS Code of Ethics](#)
- **Computer Science Curriculum:** ACM and IEEE JTF [Computer Science Curricula 2013](#) (Knowledge Area: IAS-Information Assurance and Security)
- **Computer Science Accreditation:** [CIPS Accreditation Criteria for Computer Science](#) (Graduate Attribute 1d: security)

There is also an entire curricula developed by JTF for major international computing societies (ACM, IEEE, AIS SIGSEC, and IFIP) on [Cybersecurity Curricula Guidelines](#) (CSEC 2017. )

1. **Anticipated enrolment** \_\_\_\_\_ 15 \_\_\_\_\_
2. **If there is a proposed enrolment limit, state the limit and explain:** limit of 20: to ensure there is a good instructor:student ratio for the advanced and complex materials covered in this upper level course
3. **Required for:** Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Other: Not Applicable
4. **Elective in:** Major: X \_\_\_\_\_ Minor: \_\_\_\_\_ Other: \_\_\_\_\_
5. **Course required by another major/minor:** Not applicable
6. **Course required or recommended by an accrediting agency:**  
[CIPS Accreditation Criteria for Computer Science](#) (Graduate Attribute 1d: security)
7. **Toward what degrees will the course be accepted for credit?**  
Computer Science
8. **What other courses are being proposed within the Program this year?**  
None, other than this course (CPSC 346)
9. **What courses are being deleted from the Program this year?**  
CPSC 425/625

## C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: None
2. Is a preclusion required? Yes \_\_\_\_\_ No  X
3. If there is an overlap, and no preclusion is required, please explain why not: Not Applicable
4. Has this overlap been discussed with the Program concerned? Yes \_\_\_\_\_ No  X
5. In offering this course, will UNBC require facilities or staff at other institutions?  
Yes \_\_\_\_\_ No  X

If yes, please describe requirements: Not Applicable

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

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

#### D. **Resources required**

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
  - i. **College Staffing:** None, will be taught using existing staff. Note that this year we are removing one course and adding one course, so the course offerings are net neutral.
  - ii. **Space (classroom, laboratory, storage, etc.):** classroom for lectures and computer labs for course work
  - iii: **Library Holdings:** see attached form.
  - iv. **Computer (time, hardware, software):** will utilize existing computer lab hardware and software.

E. **Additional Attached Materials** Not Applicable

#### F. **Other Considerations**

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

\*\*If **“yes.”** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. **Other Information:** Not Applicable

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

**G. Authorization**

SCCC Reviewed: April 26, 2021

1. Faculty: Science and Engineering
2. Faculty Council Motion Number(s): FSEFC 2021: 05:13:03
3. Faculty Council Approval Date(s): May 13, 2021
4. Senate Committee on First Nations and Aboriginal Peoples Motion Number: N/A
5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: N/A

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

**Brief Summary of Committee Debate:**

Motion No.: SCAAF202106 10

Moved by: A. Kranz

Seconded by: K. Rennie

Committee Decision: CARRIED

Approved by SCAAF: June 9, 2021  
Date

MRTD  
Chair's Signature

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

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

**PROPOSED NEW COURSE:** CPSC 346 – Fundamentals of Cybersecurity

*(note that information assets on Information Security, Information Privacy, Network Security, Cryptography, Cryptanalysis, and Cryptology are also applicable, with an emphasis on Information Security and Cyber Security)*

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

a) Are current library holdings adequate?      Yes   X        No       

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

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



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

\_\_\_\_\_  
March 15, 2021  
**Date**

Motion Number (assigned by  
Steering Committee of Senate): S-202106.12

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes on page 20 of the 2020/2021 PDF graduate calendar accessible be approved as proposed.

1. **Effective date:** September 2021
  
2. **Rationale for the proposed revisions:** UNBC's minimum tuition (Full Time) for a Master's degree is in all instances 6 semesters of tuition fee units. Part-time students are assessed 12 semesters at a rate slightly over half the full-time rate. Further, students are required to register each semester (Fall, Winter, Spring/Summer). Once students have paid 6 semesters of fees (full-time) or 12 semesters of fees (part-time), they pay a lower amount (maintenance fees) until they have completed their degree. While this minimum of 6 semesters, and the requirement to maintain continuous enrollment is suitable for graduate students doing a thesis or project, where they are expected to be at UNBC for at least 2 years and working on their research over the spring/summer semesters, it is not suitable for course-based masters students. Most of the course-based programs can be completed in fewer than 6 semesters, and very few, if any, courses are available in summer. Currently, course-based masters students who complete their course requirements in fewer than 6 semesters are faced with a "balloon" payment prior to graduation and often an instalment payment in the Spring semester when they may not be taking coursework. Graduate students at UNBC who are in course-based masters programs pay considerably more than students in similar programs at other BC universities.
  
3. **Implications of the changes for other programs, etc., if applicable:** These changes will not affect curriculum.
  
4. **Reproduction of current Calendar entry for the item to be revised:**

[ PAGE 14 ]

**Tuition Fee Units for Full-Time Domestic Master's Students**

The full-time Basic Tuition Fee Unit is \$1,715.16 per semester for Canadian Citizens and permanent residents, with the following exceptions:

PROGRAM	BASIC TUITION FEE UNIT
Master of Arts in Disability Management	\$2,175.76
Master of Education	\$2,343.11
Master of Science in Health Sciences	\$2,175.76
Master of Science in Nursing	\$2,175.76
Master of Social Work	\$2,008.39



The minimum fee for the Master's degree is six full-time tuition fee units.

### **Tuition Fee Units for Full-Time International Master's Students**

The full-time Basic Tuition Fee Unit is \$2,401.22 per semester for international students, with the following exceptions:

PROGRAM	BASIC TUITION FEE UNIT
Master of Arts in Disability Management	\$3,046.06
Master of Education	\$3,280.35
Master of Science in Health Sciences	\$3,046.06
Master of Science in Nursing	\$3,046.06
Master of Social Work	\$2,811.75

The minimum fee for the Master's degree is six full-time tuition fee units.

### **Tuition Fee Units for Part-Time Domestic Master's Students**

The part-time Basic Tuition Fee Unit is \$906.59 per semester for Canadian citizens and permanent residents with the following exceptions:

PROGRAM	BASIC TUITION FEE UNIT
Master of Arts in Disability Management	\$1,142.27
Master of Education	\$1,230.14
Master of Science in Health Sciences	\$1,142.27
Master of Science in Nursing	\$1,142.27
Master of Social Work	\$1,054.40

The minimum fee for the Master's degree is twelve part-time tuition fee units

[PAGE 20]

\*\*Graduate students must have the permission of their supervisor to alter their registration and must maintain continuous enrollment in order to maintain their position in Graduate Studies.

#### **5. Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**

### **For information – approval by Fees Committee and Board of Governors**

[PAGE 14]

### **Tuition Fee Units for Full-Time Domestic Master's Students**

The full-time Basic Tuition Fee Unit is \$1,715.16 per semester for Canadian Citizens and permanent residents, with the following exceptions:

PROGRAM	BASIC TUITION FEE UNIT
Master of Arts in Disability Management	\$2,175.76
Master of Education	\$2,343.11

Master of Science in Health Sciences	\$2,175.76
Master of Science in Nursing	\$2,175.76
Master of Social Work	\$2,008.39

The minimum fee for the Master's degree is ~~six~~ three full-time tuition fee units.

### Tuition Fee Units for Full-Time International Master's Students

The full-time Basic Tuition Fee Unit is \$2,401.22 per semester for international students, with the following exceptions:

PROGRAM	BASIC TUITION FEE UNIT
Master of Arts in Disability Management	\$3,046.06
Master of Education	\$3,280.35
Master of Science in Health Sciences	\$3,046.06
Master of Science in Nursing	\$3,046.06
Master of Social Work	\$2,811.75

The minimum fee for the Master's degree is ~~six~~ three full-time tuition fee units.

### Tuition Fee Units for Part-Time Domestic Master's Students

The part-time Basic Tuition Fee Unit is \$906.59 per semester for Canadian citizens and permanent residents with the following exceptions:

PROGRAM	BASIC TUITION FEE UNIT
Master of Arts in Disability Management	\$1,142.27
Master of Education	\$1,230.14
Master of Science in Health Sciences	\$1,142.27
Master of Science in Nursing	\$1,142.27
Master of Social Work	\$1,054.40

The minimum fee for the Master's degree is ~~twelve~~ nine part-time tuition fee units

### For Approval of Senate

[ PAGE 20 ]

**\*\*Graduate students must have the permission of their supervisor approval to alter their registration program of study, and must maintain Students must be continuously enrollment enrolled in order to maintain their position in Graduate Studies, except for students in course-based programs without course offerings in the Spring semester.**

#### 6. Authorization:

**Program / Academic / Administrative Unit:** Office of Research and Graduate Programs

**SCCC Reviewed:** March 15, 2021

**College:** CASHS CSAM

**College Council Motion Number:**

**College Council Approval Date:**

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**7. Other Information**

**Attachment Pages:**   2   pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202105.23

**Moved by:** R. Budde

**Seconded by:** A. Sommerfeld

**Committee Decision:** CARRIED

**Approved by SCAAF:**   May 12, 2021    
**Date**

  *MRTD*    
**Chair's Signature**

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



Motion Number (assigned by SCS): \_\_\_\_\_

**STEERING COMMITTEE OF SENATE**

**PROPOSED MOTION**

**Motion:** That the “Structure and Governance” document for the Faculty of Business and Economics be approved as proposed.

**Effective Date:** September 2021

**Proposed by:** Ronald Camp II, Dean

**Rationale:**

To align with the implementation of the five Faculties that was adopted by Senate on November 28, 2018, Motion: #S-201811.17. The development of the Structure and Governance document began with the review of the original College of Science and Management Constitution, then proceeded with consultations within the Faculty of Business and Economics to arrive at the draft Constitution presented.

**Attachments:** 1

**Authorization:**

**Program / Academic / Administrative Unit:** None

**Faculty:** Faculty of Business and Economics

**Faculty Council Motion Number:**

**Faculty Council Approval Date:**

**TO BE COMPLETED AFTER SCS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCS

**Moved by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_

**Committee Decision:**

**Approved by SCS:** \_\_\_\_\_  
Date Chair’s Signature

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

# **STRUCTURE AND GOVERNANCE OF THE FACULTY OF BUSINESS AND ECONOMICS (FBE)**

(Passed Faculty Council: May 20, 2021)

The Faculty is constituted by the Board of Governors of the University of Northern British Columbia under the authority of the University Act of British Columbia and espouses collegial governance.

## **1 PREAMBLE - THE VALUES, VISION AND MISSION OF THE FACULTY OF BUSINESS AND ECONOMICS**

### **1.1 VALUES**

We value: excellence in teaching, research, and service; freedom of expression; an interdisciplinary and collaborative approach to learning and scholarship built upon a foundation of disciplinary excellence; constructive relationships between faculty, students, and staff; a working environment that promotes respect, integrity, trust, and open dialogue; and close collaborative relationships with community.

As an institution built on understanding and supporting complex systems we value diversity, including demographic or identity diversity based on protected grounds, as well as difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning opportunities. We value building and sustaining respectful, ethical relationships based on mutual understanding and respect. We value fairness in access to education and employment and in the opportunity to succeed. We also value enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and to have all equity seeking groups meaningfully represented in all aspects of Faculty life and decision-making roles Faculty-wide.

### **1.2 VISION**

To be Canada's leading school for education and research in Business and Economics that promotes community well-being, sustainability and resilience for individuals, organizations, and communities.

### **1.3 MISSION**

Through research, teaching and outreach we integrate knowledge from economics, the physical and social sciences, humanities, business administration, and management of natural resources and environments, in order to leverage an understanding of context, create, translate, and mobilize knowledge of sustainable business management practices and economic development, and enhance the long-term, sustainable, differentiated competitive advantage of individuals, organizations, and communities in rural and remote locations and in the global economy.

## **2 THE GOVERNANCE STRUCTURE OF THE FACULTY OF BUSINESS AND ECONOMICS**

This section describes the various entities that make up the Faculty of Business and Economics, their relationship to one another, and decision-making processes. The Faculty is made up of one Council, two Schools, and multiple academic Programs and committees. The Faculty is guided by the principle of collegial governance in its decision-making processes and running its affairs.

### **2.1 FACULTY COUNCIL**

2.1.1 Faculty Council is the senior governing body of the Faculty of Business and Economics (FBE)

2.1.2 The voting membership of Faculty Council shall consist of

- a) all continuing and/or full time academic staff appointed to the Faculty with teaching appointments; but not including undergraduate or graduate students who have a teaching assignment but would not otherwise be a member of Faculty Council;
- b) Librarians who identify themselves as serving primarily FBE Programs and Schools.
- c) One student representative selected from the observer members.

2.1.3 Faculty Council has Observer Members who are representatives of organizations or units either internal or external to the University who may be called upon to provide advice where appropriate. Observers have the same rights as regular members to participate in Faculty Council except that they may not vote or make motions. Observers are appointed by the Dean after consultation with Faculty Council. Observers are selected by the particular organization or unit they represent.

2.1.4 The Faculty Council may change the voting membership by a two thirds majority with appropriate notice of motion (see 3.2.1).

2.1.5 All academic matters within the purview of the Faculty and its component Programs and Schools are subject to the approval of Faculty Council. In particular, all motions going on to Senate or one of its sub-committees require the approval of Faculty Council.

2.1.6 Faculty Council furthers the mission of the Faculty by providing a forum for the discussion of all academic matters within the purview of the Faculty and its component Programs and Schools, and all other matters of Faculty-wide importance.

2.1.7 The Faculty Council shall advise the Dean on other matters when so requested by the Dean or by Senate or when it chooses to do so.

## **2.2 FACULTY COUNCIL RULES AND PROCEDURES (OPERATIONS)**

- 2.2.1 The Faculty Council shall meet once per month during the fall semester and once per month during the winter semester, and shall meet at the request of ten percent of the voting membership.
- 2.2.2 Meetings of Faculty Council and of committees of Faculty Council shall make reasonable efforts to seek consensus, and where votes are needed, shall be governed by the Simplified Robert's Rules of Order (see Appendix 4.4) as agreed to by the Faculty Council to the extent which they are not amended by or inconsistent with this document.
- 2.2.3 Written notice of substantive motions must be submitted to the Dean's Office one week prior to a meeting of Faculty Council. The Office of the Dean shall be responsible for the distribution of all motions.
- 2.2.4 On the question being raised by a member, the Chair shall determine the presence or absence of a valid quorum.
- 2.2.5 Quorum for Faculty Council shall consist of fifty percent of eligible voting members in the Faculty as of 1 September each year as determined by the Dean and communicated to the Faculty.
- 2.2.6 All votes shall be cast in person, or by teleconference if off the Prince George campus, and none by proxy. All votes shall be decided by a simple majority except as specified in this document.
- 2.2.7 A simple majority means a simple majority of those voting.
- 2.2.8 A two-thirds majority means two-thirds of those voting.
- 2.2.9 Faculty Council meetings are normally open. A motion to conduct a meeting in-camera may be made at any time and requires a simple majority to pass.
- 2.2.10 Faculty Council meetings will not be recorded without express permission of a simple majority of voting members present.
- 2.2.11 The Faculty Council agenda will be made available to all members at least one week in advance of the meeting.
- 2.2.12 Minutes of Faculty Council meetings will be archived and made available to all members.
- 2.2.13 Members may speak to any debatable motion.
- 2.2.14 The Chair may rule out of order remarks which are not relevant to the issue before the council.

## **2.3 FACULTY COMMITTEES**

2.3.1 Faculty Council will establish standing committees to consider and recommend policy and action to deal with ongoing issues in the Faculty. The Chair and members of such committees will be elected and approved by Faculty Council. Council may also establish ad hoc committees to deal with short term issues (no more than one year). Unless otherwise determined by Faculty Council appointment to ad hoc committees is made by the Dean after a call for volunteers among members. Representation from across the constituencies of the Faculty should be considered in the establishment of any standing or ad hoc committee.

## **2.4 SCHOOLS AND PROGRAMS**

2.4.1 The Faculty of Business and Economics is comprised of two Schools: The School of Business and the School of Economics. These Schools are intended to maintain their professional and disciplinary nature in order to contribute the expertise from their respective fields to the strategic vision of the Faculty and the University.

2.4.2 Schools are responsible for detailed academic planning and recommendations and have budgetary responsibilities.

2.4.3 Schools are comprised of graduate and undergraduate programs.

2.4.4 Subject to the authority of Faculty Council and the supervision of the Dean, School meetings provide a forum for discussion, planning, curriculum, and development of issues under their purview.

## **2.5 FACULTY LEADERSHIP TEAM (FLT)**

2.5.1 The FLT consists of the Dean, the Chairs (or their designates) of all component Schools and the MBA Director, and any other exempt members of the Faculty. The FLT is chaired by the Dean (or designate).

2.5.2 The FLT is the executive committee of the Faculty. It attends to ongoing business and management of the Faculty. It provides a forum for the exchange of information and mutual support and advice among its members.

2.5.3 The FLT makes recommendations on the functioning of the Faculty and of the Faculty curriculum and allocation of financial and academic resources. Policy recommendations from the FLT require the approval of Faculty Council. All recommendations, decisions and minutes of the FLT are reported through the Chairs or their designate to their Schools.



2.5.4 To assure collegiality and transparency the FLT provides input and advice in preparing the budget submission that the Dean makes on behalf of the Faculty to the Provost and Vice President Academic. The FLT is fully informed of all details in the budget submission presented by the Dean.

## **2.6 CHAIRS OF SCHOOLS AND PROGRAMS**

2.6.1 Under the supervision of the Dean, and the authority of the Faculty Association Collective Agreement, it is the responsibility of Chairs of Schools to provide academic and administrative leadership for their Schools. The Chair has a responsibility to the faculty, staff and students of the Schools, and through the Dean to the senior administration of the University.

2.6.2 The School Chair promotes and facilitates interdisciplinary research and teaching among Programs and represents the School and its interests to relevant bodies both internal and external to the institution.

2.6.3 The School Chair exercises powers related to the management of the School, and implements policies related to the functioning of the School for which he/she is responsible, which may be developed within the School, the Faculty, and the University.

2.6.4 The FLT oversees the formation of curriculum committee(s) who report to the Schools.

2.6.5 The School Chair recommends all teaching assignments to the Dean of the Faculty. The School Chair seeks assistance from the Curriculum Committee Chair in recommending graduate teaching assignments to the Dean of the Faculty. In the case of the MBA program, the Business School Chair seeks assistance from the MBA Director regarding teaching assignments.

2.6.6 Where appropriate, School Chairs are responsible for developing and maintaining links with external agencies including accrediting bodies, professional associations, government ministries and community agencies.

2.6.7 The School Chairs have a number of additional responsibilities specified in the Faculty Agreement.

## 2.7 THE DEAN

- 2.7.1 Under the supervision of the Provost and Vice-President Academic, it is the responsibility of the Dean of the Faculty of Business and Economics to provide both academic and administrative leadership to the Faculty. The Dean has a responsibility to the faculty, staff, and students of the Faculty as well as to the senior administration of the University. In carrying out these responsibilities the Dean is normally guided by the decisions of Faculty Council and by consultation with the FLT. The Dean represents the Faculty to other units within the University, to the other Faculties, to the Provost and Vice-President Academic, and to agencies and bodies outside the University.
- 2.7.2 The Dean of the Faculty of Business and Economics has a number of responsibilities to the Faculty Council, which include but are not limited to: chairing Faculty Council, designating a replacement as Chair of Faculty Council should the Dean be unable to attend a meeting of Council; calling meetings of the Council; proposing the agenda in consultation with the members of the Faculty; and seeing to the provision of minutes of Council meetings.
- 2.7.3 The Dean has executive responsibility for the development and administration of the Faculty budget. The Dean, in consultation with the School Chairs (who in turn consult with their programs), prepares the Faculty budget each year and presents it to the appropriate senior budgetary committees.
- 2.7.4 The Dean is the direct supervisor of the School Chairs and, is the supervisor of all faculty members through their Chair. The Dean is the direct supervisor of the staff in the Dean's Office, and through the Administrative Coordinator, is the supervisor of the Administrative Assistants.
- 2.7.5 The Dean has final responsibility for human resource allocations within the Faculty.
- 2.7.6 The Dean has additional responsibilities as specified in the Faculty Agreement.

### **3 LIMITS AND CHANGES**

#### **3.1 CONFLICTS WITH OTHER AUTHORITY**

3.1.1 Should the Structure and Governance of the Faculty of Business and Economics conflict with (a) the University Act of British Columbia as it applies to the University of Northern British Columbia, (b) the rules and policies of Senate, or (c) contractual agreements entered into by authority of the University Board of Governors such as the Collective Agreement between the Faculty Association and the University; these statutes, policies and agreements shall take precedence over the Structure and Governance of the Faculty of Business and Economics. Otherwise, the Structure and Governance of the Faculty of Business and Economics shall be the final authority in determining the governance of the Faculty of Business and Economics.

#### **3.2 CHANGES TO THE GOVERNANCE STRUCTURE OF THE FACULTY OF THE FACULTY OF BUSINESS AND ECONOMICS**

3.2.1 Changes to the Structure and Governance of the Faculty of Business and Economics may be made by a two-thirds majority of those voting provided that notice of motion has been made in a previous meeting of Faculty Council at least two weeks prior to the meeting in which the change is made. Such changes must be consistent with other external restrictions mentioned in Section 3.1.1.

3.2.2 Changes approved under Section 3.2.1 take effect after ratification by Senate.

## **4 APPENDICES**

### **4.1 AUTHORITY – THE UNIVERSITY ACT OF BC**

This section is from Part 8 of the UNIVERSITY ACT of BRITISH COLUMBIA ([RSBC 1996] CHAPTER 468) with references to faculties replaced by Faculties.

#### **FACULTIES**

1.1.1 The Faculties of each university may be constituted by the board, on the recommendation of the senate.

1.1.2 A Dean of a Faculty is the chair of the Faculty of which he or she is the Dean.

#### **POWERS AND DUTIES OF FACULTIES**

1.2.1 A Faculty has the following powers and duties:

- (a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;
- (b) to provide for student representation in the meetings and proceedings of the Faculty;
- (c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the Faculty and its affairs and business;
- (d) to determine, subject to the approval of the senate, the courses of instruction in the Faculty;
- (e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the Faculty by persons other than appointed members of the teaching staff of the Faculty and persons authorized by the Faculty, and to prevent lecturing or teaching so prohibited;
- (f) subject to the approval of the senate, to appoint for the examinations in each Faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;
- (g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective Faculties;
- (h) generally, to deal with all matters assigned to it by the board or the senate.

1.2.2 A general rule made by a Faculty is not effective or enforceable until a copy has been sent to the senate and the senate has given its approval.

1.2.3 Any of the Faculties may advise the president in any matter affecting the interests of the university, whether academic or disciplinary, but that advice does not limit the powers and authority of the president.

## 4.2 FBE FACULTY COUNCIL OBSERVER MEMBERS

As of this date, Observer Members include the following:

- (a) Faculty of Business and Economics staff;
- (b) MBA Director
- (c) Administrative Manager (as per workforce plan)
- (d) Academic Student Advisors who are assigned primarily to advising students within the Faculty of Business and Economics.
- (e) Commerce alumni representative;
- (f) Economics alumni representative;
- (g) Representative from Graduate Programs office;
- (h) Representatives from UNBC research institutes;
- (i) Registrar (or designate);
- (j) Faculty of Environment Council representative;
- (k) Faculty of Human and Health Sciences Council representative;
- (l) Faculty of Indigenous Studies, Social Sciences, and Humanities Council representative;
- (m) Faculty of Science and Engineering Council representative;
- (n) Co-op Office representative;
- (o) one graduate student (or designate) enrolled in the MA in Development Economics;
- (p) one graduate student (or designate) enrolled in the MA in International Studies;
- (q) one graduate student (or designate) enrolled in the MSc Program in Business Administration;
- (r) one graduate student (or designate) enrolled in the Master of Business Administration (MBA);
- (s) one undergraduate student (or designate) enrolled in the Bachelor of Arts in Economics or in a Joint Major in Economics; and
- (t) one undergraduate student (or designate) enrolled in the Bachelor of Commerce.

## **4.3 STANDING COMMITTEES IN FBE**

### **4.3.1 Curriculum Committees**

Faculty Council will establish Curriculum Committees for each School within the Faculty. The Curriculum Committees are responsible for the development and maintenance of degree program curricula within the School.

### **4.3.2 Membership**

4.3.2.1 Chairs of the Curriculum Committees are appointed by the Faculty Leadership Team or by election. Curriculum Committee Chairs will not receive teaching relief or a stipend, but will receive an allocation of funding to be used at their discretion for a student assistant(s) to assist them in aspects of their assigned duties.

4.3.2.2 Members of Curriculum Committees will be selected by the Curriculum Chairs, in consultation with the School Chairs. Curriculum Committees within each School will include one member from the other School within the FBE in addition to members within the School. Additional Faculty members may attend by invitation.

### **4.3.3 Terms of Reference of Curriculum Committees**

To oversee and be responsible for the curriculum of the degree or major for which they are responsible. The Curriculum Committees are responsible to the Faculty Leadership Team (FLT).

#### **4.3.3.1 Specific Duties:**

- Review curricula for consistency with the Faculty's strategic vision.
- Develop proposals for new or revised courses as appropriate and consistent with the Faculty's strategic vision.
- Review proposals for new or revised courses when they are submitted.
- Review the curriculum periodically to remove, add or revise courses where appropriate.
- Review the calendar to remove redundant courses.
- Interact with accreditation bodies regarding curriculum.
- Interact with outside agencies regarding curriculum as appropriate.
- Interact with other Faculties regarding curriculum as appropriate.
- Assure the complete accuracy and appropriate format of all proposals.
- Assure the accuracy and appropriate format of all calendar entries associated with the degree or major for which they are responsible.
- Recommend on the above to the Faculty Leadership Team.
- Report on the above to the Faculty Council after review by the Faculty Leadership Team.

#### 4.3.3.2 Routing and Process Flow

- Curriculum Committees will make motions to the FLT (first meeting of FLT each month).
- The FLT will consider resources, consistency and format among Schools.
- If motions require further work, they will be returned to the Curriculum Committee for revision by the first meeting of the FLT in the following month.
- If motions require School input, they will be brought back to School meetings as discussion items; if motions do not require School input, they will be brought back as information items. All feedback from Schools should be provided within one month.
- After completion of Step (4), motions will go from FLT to Faculty Council, where they will be discussed and voted upon.
- Motions will go between Faculty Council, Senate subcommittees, and Senate, according to usual UNBC process.

#### 4.4 SIMPLIFIED ROBERTS RULES OF ORDER

Guiding Principle:

Everyone has the right to participate in discussion if they wish, before anyone may speak a second time.

Everyone has the right to know what is going on at all times.

Only urgent matters may interrupt a speaker.

Only one thing (motion) can be discussed at a time.

A **motion** is the topic under discussion (e.g., “I move that we add a coffee break to this meeting”). After being recognized by the president of the board, any member can introduce a motion when no other motion is on the table. A motion requires a second to be considered. Each motion must be disposed of (passed, defeated, tabled, referred to committee, or postponed indefinitely).

How to do things:

You want to bring up a new idea before the group.

After recognition by the president of the board, present your motion. A second is required for the motion to go to the floor for discussion, or consideration.

You want to change some of the wording in a motion under discussion.

After recognition by the president of the board, move to amend by

- adding words,
- striking words or
- striking and inserting words.

You like the idea of a motion being discussed, but you need to reword it beyond simple word changes.

Move to substitute your motion for the original motion. If it is seconded, discussion will continue on both motions and eventually the body will vote on which motion they prefer.

You want more study and/or investigation given to the idea being discussed.

Move to refer to a committee. Try to be specific as to the charge to the committee.

You want more time personally to study the proposal being discussed.

Move to postpone to a definite time or date.

You are tired of the current discussion.

Move to limit debate to a set period of time or to a set number of speakers. Requires a 2/3rds vote.

You have heard enough discussion.



Move to close the debate. Requires a 2/3rds vote. Or move to previous question. This cuts off discussion and brings the assembly to a vote on the pending question only. Requires a 2/3rds vote.

You want to postpone a motion until some later time.

Move to table the motion. The motion may be taken from the table after 1 item of business has been conducted. If the motion is not taken from the table by the end of the next meeting, it is dead. To kill a motion at the time it is tabled requires a 2/3rds vote. A majority is required to table a motion without killing it.

You believe the discussion has drifted away from the agenda and want to bring it back.

Call for orders of the day.

You want to take a short break.

Move to recess for a set period of time.

You want to end the meeting.

Move to adjourn.

You are unsure that the president of the board has announced the results of a vote correctly.

Without being recognized, call for a "division of the house." At this point a roll call vote will be taken.

You are confused about a procedure being used and want clarification.

Without recognition, call for "Point of Information" or "Point of Parliamentary Inquiry." The president of the board will ask you to state your question and will attempt to clarify the situation.

You have changed your mind about something that was voted on earlier in the meeting for which you were on the winning side.

Move to reconsider. If the majority agrees, the motion comes back on the floor as though the vote had not occurred.

You want to change an action voted on at an earlier meeting.

Move to rescind. If previous written notice is given, a simple majority is required. If no notice is given, a 2/3rds vote is required.

You may INTERRUPT a speaker for these reasons only:

to get information about business – **point of information**

to get information about rules – **parliamentary inquiry**

if you can't hear, safety reasons, comfort, etc. – **question of privilege**

if you see a breach of the rules – **point of order**

if you disagree with the president of the board's ruling – **appeal**

Quick Reference					
	Must Be Seconded	Open for Discussion	Can be Amended	Vote Count Required to Pass	May Be Reconsidered or Rescinded
Main Motion	√	√	√	Majority	√
Amend Motion	√	√		Majority	√
Kill a Motion	√			Majority	√
Limit Debate	√		√	2/3rds	√
Close Discussion	√			2/3rds	√
Recess	√		√	Majority	
Adjourn (End meeting)	√			Majority	
Refer to Committee	√	√	√	Majority	√
Postpone to a later time	√	√	√	Majority	√
Table	√	√		Majority	
Postpone Indefinitely	√	√	√	Majority	√



Motion Number (assigned by SCS): \_\_\_\_\_

**STEERING COMMITTEE OF SENATE**

**PROPOSED MOTION**

**Motion:** That the “Structure and Governance” document for the Faculty of Environment be approved as proposed.

**Effective Date:** September 2021

**Proposed by:** Peter Jackson, Interim Dean

**Rationale:**  
To align with the implementation of the five Faculties that was adopted by Senate on November 28, 2018, Motion: #S-201811.17. The development of the Structure and Governance document began with the review of the original College of Science and Management Constitution, then proceeded with consultations within the Faculty of Environment to arrive at the draft Constitution presented.

**Attachments:** 1

**Authorization:**

**Program / Academic / Administrative Unit:** None

**Faculty:** Faculty of Environment

**Faculty Council Motion Number:**

**Faculty Council Approval Date:**

**TO BE COMPLETED AFTER SCS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCS

**Moved by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_

**Committee Decision:**

**Approved by SCS:** \_\_\_\_\_  
Date Chair’s Signature

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

# STRUCTURE AND GOVERNANCE OF THE FACULTY OF ENVIRONMENT (FE)

(Passed Faculty Council: May 13, 2021)

Revised May 13, 2021

The Faculty is constituted by the Board of Governors of the University of Northern British Columbia under the authority of the University Act of British Columbia. References to departments in the Act are replaced by Academic Units (Departments and Schools) here.

The Faculty operates using the principles of collegial governance.

## 1 PREAMBLE - THE VALUES, VISION AND MISSION OF THE FACULTY OF ENVIRONMENT

The Faculty of Environment recognizes and embraces the University of Northern British Columbia Vision, Mission and Values and identifies as a key contributor to each of its Signature Areas. The Faculty includes the disciplines and the interdisciplinary commitment necessary to understand, conserve and shape our home on earth in a time of change.

### 1.1 VALUES

Our values inform our aspirations and practice, and we are committed to upholding our core ideals:

**interdisciplinarity:** learning and scholarship that integrates social and ecological theory and practice

**community:** partnerships and collaborations built upon a foundation of diversity, equity, and inclusion

**student health and success:** a compassionate and careful approach to student experience

**leadership:** supporting leaders dedicated to positive change and sustainable practice

### 1.2 VISION

We foster the capacity to live well with the earth, and to become a recognized leader in scholarship that integrates the social, ecological and physical systems that constitute our environment.

### 1.3 MISSION

To advance knowledge and strengthen community, improving environmental and social sustainability in the region and beyond, through excellence in research, teaching, and service.

## 2 GOVERNANCE STRUCTURE

This section describes the various entities that make up the Faculty of Environment, their relationship to one another, and decision-making processes.

### 2.1 FACULTY COUNCIL

2.1.1 Faculty Council is the senior governing body of the Faculty of Environment.

2.1.2 The voting membership of Faculty Council shall consist of

- a. faculty: all continuing and/or full-time academic staff appointed to the Faculty with teaching appointments; but not including undergraduate or graduate students who have a teaching assignment but would not otherwise be a member of Faculty Council;
- b. one graduate student (or designate);
- c. one undergraduate student (or designate);
- d. librarians who identify themselves as serving primarily FE academic programs; and
- e. Senior Lab Instructors who are not appointed to any Faculty who identify themselves as serving primarily FE academic programs and are not members of other Faculty Councils.

2.1.3 Faculty Council may have Observer Members who are representatives of organizations or units either internal or external to the University who may be called upon to provide advice where appropriate. Observers have the same rights as regular members to participate in Faculty Council except that they may not vote or make motions. Observers are appointed by the Dean after consultation with Faculty Council. Observers are selected by the particular organization or unit they represent. Specific Observer Member categories are listed in Appendix II.

2.1.4 The Faculty Council may change the voting membership by a two thirds majority with appropriate notice of motion (see 3.2.1).

2.1.5 All academic matters within the purview of the Faculty and its component Academic Units (Departments and School) are subject to the approval of Faculty Council. In particular, all motions going on to Senate or one of its sub-committees require the approval of Faculty Council.

2.1.6 Faculty Council furthers the mission of the Faculty by providing a forum for the discussion of all academic matters within the purview of the Faculty and its component Academic Units and all other matters of Faculty-wide importance.

2.1.7 The Faculty Council shall advise the Dean on other matters when so requested by the Dean or by Senate or when it chooses to do so.

## 2.2 RULES AND PROCEDURES

2.2.1 The rules and procedures are listed in Appendix III.

## 2.3 FACULTY COMMITTEES

2.3.1 Faculty Council will establish standing committees to consider and recommend policy and action to deal with ongoing issues in the Faculty. The Chair and members of such committees will be elected by Faculty Council, or by means approved by Faculty Council. Council may also establish *ad hoc* committees to deal with short term issues. Unless otherwise determined by Faculty Council, appointment to *ad hoc* committees is made by the Dean after a call for volunteers among members. Representation from across the constituencies of the Faculty should be considered in the establishment of any standing or *ad hoc* committee.

2.3.2 Faculty Council will establish program committees (Curriculum Committees) for each undergraduate degree program within the Faculty. The Curriculum Committees are responsible for the development and maintenance of the degree program curricula. The Curriculum Committee membership will include the Academic Unit Chair or designate (ex-officio), at least two faculty members from an area relevant to the program of study, at least one faculty member from an area external to the program of study. It is recommended that Curriculum Committee membership include at least one student from the program of study. The Curriculum Committee Chair will normally be nominated from the faculty members and selected by the Academic Unit Chair.

2.3.3 Faculty Council will establish the Natural Resources and Environmental Studies (NRES) Graduate Program Committee. The NRES Graduate Program Committee is responsible for the administration of the NRES Graduate Program, as well as the development of the curricula within each of the graduate degree programs. The NRES Graduate Program Committee membership will be decided by the committee and specified in its Graduate Program Manual, to represent the interests of the Faculty and all participants in the NRES Graduate Program. The Chair of the NRES Graduate Program Committee (NRES Grad Coordinator) will be nominated from among the faculty on the NRES Graduate Program Committee and selected by the Dean.

2.3.4 Faculty Council will establish the External Relations Committee. The External Relations Committee will work with Faculty Council, the Faculty Leadership Team, and the Dean to advise on and coordinate media and social media, promotion, marketing, web presence, outreach, and recruitment activities within the Faculty of Environment, and with relevant units at the university. The External Relations Committee membership will include one faculty member representing each Academic Unit, plus an additional three faculty members from any Academic Unit, and will be chaired by the Dean and supported by the Administrative Coordinator. External members from relevant UNBC units will be invited as needed.

## **2.4 ACADEMIC UNITS (DEPARTMENTS AND SCHOOLS)**

2.4.1 Academic Units (Departments and Schools) are responsible for detailed academic planning related to the programs of study that they oversee and recommendations and have budgetary responsibilities.

2.4.2 Subject to the authority of Faculty Council and the supervision of the Dean, Academic Unit meetings provide a forum for discussion, planning, curriculum, and development of issues under their purview.

## **2.5 FACULTY LEADERSHIP TEAM (FLT)**

2.5.1 The FLT consists of the Dean, the Chairs (or their designates) of all component Academic Units and the NRES Grad Coordinator. The FLT is chaired by the Dean (or designate).

2.5.2 The FLT is the executive committee of the Faculty. It attends to ongoing business and management of the Faculty. It provides a forum for the exchange of information and mutual support and advice among its members.

2.5.3 The FLT makes recommendations on the functioning of the Faculty and of the Faculty curriculum and allocation of financial and academic resources. Policy recommendations from the FLT require the approval of Faculty Council. All recommendations, decisions and minutes of the FLT are reported through the Chairs or their designate to their Academic Units.

2.5.4 To assure collegiality and transparency the FLT provides input and advice in preparing budget submissions that the Dean makes on behalf of the Faculty to the Provost.

## **2.6 CHAIRS OF ACADEMIC UNITS**

- 2.6.1 Under the supervision of the Dean, and the authority of the Faculty Association Collective Agreement, it is the responsibility of Academic Unit Chairs to provide academic and administrative leadership for their Academic Units. The Chair has a responsibility to the faculty, staff and students of the Academic Unit, and through the Dean to the senior administration of the University.
- 2.6.2 The Academic Unit Chair has a number of responsibilities specified in the Faculty Association Collective Agreement.

## **2.7 THE DEAN**

- 2.7.1 Under the supervision of the Provost, it is the responsibility of the Dean of the Faculty of Environment to provide both academic and administrative leadership to the Faculty. The Dean has a responsibility to the faculty, staff, and students of the Faculty as well as to the senior administration of the University. In carrying out these responsibilities the Dean is normally guided by the decisions of Faculty Council and by consultation with the FLT. The Dean represents the Faculty to other units within the University, to the other Faculties, to the Provost, and to agencies and bodies outside the University.
- 2.7.2 The Dean of the Faculty of Environment has a number of responsibilities to the Faculty Council, which include but are not limited to: chairing Faculty Council, designating a replacement as Chair of Faculty Council should the Dean be unable to attend a meeting of Council; calling meetings of the Council; proposing the agenda in consultation with the members of the Faculty; and seeing to the provision of minutes of Council meetings.
- 2.7.3 The Dean has executive responsibility for development and administration of the Faculty budget. The Dean consults with Academic Unit Chairs on budgets.
- 2.7.4 The Dean is the direct supervisor of the Academic Unit Chairs and, is the supervisor of all faculty members through their Chair. The Dean is the direct supervisor of the Faculty's Administrative Coordinator and, through the Academic Unit Chairs and the Administrative Coordinator, is the supervisor of the Administrative Assistants.
- 2.7.5 The Dean has final responsibility for human resource allocations within the Faculty.
- 2.7.6 The Dean has additional responsibilities as specified in the Faculty Association Collective Agreement.



### **3 LIMITS AND CHANGES**

#### **3.1 CONFLICTS WITH OTHER AUTHORITY**

3.1.1 Should the Structure and Governance of the Faculty of Environment conflict with (a) the University Act of British Columbia as it applies to the University of Northern British Columbia, (b) the rules and policies of Senate, or (c) contractual agreements entered into by authority of the University Board of Governors such as the Collective Agreement between the Faculty Association and the University; these statutes, policies and agreements shall take precedence over the Structure and Governance of the Faculty of Environment. Otherwise, the Structure and Governance of the Faculty of Environment shall be the final authority in determining the governance of Faculty of Environment.

#### **3.2 CHANGES TO THE GOVERNANCE STRUCTURE OF THE FACULTY OF ENVIRONMENT**

3.2.1 Changes to the Structure and Governance of the Faculty of Environment may be made by a two-thirds majority of those voting provided that notice of such a motion has been made in a previous meeting of College Council at least two weeks prior to the meeting in which the change is made. Such changes must be consistent with other external restrictions mentioned in 3.1.1. Changes to Appendices can be made by simple majority.

3.2.2 Changes approved under 3.2.1 take effect after ratification by Senate.

## 4 APPENDICES

### 4.1 APPENDIX I: ACADEMIC UNITS

The Faculty of Environment includes the following Academic Units:

- Department of Ecosystem Science and Management
  - Biology
  - Forestry
  - Outdoor Recreation and Tourism Management
- Department of Geography, Earth and Environmental Sciences
  - Environmental Science
  - Geography
- School of Planning and Sustainability
  - Environmental Planning
  - Environmental and Sustainability Studies

### 4.2 APPENDIX II: OBSERVER MEMBERS

4.2.1 Specific Observer Members categories are:

- a. All Student Advisors who are assigned primarily to advising students within the Faculty of Environment.
- b. All administrative staff appointed within the Faculty of Environment.

### 4.3 APPENDIX III: RULES AND PROCEDURES

4.3.1 The Faculty Council shall meet at least twice during the fall semester and at least twice during the winter semester, and shall meet at the request of ten percent of the voting membership.

4.3.2 To foster harmony within the Faculty of Environment, collegial approaches to decision making shall be followed. Meetings of Faculty Council and of committees of Faculty Council shall make reasonable efforts to seek consensus, and where votes are needed, shall be governed by the rules of order specified in *Robert's Rules of Order* to the extent which they are not amended by or inconsistent with this document.

4.3.3 Written notice of substantive motions must be submitted to the Faculty's Administrative Coordinator or delegate five working days prior to a meeting of Faculty Council. The Faculty's Administrative Coordinator shall be responsible for the distribution of all motions.

4.3.4 On the question being raised by a member, the Chair shall determine the presence or absence of a valid quorum.

4.3.5 Quorum for Faculty Council shall consist of twenty percent of eligible voting members in the Faculty as of 1 September each year as determined by the Dean and communicated to the Faculty.

- 4.3.6 All votes shall be cast in person, or by telephone/video conference if off the Prince George campus, and none by proxy. All votes shall be decided by a simple majority except as specified in this document. Electronic voting will be allowed for matters that are of an immediate nature. Voting will normally be by a show of hands, but may be conducted by secret ballot if this method is chosen by a simple majority. The Chair may vote whenever their vote is either secret or materially affects the outcome.
- 4.3.7 A simple majority means a simple majority of those voting.
- 4.3.8 A two-thirds majority means two-thirds of those voting.
- 4.3.9 Faculty Council meetings are normally open. A motion to conduct a meeting *in camera* may be made at any time and requires a simple majority to pass.
- 4.3.10 Faculty Council meetings will not be recorded without the express permission of a simple majority of those present.
- 4.3.11 The Faculty Council agenda will be made available to all members at least one week in advance of a meeting.
- 4.3.12 The minutes of Faculty Council meetings will be archived and made available to all members.
- 4.3.13 Members may speak to any debatable motion. In order to encourage wide participation in debate, at the discretion of the Chair, Members may speak only once to each such motion and for a maximum of 5 minutes. Exceptions are as follows:
- a. the mover of a motion is entitled to speak first and last, each time for up to 5 minutes,
  - b. The Chair determines that circumstances warrant extending the speaking time and specifies the amount of additional time allotted to the speaker in such instances.
  - c. the mover, or an expert designated by the mover, may respond to questions as necessary or clarify material issues.
  - d. The Chair may rule out of order any remarks which are not relevant to the issue before the Council.
  - e. When the Chair is satisfied that the debate on an item has covered a full range of issues, or when a motion to call the question has been approved, the Chair shall call the question.
  - f. When a question has been called, no motion can be made and no other intervention or discussion is permitted until the tally is completed and the results announced.



Motion Number (assigned by SCS): \_\_\_\_\_

**STEERING COMMITTEE OF SENATE**

**PROPOSED MOTION**

**Motion:** That the “Structure and Governance” document for the Faculty of Human and Health Sciences be approved as proposed.

**Effective Date:** September 2021

**Proposed by:** Shannon Wagner, Dean

**Rationale:**  
To align with the implementation of the five Faculties that was adopted by Senate on November 28, 2018, Motion: #S-201811.17. The development of the Structure and Governance document began with the review of the original College of Arts, Social and Health Sciences Constitution, then proceeded with consultations within the Faculty of Human and Health Sciences to arrive at the draft Constitution presented.

**Attachments:** 1

**Authorization:**

**Program / Academic / Administrative Unit:** None

**Faculty:** Faculty of Human and Health Sciences

**Faculty Council Motion Number:**

**Faculty Council Approval Date:**

**TO BE COMPLETED AFTER SCS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCS

**Moved by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_

**Committee Decision:**

**Approved by SCS:** \_\_\_\_\_  
Date Chair’s Signature

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

## **STRUCTURE AND GOVERNANCE OF THE FACULTY OF HUMAN AND HEALTH SCIENCES (FHHS)**

The Faculty of Human and Health Sciences is currently finalizing the draft and will be ready to include it in the Senate package for the August meeting.



Motion Number (assigned by SCS): \_\_\_\_\_

**STEERING COMMITTEE OF SENATE**

**PROPOSED MOTION**

**Motion:** That the “Structure and Governance” document for the Faculty of Indigenous Studies, Social Sciences and Humanities be approved as proposed.

**Effective Date:** September 2021

**Proposed by:** Kriston Rennie, Dean

**Rationale:**  
To align with the implementation of the five Faculties that was adopted by Senate on November 28, 2018, Motion: #S-201811.17. The development of the Structure and Governance document began with the review of the original College of Arts, Social and Health Sciences Constitution, then proceeded with consultations within the Faculty of Indigenous Studies, Social Sciences and Humanities to arrive at the draft Constitution presented.

**Attachments:** 1

**Authorization:**

**Program / Academic / Administrative Unit:** None

**Faculty:** Faculty of Indigenous Studies, Social Sciences and Humanities

**Faculty Council Motion Number:**

**Faculty Council Approval Date:**

**TO BE COMPLETED AFTER SCS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCS

**Moved by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_

**Committee Decision:**

**Approved by SCS:** \_\_\_\_\_  
Date Chair’s Signature

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

# **STRUCTURE AND GOVERNANCE OF THE FACULTY OF INDIGENOUS STUDIES, SOCIAL SCIENCES AND HUMANITIES (FISSSH)**

(Passed Faculty Council: May 20, 2021)

The Faculty is constituted by the Board of Governors at the University of Northern British Columbia under the authority of the University Act of British Columbia (see Appendix I).

## **1 PREAMBLE**

The Faculty of Indigenous Studies, Social Sciences and Humanities acknowledges that the Prince George campus of UNBC is situated on the unceded, unsurrendered, and untreated territory of the Lheidli T'enneh, part of the Dakelh (Carrier) nation. Through our regional campuses, we work and live on the unceded, unsurrendered, and untreated territories of numerous other Indigenous nations in what is now known as northern British Columbia.

### **1.1 VALUES**

We value excellence in teaching, research, service, and community outreach; an engaged and collaborative approach to learning and scholarship built on a foundation of disciplinary excellence, innovation, and discovery; the engagement, respect, and recognition of Indigenous ways of knowing and knowledge systems; a community and culture of equity, diversity, and inclusion; and a working environment that promotes respect, integrity, and a meaningful and open dialogue in the pursuit of knowledge.

### **1.2 VISION**

To foster a rigorous, diverse, and enriching academic community that challenges the political economy of knowledge production, improves our understanding of humanity, and enhances the world in which we live.

### **1.3 MISSION**

The Faculty of Indigenous Studies, Social Sciences and Humanities is committed to fostering the foundational human disciplines. It aims to excel in this mission by promoting a strong, equitable, and inclusive culture and community of teaching, research, service, and outreach. Serving the diverse communities of northern British Columbia, the Faculty strives to develop informed, responsible, and active leaders and citizens; encourage different ways of knowing and learning; build long-term and meaningful relationships with Indigenous communities; support and advance Indigenization and Reconciliation efforts across all campuses and regions; build, communicate, honour, and foster a culture that embraces the broadest range of skills, perspectives, identities, and experiences; and produce resilient, adaptable, creative, and innovative thinkers well-versed in the critical and analytical skills of communication, interpretation, and problem-solving necessary for negotiating society's present and future challenges.

## **2 GOVERNANCE STRUCTURE**

### **2.1 FACULTY COUNCIL**

Faculty Council is the senior governing body of the Faculty of Indigenous Studies, Social Sciences and Humanities. Its goal is to further the mission of the Faculty by providing a forum for the discussion of all academic matters within the purview of the Faculty and its component academic programs, including policy recommendations made by the Chairs' Council and other Faculty Committees. All motions going to Senate are subject to the approval of Faculty Council. Such matters may be brought to Council's attention by a department or academic program within the Faculty, by a member of Faculty Council or by reference from Senate or another academic body of the University. Faculty Council makes recommendations to the Dean (Chair of Faculty Council), either when the Dean seeks advice or where the Council chooses to make recommendations. Faculty Council also receives, on a regular basis, reports from the Dean, Department Chairs, and Committee Chairs as appropriate. Faculty Council may delegate authority for specific decisions to any committee within the Faculty; the delegated committee will report to Faculty Council all actions taken on its behalf.

#### **2.1.1 Membership**

The voting membership consists of:

- a) All continuing and/or full-time academic staff appointed to the Faculty with teaching appointments, excluding undergraduate or Graduate students who have teaching assignments within the Faculty unless otherwise a member of Faculty Council.
- b) Two undergraduate students (or designates); and
- c) Two Graduate students (or designates).

2.1.2 Faculty Council may change the voting membership by a two-thirds majority with appropriate notice of motion.

2.1.3 All academic matters within the purview of the Faculty and its component academic programs are subject to the approval of Faculty Council. In particular, all motions going on to Senate or one of its sub-committees require the approval of Faculty Council.

2.1.4 Faculty Council has Observer members who are representatives of organizations or units either internal or external to the University (see Appendix II). They may be called upon to provide advice where appropriate. Observers have no voting rights at Faculty Council but are otherwise regular members. Observers are appointed by the Dean after consultation with Faculty Council.

#### **2.1.5 Council Operation**

Faculty Council espouses collegial, collaborative, and integrated approaches to problem-solving, planning, and decision-making, as outlined in Appendix III.

Structure and Governance:

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Faculty of Indigenous Studies, Social Sciences and Humanities

Revision Date: May 20, 2021



## **2.2 FACULTY COMMITTEES**

Faculty Committees are constituted by the Dean, faculty and student representation, as suitable for the specific committee. These include, but are not limited to, a teaching and learning committee (see Appendix IV) and a research committee (see Appendix V). In recognition of this Faculty's commitment to Indigenization and Reconciliation, every effort will be made to include members with an expertise on Indigenous ways of knowing and knowledge systems. The Chair and members of such committees will be approved by Faculty Council. Faculty Council may also establish *ad hoc* committees to deal with short term issues.

## **2.3 DEPARTMENT MEETINGS**

Department meetings provide a forum for the discussion and development of curriculum, teaching, research, and community outreach in a particular discipline or interdisciplinary area (see Appendix VI). Decisions or recommendations from these meetings are normally communicated through the Chair to the Dean, through the Chair to Chairs' Council, and/or through the Dean to Faculty Council.

## **2.4 CHAIRS' COUNCIL**

Chairs' Council is the executive committee of the Faculty. Functioning as an advisory board to the Dean, it provides a regular forum for the exchange of information, strategic planning, policy recommendations, as well as mutual support among its members (see Appendix VII). The Dean is the Chair of Chairs' Council.

## **2.5 DEPARTMENT CHAIRS**

Chairs are responsible for providing academic and administrative leadership within their departments; developing a collegial environment for governance decisions; promoting and facilitating research and teaching; and representing departments and their interests to relevant bodies both internal and external to the institution. Chairs have other duties as specified in the Faculty Association's Collective Agreement.

## **2.6 THE DEAN**

Under the supervision of the Vice-President (Academic) & Provost, the Dean provides both academic and administrative leadership to the Faculty. The Dean has a responsibility to the faculty, staff and students of the Faculty, as well as to the senior administration of the University. In carrying out these responsibilities, the Dean is guided by the decisions of the Faculty Council. The Dean also carries out her/his responsibilities in consultation with the Chairs' Council. The Dean represents the Faculty to the Council of Deans, to other units within the University, to the Vice-President (Academic) & Provost, and to agencies and bodies outside the University. The Dean is the direct supervisor of the Department Chairs and, through the Chairs, is the supervisor of all Faculty members. She/he has final responsibility for human resource allocations within the Faculty.

- 2.6.1 The Dean of the Faculty of Indigenous Studies, Social Sciences and Humanities has a number of responsibilities to the Faculty Council, which include but are not limited to: chairing Faculty Council, designating a replacement as Chair of Faculty Council should the Dean be unable to attend a meeting of Council; calling meetings of the Council; proposing the agenda in consultation with the members of the Faculty; and seeing to the provision of minutes of Council meetings.
- 2.6.2 The Dean has executive responsibility for development and administration of the Faculty budget. The Dean consults with Academic Unit Chairs on budgets.
- 2.6.3 The Dean is the direct supervisor of the Academic Unit Chairs and, is the supervisor of all faculty members through their Chair. The Dean is the direct supervisor of the Faculty's Administrative Coordinator and, through the Academic Unit Chairs and the Administrative Coordinator, is the supervisor of the Administrative Assistants.
- 2.6.4 The Dean has final responsibility for human resource allocations within the Faculty.
- 2.6.5 The Dean has additional responsibilities as specified in the Faculty Association Collective Agreement.

### **3 LIMITS AND CHANGES**

#### **3.1 CONFLICTS WITH OTHER AUTHORITY**

Should the Structure and Governance of the Faculty of Indigenous Studies, Social Sciences and Humanities conflict with: (a) the University Act of British Columbia as it applies to the University of Northern British Columbia; (b) the rules and policies of Senate; or (c) contractual agreements entered into by the authority of the University Board of Governors such as the Collective Agreement between the Faculty Association and the University, these statutes, policies, and agreements will take precedence over the Faculty's Structure and Governance. Otherwise, the Structure and Governance of the Faculty of Indigenous Studies, Social Sciences and Humanities is the final authority in determining its governance.

#### **3.2 CHANGES TO THE GOVERNANCE STRUCTURE**

Changes to the main body of the *Structure and Governance of the Faculty of Indigenous Studies, Social Sciences and Humanities* may be made by a two-thirds majority of those voting provided that notice of motion has been made in a previous meeting of Faculty Council at least two weeks prior to the meeting in which the change is made. Changes to the Appendices require a simple majority of those voting provided that notice of motion has been made in a previous meeting of Faculty Council at least two weeks prior to the meeting in which the change is made. Such changes must be consistent with other external restrictions mentioned in 3.1. Changes approved take effect after ratification by Senate.

## 4 APPENDICES

### 4.1 APPENDIX I: AUTHORITY – THE UNIVERSITY ACT OF BRITISH COLUMBIA

This section is from Part 8 ('Faculties') of the University Act of British Columbia ([RSBC 1996], Chapter 468, subsections 39-42, with references to 'faculty/faculties' replaced by 'Faculty/Faculties').

#### Faculties

**39** (1) The Faculties of each university may be constituted by the board, on the recommendation of the senate.

(2) A Dean of a Faculty is the chair of the Faculty of which he or she is the Dean.

#### Powers and duties of Faculty

**40** A Faculty has the following powers and duties:

(a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;

(b) to provide for student representation in the meetings and proceedings of the Faculty;

(c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the Faculty and its affairs and business;

(d) to determine, subject to the approval of the senate, the courses of instruction in the Faculty;

(e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the Faculty by persons other than appointed members of the teaching staff of the Faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited;

(f) subject to the approval of the senate, to appoint for the examinations in each Faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;

(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective Faculties;

(h) to deal with all matters assigned to it by the board or the senate.

### **Approval of rules**

**41** A general rule made by a Faculty is not effective or enforceable until a copy has been sent to the senate and the senate has given its approval.

### **Advice to President**

**42** Any of the Faculties may advise the president in any matter affecting the interests of the university, whether academic or disciplinary, but that advice does not limit the powers and authority of the President.

DRAFT

## 4.2 APPENDIX II: OBSERVER MEMBERS

As of this date, Observer Members to the Faculty Council include:

- a) Staff within the Faculty of Indigenous Studies, Social Sciences and Humanities;
- b) Adjunct and sessional members affiliated with/appointed to the Faculty of Indigenous Studies, Social Sciences and Humanities;
- c) Academic Student Advisors who are assigned primarily to advising students within the Faculty of Indigenous Studies, Social Sciences and Humanities;
- d) Librarians/Archivists who identify themselves as serving the Faculty of Indigenous Studies, Social Sciences and Humanities, its departments, and academic programs;
- e) Faculty of Environment Council representative;
- f) Faculty of Human and Health Sciences Council representative;
- g) Faculty of Business and Economics Council representative;
- h) Faculty of Science and Engineering Council representative;
- i) Representatives from the Centre for Teaching, Learning, and Technology (CTLT);
- j) Graduate Programs Manager (or designate); and
- k) Registrar (or designate).

#### 4.3 APPENDIX III: FACULTY COUNCIL OPERATIONS

- i. Faculty Council will meet at least twice during the Fall semester and twice during the Winter semester, or at the call of twenty percent of the members of Faculty Council.
- ii. Faculty Council meetings will make reasonable efforts to seek consensus and, where votes are needed, will make reasonable efforts to follow simplified *Robert's Rules of Orders*.
- iii. Written notice of substantive motions must be submitted to the Dean's office one week prior to a meeting of Faculty Council. The Office of the Dean is responsible for the distribution of all motions.
- iv. On the question being raised by a member, the Chair (Dean) determines the presence or absence of a valid quorum.
- v. Quorum for Faculty Council consists of fifty percent of eligible voting members as of 1 September each year, as determined by the Dean and communicated to the Faculty.
- vi. All votes are cast in person (or via phone or video under special circumstances) and none by proxy.
- vii. All votes are decided by a simple majority except as specified in this document.
- viii. A simple majority means a simple majority of those present and voting.
- ix. A two-thirds majority means two-thirds of those present and voting.
- x. The Dean normally chairs Faculty Council and, though she/he only votes in the case of a tied vote, she/he is entitled to speak in Council and introduce matters for discussion.
- xi. Faculty Council meetings are normally open. A motion to conduct a meeting *in camera* may be made at any time and requires a simple majority to pass.
- xii. Faculty Council meetings will not be recorded (audio or video) without the express permission of a simple majority of those present.
- xiii. The Faculty Council agenda will be made available to all members in advance of a meeting.
- xiv. Executive minutes of Faculty Council meetings will be archived and made available to all members.

#### **4.4 APPENDIX IV: TEACHING AND LEARNING COMMITTEE**

Reporting to the Dean, Chairs' Council, Faculty Council

##### **Terms of Reference**

This committee is responsible for developing, leading, and fostering the Faculty's excellence in teaching and learning.

The Committee's principal responsibilities include:

- Advising the Dean, Chairs' Council, and Faculty Council on issues related to teaching and learning;
- Building connections and providing a Faculty-wide forum for the exchange of information, ideas, policies, and practices;
- Identifying and coordinating faculty development needs to support high-quality teaching, learning, and assessment practices;
- Fostering a student-focussed teaching and learning environment, whose culture is dedicated to supporting students' welfare and success;
- Seeking information, advice, and support from the Centre for Teaching, Learning, and Technology (CTLT) and other units across the University to help foster teaching and learning initiatives; and
- Supporting and enabling innovation in pedagogy, design, teaching, and assessment.

##### **Membership (2-year terms):**

Chair, Teaching and Learning Committee

3-4 faculty members

1 Undergraduate student

1 Graduate student

**Meeting frequency:** 4-6 times/year

Structure and Governance:  
Faculty of Indigenous Studies, Social Sciences and Humanities  
Revision Date: May 20, 2021

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## 4.5 APPENDIX V: RESEARCH COMMITTEE

Reporting to the Dean, Chairs' Council, Faculty Council

### Terms of Reference

This committee is responsible for developing, leading, and fostering the Faculty's strategies for excellence in all areas of research.

The Committee's principal responsibilities include:

- Advising the Dean, Chairs' Council, and Faculty Council on research policies, practices, initiatives, and opportunities;
- Building connections and providing a Faculty-wide forum for the exchange of information, practices, policies, and ideas;
- Fostering a culture of excellence in knowledge creation and its dissemination, both within and beyond the Faculty/University;
- Working with the Office of Research and Innovation to identify faculty needs for enabling and supporting research success;
- Promoting a collaborative environment in which innovative, creative research, both fundamental and applied, can flourish; and
- Fostering an inclusive and collaborative community of research and research training.

### Membership (2-year terms):

Chair, Research Committee

3-4 faculty members

1-2 Graduate students

**Meeting frequency:** 4-6 times/year

#### 4.6 APPENDIX VI: DEPARTMENTS AND PROGRAMS

The Faculty of Indigenous Studies, Social Sciences and Humanities includes the following departments and academic programs:

- Department of Anthropology
- Department of English
- Department of First Nations Studies
- Department of Global and International Studies
- Department of History
- Department of Political Science
- Northern Studies
- Women's and Gender Studies
- Interdisciplinary Studies

#### **4.7 APPENDIX VII: CHAIRS' COUNCIL**

The Chairs' Council is a forum for the exchange of information, ideas, and mutual support among its members. Functioning as an advisory board to the Dean, it provides the regular opportunity for sharing, reporting, and consultation on all matters of interest and importance pertaining to the Faculty.

The Committee's principal responsibilities include:

- Hearing reports from the Dean, Department Chairs, and Committee Chairs;
- Discussing matters of relevance to all faculty, staff, and students within the Faculty, including any academic and strategic matters pertaining to teaching and learning, research, service, and community outreach;
- Sharing information on activities and events of significance; and
- Making recommendations on matters requiring action where necessary.

Minutes of the Chairs' Council are normally taken by the Dean's Office and will be distributed to all Department Chairs and Program Coordinators. All recommendations, decisions, and minutes of the Chairs' Council will be reported through the Chairs to their Departments.

#### **Membership:**

Chair of the Council, Dean

Chair, Anthropology

Chair, English

Chair, First Nations Studies

Chair, Global and International Studies

Chair, History

Chair, Political Science

Chair, Teaching and Learning Committee

Chair, Research Committee

**Meeting frequency:** 10 times/year or more often, if necessary



Motion Number (assigned by SCS): \_\_\_\_\_

**STEERING COMMITTEE OF SENATE**

**PROPOSED MOTION**

**Motion:** That the “Structure and Governance” document for the Faculty of Science and Engineering be approved as proposed.

**Effective Date:** September 2021

**Proposed by:** Deborah Roberts, Dean

**Rationale:**  
To align with the implementation of the five Faculties that was adopted by Senate on November 28, 2018, Motion: #S-201811.17. The development of the Structure and Governance document began with the review of the original College of Science and Management Constitution, then proceeded with consultations within the Faculty of Science and Engineering to arrive at the draft Constitution presented.

**Attachments:** 1

**Authorization:**

**Program / Academic / Administrative Unit:** None

**Faculty:** Faculty of Science and Engineering

**Faculty Council Motion Number:**

**Faculty Council Approval Date:**

**TO BE COMPLETED AFTER SCS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCS

**Moved by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_

**Committee Decision:**

**Approved by SCS:** \_\_\_\_\_  
Date Chair’s Signature

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

# STRUCTURE AND GOVERNANCE OF THE FACULTY OF SCIENCE AND ENGINEERING (FSE)

(Passed Faculty Council: April 1, 2021)

The Faculty exists under the authority of the University Act of British Columbia. [https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96468\\_01](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96468_01).

## 1 PREAMBLE

### 1.1 VALUES

We value excellence in teaching, research, and service; an interdisciplinary and collaborative approach to learning and scholarship built upon a foundation of disciplinary excellence; and a working environment promoting respect, integrity, and open dialogue. We are committed to following equity discrimination and inclusion practices at all levels and in all its actions, including but not limited to teaching, research, outreach, and employment. Equity ensures the removal of barriers or impediments. Diversity is providing due consideration to everyone regardless of race, colour, gender identity, sex, place of origin, religion, disability, or any other distinguishing factor. Inclusion is ensuring all individuals feel they are welcome to participate in any and all processes.

### 1.2 VISION

A faculty integrating the sciences and engineering with other disciplines in ways fostering disciplinary progress while exploring emerging areas of scholarship at interfaces between disciplines providing unique insights into and solutions for global questions.

### 1.3 MISSION

Through research, teaching and outreach we aim to integrate the sciences and engineering in ways that are recognized internationally for their contribution to advancement of knowledge, their value to rural and remote communities, citizens and industries, and their global pertinence.

## 2 GOVERNANCE STRUCTURE

This section describes the various entities that make up the Faculty of Science and Engineering, their relationship to one another and decision-making processes. Figure 1 in Appendix I presents the reporting and consulting structures in graphical format.

### 2.1 DEPARTMENT/SCHOOL COMMITTEES

Each member Department or School within the Faculty of Science and Engineering (see Appendix I) has its own approved structure for collegial governance to ensure that faculty, staff, and students are able to exercise their voice in decision making. The Chair is responsible for communicating decisions and recommendations from departmental bodies to the Dean, the FSE Faculty Council, and other bodies as appropriate.

### **2.1.1 FSE Faculty Council**

Faculty Council is the senior governing body of the Faculty of Science and Engineering. It furthers the mission of the Faculty by providing a forum for the discussion of all academic matters within the purview of the Faculty and its component Programs, Schools, and Departments, and on other matters of Faculty-wide importance. All motions going on to Senate require the approval of Faculty Council. Faculty Council may delegate authority for specific decisions to a committee determined by Council. The delegated committee reports back to the Faculty Council all actions taken on the Council's behalf at the next Faculty Council meeting. Authority may not be delegated for more than a year, but may be renewed by Council.

### **2.1.2 Membership**

- The Dean shall chair the Faculty Council and its meetings.
- The voting membership of Faculty Council shall consist of:
  - i. all continuing and/or full-time academic staff appointed to the Faculty with teaching appointments; excluding undergraduate or graduate students who have teaching assignments within the Faculty unless otherwise a member of Faculty Council;
  - ii. two graduate students;
  - iii. broad undergraduate student representation with a total of 4 students preferably representing different years of study and under the proviso that no Department or School have more than 1 student representative;
  - iv. the Faculty Council may add members to the voting membership by a two thirds majority with appropriate notice of motion.
- Faculty Council has Observer Members who are representatives of organizations or units either internal or external to the University who may be called upon to provide advice where appropriate. Observers have the same rights as regular members to participate in Faculty Council except they may not vote or make motions. Observers are appointed by the Dean after consultation with Faculty Council.

### **2.1.3 Council Operation**

FSE Faculty Council follows collegial approaches to decision making. Specific procedures are included in Appendix II.

## **2.2 FACULTY COMMITTEES**

FSE committees provide specific advice to the Dean and Faculty Council according to their mandates. The following three committees are standing committees of the Faculty. Other standing committees may be established by the Dean, or by Faculty Council through a 2/3 majority vote.

### **2.2.1 FSE Teaching and Learning Committee. (See Appendix III)**

The Teaching and Learning Committee serves as a forum for the coordination and discussion of curriculum and teaching in the Faculty of Science and Engineering.

### **2.2.2 FSE Graduate Studies and Research Committee. (See Appendix IV)**

Chaired by the Graduate Coordinator, this committee is a forum for the discussions of graduate studies and research programs in the Faculty of Science and Engineering.

### **2.2.3 FSE Leadership Team. (See Appendix V)**

The Faculty Leadership Team consists of the Dean, the Chairs, and the Graduate Coordinator. This team meets biweekly to discuss faculty concerns. It is intended to be a forum for the respectful exchange of information along with mutual support and advice among its members.

## **2.3 FACULTY LEADERSHIP**

The Faculty of Science and Engineering Leadership Team (FLT) consists of the Dean, the Graduate Coordinator and the Chairs of the Departments or School.

### **2.3.1 The Graduate Coordinator**

The Graduate Coordinator chairs the FSE Graduate Studies and Research Committee and is responsible for other duties related to graduate programs in FSE such as ensuring teaching coverage of all graduate courses offered, managing the admissions process, and facilitating mentorship for incoming faculty with regard to graduate student admission and shell supervision and writing grant proposals. The Graduate Coordinator is a member of the FSE Leadership Team and reports to the Dean while serving as the primary liaison to the Manager of Graduate Programs and the Research Office.

### **2.3.2 The Department or School Chairs**

The Department or School Chairs are responsible for providing academic leadership within the department or school, which includes developing a collegial environment for governance decisions and mentoring faculty. The Chairs have the duties as specified in the Collective Agreement.

### **2.3.3 The Dean**

The Dean holds the responsibility to provide both academic and administrative leadership to the faculty, staff, and students of the Faculty of Science and Engineering. The Dean serves as a liaison between Faculty members and the upper administration and to agencies and bodies outside the University. The Dean is the direct supervisor of the Department or School Chairs, the Graduate Coordinator and, through the Chairs, is the supervisor of all faculty members and has final responsibility for human resource allocations within the Faculty. The Dean has the responsibility to ensure mechanisms for Faculty-wide mentoring for faculty and staff are in place.

### 3 LIMITS AND CHANGES

#### 3.1 CONFLICTS WITH OTHER AUTHORITY

Should the *Structure and Governance of the Faculty of Science and Engineering* conflict with (a) the University Act of British Columbia as it applies to the University of Northern British Columbia, (b) the rules and motions of Senate, or (c) contractual agreements entered into by authority of the University Board of Governors such as the Faculty Agreement between the Faculty Association and the University, the *Structure and Governance of Faculty of Science and Engineering* shall apply to the extent possible without resulting in conflict. Otherwise, the *Structure and Governance of Faculty of Science and Engineering* is the final authority in determining its governance.

#### 3.2 CHANGES TO THE GOVERNANCE STRUCTURE OF THE FACULTY OF SCIENCE AND ENGINEERING.

The governance structure of the Faculty of Science and Engineering should be reviewed every 5 years. Changes to the main body of the *Structure and Governance of Faculty of Science and Engineering* may be made by a two-thirds majority of those present and voting at a quorate meeting of the FSE in Fall or Winter Semester provided that notice of such a motion has been made in a previous meeting of Faculty Council at least two weeks prior to the meeting in which the change is made. Such changes must be consistent with other external restrictions mentioned in 3.1. Changes to the appendices may be made by a simple majority of those present and voting at a quorate meeting of the FSE in Fall or Winter Semester provided that notice of such a motion has been made in a previous meeting of Faculty Council at least two weeks prior to the meeting in which the change is made.



## 4 APPENDICES

### 4.1 APPENDIX I DEPARTMENTS, PROGRAMS AND SCHOOLS

The Faculty of Science and Engineering includes the disciplinary academic units:

- Department of Chemistry and Biochemistry
- Department of Computer Science
- Department of Mathematics and Statistics
- Department of Physics
- School of Engineering

Programs and Schools are responsible for detailed academic planning and recommendations. Each Program or School has developed their own constitutions and internal structures as appended below.

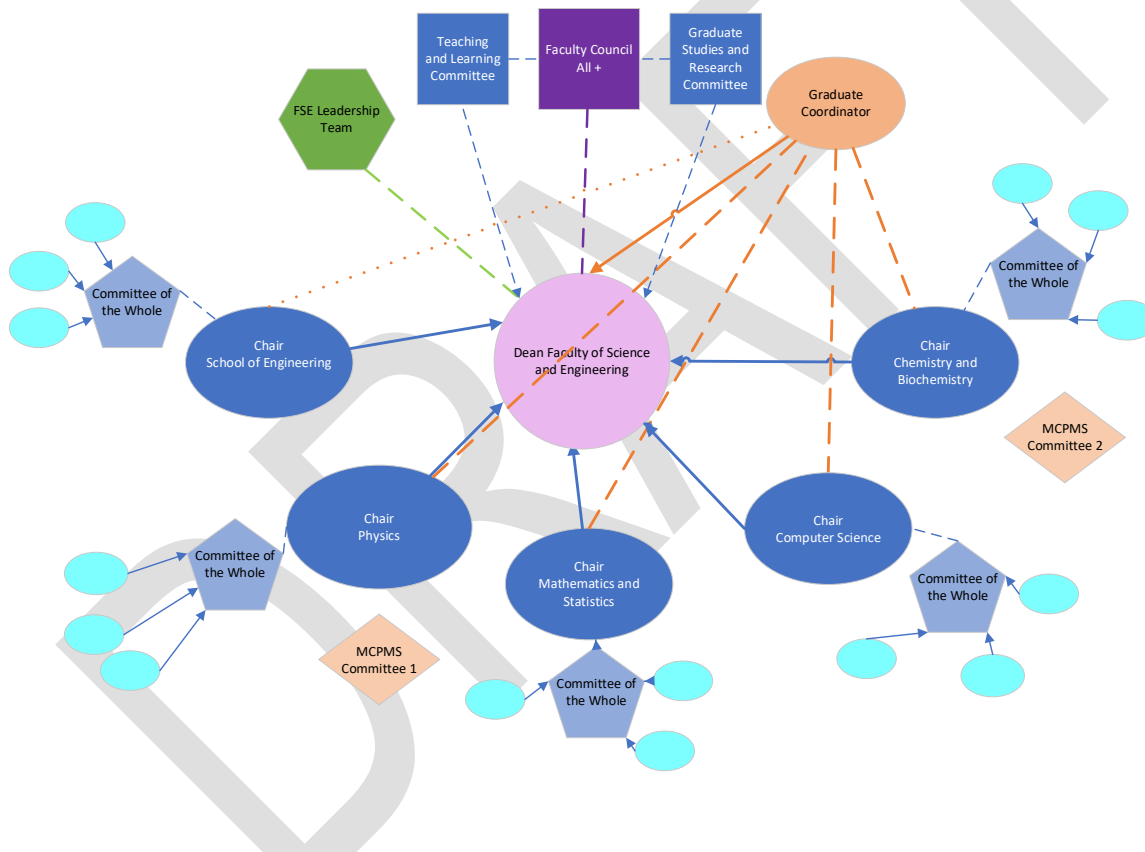


Figure 1. Organizational chart for the Faculty of Science and Engineering. The solid arrows indicate lines of direct reporting and decisions, the dotted lines indicate consultations.

## 4.2 APPENDIX II. FACULTY COUNCIL OPERATION

- i. The Faculty Council shall meet at least twice during the fall semester and at least twice during the winter semester, and may meet at other times on the request of ten percent of the voting membership.
- ii. Faculty Council meetings are normally open. A motion to conduct a meeting *in camera* may be made at any time and requires a simple majority to pass.
- iii. Faculty Council meetings will not be recorded without the express permission of a simple majority of those present.
- iv. Quorum for Faculty Council consists of 50% of the voting members in the Faculty.
- v. Submission of items for consideration at a meeting must be made to the Faculty electronic site two weeks prior to a meeting of Faculty Council. Members can add comments through that site or ask questions of the agenda item originator prior to the meeting.
- vi. The Dean, in consultation with the chairs and Graduate Co-ordinator, is responsible for the creation and circulation of a proposed agenda, including, where appropriate, a consent agenda. The agenda will be made available to all members at least one week in advance of a meeting on an electronic collaboration site of the Faculty of Science and Engineering.
- vii. To maximize the diversity of member participation in debate, a speaker list will be developed and members may speak to any debatable motion in order of the list. If a member wishes to speak again, they will be placed at the end of the speakers list. Remarks must be germane to the question at hand. Exceptions are as follows:
  - a. the mover of a motion is entitled to speak first and last,
  - b. the mover, or an expert designated by the mover, may respond to questions as necessary for the clarification of material issues.
- viii. When the debate on an item has covered a full range of issues, or when a motion to call the question has been approved, the Chair shall call the question.
- ix. All votes shall be cast in person or via electronic voting for those that attend the meeting electronically. Proxy voting is not allowed, and members must be in attendance to vote.
- x. In extraordinary circumstances a vote may be called using e-mail when it is impractical for FSE Council to meet as a body, or when FSE Council determines a need to have a vote prior to the next regularly-scheduled meeting of Senate. E-mail votes shall offer the choices "Yes," "No," or "Hold."
- xi. All questions shall be decided by a simple majority vote except as specified in this document.
- xii. A simple majority means a simple majority of those present and voting.
- xiii. The Chair is neutral and does not vote.
- xiv. The Dean is responsible for ensuring the notes or minutes of meetings are taken and all approved motions are conveyed appropriately.

### 4.3 APPENDIX III: TEACHING AND LEARNING COMMITTEE

Reporting to the Dean, Leadership Team, Faculty Council

#### Terms of Reference

This committee is responsible for leading, promoting, and fostering the Faculty's excellence in learning and teaching.

The Committee's principal responsibilities include:

- advising the Dean, Leadership Team, and Faculty Council on issues related to teaching and learning;
- identifying and coordinating faculty development needs to support high-quality teaching, learning, and assessment practices;
- fostering a student-focussed learning and teaching environment whose culture is dedicated to supporting students' welfare and success;
- fostering initiatives related to learning and teaching issues through the exchange of information, advice, and support with the Centre for Teaching and Learning Technology (CTLT) and across the University;
- supporting and enabling innovation in pedagogy, curriculum, design, teaching, and assessment;
- participate in discussions with the CTLT and oversee a wholistic mechanism for the evaluation and continuous improvement of teaching;
- promoting excellence in teaching through highlighting good teaching practices and nomination of faculty and TAs for teaching awards.

#### Membership (2-year terms):

Chair, Teaching and Learning Committee

A minimum of 4 faculty members (nominated and elected)

A minimum of 1 Undergraduate student

A minimum of 1 Graduate student

**Meeting frequency:** 4-6 times/year

#### **4.4 APPENDIX IV: GRADUATE STUDIES AND RESEARCH COMMITTEE**

Reporting to the Dean, Leadership Team, Faculty Council

##### **Terms of Reference**

This committee is chaired by the Graduate Coordinator and is responsible for leading, developing, and fostering the Faculty's strategies for excellence in all areas of graduate studies and research.

The Committee's principal responsibilities include:

- advising the Dean, FSE Leadership Team, and Faculty Council on graduate studies and research policies, practices, and opportunities;
- fostering a culture of excellence in knowledge creation and its dissemination, both within and beyond the Faculty/University;
- working with the Office of Research and Innovation to identify faculty needs that enable and support research success;
- working with the Registrars office to ensure admission and student record processes meet the needs of the students and faculty;
- promoting a collaborative environment in which innovative, creative research, both fundamental and applied, can flourish;
- fostering an inclusive and collaborative community of research and the education of undergraduate and graduate students in research; and
- promoting and recognizing excellence in graduate student supervision and research through nomination for internal and external awards.

##### **Membership (2-year terms):**

Chair, Graduate Coordinator

A faculty member representing each graduate program

A minimum of 2 Graduate students, no more than one from a particular program.

**Meeting frequency:** a minimum of 6 times/year.

#### 4.5 APPENDIX V: LEADERSHIP TEAM

The Leadership Team is a forum for the exchange of information, ideas, and mutual support among its members. Functioning in an advisory capacity to the Dean, it provides the regular opportunity for sharing, reporting, and consultation on all matters of interest and importance pertaining to the Faculty.

The Committee's principal responsibilities include:

- hearing reports from the Dean, Department Chairs, and Committee chairs;
- discussing matters of relevance to all faculty, staff, and students within the Faculty, including any academic and strategic matters pertaining to teaching and learning, research, service, and community outreach;
- shared mentorship of FSE leadership;
- sharing information on activities and events of significance; and
- making recommendations on matters requiring action where necessary.

Minutes of the Leadership Team meetings are normally taken by the Dean's Academic Coordinator and distributed to all Department Chairs and the Graduate Coordinator. All recommendations, decisions and minutes of the Faculty Leadership Team meeting shall be reported through the Chairs to their Departments.

##### **Membership:**

Dean (serves as meeting chair)  
Chair, Chemistry and Biochemistry  
Chair, Computer Science  
Chair, Mathematics and Statistics  
Chair, Physics  
Chair School of Engineering  
Graduate Coordinator

**Meeting Frequency** – Biweekly.

## MEMORANDUM

TO: Geoff Payne, Interim President and Chair of Senate, Steering Committee of Senate

FROM: Ad Hoc UNBC Committee on Senate Governance

DATE: May 14, 2021

RE: Priorities and Recommendations from the Ad Hoc Committee on Senate Governance

---

### **Participants:**

Laura Parent	Undergraduate Student
Sloane Zogas	Undergraduate Student
Lydia Troc	Graduate Student
Paul Siakaluk	Faculty Member
Janice Allen	Lay Senator
Deanna Nyce	Representative of the WWN
Bert Annear	Registrar and Secretary of Senate
Kellie Howitt	Senior Project Consultant
Shari Hoff	Governance Officer
Alexandra Parent	Governance Officer

The committee last met to review the recommendations on May 10, 2021.

### **1.0 Priorities and Recommendations from the Ad Hoc Committee on Senate Governance**

#### **Recommendation #1 \*\*\*high priority**

**Senate's committee structure be reviewed with priority given to the purpose and function of committees' mandates.**

- Consideration of Recommendation #19 from the Governance Report
  - Senate's committee structure is reviewed with consideration given to reducing the number of committees by combining their mandates.
- Consideration of where the Senate Committee on University Budget (SCUB) or alternative standing committee belongs on the Senate process.
  - Consideration of Recommendation #20 from the Governance Report
    - The Committee on the University Budget is disbanded and budget advisory responsibility under s.37(1)(e) of the Act is assigned to the Committee on Academic Affairs.
- Further consultation with the Senate Committees and the larger University community required.

#### **Recommendation #2 \*\*\*high priority**

**The Senate creates a set of principles and guidelines to convey the responsibilities of Senate and Senators.** (Recommendation #18 from the Governance Report)

- Consideration of Recommendation #21 from the Governance Report
  - The committees establish guidelines addressing the qualifications and commitment needed of its members based on the nature of the committee work and the expected time commitment in a governance year.

**Recommendation #3**\*\*\*high priority

**The President ensures that the University community understand how the University is governed and the difference between governance and administration.** (Recommendation #25 from the Governance Report)

- Continued effort to maintain and improve collegial relationships.
- Ensure that Senators are provided with continual orientation, training and networking opportunities with the Board and University Community.

**Recommendation #4**

**That the Senate orientation materials be expanded to provide more guidance to Senators with additional sessions and workshops.**

- Consider offering orientation sessions of various governance topics throughout the year.
- Formal Robert's Rules Training.
- Consider offering orientation sessions to all Senators on how to chair a meeting.
  - Consideration of Recommendation #23 from the Governance Report
    - When committees can choose their chair, they choose from the committee's elected members. Committee chairs are provided with guidance on chairing their committees.

**Recommendation #5**

**That Senate review how meeting packages are presented.**

- Consider revising motion forms.
- Consider how Consent Items are presented.
- Consider delegating authority or having Consent packages submitted to Senate from the Faculties for minor calendar revisions.

**2.0 Additional Notes from the Ad Hoc Committee on Senate Governance**

- i) Engagement of Senators in Senate and Senate Committees
  - a. Senators should attend at least one Board meeting and Board members attend at least one Senate meeting.
    - i. This suggestion can be immediately added to the orientation materials
    - ii. Board meeting announcements can be sent to all Senators.
  - b. Vacancy lists can be sent to the Deans and Faculty Councils.
- ii) Recommendation # 22 from the Governance Report is not applicable.
  - Senate implements a more formal process for election of a Vice Chair for a 2- year term.

According to the *Act* a vice chair must be elected annually. There is no requirement to do the election from the floor of Senate it can be done via the same process that is

used for elections.

- iii) Recommendation # 24 from the Governance Report is not applicable.
  - Senate normally meets and acts in open session and moves *in camera* only in rare circumstances.

This is already the practice and addressed in the Senate Handbook 3 (q) and 3 (t). It is consistent with the *Freedom of Information and Protection of Privacy Act of B.C.* If there are concerns that this practice is not being adhered to, they should be directed to the Steering Committee of Senate.

## **ATTACHMENTS**

### **For Information:**

- Governance Review UNBC final for release to Board of Governors and Senate



University of  
Northern British  
Columbia  
Governance Review

Presentation to UNBC  
Senate

Harriet Lewis  
8-1-2020

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## 1. INTRODUCTION:

### 1.1 The Context of this Review

In early February 2020, Dr. Geoff Payne, the Interim President of the University of Northern British Columbia (“UNBC” or “the University”), and Ms. Lee Ongman, Chair of the Board of Governors of UNBC, (“the Board”), approached me to conduct a review of the governance practices at the University.

They recognized that the collegial relationship among the internal constituent parts of UNBC’s governance framework, (the Board, Senate and Administration as represented by the immediate past President), had been damaged by multiple factors leading to a culture of widespread discontent on campus. These included labour conflict, the controversial appointment of a previous Chancellor, institutional financial difficulties and attendant layoffs, enrolment problems, historically truncated presidencies, Board vacancies, academic restructuring and a host of other issues. They were anxious to learn whether weaknesses in the structure or policy framework of UNBC’s Board governance contributed to the problem. They hoped that by understanding “best practices” in university governance and, if necessary, refining UNBC’s governance framework accordingly, the University could restore internal collegiality and move forward with its vision to be “Canada’s leading destination University, personal in character, that transforms lives and communities in the North and around the world”.

What follows is the outcome of that review. I hope that the observations, suggestions and recommendations made here will contribute to improving the UNBC community’s respect for its governance system and enhance trust and confidence among those tasked with governance responsibilities.

### 1.2 The Approach to the Review

Given the urgency of the issues and lacking the ability to attend on campus to learn about the culture of the institution, I was lucky to be provided with a guide in the person of Dr. Charles Jago, UNBC’s president emeritus and governance advisor.

The University Secretariat and the Office of Strategic Planning provided us with a great deal of the material which constitutes UNBC’s policy and procedural framework. At the outset of this exercise we poured over hundreds of pages of documents, both historical and current. Given the mandate, we did not dwell on all of that record, but through observations and discussions, noted what essential material was already in place, what might be “tweaked” in a way that

might make a difference, and what was missing that would, if created, strengthen or better communicate the University's governance practices.

Dr. Payne hoped we would benefit from the experience of a number of people who have served on UNBC's governing bodies. We therefore had telephone conversations with individuals who shared with us their views of the strengths and shortcomings of UNBC governance as it is practiced. We asked each of them to provide some suggestions for positive change, however incremental.

We were able to observe UNBC's Senate and Board of Governors in action by attending on-line video meetings of the Senate and Board of Governors over the last few months. As guests, we received full agenda packages for each, as well as minutes of key meetings of the Board and Senate over the past governance year. Notwithstanding the unusual circumstances, by attending the meetings we gained some additional understanding about the choreography of the meetings and the interactions of the participants.

For purposes of comparison and in search of examples of best practice, I have viewed some on-line governance materials of some sister universities, a list of which is Appendix 1. These institutions were chosen for various reasons: because of their structural similarity to UNBC; because of their comparable size and their positions within their provincial university systems or their importance to the communities they serve; and some because in my opinion, there is something about their governance structure or practice that may be useful for UNBC to consider.

## 1.3 Definitions and Principles

### 1.3.1 What is Governance?

Not all problems are governance problems. While a robust governance framework is necessary for the effective operation of a university, it is not sufficient to ensure smooth operations or maintain trust and collegiality. A great deal depends on the stress caused by external factors, and the commitment of those responding, to keep lines of communication cordial and open notwithstanding.

In this context, "governance" is the assignment and exercise of authority within the institution, and the processes which prescribe and describe how the authority is to be exercised. Importantly, it is also the relationship among the parties who have been given such authority, and their accountability to the communities they serve.

Universities in the western world cherish and defend their autonomy to govern themselves through boards and senates – an autonomy that is being encroached upon by legislative fiat and by calls for greater accountability. To justify their self-governing privileges, it is incumbent

upon them to govern themselves professionally, competently and with an interest in contributing to the public good.

### 1.3.2 The Principles Underlying This Review:

Dr. Jago and I approached this task with the following governance principles in mind:

- As one of the province's research universities, UNBC is one corporate entity, with a bi-cameral collegial governance structure; governed by a Board of Governors and a Senate. Each of those bodies has its exclusive powers and responsibilities as well as the responsibility in certain circumstances to consult or seek the approval of the other body when making a decision.
- The University is a charitable corporation: a designation which imposes on those who serve on its governing bodies a fiduciary duty: a relationship of trust which imposes the obligation to avoid conflicts of interest and commitment and requires participants in Board and Senate to act in the best interests of the University. That high level of duty is the basis on which it retains its autonomy: the ability to govern itself.
- A commitment to collegial self-governance requires the active engagement of its participants and respect for both the system and its participants.
- Trust and respect for the University's governance bodies is generated by transparency and good communication between the governing bodies and among them and the administration, led by the President. It is also based on the institution's communications with and accountability to the communities which support it and which it serves.
- Effective governance also depends on the common understanding of the participants that while statutes, policies, procedures, and structures provide a framework to guide the decision making and functional operation of the institution, a written framework cannot (and should not) replace the thoughtful and transparent exercise of judgement.

## 2. THE EXTERNAL CONTEXT OF UNBC GOVERNANCE

There are a number of external factors that influence and limit how and by whom the UNBC is managed and governed.

### 2.1 The University Act, RSBC 1996, chapter 468 (The Act)

With the enactment of the University Act in 1996, UNBC was continued and included in the statutory framework of the Act. The Act establishes the powers and duties of the constituent parts of the governance framework: Chancellor and Convocation, the Board of Governors, the Senate, the Faculties, the President /Vice Chancellor and the Registrar.

The Board is given authority over the “management, administration and control of the property, revenue, business and affairs of the university.”. Although the Act lists specific examples of matters within the Board’s authority, it also specifies certain circumstances when the Board is required to consult with or seek approval from the Senate.

Similarly, the Senate is vested with responsibility for the “academic governance of the university”. The Act provides an extensive list of the Senate’s powers, but is clear that some actions require interaction, (through meetings, recommendations and approvals), with the President and the Board.

Although the Act is highly prescriptive in some areas it is not prescriptive in others. It establishes the membership of the Board, the length of the members’ terms and the source and the method of their appointment. It establishes the term for a board chair but assigns the incumbent no specific duties, and suggests only limited qualifications for the chair’s selection (that it be an OIC appointee and be selected by a vote of members).

The Act also specifies a core *ex officio* membership of Senate, and dictates the balance of faculty members to that of others serving on the body. It names the President as Chair of Senate and the Registrar as Secretary. It establishes a very detailed nomination process for those wishing to be elected to Senate, but does not prescribe a ceiling on the number of senators, requiring only that the set numerical balance of faculty members to others be maintained.

The Act gives each of these bodies the authority to establish committees, but does not dictate a committee structure nor specify committee membership.

In those areas not specified by the Act, it is the prerogative of the University to establish processes and protocols to flesh out and illustrate its Board and Senate organization and its standards of conduct for fulfilling its responsibilities.

## 2.2. Crown Agencies and Board Resourcing Office (CABRO):

This British Columbia government office is responsible for overseeing the recruitment and recommendation of the Order in Council appointees to the UNBC Board. It “provides support, guidelines and best practices for public sector organizations” including the province’s universities. The office is tasked to “develop policies to support an open, transparent, and merit-based public appointment process and help ensure appointees receive public sector governance orientation and development resources including ethical code of conduct.”

In accordance with its mandate, the office has developed a competency matrix which assists the institutions in identifying skills needed for their boards. It also has created appointee application forms, “General Conduct Principles for Public Appointees”, and a “Performance

Appraisal” form to be used by the universities in recommending (or not), the renewal of appointed board members.

The office has also produced a comprehensive set of training modules for members of public boards. It has held one or more in-person director training sessions and promises that the materials used for that training will be available on-line within the next year.

These materials are a helpful framework for identifying, training and evaluating board members. However, they do not preclude the University from adding its own substance to flesh out the provided structure.

### 2.3 The Ministry of Advanced Education, Skills and Training Mandate Agreements

British Columbia’s government prepares and issues an annual Mandate Agreement in letter form, addressed to the universities’ board chairs. The letter communicates the government’s expectations of each institution, by setting out government’s “over- arching priorities” and confirming that those priorities “will inform your institution’s “policies and programs, as well as specific direction on priorities and expectations for the coming fiscal year”. The board members of each university sign their agreement to the priorities, committing the school to incorporate the priorities into their planning and to disclose their performance measures and progress against those measures in an annual “Accountability Plan and Report”. Insofar as the Mandate Agreements direct the University’s academic priorities, its autonomy over academic programs is constrained.

### 2.4 British Columbia Public Sector Compensation and Expense Policies (PSEC)

While acknowledging that public sector organizations such as its universities “are often in the best position to manage employee compensation in a way that optimized their service delivery”, the province has taken “a proactive centralized approach to ensure the myriad of individual compensation decisions are aligned ...”. To that end it has established a PSEC Secretariat to govern and manage the financial parameters of collective bargaining with, (among others), university unions.

### 2.5 Collective Agreement with the UNBC Faculty Association

Over the course of its history of collective bargaining with its faculty association, a number of governance matters have been incorporated into the collective agreement between the Board of Governors of the University and the Faculty Association, constraining the exercise of the board’s otherwise exclusive and unfettered authority in certain matters in favor of agreed-upon processes outlined in the collective agreement.



### 3. BEST PRACTICES IN GOVERNANCE

Despite the framework mandated by its government and its agreements, the University retains a considerable degree of autonomy and flexibility in how it defines and conducts its governance. This review attempts to identify and suggest some acceptable and realistic additions, changes or improvements within the governance structure and practice that are consistent with best practice as I know it.

The “best practice” for any institution is shaped by the nature and culture of that institution and its resources at a given point in time. As noted, UNBC has an extensive set of administrative and governance policies and practices. The focus here will be on commenting on whether certain ones contribute to the consistency, accountability, transparency and effectiveness of the University’s governance, or whether changes might be helpful.

Because of the limited resources available to support UNBC’s governance, some attention has also been given to addressing how the University’s governance practices might be simplified to alleviate some pressure on all of the parties involved. Focus is on those areas which appeared most important to Dr. Jago and to me or were of most concern to Dr. Payne and the other community members with whom we spoke.

### 4. THE BOARD OF GOVERNORS

*Not released in Senate Public Package. Under consideration by the Board of Governors.*

## 5. THE SENATE

At UNBC as at most universities, it is the Senate which has responsibility for the core business of the university: creating the academic program and overseeing its quality and integrity. Through a process of consideration of proposals from Faculties, it determines the curriculum. It sets the criteria for admission and the standards for the granting of degrees. The Act (s. 37) enumerates many specific duties of senates and in several cases, requires the Board's concurrence with its actions before they can take effect.

During the period of recent faculty contract negotiations, the Senate floor became the locus for expressing frustration and for challenging the administration. Dr. Jago and I were told that some Senators were intimidated by the tone in the room and reticent to speak. This was attributed to the behaviour of fellow Senators and to the perceived disrespect projected by the former president both by his absence from Senate and also when in his role as Senate Chair.

The creation of a "faculty caucus" by active union members has exacerbated tensions and divisions among Senate members. While some see the caucus as a way to review and understand Senate business in advance of the meeting, others see the caucus as a tactic by which the faculty union exerts pressure on senators to vote as a block to advance a union agenda.

Senate meetings have been one of the few occasions at UNBC that bring faculty, staff and students together. It is therefore not surprising that tensions within the community would play out in the Senate chamber. However, with the strike having ended, the recently approved Academic Restructuring Plan now in implementation, the consequences of the COVID 19 pandemic requiring a modified delivery of all or part of the curriculum, and a search for the next President about to begin, Senate must return its focus to its duties and responsibilities if the University is to meet its challenges.

### 5.1 Senate Powers and Responsibilities

As noted, the UNBC Senate is the body tasked with creation and oversight of the academic work of the University. It is in the Senate and its committees that the collegium gathers to "determine all questions relating to the academic qualifications of applicants" and to "consider, approve and recommend to the board the revision of courses of study, instruction and education" among other duties.

As is the case with the Board, Senate's membership structure is proscribed by the Act. Some of its duties and powers are to be shared with the Board through recommendations and approvals. Some decisions are also constrained or directed by provincial mandates or collective agreements.

The President/Vice Chancellor is the named Chair of Senate, and the president's role in leading the institution academically as well as administratively is made clear by s. 59 of the Act: "the president is to be the chief executive officer and must generally supervise and direct the academic work of the university". The role requires the incumbent to preside over Senate's deliberations and also to serve as a member of each of Senate's standing committees and Faculty councils. Through appointments to both Senate and the Board, the president forms an important bridge between the parts of the University's bicameral system and the President's full engagement with both bodies illustrates the office's respect for collegial self-governance and the bi-cameral system.

#### 5.1.1 Senators' Roles and Responsibilities

While the Act sets out Senate's powers in detail, it says nothing about an individual Senator's role or responsibilities. The exceptions are for the President whose central role is as noted, and the Registrar who is Senate's non-voting Secretary, responsible for keeping Senate and Board records and performing the duties "that the board or senate may require."

As it stands, UNBC Senators have authority for taking action on matters within their purview, but no expressed accountability for their engagement or behaviour in Senate meetings. We did not observe un-collegial behaviour in the video conference meetings Dr. Jago and I attended, but we did observe some procedural irregularities in that proscribed process was not followed. We formed the impression that Robert's Rules were generally not understood by the Senators, and that in the absence of a University Secretary, no one had been assigned responsibility for providing advice to the Chair on procedural matters during the meeting. The Registrar, as official Secretary of Senate, has not assumed that responsibility. For that reason, a review and simplification of Senate procedures is warranted.

York University's Senate has established stand-alone rules for its senate proceedings which I consider best practice. Importantly, they begin with principles that "inform the rules of Senate and their application".

The principles are as follows: (emphasis added)

- Senate shall provide Senators with **due notice of matters** to be decided at a meeting
- **Senate is open** to the University community **unless it duly resolves to move into closed session**
- Senators have a **duty to attend meetings** of the Senate **and to vote on resolutions** which come before the Senate. In doing so, Senators **have an obligation to act with civility and decorum.**

- Senate shall provide Senators with the opportunity to debate issues under consideration before a decision is made.
- Unless specifically indicated otherwise, Senate shall make its decisions on the basis of a simple majority of those Senators present and voting at a duly constituted meeting.
- All Senators have the **same rights and obligations** under Senate rules.

The sections which follow provide that the chair, (elected in York's case), "**shall enforce the rules in the spirit of these principles and in doing so, will act fairly and impartially.**" The rules are intended to be comprehensive with no reference to outside authorities. If an issue arises which is not foreseen by the rules, the chair is to act "in keeping with the principles outlined in the preamble" above.

While it may not appear obvious on first reading, these rules make important points as follows:

- **Due notice:** Matters cannot be "walked on" to the agenda during a meeting except in extraordinary circumstances and by a 2/3 vote. When they are added, they are placed at the end of the agenda under "other business", and if not reached within Senate's time line, (2 hours unless pre-scheduled for longer), are moved to the next meeting so notice can then be given to all Senators. [This is also the case at UNBC].
- **Move into closed session:** Senate is generally open. There is no regular closed session.
- **Duty to attend and vote on resolutions:** A record of attendance is kept and absenteeism is followed up. Abstentions are strongly discouraged and not recorded. The Senators are expected to take responsibility for participating in the decisions and before a vote is called, to ask questions if there are concerns or if matters are unclear.
- **Obligation to act with civility and decorum:** A reminder of the importance and responsibility of the role. Senate is open to the community. Senators are fiduciaries entrusted with the academic decisions for the university, and should be seen to be acting appropriately and in the institution's best interest.
- **Same rights and obligations:** this both addresses absenteeism (a habit of some *ex officio* members), and ensures that all Senators are addressed as such, regardless of their status within the university.

The drafting of the stand-alone rules occupied a York senate committee for more than a year, but once implemented they made a difference in the orderliness of the senate meetings. While they do not differ greatly from Robert's Rules in content, they are in plain language and do not require reference to an outside source. Every Senator is given a copy in a printed handbook and can easily download them on to devices to refer to during meetings. The vice chair and secretary are prepared with a strong mastery of the rules and confer with and advise the chair when necessary.

Because of the many other pressing issues before it, I do not recommend that UNBC's Senate immediately take on the project to create its own rules. However, the York precedent is available and I suggest that it should be carefully considered as a useful starting point for any

such future project. That said, the creation of a statement of Senate's and Senator's responsibilities is important.

**Recommendation #18: The Senate creates a set of principles and guidelines to convey the responsibilities of Senate and Senators.**

## 5.2. Senate Membership

Section 35(2) of the Act establishes that the Chancellor and a number of administrators are *ex officio* members of Senate, and the number of faculty and student members are calculated relative to them. Currently there are seats for 49 voting Senators.

Because the Academic Restructuring Plan will disband the 2 Colleges in favour of 5 Faculties, when the new structure is in place there will be 5 Deans on Senate and the number of faculty members and students on Senate will have to be adjusted accordingly: 6 more faculty members and 3 more students. If a Board Member is included among the discretionary members, a further 2 faculty members and 1 student will be eligible for appointment; an increase of fifteen members.

The committee membership, if it remains as currently defined, will also increase as a result of the change from Colleges to Faculties. Currently, several committees include members identified as being from the Colleges, and others are appointed by their Deans. (The organization of Senate committees is discussed below). Increasing the committee membership under the present committee composition may present a challenge. It is not uncommon for some Senate seats to remain vacant. Increasing the number of Senate seats will not be accompanied by an increase in the number of faculty members or students at the University who are available to fill them as neither faculty complement nor student enrolment is on the rise.

Not everyone is willing or able to sit on Senate. The protocol for elections to Senate seats established by the Act involves both a formal nomination, signed by 3 nominators, and the provision of detailed information about a candidate's qualifications. The process may well discourage some candidates, and the committee work involved in being a Senator will discourage others, particularly more junior faculty members. [ I note that the Senate Handbook provides that members of Senate may be asked to serve on "no more than" 3 committees].

It is therefore desirable that the President/Senate Chair, the Provost and the Deans, seek out and encourage the nomination of those faculty members, staff and students who have the knowledge, interest and energy to contribute to Senate's work at this important time.

As is the case with the Board, both new and continuing Senators should receive a substantive orientation at the beginning of the governance year. In addition to an overview of the duties of Senate, the obligations of Senators and the contents of the Senate Handbook, (which focusses

on committee structure and Senate rules), it would be helpful for the President to present an overview of the “state of the University” and given the implementation of the new Faculty structure, for the President, Provost and Registrar to outline an annual work plan for the committees and for Senate as a whole.

### 5.3 Committees, Their Mandates and Membership

Presently there are the equivalent of fifteen Senate committees, (4 of which are subcommittees). Some are supported by the Registrar’s office and others by the Provost of the Secretariat. They can be very roughly classified into 4 types according to the nature of their work:

- Organization and Procedure: Steering Committee,
- Policy: Academic Affairs, Curriculum and Calendar, Admission and Degrees, Academic Scheduling sub- committee, First Nations and Aboriginal Peoples
- Adjudication: Nominations, Honorary Degrees, Academic Appeals, Student Discipline Appeals, Scholarships and Bursaries), Research Ethics subcommittee, Animal Care and Use subcommittee
- Advisory: Budget

There was general agreement among those who support the committees, that in some cases their mandates overlap to the point where it would be logical to combine them or move some duties from one committee to another. For example, the membership categories for the Steering Committee and the Nominations Committee overlap to a substantial degree. The nomination and election of Senate candidates and the appointment of senators to committees would appear to be a duty easily assumed by the Steering Committee. The duties of the Committee on Admissions and Degrees, on Curriculum and Calendar, and some duties assigned to Academic Affairs (including the work of the Subcommittee on Academic Scheduling) all consider the technical requirements for a degree such that their work could be combined.

All of the universities used for comparison have a steering or executive committee, adjudicating committees for student appeals, and curriculum committees. Most had as many, if not more committees than UNBC, but the focus of the larger number of committees appears to differ from institution to institution. By way of comparison, Victoria has twelve Senate Committees, 3 which (Libraries, Planning and Learning and Teaching) fall under the Academic Affairs Committee at UNBC. Simon Fraser appears to have nineteen Senate Committees, including ones on continuing studies, international activities, and library penalty appeals. Neither have a standing committee on research or graduate studies.

Brandon University has twelve committees or subcommittees including Executive, Curriculum and Academic Planning, Graduate Studies, Research and Library. Winnipeg also has an Executive Committee, a Graduate Studies Committee and a Library Committee among its seventeen committees. Both Manitoba institutions have a Budget Committee.

York's Senate is the largest of those which I have compared with UNBC, but has the smallest number of committees. Its Senate is responsible for adjudicating student academic appeals and also tenure and promotion appeals, which occupy 3 of its 9 committees. Its Executive Committee has a sub-committee for Honorary Degrees and Ceremonials to which is delegated the authority to recommend honorary degree candidates to the Executive, which in turn has the authority to approve (or decline), nominations. The choices are then announced to its senate. It has an Awards Committee which like UNBC's reviews and adjudicates awards. But it has only 2 policy committees: an "Academic Policy, Planning and Research Committee", and an "Academic Standards, Curriculum and Pedagogy Committee". Broadly speaking the former assumes responsibility for all academic policy including the Academic Plan and Research Plan and the alignment of the work of the Faculties with the plan. It also advises on the structure of academic units and allocation of resources within the academic portfolio. The latter deals with such things as admission standards, sessional dates, degree standards, program reviews, the evaluation of teaching and learning, and the modification of degrees, programs, diplomas and certificates.

**Recommendation #19: Senate's committee structure is reviewed with consideration given to reducing the number of committees by combining their mandates.**

#### 5.3.1 : The Senate Committee on the University Budget

No one with whom we conferred is of the opinion that the Senate Committee on the University Budget functions as appears to have been intended by s.37.1 (e) of the Act: "to meet with the president and assist the president in preparing the university budget." It was suggested that the committee is reactive only, meets infrequently and may not have the appropriate membership for making useful contributions to the budgeting process at UNBC.

Currently the composition includes a faculty member from each of the 2 Colleges and 1 from a professional program; 3 students, (1 of whom is a Senator); and 1 representative from each of the employee groups: staff, exempt employees and faculty. The committee is to meet with named senior university officials to review "budgetary issues and submissions", and then to submit recommendations to the President prior to the budget being presented to Senate.

The composition differs from the same named committee at the University of Victoria which consists of 7 faculty members (2 of whom must be senators), 1 student senator, a "convocation" member of senate and the President. It is to meet 4 times a year.

Simon Fraser does not have a senate budget committee. It assigns responsibility for providing budget advice to the president through its senior standing committee, the Senate Committee on University Priorities: a committee of twenty-seven voting and non-voting members, chaired by the Vice President Academic. In addition to the chair, the committee is composed of 4 deans, the Vice President Research; 8 senators (1 from each Faculty), 4 undergraduate and 2

graduate senators and one ‘convocation senator’ all elected by Senate; plus a number of other *ex officio* senior administrators. The committee is responsible for many things including “the operation of the system of academic planning”, recommending priorities “that should be attached to the central allocation of resources” and “providing advice to the President on the annual operating budget, annual capital budget and Five Year Capital Plan”.

In setting the responsibilities of this committee, Simon Fraser is similar to York, which in the mandate of its Academic Policy Planning and Research Committee, connects academic planning with resource allocation and resource allocation with budget advice. It is logical for the mandate of the senior planning committee of senate to include its providing advice to the administration on budget. Assigning the responsibility in this way does not mean that the President and his team would not seek budget input more directly from the employee groups or student governments: a possibility that might be a more effective way of receiving their comments.

**Recommendation #20: The Committee on the University Budget is disbanded and budget advisory responsibility under 37(1)(e) of the Act is assigned to the Committee on Academic Affairs.**

### 5.3.2 Research and Graduate Studies

From questions raised at the Senate meetings we attended, and from our conversations with current and former Senators, we heard concern among UNBC faculty members that research and graduate studies do not have an obvious home within the new academic administrative structure nor an appropriate place within the committee structure of Senate. The final recommendations in the Academic Action Plan endorsed by Senate in June 2017 recommended the development of a Faculty of Graduate and Post-Doctoral Studies to provide an intellectual and administrative “home” for the programs which it was agreed “are a vital part of the university enrolment as well as its research capacity”.

The mandate of the Academic Affairs Committee of Senate includes the oversight of undergraduate and graduate research and the recommendation of the establishment of Research Chairs. The Vice President Research is the committee’s Vice Chair and the university’s Librarian is a member. The committee also has policy responsibility for both undergraduate and graduate academic regulations. This inclusion of graduate studies within the academic affairs committee is not inconsistent with most of comparator universities, Brandon being the exception as noted above. It is unclear how Senate’s structure could or should be altered to alleviate the concerns we heard, but it is clear that some attention to situating graduate policy oversight and administration within the new academic structure of the University is warranted.



### 5.3.3 Committee Membership

Given my recommendation that the work of the committees be rationalized and the number reduced, I do not have specific recommendations as to how membership in each be determined. However, I observe that if the work of the Deans in the new structure is to be focussed more on their Faculty and on fundraising, they are unlikely to have time to serve in person on Senate committees as they do now and their delegates will have to be identified.

Because of the importance of Senate's responsibilities, committee members must have the understanding necessary to fulfill their committee responsibilities. The committee(s) that address curriculum, calendar and scheduling, need members who enjoy the detailed work that such committees require. Academic Affairs needs members with a broad understanding of the institution, its vision and mission. Adjudicating committees, particularly the Committee on Academic Appeals, are time consuming and often stressful. Members must be committed to spend the time required by the committee's heavy work load at certain times of the year.

**Recommendation #21: The committees establish guidelines addressing the qualifications and commitment needed of its members, based on the nature of the work of the committee and the expected time commitment in a governance year.**

## 5.4: Senate Policies and Practices

This review of the UNBC Senate focusses on some practical suggestions for improving the engagement of its members and their interactions with Administration and the Board of Governors. The report contains little if any comment on Senate policies, which are the purview of that body, but focusses instead on practices. Below are some suggestions and recommendations on Senate practice for consideration.

### 5.4.1 : Vice Chair of Senate

As noted earlier, Part 9 of the Act contains a detailed multi-step election process for Senate including nominations, elections and voting. Despite its small size, UNBC is required to follow this detailed process, overseen by the Registrar, for all Senate elections. That is, all elections except for Vice Chair of Senate, where Senate has the power to determine the process for election of that officer. Neither the Act nor the Senate Handbook designate the senior academic administrator (usually the Provost/Vice President Academic) to serve as Vice Chair of Senate and chair Senate in the absence of the President. The rules do provide that if neither the chair nor vice-chair are present, the President shall appoint a "Senior Academic Administrator and Senator" as chair.

UNBC's Senate elects its Vice Chair "at least annually". Under the Act, a Vice Chair can serve for 2 years. A regularized 2 - year term would allow the UNBC Vice Chair to master Senate's rules

and provide additional support to the Chair during meetings. I therefore suggest that the longer term is best practice.

As I understand the UNBC process, the candidates for the Vice Chair are nominated “from the floor” and without advance notice of the candidates. This does not encourage candidates to stand, nor provide Senators with the ability to consider the qualifications of the nominees, both of which would be preferable.

Like UNBC, Simon Fraser holds an annual election of its Senate Vice Chair and also like UNBC, its election rules provide no guidance as to how the election take place. No information on the University of Victoria’s practice is available on its web site.

York has both an elected chair and vice chair, each elected for two years. In normal circumstances, the vice chair ascends to the chair.

**Recommendation #22: Senate implements a more formal process for election of a Vice Chair of Senate for a 2-year term.**

#### 5.4.2 Committee Chairs

The Senate Handbook notes that the President, as Chair of Senate, is also *ex officio* the Chair of Senate’s Steering Committee, Nominations and Honorary Degrees committees. The Provost is *ex officio* Chair of the Academic Affairs Committee and the Committee on First Nations and Aboriginal Peoples. The Vice Provost chairs the Committee on Scholarships and Bursaries. Each of the other committees and most of the sub-committees are to appoint their own chairs from their members.

I understand that those UNBC committees which can choose a chair, frequently choose the senior administrator on the committee because of a reluctance on the part of other members to assume the chair. Best practice would have elected senators take responsibility for chairing some of the committees, and as such, act as the movers of the motions arising from their committees when they reach the Senate floor. Their doing so empowers the elected members, properly assigns some level of accountability to them and illustrates the essential role that persons other than senior administrators play in collegial self- governance.

Mastering the procedure for chairing a meeting may seem intimidating or onerous as might a chair’s additional responsibility for the agenda, minutes and speaking at Senate. The Secretariat has prepared forms of motions and other documentation to assist, but there is more that could be done. York University’s Secretariat has created a “Chairing Manual” which is posted on its web site. The manual outlines both principles and practicalities for chairing; such as how to prepare for meetings, the basics of conducting meetings, pointers for promoting plain language in motions and minutes and more. It is based on the assumption that committees make decisions by consensus, and that their meetings are not bogged down by formal procedures.

**Recommendation #23: When committees can choose their chair, they choose from the committee’s elected members. Committee chairs are provided with guidance on chairing their committees.**

## 5.5. Senate Meetings and Agendas

### 5.5.1 Meeting Schedule

Senate rules provide for a two-hour meeting of Senate at a fixed time and on a fixed day each month, August through November and January through June. If there is not enough business, a meeting may be cancelled. Extra or special meetings may be called when required.

The Secretariat has shared that there are frequent occasions when there are not enough action items to warrant a meeting. If there were fewer meetings, there would be more reason for the committees and administrators to meet important deadlines for business coming to Senate. Whether there are too many meetings and whether business is arriving last minute or later than required by guidelines, are matters to be determined and monitored by the Steering Committee and I suggest that they give this some early consideration.

York University’s Senate meets the fourth Thursday of the month but does not meet in either July or August. Its Senate Executive has “summer authority” to act on urgent Senate business during the break; authority that is rarely used. As its committees do not meet over the summer, the September meeting is often cancelled.

Even with fewer meetings, Senate can remain a venue for connection between its members and for the exchange of information between the administrative members, the faculty, staff and students. I understand that at UNBC, until recently, it was the only opportunity for community members to question the senior administration. I cannot overstate the value of Senate as a forum for the President and team to bring important information to the rest of the collegium. For that reason, it is appropriate to have the President report at the meeting on ongoing and new matters touching Senate’s work and deliver other University news. It is equally appropriate that Senators have an opportunity to ask questions of the President on matters relevant to Senate business or items presented for information. This is best done within a fixed time slot on the Agenda at the beginning of the meeting and the time taken for the item strictly enforced so the remainder of Senate’s business can be addressed.

### 5.5.2. Meeting Agenda and Minutes

The order of Senate’s agenda is fixed in the Handbook. It provides for meetings to “normally” be divided into two sessions: open and closed. The closed session, (described in the Minutes as being *in camera*), is designed to address business deemed to be confidential. Best practice is

that Senate normally meet in open session, and that a closed session be used only in extraordinary cases, the nature of which can be enumerated within the Handbook.

It is assumed from a review of past Minutes that the instances in which *in camera* sessions have been held are those where Senate is asked to approve a committee's adjudication of candidates for academic awards or honorary degrees or when a list of graduands is provided and the awarding of their degrees is approved. There are only a very few other occasions when highly confidential or difficult matters need to be discussed and the observers are asked to withdraw.

I have already noted that at York, the honorary degree candidates are proposed by the adjudicating committee to Senate Executive for discussion, vetting and approval; following which they are announced at Senate. The degree of confidentiality required in considering candidates for honorary degrees is very high and disclosure of the discussion of candidates is a reputational risk to be managed. For that reason, I believe it is best practice to delegate that responsibility to the Honorary Degrees committee with a second look by the Steering Committee, not the full Senate.

Senate as a whole is not in a position to debate a committee's choice for academic awards. I see no reason why adjudicative authority should not best be given to the Awards Committee which would then report the winners to Senate.

If graduands have been vetted through a degree audit, there should be no need for formal approval of them as individuals by Senate, nor would Senators be able to say that any one student should or should not graduate. Individual approval is certainly impossible at larger universities with thousands of annual graduates. A motion to approve "those graduates who have been deemed qualified to graduate by a degree audit" should be sufficient.

**Recommendation #24: Senate normally meets and acts in open session and moves *in camera* only in rare circumstances.**

The organization of the Agendas and Minutes could be simplified in other ways to make the actions of Senate clearer and more transparent. The suggestions made about the Board agenda and minutes are equally applicable for Senate. Examples include:

- Unless a request is made to move them to be debated with another item or added under "Other Business", items suitable to go on consent appear in the Consent Agenda at the end of the Agenda. Having been "set" the Consent Agenda need not be approved.
- Rather than full motion wording, only a brief description of the matter for approval appears on the Agenda.
- Matters very similar in nature or from a single source, (such as new courses or course description changes), are bundled and heard as one consolidated motion.
- Items for action are listed and included as part of the committee reports.

- Supporting material is carefully vetted by the committee and not all material before the committee need go to the Senate. Additional materials can be posted as background for those who are interested.
- Minutes can be shorter and executive style.

## 5.6 Relationships and Communications

I have noted that a cross-over in membership between the Board and Senate is a practice at other universities. If implemented at UNBC, this might generate trust and open up better communication between the two governing bodies.

I have also suggested that Board meeting synopses be prepared, circulated to the other body and published, and I suggest the same be done for Senate. This would provide the community at large, timely information about Senate’s deliberations and decisions.

Despite the fact that the program for the annual gathering of Senate and Board members may need attention and refinement, the gathering itself is a valuable opportunity for members to interact with each other and affirm their common interest in supporting and advancing the University and should be continued in some form.

## 6. THE PRESIDENT AND ADMINISTRATION:

The hard work of the daily running of the University rests on the shoulders of the President and through the President, on the administration at all levels. Implicit in the commentary and recommendations made in this report is an assumption that the President embodies and reflects the values of Senate to the Board, and the values of the Board to Senate.

### 6.1 The President’s Statutory Responsibilities

Not every university Act gives the president specific powers, but in British Columbia the Act (s.59–63), specifies a number of distinct presidential powers and duties. Specifically, the president of a university “is to be the chief executive officer and must generally supervise and direct the academic work of the university”. That clause and the appointment of the president as chair of Senate, situates that office in the centre of academic as well as administrative governance through the power to make recommendations and the requirement to report in various ways to the Board, the Minister and the community.

In addition to the formal and central role the President plays in governance, I suggest it is the President's responsibility to ensure that there is an understanding among the University's academic and administrative staff about the role of the governing bodies.

It is not unusual that community members, even those of long standing, know little about how the University is governed and the respective roles of the Board, Senate and the Presidential team. Many do not know how items come to the governing bodies for consideration, and few have attended a meeting of either governance body. It is not unusual for long-serving staff and faculty to perceive that the actions of the Board and Senate unduly interfere with their day-to-day running of the institution.

Educating the University community about UNBC 's governance, inviting them to observe the process, and encouraging consistency in governance practices at every level, builds respect for what might otherwise seem like unnecessary or irrelevant extra work in supporting the governance system and creating and following policies and procedures.

To help with a basic understanding of university governance, several universities have prepared a "Governance at a Glance" chart, using the requirements of the applicable legislation to illustrate the various parties' governance responsibilities. The chart illustrates the shared and unique powers of the Chancellor, Board, Senate/Academic Council and President, specifying those which require consultation with or approval from another body or bodies. I understand that at one time, UNBC may have had such a document, but we did not see it. York 's chart is posted on the Secretariat website.

An overview of and how by whom the UNBC is governed, and why adhering to the policies and procedures approved by these bodies is important for managing the institution, can be part of an on-boarding session for new employees.

**Recommendation #25: The President ensures that the University community understands how the University is governed and the difference between governance and administration.**

## 6.2 The President's Additional Responsibilities

In addition to the statutory responsibilities outlined in the Act, the President has the responsibility of creating and maintaining relationships between the University and outside bodies. This includes governments (Provincial and Federal) from whom the University receives support and to which it owes its existence and charitable status.

It also includes relationships with other universities and colleges either through formal contractual relationships or collegial associations. These take the time and attention of the UNBC President and sometimes require the President to be off campus. This is not always understood by the community when they notice the President's absence.

The President is a key player in the search for philanthropic contributions, without which the University would not have many of its student supports and research collaborations. The Board, Members, the research faculty and alumni are important partners in achieving success in securing these funds, but the cultivation of the relationships which lead to financial support rest largely with the President.

Given the vision and mission of UNBC, the President must also be a principal liaison with the community it serves: in Prince George, in the other campus locations and in all of Northern British Columbia. Of particular importance at this time is the University's relationship with the Indigenous communities of the area and the President has to be fully committed to maintaining links with these communities and conveying their value as supporters of UNBC's vision and mission.

Every president must balance time on campus with the time spent off campus to build and nurture important connections. Regular communications to the University community about the off-campus activity, helps to clarify the true extent of the President's responsibilities.

## 7: CONCLUSION

As implied at the outset of this report, the governance structure and practices of UNBC are not alone responsible for the discord that has affected its community. The issues that have engendered disunity and distrust among members of the University and led to the concern about poor governance, have arisen over time and for many reasons, including a scarcity of resources, uneven leadership, political forces from outside of the institution, and poor communication about the role of the governing bodies and those who participate in them.

In an exercise such as this it is inevitable that a reviewer will discover practices that would benefit from changes or improvements. I have made twenty-five recommendations and several additional suggestions. For convenience, the recommendations are listed in Appendix 3. Some are more important or more easily implemented than others. Some will have no resonance at all with the University's culture, but all are based on my understanding of best practices.

I consider it a privilege to have had the opportunity to delve in to the University from afar in this review, and I trust that the comments and findings will be of some assistance in addressing the changes and the challenges ahead.

## 8. ACKNOWLEDGMENTS

I am grateful to Ms. Ongman and Dr. Payne for asking that I take on this task, and to Dr. Max Blouw for suggesting they do so. All three provided helpful background for the review. Dr. Payne made it a priority for Dr. Jago and I to attend the Senate and Board meetings and to

make himself available to us on several occasions. The Office of Integrated Resource Planning and the University Secretariat worked quickly and in difficult circumstances to compile and convey the documentary record which forms the backbone of the University's governance, saving us the arduous task of finding it ourselves and from a distance. We both enjoyed and benefitted from the conversations with individuals, who without exception, gave us their time, answered our questions and shared their experiences. All appear to have a commitment to the University's vision and mission and hope for its future. Of course, I am particularly grateful to Dr. Jago. His knowledge of and affection for UNBC and his governance wisdom helped me understand the University and its issues more deeply and made this challenging assignment a pleasure.



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APPENDIX #1: COMPARATOR UNIVERSITIES

**BRANDON UNIVERSITY**

**MEMORIAL UNIVERSITY**

**MT. ALLISON UNIVERSITY**

**SIMON FRASER UNIVERSITY**

**UNIVERSITY OF LETHBRIDGE**

**UNIVERSITY OF TORONTO**

**UNIVERSITY OF VICTORIA**

**UNIVERSITY OF WINNIPEG**

**YORK UNIVERSITY**

## UNIVERSITY OF NORTHERN BRITISH COLUMBIA GOVERNANCE REVIEW 2020

### APPENDIX #2: ORIENTATION AND CONTINUING EDUCATION MATERIALS AND TOPICS

[Note: this list was based on one compiled by the author and Bonnie Patterson for another review and is reproduced with permission]

#### **BOARD HANDBOOK ITEMS**

- The University Act
- Board Rules
- Duties and expectations of members
- Process for appointment to committees
- Committee mandates and membership
- Presidential evaluation process
- Conflict of interest policy, procedure and declaration form
- Confidentiality guidelines
- Board and committee meeting annual schedule
- Names of members, short bio, picture, date of first and renewal appointment(s) and committee service
- Campus map
- Organization chart: general university structure
- Organization chart: senior administration with names of office holders
- Contact information for board members and senior administrators
- Links to essential information: accountability reports, mandate letter, recent financial statements, budget, university strategic plan, academic and research plans

#### **ORIENTATION AND CONTINUING EDUCATION TOPICS**

##### **University Sector Knowledge:**

- The structure of the B.C. post-secondary system
- The differences among universities in the system
- Sources of funds for public universities
- The importance and consequences of an enrollment plan: how enrollment goals are determined and achieved
- University budgets and financial statements: how they differ from corporate documents
- How tuition is set and government tuition policy

- Roles and responsibilities of the board, senate and president in a bi-cameral system
- Main issues facing universities in B.C., Canada and elsewhere
- Key government policies with compliance requirements (e.g. Freedom of Information, Federal Contractors Program, Canada Research Chairs)
- “University autonomy” as an institutional value and its constraints
- Academic freedom: what is it and what does it mean in practice
- Interplay between labour relations and “collegial self-governance”
- “Full time” and “part time” faculty: differences
- Tenure and promotion: how is it managed, what does it mean for budgets, reputation etc.
- Inclusivity and diversity and what they mean for universities
- Balancing research, teaching, student services and creating “job ready graduates”
- The Board’s role in crisis management
- The role of technology in post- secondary institutions and what are the financial and security risks

### **Institutional Knowledge:**

- The basics of the University Act and Board Rules
- Organization of the University
- UNBC’s place in the University system
- Campuses and their characteristics
- Specific roles and responsibilities of the senior administration and deans
- Board’s role in oversight of the President
- Strategic Plans: e.g. Resource Plan, Research Plan, Mandate Agreement, Faculty Strategic plans, enrolment plan, capital plans, deferred maintenance plans
- Risk Register
- Fundraising Plans: ambitions and members’ role if any
- Alumni Association organization and responsibilities
- Nature and status of the pension plan(s)
- Recruitment of students, faculty and staff
- Relationships and initiatives with Indigenous communities
- UNBC’s Financial situation and how operational and capital budget are created
- Senate and its culture and interactions with the Board
- Opportunities and limits on Board members’ community engagement outside the board room
- Strategic communications plan and Board member’s role in a crisis
- UNBC’s relationships and issues with governments (municipal, provincial, federal)
- UNBC’s relationships with other post- secondary institutions

**Other Resources:**

- B.C. Crown Agencies and Board Resources Office, guidelines and training modules
- Canadian University Boards' Association annual conference
- University Affairs Magazine
- "Academica" on-line news feed
- The Chronicle of Higher Education
- Association of Governing Boards (U.S.) publications

## APPENDIX #3: RECOMMENDATIONS

### The Senate

18. The Senate creates a set of principles and guidelines to convey the responsibilities of Senate and Senators. Page 33
19. Senate's committee structure is reviewed with consideration given to reducing the number of committees by combining their mandates. Page 35
20. The Committee on the University Budget is disbanded and budget advisory responsibility under s.37(1)(e) of the Act is assigned to the Committee on Academic Affairs. Page 36
21. The committees establish guidelines addressing the qualifications and commitment needed of its members based on the nature of the committee work and the expected time commitment in a governance year. Page 37
22. Senate implements a more formal process for election of a Vice Chair for a 2- year term. Page 38
23. When committees can choose their chair, they choose from the committee's elected members. Committee chairs are provided with guidance on chairing their committees. Page 39
24. Senate normally meets and acts in open session and moves *in camera* only in rare circumstances. Page 40
25. The President ensures that the University community understand how the University is governed and the difference between governance and administration. Page 42

**SENATE COMMITTEE ON ADMISSIONS AND DEGREES**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to the Admission Requirements for the BEd Elementary Years Stream, on page 87 of the 2021/2022 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2021

2. **Rationale for the proposed revisions:** The addition of a requirement for 12 credits at the 300 and 400 level provides clarity for applicants on the expectation of the makeup of senior level coursework, prepares potential students for coursework at the 300 and 400 level before entering the BEd program (which begins at the 300 level), helps ensure students will meet the British Columbia Teachers' Council certification requirements, and aligns our program expectations with other Teacher Education Programs in British Columbia.

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

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

**Admission Requirements**

Applicants to the BEd degree Elementary Years stream must have completed one of the following with a minimum GPA of 2.33 (C+) on the most recent 60 credit hours of university credit hours:

- (a) an acceptable three- or four-year Bachelor's degree of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC School system and must include 30 senior level credit hours, or
- (b) a minimum of 90 credit hours of undergraduate coursework of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC School system and must include 30 senior level credit hours.

Transfer credit for coursework relating to the 90 credit hours that have been completed prior to UNBC registration shall not be subject to the ten-year provision in the University Calendar regulation regarding Time Limit for Transfer Credit but shall be determined by the School of Education.

In addition to the admission requirements described above, the following requirements must be met (see note following):

1. Successful completion, with a C+ average, of 6 credit hours of acceptable English literature and composition at any level (one of the following: (a) 3 credit hours of English literature and 3 credit hours of English composition or (b) 6 credit hours of acceptable English literature). Courses in linguistics, language study, grammar, technical or business writing, communication, or English as a Second Language are not acceptable to meet the English requirement;
2. Three credit hours in Mathematics (not including Statistics);
3. Three credit hours in a laboratory science. Laboratory science credit hours are normally selected from Biology, Chemistry, Physical Geography, or Physics;

4. Three credit hours of Canadian Studies (this course must contain significant Canadian content), plus 3 credit hours of Canadian History or 3 credit hours of Canadian Geography. Credit hours will normally be selected from Anthropology, First Nations Studies, Geography, History, Northern Studies, or Political Science courses that contain significant Canadian content (upon review, credit hours from other disciplines may be recognized as meeting the Canadian content requirement);
5. Submission of the completed application forms including the Experience with Children and Youth statement (résumé format), three Confidential Reference Forms, and the Personal Statement.

Note: Applicants who do not meet the requirements in items 1-4 above but who otherwise meet the admission requirements may be admitted conditionally to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required coursework. Applicants admitted conditionally to the program under this section must complete the requirements prior to commencement of their BEd program.

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

### Admission Requirements

Applicants to the BEd degree Elementary Years stream must have completed one of the following with a minimum GPA of 2.33 (C+) on the most recent 60 university credit hours ~~of university credit hours~~:

- (a) an acceptable three- or four-year Bachelor’s degree of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC ~~S~~school system and must include 30 senior level credit hours, or
- (b) a minimum of 90 credit hours of undergraduate coursework of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC ~~S~~school system and must include 30 senior level credit hours, of which 12 credit hours must be at the 300 or 400 level.

Transfer credit for coursework relating to the 90 credit hours that have been completed prior to UNBC registration shall not be subject to the ten-year provision in the University Calendar regulation regarding Time Limit for Transfer Credit but shall be determined by the School of Education.

In addition to the admission requirements described above, the following requirements must be met (see note following):

1. Successful completion, with a C+ average, of 6 credit hours of acceptable English literature and composition at any level (one of the following: (a) 3 credit hours of English literature and 3 credit hours of English composition or (b) 6 credit hours of acceptable English literature). Courses in linguistics, language study, grammar, technical or business writing, communication, or English as a Second Language are not acceptable to meet the English requirement;
2. Three credit hours in Mathematics (not including Statistics);
3. Three credit hours in a laboratory science. Laboratory science credit hours are normally selected from Biology, Chemistry, Physical Geography, or Physics;
4. Three credit hours of Canadian Studies (this course must contain significant Canadian content), plus 3 credit hours of Canadian History or 3 credit hours of Canadian Geography. Credit hours will normally be selected from Anthropology, First Nations Studies, Geography, History, Northern Studies, or Political Science courses that contain significant Canadian content (upon review, credit hours from other disciplines may be recognized as meeting the Canadian content requirement);
5. Submission of the completed application forms including the Experience with Children and Youth ~~s~~Statement (résumé format), three Confidential Reference Forms, and the Personal Statement.

Note: Applicants who do not meet the requirements in items 1-4 above but who otherwise meet the admission requirements may be admitted conditionally to the BEd program with the approval of the Chair if they have completed a minimum of 12 credit hours of the required coursework. Applicants admitted conditionally to the program under this section must complete the requirements prior to commencement of their BEd program.

## 6. Authorization:

**SCCC Reviewed:** April 26, 2021

**Program / Academic / Administrative Unit:** School of Education

**Faculty:** Human and Health Sciences

**Faculty Council Motion Number:** FHHS.2021.05.20.02

**Faculty Council Approval Date:** May 20, 2021

**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A

**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A

**7. Other Information**

**Attachment Pages:**   0   pages

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCAD

**Moved by:**

**Seconded by:**

**Committee Decision:**

**Approved by SCAD:**

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

\_\_\_\_\_ **Chair's Signature**

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



Motion Number (assigned by  
Steering Committee of Senate): S-202106.15

## SENATE COMMITTEE ON ADMISSIONS AND DEGREES

### PROPOSED REVISION OF CALENDAR ENTRY

**Motion:** That Application for Admission Deadline Date for the Education MEd programs on page 21 of the 2020/2021 graduate calendar be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** This motion builds on a previous motion that is currently working its way through the Senate process and will be considered by Senate at its April 2021 meeting. The intake date for the proposed renewed MEd program is July; given that many applicants are international students, the School of Education would like to push forward the application deadline from November to December, so that there can be additional time for international students who are offered seats in the MEd program to apply for and receive their visas in time to be in Prince George for their program start in July.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**  
  
Please see attachment
5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**  
  
Please see attachment
6. **Authorization:**  
  
**SCCC Reviewed:** April 26, 2021  
  
**Program / Academic / Administrative Unit:** School of Education  
  
**Faculty:** Human and Health Sciences  
  
**Faculty Council Motion Number:** FHHS.2021.05.20.03  
  
**Faculty Council Approval Date:** May 20, 2021  
  
**Senate Committee on First Nations and Aboriginal Peoples Motion Number:** N/A  
  
**Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** N/A
7. **Other Information**

**INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCAD

**Moved by:**

**Seconded by:**

**Committee Decision:**

**Approved by SCAD:**

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

\_\_\_\_\_ **Chair's Signature**

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

## Attachment

The below table includes the changes in the previously proposed motion, to be considered by Senate at its April 2021 meeting. It further includes the date change to November 15.

On page 21, the proposed changes to the Table: *Application for Admission Deadline\* Dates* are

<b>Degree (Alphabetical by subject)</b>	<b>September</b>	<b>January</b>	<b>May</b>
Education (MEd—Counselling Specialization)	December 15	no intake no intake	no intake no intake
Education (MEd—Multidisciplinary Leadership Specialization)	December 15**	December 15**	December 15**
Education (MEd—Special Education Specialization)	December 15	no intake	no intake
Education (MEd Exceptionality Education Specialization)			<u>November 15****</u>
Education (MEd Transformational Leadership: People, Place, and Land Specialization)			<u>November 15****</u>

\*\*\*\* Education MEd programs begin in the Summer Intersession (July – August)



Motion Number (assigned by SCS): \_\_\_\_\_

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Drs. Murray and Nowlan Physiotherapy Bursary be approved.

**Effective Date:** 2021-2022 Academic Year

**Rationale:** To activate the Drs. Murray and Nowlan Physiotherapy Bursary commencing the 2021-2022 Academic Year.

**Proposed By:** Emmy Blouin, Development Officer – Donor Relations

**Advancement Contact:** Emmy Blouin, Development Officer – Donor Relations

**Faculty/Academic Department:** N/A

**Date:** May 20, 2021

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20210602.03

**Moved by:** Gehloff

**Seconded by:** Zogas

**Committee Decision:** CARRIED

**Attachments:** 1 Page

**Approved by SCSB:** June 02, 2021

**Date**

**Chair's Signature**

**For information of Senate.**

**AWARDS GUIDE INFORMATION:**

**Award Category:** Graduate

**Award Name:** Drs. Murray and Nowlan Physiotherapy Bursary

**Awards Guide Description/Intent:** The purpose of the Bursary is to provide an ongoing legacy in the name of Dr. Paul Murray and Dr. Ruth Nowlan in honour of their contributions to the community of Prince George over the last 30 years. To support UNBC students who are pursuing education in the Physiotherapy program primarily from Northern and Rural BC.

**Donor:** Prince George Community Foundation

**Value:** \$1,000

**Number:** One

**Award Type:** Bursary

**Eligibility:** Available to a graduate student enrolled in the Master of Physical Therapy – Northern (MPT-N) Program. First preference will be given to a resident of northern or rural British Columbia.

**Criteria:** Demonstrated financial need

**Note:** This bursary may not be received more than once unless there are no new eligible applicants for the Bursary. In which case, it may awarded to a student who has previously received it.

**Effective Date:** Established 2021

**Recipient Selection:** Senate Committee on Scholarships and Bursaries with nomination by the UNBC MPT-N Program.



Motion Number (assigned by SCS): \_\_\_\_\_

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the new Terms and Conditions for the Michael P. F. Reed Bursary be approved.

**Effective Date:** 2021-2022 Academic Year

**Rationale:** To activate the Michael P. F. Reed Bursary commencing the 2021-2022 Academic Year.

**Proposed By:** Emmy Blouin, Development Officer – Donor Relations

**Advancement Contact:** Emmy Blouin, Development Officer – Donor Relations

**Faculty/Academic Department:** N/A

**Date:** May 20, 2021

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20210602.05

**Moved by:** Hanlon

**Seconded by:** Zhou

**Committee Decision:** CARRIED

**Attachments:** 1 Page

**Approved by SCSB:** June 02, 2021  
**Date**

  
**Chair's Signature**

**For information of Senate.**

**AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** Michael P.F. Reed Bursary

**Awards Guide Description/Intent:** Michael P.F. Reed wants to provide financial assistance to a student in their 3<sup>rd</sup> or 4<sup>th</sup> year based on financial need.

**Donor:** Michael P. F. Reed

**Value:** \$1,500

**Number:** One

**Award Type:** Bursary

**Eligibility:** Available to a full-time or part-time undergraduate student who has completed 60 credit hours. First preference will be given to a resident of Northern British Columbia.

**Criteria:** Demonstrated financial need

**Note:** This bursary is renewable, subject to the recipient maintaining the criteria of financial need.

**Effective Date:** Established 2021

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



Motion Number (assigned by SCS): \_\_\_\_\_

**SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)**

**PROPOSED MOTION**

**Motion:** That the revised Terms and Conditions for the Timberwolves Student Athlete Society Award be approved.

**Effective Date:** 2021-2022 Academic Year

**Rationale:** To revise the Timberwolves Student Athlete Society Award commencing the 2020-2021 Academic Year.

**Proposed By:** Emmy Blouin, Development Officer – Donor Relations

**Advancement Contact:** Emmy Blouin, Development Officer – Donor Relations

**Faculty/Academic Department:** N/A

**Date:** May 20, 2021

**TO BE COMPLETED AFTER SCSB MEETING**

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

**Motion No.:** SCSB20210602.08

**Moved by:** Hanlon

**Seconded by:** Zogas

**Committee Decision:** CARRIED

**Attachments:** 1 Page

**Approved by SCSB:** June 02, 2021  
**Date**

  
**Chair's Signature**

**For information of Senate.**



**AWARDS GUIDE INFORMATION:**

**Award Category:** General

**Award Name:** Timberwolves Student Athlete Society Award

**Awards Guide Description/Intent:** ~~This award has been established by the Timberwolves Student Athlete Society to recognize a student that supports UNBC Athletics who is not a student-athlete.~~ The Timberwolves Student Athlete Society Award has been established to recognize a student, who is not a member of a varsity team, yet contributes to UNBC Timberwolves Athletics Program.

**Donor:** Timberwolves Student Athlete Society

**Value:** \$500

**Number:** One

**Award Type:** Award

**Eligibility:** Available to a full-time undergraduate student who contributes that demonstrates a high level of commitment to UNBC Athletics and is not a member of a UNBC Timberwolves Varsity Athletics team- who is not a student-athlete.

**Criteria:** Demonstrated financial need and academic proficiency.

**Effective Date:** Established 2020

**Recipient Selection:** Senate Committee on Scholarships and Bursaries on recommendation by the Director of Athletics and Recreation.