

## SENATE MEETING OPEN SESSION AGENDA

August 25, 2021

3:30 – 5:30 PM

Zoom Only

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**1.0 Acknowledgement of Territory**

**2.0 S-202108.01**

**Approval of the Agenda †**

Page 1 That the agenda for the August 25, 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 - Welcome from the Chair, Board of Governors**

**Wishart**

**4.0 Approval of the Minutes**

**S-202108.02**

**Approval of the Minutes**

Page 5 That the Minutes for the June 23, 2021 Open Session of Senate be approved as presented.

**5.0 Business Arising**

**5.1** Update on the Notice of Motions from the June 2021 Meeting of Senate – Structure and Governance

Page 21 **5.2** Ad Hoc Governance Review Committee – Recommendations

**Payne**

Page 24 5.2.1 UNBC Governance Review (Senate Only) – Harriet Lewis (for information)

**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**

No written question submitted in advance.

## 9.2 Questions from the floor

**10.0 Approval of Motions on the Consent Agenda** **Payne**  
No consent agenda items.

## 11.0 Committee Reports

**11.1 Senate Committee on Appeals** **Klassen-Ross**

**11.2 Senate Committee on Academic Affairs** **Dale**

### For Approval Items:

Regular **S-202108.03**  
**Memorandum of Understanding – UNBC and University of Central Asia**  
That the memorandum of understanding between University of Northern British Columbia and University of Central Asia be approved as proposed.

Page 53 **Effective Date:** Upon the approval of the Board of Governors

- i. UCA Annual Report 2020 – Page 58
- ii. UCA Brochure – Page 97

Regular **S-202108.04**  
**Reactivation ANTH 425/625**  
That the change(s) to reactivate the courses ANTH 425-3, Introduction to Zooarchaeology, and ANTH 625-3, Introduction to, be approved as proposed.

Page 126 **Effective Date:** September 2021

**11.3 Steering Committee of Senate** **Payne**

### For Approval Items:

**S-202108.05** **Wishart**  
**Search Committee President and Vice-Chancellor**  
That the current Search Committee composition for the President and Vice-Chancellor be amended in the interim as follows:

Search Committee Composition (18 voting members)

- Board Chair (Chair)
- Board Vice-Chair (Vice-Chair)
- ~~Chancellor~~
- Three other Board members, including a regional member chosen by the ~~Human Resources Executive~~ Committee of the Board
- One Senior Academic Officer (Provost, Vice-Provost, or Dean) and one Senior Administrative Officer (Director or Vice-President), chosen by the ~~Human Resources Executive~~ Committee of the Board in consultation with President's Executive Council
- Director, Human Resources (non-voting)
- A regional representative (chosen by the ~~Executive Human Resources~~ Committee of the Board)
- ~~3~~ Five Faculty members (chosen by Senate - at least one from each Faculty to a maximum of five members College )
- Two students, one undergraduate and one graduate (chosen by the ~~Human Resources Executive~~ Committee of the Board, in consultation with the appropriate student governing body)
- ~~A staff member (chosen by the Human Resources Committee of the Board, in consultation with CUPE and the Exempt groups)~~

- One staff employee (chosen by the Executive Committee of the Board in consultation with CUPE)
- One exempt employee (chosen by the Executive Committee of the Board in consultation with Human Resources)
- A First Nations member (chosen by the ~~Human Resources~~ Executive Committee of the Board in consultation with the Senate Committee on First Nations and Aboriginal People)
- Secretary of the Board of Governors (non-voting Committee Officer).

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**Effective Date:** Upon the approval of the Board of Governors

**For Information Items:**

Page 130

SELECTION PROCEDURES FOR THE SEARCH COMMITTEE FOR THE PRESIDENT & VICE-CHANCELLOR

**For Approval Items:**

**S-202108.06**

**Approval of Academic Dates 2021-2022**

That the UNBC Academic Dates for the 2021-2022 academic year be approved as proposed.

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**Effective Date:** Upon approval of Senate

**11.4 Senate Committee on Nominations**

Regular

**S-202108.07**

**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: August 25, 2021

**SENATE COMMITTEE POSITION TO BE FILLED**

(except as otherwise noted, all terms begin immediately)

**CANDIDATE**

<b>11.5 Senate Committee on Curriculum and Calendar</b>	<b>Annear</b>
<b>11.6 Senate Committee on Admissions and Degrees</b>	<b>Annear</b>
<b>11.7 Senate Committee on First Nations and Aboriginal Peoples</b>	<b>Harder</b>
<b>11.8 Senate Committee on Honorary Degrees and Special Forms of Recognition</b>	<b>Payne</b>
<b>11.9 Senate Committee on Scholarships and Bursaries</b>	<b>Lewis</b>
<b>11.10 Senate Committee on University Budget</b>	<b>Deo</b>

**12.0 Information**

**12.1 Chancellor Search**

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12.1 Letter from the President

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12.2 Chancellor Selection Procedures

**13.0 Other Business**

**14.0**

**S-202108.08 (10 minutes)**

**Move to the Closed Session**

That the meeting move to Close Session.

15.0

**S-202108.12**

**Adjournment**

That the Senate meeting be adjourned.

## 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

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### **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.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA GOVERNANCE REVIEW 2020

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

Motion Number (assigned by Steering Committee of Senate): S-202108.03

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED MOTION**

**Motion:** That the memorandum of understanding between University of Northern British Columbia and University of Central Asia be approved as proposed.

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

**Rationale:** UNBC and UCA share a common interest in education, research, development and societal impact through nurturing compassion and inspiring a better quality of life for the communities. Both post-secondary institutions are committed to jointly seeking funding to support the partnered approach to knowledge creation, and dissemination, innovation, excellence, inclusion and societal development from traditional and non-traditional funding organizations. The purpose of this MOU is to formalize the commitment of UNBC and UCA to collaborate in establishing a mutually beneficial partnership by working together to enhance educational, research and development opportunities for their respective constituencies. UCA is one of the agencies of the Aga Khan Development Network (AKDN), and it is anticipated that this MOU will facilitate further engagement between UNBC and other agencies of AKDN.

**Motion proposed by:** Dr. Mark Dale – Interim Provost and Vice-President, Academic

**Academic Program:** N/A

**Implications for Other Programs / Faculties?** None

**Faculty:** N/A

**Faculty Council / Committee Motion Number:** N/A

**Faculty Council / Committee Approval Date:** N/A

**Attachment Pages (if applicable):** 5 pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202108.01

**Moved by:** K. Lewis

**Seconded by:** L.Haslett

**Committee Decision:**

**Approved by SCAAF :** \_\_\_\_\_  
Date

\_\_\_\_\_  
Chair's Signature

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

## MEMORANDUM OF UNDERSTANDING

This agreement dated for reference the **xxxxxx**, 2021

Between:

**University of Northern British Columbia (UNBC)**

-and-

**University of Central Asia (UCA)**

### WHEREAS:

- A. Since its founding in 1990, the **University of Northern British Columbia (UNBC)** has emerged as one of Canada's best small research-intensive universities, with a passion for teaching, discovery, people, and the North. UNBC is personal in character that transforms lives and communities through innovation and excellence, engaged and experiential learning, cutting-edge research and scholarship, and community engagement and citizenship. UNBC's excellence is derived from community-inspired research, hands-on learning, and alumni who are leading change around the world.
- B. The **University of Central Asia (UCA)** is an international educational institution established by an international treaty signed between the Republic of Tajikistan, The Kyrgyz Republic, the Republic of Kazakhstan and the Ismaili Imamat in August 2000, ratified by their respective parliaments, and registered with the United Nations. UCA's mission is to promote the social and economic development of mountain communities, which seeks to contribute leadership, ideas, and innovations to the transitioning economies and communities of the region through educational and vigorous research programs that produce knowledgeable, skilled, and creative graduates.
- C. UNBC and UCA share a common interest in education, research, development and societal impact through nurturing compassion and inspiring a better quality of life for the communities.
- D. UNBC and UCA are committed to jointly seeking funding to support the partnered approach to knowledge creation, and dissemination, innovation, excellence, inclusion and societal development from traditional and non-traditional funding organizations.

**NOW THEREFORE, the parties agree as follows:**

**PURPOSE**

- 1.0 The purpose of this MOU is to formalize the commitment of the Parties to collaborate in establishing a mutually beneficial partnership by working together to enhance educational, research and development opportunities for their respective constituencies.
- 2.0 UCA is one of the agencies of the **Aga Khan Development Network (AKDN)**, and it is anticipated that this MOU will facilitate further engagement between UNBC and other agencies of AKDN.

**PARTNERSHIP PRINCIPLES**

- 3.0 The principles of the partnership between the Parties include:
  - 3.1 A collaborative relationship to improving the quality of academic programming and research practices.
  - 3.2 Mutual respect and acknowledgement of the skills and expertise each Party brings to the partnership.
  - 3.3 Recognition of and respect for the intellectual property rights of individual researchers and each Party.
  - 3.4 Capacity building for partnered research academic endeavors that leaves a legacy of capacity across all organizations.
  - 3.5 Attention to issues of sustainability of each Party's contribution to the partnership, and open and transparent communication.

**SCOPE OF COLLABORATION**

- 4.0 The scope of collaboration under this MOU may include, but is not limited to, the following:
  - 4.1 Exchange of faculty, staff and students.
  - 4.2 Joint research projects, exchange of scholarly publications and information.
  - 4.3 Development of collaborative educational and research programs or projects of mutual interest.
  - 4.4 Fostering the development of research proposals, grant applications, and implementation of research for the purpose of developing new knowledge.
  - 4.5 Discussion of academic, research and administrative developments including possible co-sponsorship of symposia, seminars, conferences and hosting the community of practice.
  - 4.6 Deepening collaboration and facilitation of further engagement between UNBC and other agencies of AKDN.

- 5.0 Subject to funding, internal approval, pre-determined criteria, limit on total number of students and duration of such offerings that UNBC may periodically set, the following will be considered regarding tuition and scholarships:
- 5.1 charging students who have graduated from UCA and the Aga Khan University and are pursuing a graduate program at UNBC the domestic tuition rate;
  - 5.2 charging students who have graduated from the Aga Khan Schools and are pursuing undergraduate program at UNBC the domestic tuition rate;
  - 5.3 assisting UNBC students coming from UCA and AKDN education institutions, who have demonstrated financial need and/or academic excellence, through scholarship and tuition support.

#### **NOT LEGALLY BINDING**

- 6.0 This MOU is not intended to be and is not to be construed as a legally binding agreement. Signing this MOU does not result in any obligations, financial or otherwise, for either of the parties hereto. By signing this MOU, the parties are signifying their desire for future collaboration. Specific initiatives may be considered and agreed-upon, on a case-by-case basis, including the contributions and obligations of each to institution. Subsidiary agreements may be signed as required.

#### **TERM**

- 7.0 This MOU will commence on the Effective Date and will be valid until December 31, 2027, which can be extended with the written agreement of both parties.
- 8.0 This MOU may be terminated by either party with 6 (six) months' written notice to the other party.
- 9.0 Any changes to this MOU must be agreed to in writing by all Parties. All changes in writing to this MOU agreed to and signed by all Parties will be deemed to form part of and to be incorporated into this MOU.
- 10.0 Any notice and official communication related to this MOU should be addressed as follows:

If to **University of Northern British Columbia**

Attention: Director, Research and Innovation

If to **University of Central Asia**

Attention: Director, Academic Development and International Partnerships



## COUNTERPARTS

11.0 This MOU may be executed in any number of counterparts with the same effect as if all parties had all signed the same document. All counterparts will be construed together and will constitute one and the same agreement.

## ELECTRONIC TRANSMISSION

12.0 This MOU or any counterpart may be executed by a party and delivered by facsimile or electronically in portable document format (pdf) and if so executed and delivered this MOU or such counterpart will for all purposes be as effective as if the party had executed and delivered the MOU or a counterpart bearing an original signature.

Signed for and on behalf of  
the **University of Northern British Columbia**

Signed for and on behalf of  
the **University of Central Asia**

[Name]  
[Designation]

[Name]  
[Designation]



UNIVERSITY  
OF CENTRAL ASIA

# ANNUAL REPORT 2020

TAJIKISTAN | KYRGYZSTAN | KAZAKHSTAN



## About UCA

The University of Central Asia (UCA) was founded in 2000 as a private, not for profit, secular university through an International Treaty signed by the Presidents of Tajikistan, Kyrgyzstan and Kazakhstan, and His Highness the Aga Khan; ratified by their respective parliaments and registered with the United Nations. The Presidents are the Patrons of the University, and His Highness is the Chancellor. UCA's mission is to promote the social and economic development of Central Asia, particularly its mountain communities, by offering an internationally recognised standard of higher education, and enabling the peoples of the region to preserve their rich cultural heritage as assets for the future. UCA brings with it the broader commitment and partnership of the Aga Khan Development Network.

For more information: [www.ucentralasia.org](http://www.ucentralasia.org)

UCA Campus in Khorog, Tajikistan



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Cover photo: UCA campus in Khorog, Tajikistan. Covid-19 was a defining force during 2020, and physical distancing and mandatory masks were a way of life.



## Message from the Chairman

Despite myriad challenges resulting from the Covid-19 global pandemic, the University of Central Asia, under the leadership of the Rector, continued its day-to-day operations seamlessly, despite an almost overnight shift to a “virtual” modus operandi, including online delivery of our education programmes.

The most significant impact of Covid-19 was on the admissions process for the 2020/2021 academic year, which resulted in a cancellation of the admissions test, removing the common base that allowed a comparison of candidates from different backgrounds and regions. A modified short-listing process was implemented successfully and UCA welcomed 84 new students, out of a total of 2,149 applicants; 59% of whom are from rural areas or secondary towns.

Governance of the institution also shifted to a “new normal” with all meetings of the Board of Trustees and its Board Committees held electronically. The two meetings of the full Board with the Chancellor, His Highness the Aga Khan, and regularly held meetings of the three Board Committees provided a platform through which key strategic matters were discussed, and timely approvals granted, enabling the University to remain on course during these turbulent times. The Board was further strengthened in 2020 with the appointment of Dr Nurlan Omurov, Deputy Minister of Education, Kyrgyz Republic, nominated by the President of the Kyrgyz Republic in place of retiring UCA Trustee Ms Elvira Sarieva, and Professor Andrew Petter, President Emeritus of Simon Fraser University, British Columbia, Canada, nominated by current Trustees as per the International Charter of UCA.

2020 also saw the establishment of an International Office at UCA, the primary function of which is to provide leadership in the pursuit of academic and operational excellence through international cooperation and strategic partnerships. A seminal event, supported by the International Office last year, was the signing by UCA and the University of Cambridge, of a Memorandum of Understanding (MOU) in February to promote academic partner-

ship, and collaborate in areas such as joint research, faculty and student exchange, as well as sharing of academic and educational material. The MOU builds on the University of Cambridge’s centuries-old commitment to academic excellence and on their ongoing relationship with UCA.

In keeping with the Chancellor’s vision of UCA as a high-quality research university with a primary focus on addressing the challenges of mountain societies, the University submitted \$9.4 million in funding proposals to multilateral and bilateral partners last year.

This annual report highlights noteworthy achievements of the three Schools of UCA: the undergraduate School of Arts and Sciences, the Graduate School of Development, and the School of Professional and Continuing Education, as well as the Aga Khan Humanities Project. I hope you will find this publication a useful resource.

On behalf of the Board of Trustees, faculty, staff, and students, I take this opportunity to convey our gratitude to UCA’s Founding States, our partners in the Aga Khan Development Network, as well as international supporters and well-wishers. The Board’s special appreciation goes to the faculty and staff for their dedication, commitment, and resolve in ensuring the smooth operation of the University through a year like no other.

**Dr. Shamsh Kassim-Lakha**  
Chairman, Board of Trustees

## Message from the Rector

Covid-19 was an inescapable reality of the year 2020, a global pandemic impacting every aspect of life and work. With the continued support of the Chancellor of the University of Central Asia, His Highness the Aga Khan, and the Board of Trustees, the UCA community rose to the challenge of “Living with Covid-19.”



Management and staff of UCA played an outstanding role in ensuring that not a single day of work was lost during the pandemic. Despite a constantly evolving environment, often requiring a daily change of plans, work continued uninterrupted. This is a true testament to the dedication and professionalism of the women and men of this institution. It also speaks to the professionalism and dedication of UCA’s Operations and Finance teams that led the implementation of a digital platform allowing work to continue despite lockdowns of a geographically dispersed workforce and student body.

Lessons learned in 2020 should be an asset as we continue to live with Covid.

Steady progress was also made on enhancing quality assurance at UCA; the granting of national accreditation in Kyrgyzstan for the Computer Sciences and Communications & Media Degree programmes of the School of Arts and Sciences (SAS) of UCA, was a key milestone for this fledgling institution. While UCA achieved many other accomplishments, I draw attention to some noteworthy ones, which highlight the regional impact of the University over the past year, all the more important due to a shift to virtual operations.

During the peak of the pandemic, the School of Professional and Continuing Education (SPCE), accelerated its efforts to transfer its programmes online across its locations in Kyrgyzstan, Tajikistan, and Kazakhstan. Distance education mode offerings were also made available in Afghanistan, where a new AI driven tool (CAT) for English Language instruction was piloted. SPCE also launched new English and IT courses for the management team of Badakhshan University in Faizabad.

The 6th Annual Life in Kyrgyzstan (LiK) Conference was held online, and brought together over 550 participants and speakers from 16 countries, representing government, development agencies, non-governmental organisations, academia, research institutions, and media. Participants exchanged knowledge and experiences on recent socio-economic developments in Kyrgyzstan and beyond, and addressed a range of topics, from agriculture and nutrition to the impact of Covid-19 on Central Asia.

In spite of the global pandemic, in 2020 \$1.28 million in new donations were pledged to UCA, including 27 scholarships to students at the School of Arts and Sciences. Cumulative fundraising from individual donors over the past 5 years amounted to \$2.34 million.

UCA remains focused on its aim to establish itself as the region’s leading teaching, learning, and research institution, committed to providing world-class education to the next generation of Central Asian scholars, entrepreneurs, and leaders.

I hope you enjoy looking back at the many achievements made by our students, faculty, and staff in 2020, a year in which the University of Central Asia continued to mature and grow stronger, against all odds.

A handwritten signature in blue ink, reading "Sohail H. Naqvi". The signature is fluid and cursive, written in a professional style.

**Prof. Dr. S. Sohail H. Naqvi**  
Rector



## School of Arts and Sciences

UCA's School of Arts and Sciences (SAS) provides high quality undergraduate education in liberal arts and sciences in a fully residential setting. Bachelor of Science and Bachelor of Arts degrees in Computer Science, and Communications and Media are offered at the Naryn campus and in Global Economics, and Earth and Environmental Sciences at the Khorog campus. The Tekeli campus is presently in the planning stage, and will offer degrees in Engineering Sciences and Business Management.

### Accreditation

The accreditation of the undergraduate programme at the Naryn campus in 2020 was a milestone accomplishment. The process began in February 2020, and a UCA Task Force was set up to start compiling and organizing the volumes of material required to demonstrate the University's compli-

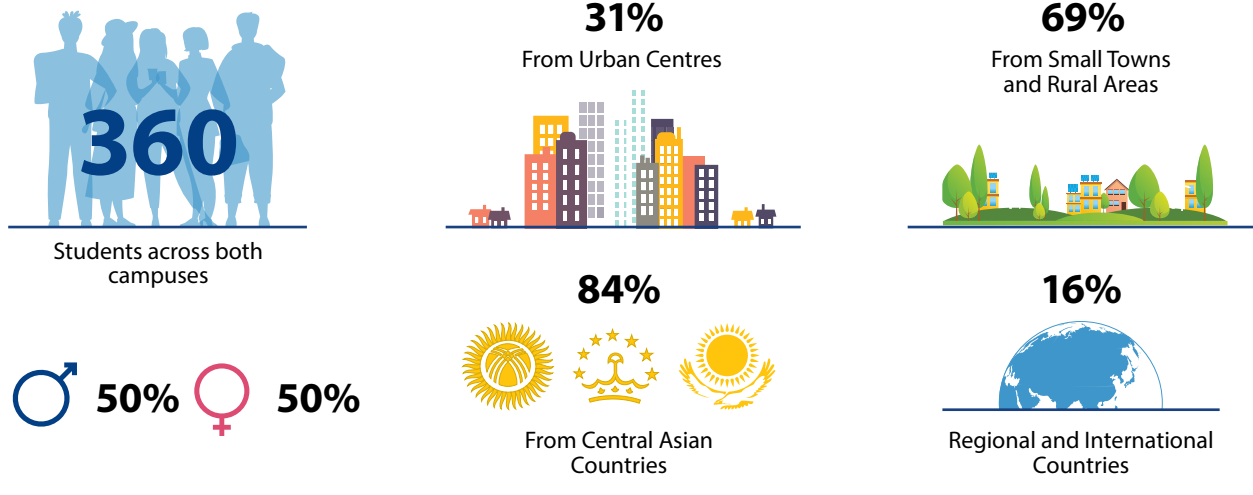
Prof Mohssen Moazzen demonstrating the application of a portable XRF (X-Ray Fluorescence) to analyze chemical compounds in rock mineral and soil samples.

ance with national requirements. After eight months of intensive work the paperwork was completed and presentations prepared for the Agency for Accreditation of Educational Programmes and Organizations (AAEPO), an independent service provider appointed by the Government of Kyrgyzstan to assess the undergraduate programme of UCA in Naryn. Accreditation of the Khorog campus is expected in 2021.

### Students' Profile

SAS admitted its fifth cohort in September 2020, with 83 new students enrolled in the undergraduate programme to form the Class of 2025. The total number of students across both campuses is 360, of which 50% are male and 50% are female. Thirty-one per cent of UCA students come from major cities, while 69% are from rural locations and secondary towns. Eighty-four per cent of UCA students are residents of the Founding States, i.e. Tajikistan (56%), Kyrgyzstan (23%) and Kazakhstan (4%). As of the 2020-2021 Academic Year, students beyond the Founding States come from countries such as Pakistan (11%), Afghanistan (4%), Russian Fed-

## Student Profile



eration (2%) and a combined 1% from Iran, Syria and Kenya.

### Faculty Profile

In Fall 2020, 10 new faculty, of which 6 are full-time faculty and 4 are visiting faculty, were recruited with a total of 50 faculty members representing 14 countries at its two campuses in Naryn and Khorog. Twenty-four faculty members are from Central Asia, six from South Asia, five from Europe, four from North America, three from Australia and eight from other countries, including Azerbaijan, Ukraine, New Zealand, Iran, and the Philippines. Forty-eight per cent of faculty are from the Founding States and 52% are international faculty members.

Moreover, UCA hosted 13 visiting faculty members to teach Kyrgyz, Tajik and Russian languages as well as liberal arts courses. Many faculty members are engaged in research in their own disciplines as well as collaborative projects with UCA's research institutes. They also provided support to in-service and pre-service teacher training as part of their community service initiatives working with local schools, Khorog State University, Naryn State University, UCA's Education Improvement Programme, and the Aga Khan Education Services, both online and offline.

### Online Teaching

In 2020, most of the Teaching and Learning pivoted to an online format due to the global pandemic. Digital and Distance Learning Office (DDLO), launched in the 2019-2020 academic year, played

a crucial role in ensuring a smooth transition by supporting faculty at the SAS through training in the use of digital platforms, maintenance, and sharing of resources to raise awareness related to remote teaching. During the first semester of the 2020-2021 academic year, faculty members were involved in 23 training sessions in order to maintain the quality of teaching while delivering online sessions.

### Cooperative Education

In 2020, due to Covid-19, all international and most of the regional and in-country placements were canceled. Instead, 209 students were placed as remote interns in 37 partner organisations based in Kyrgyzstan, Tajikistan, Kazakhstan, Pakistan, Afghanistan, Russia, and some with representatives of international organisations such as US-AID, ACCELS, IREX, AKDN and others. Students improved their skills in article writing, software developing, project task delivering, and on-line teaching through their internship experiences at various online platforms. UCA also provided 110 paid on-campus internship opportunities for students (Teaching and Research Assistantship) and summer internships in various units.

In 2020, UCA partnered with the World Association for Collaborative Education (WACE). Four UCA students participated and successfully completed a WACE and Practera (an Australian education technology company) two-week program on finding collaborative industrial solutions called Global Student Collaborative Projects. Student representatives from 9 universities across 8 coun-





A joint session of the Accreditation Expert Committee and UCA at the University's Central Administration Office in Bishkek.

tries were formed into 8 teams and connected with 8 organisations to complete their projects. Participants worked collaboratively as part of an international, interdisciplinary, and inter-cultural student team and delivered a project for organisations in Australia, Europe, and USA. One of UCA's junior students majoring in Computer Science, Nina Petrushkova, had the following impression about the initiative: "It is a great opportunity to practice the skills that you already have and to develop new skills. I really liked that this program is like a sneak peek into real-life professional work! It was interesting to work with people from different countries and cultures and meet actual clients. I would recommend this program to my peers."

### Community Outreach

Expanding on the idea of the Khorog English Teachers' Association, Senior Lecturer of EAP, Tojiniso Olimnazarova, and Dastanbui Mamadsaidov, Project Manager of University Town Development established an Association of Teachers of GBAO in Tajikistan, a non-governmental organisation open to GBAO teachers of English, math, science, as well as librarians. Since December 2020, Tojiniso Olimnazarova has been organizing monthly work-

shops for Khorog English Teachers. The association has established a close collaboration with many educational institutions in Khorog and plan to further expand to the entire GBAO region.

### Research

School of Arts and Sciences faculty produced 39 Publications in 2020, either as author or co-author with external scholars, which were published in international journals such as Sustainability, Geosciences, Journal of Geodynamics, IEEE Access, International Geology Review and others.

The International Development Association of the World Bank Group (WBG) funded a grant in Tajikistan to implement the country's Rural Economy Development Project (REDP). The project's development objective is to improve the sources of livelihood for local populations in GBAO and Khatlon regions through tourism and agribusiness. As part of this grant, a UCA team consisting of faculty members led by Dr. Sultonbek Aksakolov, Department Chair of Social Sciences and Humanities, alongside researchers from partner universities, was selected to conduct a research project on the

“Creation of Information Repository of the Natural, Historical and Cultural Sites”.

### Student Life

Due to Covid-19 most of the Student Life Activities switched to an online platform in 2020. The Student Life Team has been in contact with and continues to offer support to all students in the Naryn and Khorog communities; the University Counsellor has been conducting online counseling sessions for students. All sessions are conducted online via Microsoft (MS) Teams, WhatsApp, Telegram, and other means of virtual communications.

Student Life Team (SLT) conducted more than 60 online activities, most of which were campus-specific, and included games, hangout lounges, and art. Online orientation sessions such as Cyber Thriving focused on wellness and health-based issues; On-line Learning Survival Guide introduced tools and skills needed to succeed in classes; and Introduction to Cyber Life, provided students with an overview of programmes offered online and were conducted via MS Teams.

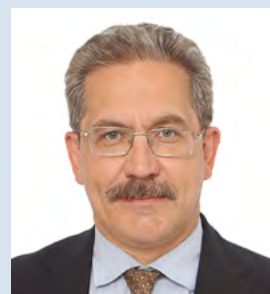
Other online activities for students included fitness Club, yoga classes, student government meetings, photography contests, a variation on trivia night, continued efforts of LEADS (the community engagement group), Enactus, Philosophy Club, and weekly Conversation Cafes. Conversation Cafes connected students with experts from around the globe who share relevant experiences. An example was the conversation UCA students had with Alif Khalfan, Vice President of the Disney Corporation, who addressed the topic, Navigating Uncertainty and Change and Developing Resiliency in Difficult Times.

University Counselors also conducted on-going series of yoga and mindfulness sessions and delivered talks specifically aimed at managing difficulties which could arise at any time in life.

The UCA Student Association (UCASA), was actively engaged in organizing events for their peer students which included celebrations of Kenya and Kazakh Independence Days, Spelling Bee tournament, Open Mic and many others.

### New Dean

Dr. Maxim Borisovich Khomyakov, former Vice-Director of Higher School of Economics (HSE), St. Petersburg, Russia, was appointed the new Dean of the School of Arts and



Sciences in 2020 succeeding Dr. Diana Pauna, who served for five years. Prior to joining UCA, Dr. Khomyakov was leading HSE’s strategy, research, and international affairs. Moreover, he has extensive experience as a visiting research fellow, advisor and lecturer at different universities across the globe including European University Institute, in Florence, Italy; the University of Johannesburg, South Africa; and Fudan University, Shanghai, China. Dr. Khomyakov holds multiple memberships in professional associations and editorial boards and is often invited to present at lectures and conferences. Dr. Khomyakov has multiple books, articles and translations published, including “BRICS as a New Form of Multilateral Relations: A Report for the Global Academic Summit” published in 2015.

“The University of Central Asia is a fantastic and very unique project. In striking contrast to the overwhelming majority of higher education institutions in the world nowadays, it is based upon a powerful vision of education as a major development force. Its regional status makes it an important educational hub for Central Asia, and it is truly making a difference.

The excitement and temptation to be a part of this fascinating institution, to take part in establishing what is most certainly going to become the driving force in higher education in this very diverse region of Central Asia, to witness its growth and to actively participate in it was too tempting, and certainly a life-changing opportunity, which I simply could not turn down.

But with all this excitement also comes responsibilities, and I look forward to the challenges and opportunities ahead.”



## School of Professional and Continuing Education

The School of Professional and Continuing Education (SPCE) remains a leading provider of post-secondary, short-cycle continuing education in Central Asia and Afghanistan. Certificate programmes are offered in 14 learning centres across Kyrgyzstan, Kazakhstan, Tajikistan and Afghanistan. SPCE staff provide young learners, teenagers, and adults, professional and vocational qualifications in a flexible format that boosts skills development, improves qualifications for employment, job creation and educational mobility.

The year 2020 was a turning point for SPCE as it embarked on a new vision. SPCE plans to concentrate on five main pillars aligned with the approved 2025 Five-year Strategy to maximize the impact of new opportunities by becoming Digitally Native; Focusing on Entrepreneurship; Reaching Marginalized Learners; Maintaining Financial Sustainability; and ensuring Quality Assurance across all programmes.

The concept of distance learning was adopted by SPCE at the end of March 2020. The shift triggered by the Covid-19 pandemic shed light on existing gaps and opportunities for SPCE to take on and develop further. SPCE staff took advantage of Covid-19 to arrange a rapid shift to online learning via new Learning Management System (LMS) such as Moodle, Microsoft Teams, and Zoom platforms to conduct e-lessons. The Project Management Office (PMO) at SPCE developed a strategy for handling the situation across all locations following two directions: capacity building for teachers and adjusting the curricula and tests to an online mode of delivery.

A vocational training class in plumbing in Khorog, Tajikistan.

SPCE PMO together with the Cambridge Assessment English Center arranged numerous webinars for both internal and external teachers (300 teachers in total) on implementation of new pedagogies and usage of new techniques in online teaching and learning. The shift allowed SPCE to focus on the capacity building of its own staff and teachers across different countries. Not only did SPCE help many internal instructors to boost digital literacy skills, but also extended knowledge and best practices of online learning across four countries. Additionally, major programmes in demand are aligned to the e-learning component, and a number of working groups are developing the updated content with the support of LMS. The concept of online learning is here to stay with further SPCE enhancements, allowing many to receive quality education from anywhere in the world. In 2021, SPCE plans to invest heavily in the professional development of its staff to popularize e-courses and expand not only physically, but also virtually.

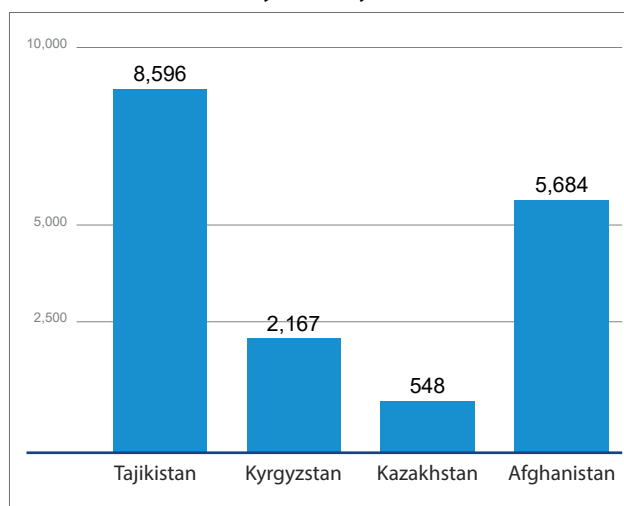
### Programmes and Key Statistics

Over the course of 15 years, nearly 167,000 students have graduated from 14 SPCE Learning Centres across Central Asia (9) and Afghanistan (5), of which 53% are women. Among the most popular certificate programmes are Entrepreneurship and Business Planning, English language programmes, specifically the Academic Achievement Programme (AAP) backed by Cambridge Assessment English standards, followed by the international certification from the Cambridge Assessment (English component), ICDL (IT component) and SAT (Math component), Mental Math for children, and Accounting with further international certification (CAP/CIPA). As quarantine measures were imposed because of Covid-19, SPCE boosted the online component of its teaching and learning processes. During this period, 55 new concept notes and policies were produced, of which 23 related to newly developed online programmes like CATs (Learning English Online), Digital Professional Developed and Cyber-security (based on Moodle platform) and Science Journalism (SciDev platform).

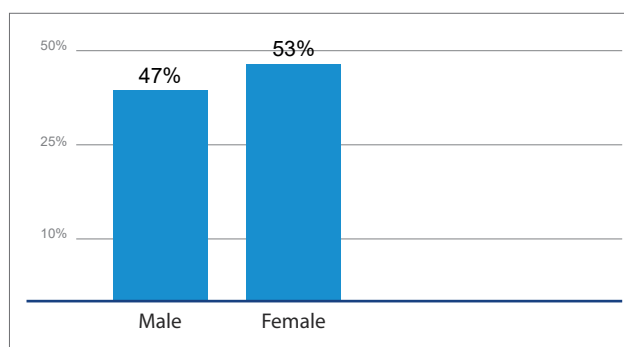
SPCE town-campuses and learning centres employ 190 full-time and more than 300 part-time staff. Nearly 100% of employees are nationals of the three Founding States, who continuously receive professional development in their areas of expertise.

## Profile of SPCE Students in 2020

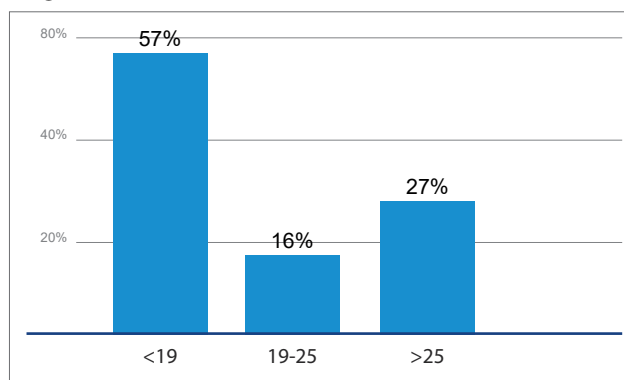
Student Enrolment by Country:



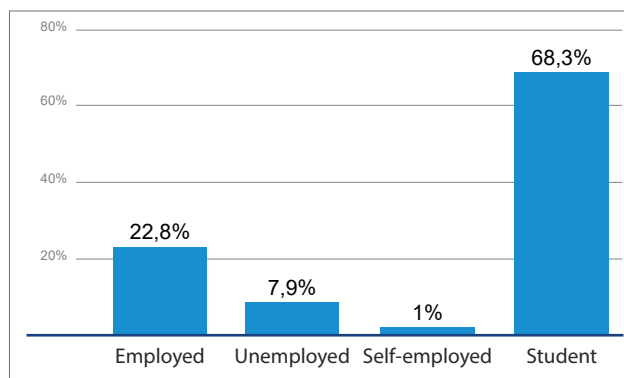
Gender



Age Distribution



Student Employment Status



## SPCE Graduates from 2006-2020

# 167,000

People graduated from SPCE

2020	16,995
2019	19,967
2018	18,423
2017	14,450
2016	12,996
2015	12,498
2014	11,992
2013	11,713
2012	11,074
2011	10,856
2010	10,764
2009	6,888
2008	3,756
2007	3,448
2006	1,092

In 2020, SPCE student enrolment reached 16,995, with 595 students graduating from Bokhtar (TJ); 5,069 students from the three centres of Dushanbe (TJ); 2932 from Khorog (TJ); 548 from Tekeli (KZ); 1,009 from Bishkek (KG); 1,158 from Naryn (KG); and 5,684 from Afghanistan.

All academic staff shifted exams to the online format to allow those in remote areas to take online tests related to Young Learners English, Academic Achievement Programme, and Conversational English programmes. Afghanistan and Tajikistan rolled out CATs programme allowing students to learn English at their own pace online. Almost all centres purchased new books for the young learners programme (ages 7-12), the AAP programme (ages 12-18), and the Math and English components.

### Notable Achievements

SPCE delivered numerous short-term courses and professional development programmes both online and offline including Teaching Knowledge Test (TKT) trainings, and Trainings of Trainers on Social Entrepreneurship, Business Planning, and Essay and Academic Writing. SPCE is the only official centre for many international qualifications through the International Computer Driving License (ICDL), Certified International Professional Accountant Examination Network, Cambridge Assessment English Centre and Teaching Qualification Centre. Throughout the year, SPCE provided professional training for internal and external instructors from Tajikistan, Kyrgyzstan, Kazakhstan, and Afghanistan.

SPCE also offered around 1000 international examinations (Cambridge Assessment English and International Computer Driving License) and actively promoted its certifications on a ministerial level. SPCE students continue to take part in national and international competitions related to Mental Math and Information Technology.

### Kyrgyzstan

SPCE Kyrgyzstan enrolled 2167 students, of which 1158 were in the Naryn town-campus, and 1009 in Bishkek. The most popular programmes were short-term English language, Outreach, Entrepreneurship, Media Literacy, and Essay Writing courses. As an authorized ICDL and Cambridge Assessment English center, SPCE offered exams to nearly 800 people across the country.

Kyrgyzstan successfully cooperated with international organisations such as UNODC (language courses for Customs Officers in Osh), USAID Youth Initiative project (boosting Entrepreneurship and ICDL trainings), as well as local state and private institutions such as the Mountain University Partnership (MUP) programmes with Naryn State University under AKDN/UCA support. Additionally, funds were secured from the US Embassy in Bishkek and Regional English Language Office (RELO) on the Media Literacy Project, Media Project (European Commission and Erasmus+) to boost media skills among youth workers, DAI/DFID and PEAK Kyrgyzstan to boost entrepreneurship skills across Russian and Kyrgyz language speakers. A Local Impact Future of Work project



ICDL class at SPCE Learning Centre in Ishkashim, Afghanistan.

began, with an aim to establish a Centre for Entrepreneurship in Naryn.

Both centres launched new programmes for Young Learners (Pre-A1 to A2), Digital Professional Development (DPD) for teachers across the country, Python programming course, Online Financial Literacy, English for the Corporate Sector, followed by official Business English exams and webinar series.

### Tajikistan

- SPCE Dushanbe continued to manage four US Embassy grants amounting to \$147,700 on English Teaching Mentor Programmes, English for Journalists, and English for Tajik Governmental Officials. The projects were implemented in all SPCE centres in Tajikistan. “Grow Your Business” supported by DAI PEAK UK AID along with Education Acceleration Programme, promoted quality training on business set-up, marketing and communications, HR and budgeting.
- SPCE Tajikistan successfully launched the CATs programme in partnership with Cambridge Malaysian Education and Development Trust, a programme allowing students to study online at their own pace. Three instructors and one administrator went through the programme during the Covid-19 lockdown and offered it to students from November 2020. A partnership with Worldwide Education Fund of the Dallas Foundation (WEF), and its international delivery partner Foundation to Empower Students Worldwide (FESW) trained three instructors on Cybersecurity Professional Certificate programme, and six modules of the programme were developed.
- Despite the lockdown, the TVET vocational training programme continued to be offered to potential plumbers and auto mechanics, followed by apprenticeship in local companies such as Youth Centres and Town Theatres.
- SPCE Khorog and Bokhtar were able to conduct Global Money Week 2020 before the lockdown, reaching over 2,500 individuals directly, and over 15,000 individuals indirectly. Multiple sessions were organized on “Learn.Save.Earn” for school students grades 7-10th.
- The Dushanbe office added another learning centre, bringing the total to three to meet increasing



MoU signing ceremony between UCA, AKF-A, and the AKES-A to establish an SPCE Centre in Kabul. Clockwise: Prof Dr. S. Sohail H. Naqvi, Rector of UCA; Dr. Bohdan Krawchenko, Dean of UCA's Graduate School of Development; Akylbek Joldoshev, Quality Assurance Officer at SPCE; Dilovar Butabekov, Director of SPCE.

demand. Among the most popular courses and programmes are AAP English and Math, Mental Math, IELTS Preparation, TOEFL preparation, Basic Russian, Young Learners, ATC and Cashier programmes, Conversational English and Chinese Language.

- The entrepreneurship programme, including business planning and social entrepreneurship courses under the Thrive Project are offered to participants throughout Shamsidini Shohin, Hamadoni, Panj and Farkhor districts of Khatlon region in both online and offline modes. Following the signing of an MoU with the First Micro Finance Bank in Tajikistan, SPCE implemented a plan to target women and men entrepreneurs to growth-oriented financial and technical assistance services.
- The PGPP programme continues to run and train students for studies at the School of Oriental and African Studies and University College of London. In 2020, PGPP modules underwent a thorough analysis and updates by IIS specialists on topics of Methodology of Syllabus Design, Tutor Academic Skills Competency, and Advanced Preparation for IELTS.

### Kazakhstan

- SPCE Tekeli continued to focus on the market demand for English language programmes by introducing English for Young Learners, upgraded Academic Achievement programmes and IELTS preparation courses. This year, all programmes were adapted to online modes of teaching. The Accounting Technology certificate programme, including Basic Accounting and IC Software continued to be offered to those who wanted to upgrade their skills and get new jobs.
- SPCE Tekeli, as part of the MoU among the Akimat, the National Chamber of Entrepreneurship and UCA, conducted a short course “Operator Grinding, Crushing and Sorting Machines” to prospective grinders.

### Afghanistan

- The local staff focused on delivering Conversational English programme, Entrepreneurship and Accounting programmes, Mental Arithmetic, Entrepreneurship for TVET Trainees and GRLE Seminars, as well as ICDL with the latest updated version. The SPCE Afghanistan team updated books and translated them into Dari, trained four

ICDL testers in Kabul and nine members of the staff. Before the lockdown, ESL instructors took part in the English Teacher Mentorship Workshop in Kabul, which united secondary and university instructors and allowed them to collaborate and exchange experiences.

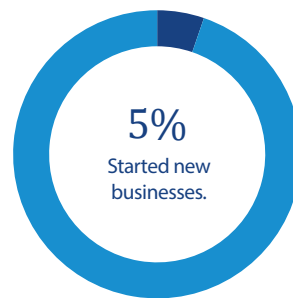
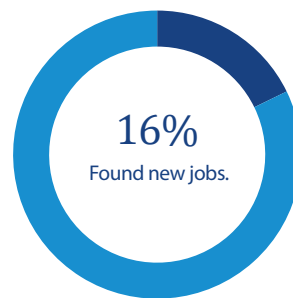
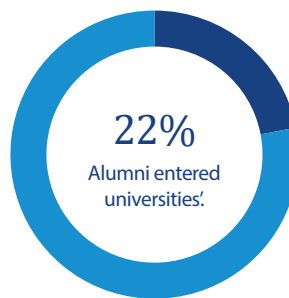
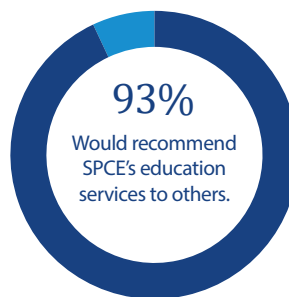
- SPCE Afghanistan successfully launched the CATs programme in September 2020, in partnership with Cambridge Malaysian Education and Development Trust, a programme allowing students to study online at their own pace.
- The Pathways to Innovation project, funded by the International Development Research Centre and the Aga Khan Foundation Canada, completed two components: Gender Responsive Learning Environment Training for 1116 individuals, and Mental Math training for 172.
- Over 1700 AKF TVET trainees in Badakhshan, Takhar, Kunduz, and Bamyán provinces started training in the entrepreneurship programme, focusing on business idea generation, and starting and expanding a business.

### Alumni Survey

An annual alumni survey across all SPCE centres interviewed 2,540 alumni who graduated during 2018-2020 (56% female and 44% male). The gender distribution of the alumni varied from country to country. For example, Kyrgyzstan and Kazakhstan had a higher percentage of female respondents, while Tajikistan and Afghanistan had more male respondents.

The survey was conducted online using Google and MS forms translated in English, Russian, Dari and Kazakh. Most alumni represented the following programmes: English language programmes, ICDL, and accounting courses. Respondents represented students (56%), or those employed in state and private organisations (21%).

### SPCE Alumni Survey







## Institute of Public Policy and Administration

In 2020, IPPA launched several new projects, strengthened existing partnerships, and contributed to the advancement of evidence-based policymaking in Central Asia and Afghanistan through research, training, and professional development initiatives. With support from national and international partners and donors, IPPA's activities focused on economic policy, trade, tourism, small and medium enterprises, employability and civic engagement of youth, food security and nutrition, agriculture, mining, and public health.

Dr. Troy Sternberg, Senior Research Associate at the University of Oxford's School of Geography and the Environment in the United Kingdom, delivering a UCA public lecture on "Citizen Science". Citizen science is public participation in scientific research. Watch this and other lectures on UCA's YouTube channel: [https://youtu.be/2sXa\\_I2c1nE](https://youtu.be/2sXa_I2c1nE)

### Research

Despite global lockdowns and remote working, the IPPA team reported excellent productivity. It published 27 works, including 7 articles in refereed journals, one book, two book chapters, eight externally published research reports, and two papers in conference proceedings. IPPA also published seven new works for its Working Papers and Occasional Papers series in both English and Russian, having now produced 69 such publications, all available for free download at [https://ucentralasia.org/research/ippa\\_publications/en](https://ucentralasia.org/research/ippa_publications/en).

In collaboration with the Ministry of Agriculture of the Kyrgyz Republic and the Agricultural Institute of Slovenia, IPPA expanded quantitative agricultural policy monitoring in the Kyrgyz Republic by determining the list of key agricultural commodities and collecting data on key agricultural commodity markets and relevant national policies. These activities were funded by the Food and Agriculture Organization (FAO) as part of the "Quantitative Agricultural Policy Monitoring in Eight Post-Soviet Countries" project.



Minister of Economy Abdul Hadi Arghandiwal (left) at the Executive Masters in Economic Policy Programme Graduation Ceremony in Kabul, Afghanistan.

IPPA also successfully implemented the project on gathering evidence and supporting multi-stakeholder engagement on the role of diets and food systems in the prevention of obesity and non-communicable diseases in Kyrgyzstan. The main goal of this endeavour was to identify potential pathways of cause and effect between trends in various dimensions of food systems (food supply, consumption, environment) and overweight, obesity and non-communicable diseases in Kyrgyzstan. This project was also supported by FAO.

In addition, IPPA helped to carry out the study of micro, small and medium enterprises in the mountainous regions of Kyrgyzstan and Tajikistan as part of the joint Mountain Universities Partnership project of UCA, Naryn State University and Khorog State University. IPPA provided support in both data collection and capacity-building of higher educational institutions.

IPPA was also engaged in the “Demilgeluu Jashtar” project on enhancing employability and civic engagement of youth in the Kyrgyz Republic. This project was funded by USAID and implemented by a consortium of organisations, including Mountain

Societies Development Support Program, International Debate Education Association Central Asia, Social Entrepreneurship Association, and Accelerate Prosperity. IPPA conducted the baseline study and helped develop a monitoring and evaluation plan for the project activities.

Furthermore, although the Covid-19 pandemic delayed summer fieldwork and a rearrangement of activities of the project “Mediation Model for Sustainable Infrastructure Development: Scaling up Praxis from Mongolia to Central Asia”, these developments provided researchers with opportunities to do more home-based research and writing. As a result, the project team secured a book publication contract with the international publisher Routledge; it is also actively working with the Birmingham-based software agency Bluetel to develop a mobile application to promote inclusive economic development and social welfare in Central Asia. The project is a collaboration between the University of Oxford, Independent Research Institute of Mongolia, and UCA, and is funded by UK’s Economic and Social Research Council and Global Challenges Research Fund.

## Public Policy

Strengthening the capacity of government agencies, civil society organisations, tertiary institutions and individual experts to conduct quality research and generate knowledge in its practical application is a necessary precondition for efforts to adapt to the challenging international economic “new normal”. Accordingly, IPPA continues its efforts to offer lasting contributions to the professional capacities of regionally based individuals, governments, and organisations in Central Asia and Afghanistan through its flagship programmes – the Executive Masters in Economic Policy (EMEP), and the Certificate Programme in Economic Policy (CPEP). These initiatives are supported by the International Development Research Center (IDRC) and the Aga Khan Foundation Canada (AKFC) through the “Pathways to Innovation (P2i)” project.

In 2020, 34 students graduated from EMEP. All were Afghan civil servants who enrolled in EMEP as part of a long-lasting partnership between UCA and the Ministry of Finance of Afghanistan. There were also 14 graduates of CPEP in Kyrgyzstan and 28 in

Tajikistan. Although the programmes started in a customary mode, due to the pandemic, the teaching had to continue online. Students adjusted well to the new format, and all of them successfully defended their capstone projects. Besides academic programmes, as part of the “Pathways to Innovation (P2i)” project, IPPA published research papers on labour market and public finance in Kyrgyzstan, Tajikistan and Afghanistan, and a special publication on Covid-19 and its consequences in Afghanistan jointly with the Biruni Institute of Afghanistan.

## Life in Kyrgyzstan

This year the Sixth Annual Life in Kyrgyzstan (LiK) Conference was held online. The LiK 2020 brought together over 550 participants and speakers from 16 countries, representing government, public sector, development agencies, non-governmental organisations, academia, research institutions, and media. Participants exchanged knowledge and experiences on recent socio-economic developments in Kyrgyzstan and beyond, and addressed a range of topics, from agriculture and nutrition to the impacts of Covid-19 on Central Asia. The LiK 2020 was or-

## IPPA Working Papers and Policy Briefs in 2020



### Public Finance and Technological Development in Central Asia

This paper discusses the current situation with government revenue, expenditure, and deficits in the economies of Central Asia and considers the options available to use fiscal policy to support the technological development of these economies. It analyses contemporary issues in the public finances of these countries including the size of their governments, efficiency losses due to uneven taxation of different sectors and entities, ineffective foreign aid, and government expenditure inefficiency. The paper provides recommendations for the modification of fiscal policies to promote economic diversification and productivity growth in Central Asia.



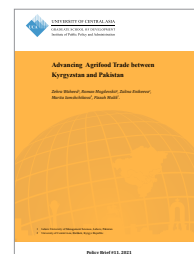
### The Garment Sector and Youth Employment in Kyrgyzstan: A Value Chain Analysis

A value chain analysis of the garment sector identifies gaps in the knowledge and skills of youth workers in sewing workshops, examines constraints which affect negatively the decision of youth workers to constantly change their workplaces as well as pinpoints potential opportunities of garment production in rural areas of Kyrgyzstan. The study refreshes the thinking about the current state of garment production in Kyrgyzstan, its structure, and main stakeholders. The study also gives an overview of the garment value chain stages and discusses issues of migration, unemployment, gender, and core literacy skills relevant to the current state of the garment sector.



### Labour Market and Technological Development in Central Asia

This paper discusses the current situation in the labour markets of the economies of Central Asia and considers the options available to use labour market policies to support the technological development of these economies. It analyses contemporary issues in the labour markets of these countries including the labour migration, informality, inequality, and financing of pensions through the taxation of labour. The paper provides recommendations for the modification of labour market policies to promote the economic diversification and productivity growth in Central Asia.



### Advancing Agrifood Trade between Kyrgyzstan and Pakistan

The policy brief discusses the current situation and options for expanding the agrifood trade between Kyrgyzstan and Pakistan. It addresses the governments' trade policies, existing and emerging transportation routes, business practice challenges and provides recommendations for boosting the cooperation between two countries.

ganised by IPPA, the Leibniz Institute of Vegetable and Ornamental Crops, International Security and Development Center, and the World Bank, and was supported by the Aga Khan Foundation Kyrgyzstan, UK's Department for International Development, and USAID.

## Impact Evaluations

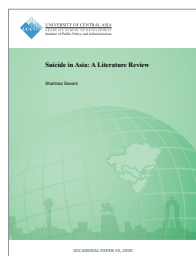
Impact evaluations are one of the activities for which IPPA is in high demand by governments, donor countries and international organisations. In 2020, IPPA was responsible for the impact evaluation assessment of "Accelerating Progress towards Rural Women Economic Empowerment". The project was launched in seven countries, including Kyrgyzstan, and is run by the International Fund for Agricultural Development, Food and Agriculture Organization, UN Women, and World Food Programme. The objective of this initiative is to empower women, reduce rural poverty, promote sustainable agricultural production, and improve food and nutrition security.

In addition, as part of this project "Capacity Development Component in Support of a Digital Monitoring and Evaluation System", IPPA conducted training for Kyrgyz civil servants on monitoring and evaluation of the National Development Strategy 2018-2040. The objective of the training was to develop and deliver a course that is tailored to the needs of public officials for enhancing their knowledge and skills to use digital monitoring and evaluation systems more effectively.

## Partnerships

IPPA programming is carried out with generous support from a number of partners and donors. It works closely with key government ministries in Central Asia and Afghanistan and draws expertise from a range of local and international institutions. This year IPPA joined the Sustainable Development Goals (SDGs) Nexus Network that aims to strengthen cooperation between partners from Colombia, Ecuador, Uzbekistan, Tajikistan, Kyrgyzstan and Germany. The network is funded by the German Academic Exchange Service (DAAD).

## Occasional Papers Published in 2020



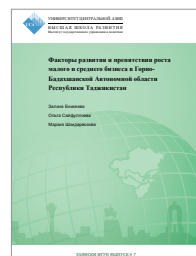
### Suicide in Asia: A Literature Review

Suicide is a serious and complex global problem. About 1.5 million people die by suicide each year, and approximately one billion people are affected by it. Although most suicides occur in the low and middle-income countries of the world, research on suicides largely comes from upper-middle-income and high-income countries (Bantjes et al., 2016). Suicide varies around the globe due to factors relating to culture, context, and environment. There are striking differences in the appearance of suicide between the world's richer and poorer countries. The meaning and significance of suicide, the causes of suicide, and the risk and protective factors for suicide are uniquely embedded in the cultural and religious contexts of different geographical regions.



### Factors of development and obstacles to growth of small and medium-sized businesses in Naryn oblast of Kyrgyzstan

Naryn oblast of the Kyrgyz Republic is rich with a variety of natural resources, such as mountain pastures, water and forest resources creating the potential for opening and development of micro, small and medium-sized enterprises (MSME). Nature, ecosystem, highland pastures, climate and fertile soils are highly suitable for bee-farming, mountain tourism, herbs collection and livestock breeding. A total of 96 MSME were surveyed using a combination of qualitative and quantitative methods. Authors identified key development issues of MSME in these sectors and presented conclusions and recommendations that could be useful for the MSME sector development in Naryn oblast.



### Factors of development and obstacles to growth of small and medium-sized businesses in Gorno-Badakhshan Autonomous Region of the Republic of Tajikistan

The study was carried out in Shughnan, Rushan and Darvaz districts and Khorog city. The studies sectors are bee-farming, livestock breeding, agricultural processing, trade and tourism. The paper presents the results of a survey of 96 micro, small and medium-sized enterprises (MSMEs) in the Gorno-Badakhshan Autonomous Region with a description of the research methodology, as well as an analysis describing the factors that promote growth and the barriers to the development of MSMEs in that region.

IPPA research initiatives focus on economic policy, including regional economic relations and trade, economics of development, food security and agriculture and regulatory and microeconomic policy.

To date, IPPA has published more than 60 peer-reviewed working and occasional papers in these areas in English and national languages as part of the IPPA Working Paper Series. Available for free by download from the UCA website: [www.ucecentralasia.org/ippa](http://www.ucecentralasia.org/ippa)





## Mountain Societies Research Institute

The Mountain Societies Research Institute (MSRI) is an inter and transdisciplinary research institute within UCA's Graduate School of Development (GSD), dedicated to addressing the challenges and opportunities within Central Asian mountain communities and environments. MSRI's goal is to support and enhance the resilience and quality of life of mountain societies through the generation and application of sound scientific research.

MSRI Research Fellows launch a drone to study the forest in the Sary-Chelek Nature Reserve in Kyrgyzstan.

### Addressing Climate Change

Remote mountain communities need access to better climate, weather, and streamflow data, which affect agricultural production, natural hazards and related disasters, domestic water supplies, and livelihoods. Many of the villagers are subsistence farmers whose lives are increasingly impacted by the pressures of climate change and variability, which drive droughts, landslides, debris flows, snow avalanches, and flood hazards, as well as affect crop selection, grazing capacity, and land degradation. In 2020, MSRI continued its work with the Addressing Climate Change in Afghanistan (E3C) project with an overall objective of improving resilience to climate change of communities and ecosystems in the Panj-Amu River Basin and the sustainability of their beneficial use for rural areas. This includes initiating field activities to interact with target communities and fostering collaborations with partner institutions. In cooperation with AKF-Afghanistan, MSRI collected some primary data on the current conditions and trends of wildlife, rangelands, forestry, and marketable medicinal plants in five districts. Eventually, as a technical partner in climate

modelling, MSRI aims to make its research findings meaningful by communicating with partners and translating results of climate modelling into products for use.

### **Land degradation and water resources management**

In 2020, MSRI successfully secured new proposals funded by the World Bank on: “Catchment Characterization in the Vakhsh Basin Upstream of Nurek Reservoir, Tajikistan” and “Mapping and Valuing Ecosystems Services, and Prioritizing Investments in Select Watersheds in Tajikistan to support Sustainable Hydropower”. The main objective of these projects is to understand erosion processes in Vakhsh River Basin above Nurek Dam and estimate the sediment loads to the dam reservoir. MSRI conducted and completed mapping analyses and field assessments; compiled hydrologic, topographic, and geologic maps; analyzed historical snow cover; and assessed erosion processes, sediment sources and delivery mechanisms, results of which will be included in an interim report and published in English and Russian languages in early 2021.

Another project, also funded by the World Bank, on “Crop Yield Forecasting using Remote Sensing in Tajikistan” aims to develop and test a methodology for predicting the yield of main agricultural crops, at the district level and at the level of several large reference dekhkan farms. MSRI developed a methodological approach to land use and land cover classification which discriminates crop fields based on time series of Sentinel-2 satellite images. To produce agriculture land maps based on time series satellite images, field surveys were arranged to collect crop data at the field level in three targeted districts representative of agro-climatic regions.

### **Rural migration during pandemic**

The second year of the AGRUMIG: ‘Leaving something behind’ - Migration governance and agricultural and rural change in ‘home’ communities: comparative experience from Europe, Asia and Africa project, supported by the European Union’s Horizon 2020 research and innovation programme, consisted of intensive field work in 15 villages of Jalalabad, Batken and Naryn regions of Kyrgyzstan. A quantitative survey conducted in November covered 300 migrant households and focused on the relationships among rural change, migration, and the Covid-19 pandemic. In addition, MSRI published

Muslim Bandishoev, Remote Sensing and GIS Expert at the Mountain Societies Research Institute, collecting geospatial data for biomass estimation using satellite imagery.





A small headwater stream of Vakhsh River brings heavy loads of sediment into the river system after receiving a spring rainfall. This sedimentation is reducing the capacity of Tajikistan's Nurek reservoir, and threatening the long term viability of a nationally important hydropower operation.

a policy paper on the same topic and produced an animated video on impacts of migration on rural development in Kyrgyzstan. The collected data will help MSRI understand a range of economic, institutional, cultural and agroecological factors that mediate the outflow of labor from rural areas, explain how demographic changes feed back into reshaping rural transformation in these areas, and challenge thinking on the best policy and practice approaches to govern migration in these contexts.

### **Sustainable Use of Natural Resources**

About one third of the forested area in Tajikistan is covered with Juniper forests, but since the beginning of the 20th century, the proportion of wooded areas has decreased dramatically. Uncontrolled use in the past and present has led to such a degradation of forests in many places. With an aim of supporting local actors in the development of strategic management plans for sustainable Juniper forest use involving local population, MSRI continued implementation of the Balancing and Optimization of Multifunctional Use of Juniper Forests in Central Asia (JuniperCA) project in Tajikistan. As part of biomass modelling and estimation, MSRI collected field data on Juniper plots to develop volume estimates, collected samples based on the “destructive” method to model Juniper growth, and established precise ground control points using DGPS for accurate georeferencing of Pleiades satellite imagery to generate a Juniper tree canopy model required for biomass estimation at the regional level. As a result, a biomass map will be created that is used for the spatial representation of juniper stands and can be used for land use and forest planning.

### **Building Regional Research Capacity**

In the “Pathways to Innovation” project, funded by the International Development Research Centre, Canada, and the Aga Khan Foundation Canada, MSRI continued its collaboration with Khorog State University (KSU), Tajikistan and Badakhshan and Bamyan Universities in Afghanistan, where selected fellows successfully implemented nine research projects around food security, livelihood improvement and natural resource conservation topics. Preliminary research findings from these projects have been integrated in the teaching of supported researchers. In addition, six participants of the Certificate Programme in Natural Resources Management (CPNRM) from KSU conducted 4-5-day training workshops on Natural Resource Management for faculty members and students of KSU. Following this, in May 2020, MSRI conducted a survey to assess post-program impact at partner institutions and held an online conference with partner universities where researchers presented their findings on a live Zoom broadcast. As a result, the project helped develop new partnerships between MSRI and partner universities in Tajikistan and Afghanistan and provided MSRI with a unique standpoint to identify local accomplished academics and leaders who could be supported in the future.



MSRI Scientists collecting sediment samples from the Vakhsh River as part of the World Bank funded project to study sediment loads to Nurek Dam, the largest hydropower station in Tajikistan.

In close integration with the Earth and Environmental Sciences Programme of SAS, Roy Sidle, MSRI Director and Ben Jarihani, Associate Director have been teaching courses on Hydrology and Hydrogeology; Natural Hazards and Risk Management in Mountain Regions; Introduction to Remote Sensing and GIS; Advanced Remote Sensing and GIS; and Science, Impact, and Complexity of Climate Change to undergraduate students at UCA. In the Summer of 2020, MSRI hosted nine students of UCA’s Earth and Environmental Sciences program as interns in Khorog through UCA’s Co-operative Education Program.

### Partnerships and Outreach

In 2020, MSRI strengthened research activities and focused on building research collaborations in Central Asia with various regional and international organisations. These discussions resulted in collaborations, including drafting a Memorandum of Understanding with the Soil Institute of Tajik Academy of Agricultural Science, and submitting a major SATREPS proposal to the Japanese Government.

MSRI also continued its collaboration with the Global Environment Facility Small Grants

Programme (GEF SGP) on the development of a Country Strategy for the Programme in Kyrgyzstan. To identify priority development areas related to the environment in Kyrgyzstan, MSRI organized a workshop on March 10th 2020 in Bishkek, attended by more than 40 representatives from State Environment Protection bodies, NGOs, and academia. As a result, Osh and Batken provinces of Kyrgyzstan were selected as target landscapes and analysis of these landscapes as well as GIS assessment of existing meteorological and remotely sensed data for describing the target landscapes were conducted. A draft Country Strategy document was developed based on collected information. MSRI findings will help guiding GEF in allocating funds for purposes that reflect the needs and requirements of local communities in the areas of natural resource management, local infrastructure, water management, hazardous waste management and sustainable sources of income.

After moving its headquarters to Khorog, MSRI increased its staff members and hired two post-doctoral fellows, one local supported by the SDGnexus Network, and one international supported by UCA.





## Cultural Heritage and Humanities Unit

The Cultural Heritage and Humanities Unit (CHHU) advances the University’s mission to help different peoples of the region preserve and draw upon their rich cultural traditions and heritages as assets for the future through research, documentation, teaching, and public outreach activities. It generates new dialogues on Central Asian heritage and identity and addresses contemporary cultural production and cultural institutional issues. CHHU works with a network of regional scholars and cultural practitioners to achieve its goals. Its staff also teach classes in the Liberal Arts programme of the School of Arts and Sciences.

Premier of the musical performance *The Origin* played by the “Kyrgyz Kairyk” ensemble, Bishkek.

### Publications

CHHU’s Cultural Heritage Book Series republished the two volume book *The Tajiks of the Huf Valley* (in RUS, 800 pages) by Mikhail Andreev (1873-1948), a renowned Russian ethnographer, orientalist and scholar of Central Asian culture and history. On February 29th, the Unit organized a book launch at the Ismaili Centre in Dushanbe, presenting three new book publications: *The Tajiks of the Huf Valley*, the only available ethnographic research of Tajiks from the upper streams of the Amu-Darya River; *Andrei Evlampievich Madji: Half a Century of Research in Central Asia* by historian Victor Dubovitskii about life and academic work of orientalist Andrei Madji; and *Architectural Odyssey. ‘Safarnama’ of Nasir Khusraw*, about medieval Islamic architecture, written by Munavar Mamadnazarov. This event gathered over 200 attendees from the academic community, international organisations as well as state officials.

The Unit also released three electronic monographs: *Common Ethno-Cultural Patterns of Kyrgyz and Uzbeks* (in Kyrgyz and English) of Dr Abdymitalip

Murzakmetov, Professor of Osh State University; Epistemology of Abu Ali ibn Sina (Avicenna): The Dynamics of Thought from Illusion towards Truth (in Russian) by Sunotullo Jonboboev, Senior Research Fellow of CHHU; and The History of Geographic Study of Kyrgyzstan from the Ancient Times till the Mid-19th Century (in Russian) by S. Umurzakov, a leading scholar and geographer of Kyrgyzstan.

### Research Paper Series

CHHU published eight new studies in its Research Report Series on cultural and historical heritages of Kyrgyzstan and Tajikistan: “National Festivals of the Tajiks through the Ages” by Dr. Larisa Dodkhu-doeva, et. al.; “The Pamirian Languages: Between Past and Future” by Dr Tohir Kalandarov; “Jadidism in Kyrgyzstan: Historical Value of its Heritage in the Past and Present Day” by Dr Aida Kubatova; “The Conception of the House in the Shughni Linguistic Worldview” by Dr Shahlo Nekushoeva; “Forced Migration of Kyrgyz to China in the 20th Century: Field Research in 2015 in the Xinjiang Uighur Autonomous Region of China,” by Dr Gulzada Abdaliev; “M. S. Andreev in Historical Perspective: Review of Tadzhiiki doliny Huf,” by Saynak Saynakov; “Jusup Abdrakhmanov: Dekulakization, the Basmachy Movement and the Great Famine” by Dr Jumagul Baydildeev; and “Women’s Songs in the Cultural Traditions of Badakhshan” by Dr Bahrainiso Kabilova.

### Outreach

CHHU’s public lectures series went online with five lectures from on April 23: Dr. Tohir Kalandarov presented on “Pamiri People and their Languages: Shimmering Identity,” on May 12, Altyn Kapalova, Research Fellow of CHHU presented on “Civic Activism through Arts: What it is and How it is Practiced in Central Asia,” on May 21, Dr. Aida Kubatova presented on “Jadidism in Kyrgyzstan: Political, Cultural and Educational Activities in the late 19th- and early 20th-Centuries,” and on May 28, Dr. Kubat Tabaldiev lectured on “Archeology in Kyrgyzstan: Research findings in 2000-2019 and Future Perspectives” and Chorshanbe Goibnazarov, Research Fellow of CHHU presented on “Music is All We Have: Musicians respond to Covid-19 in Tajikistan.”

### Partnerships

CHHU-SAS joined a global art event in Bishkek and Osh cities of Kyrgyzstan. Participants experienced an adventurous exploration of art and self,

combining elements of play, mindfulness, and embodied practice. In cooperation with the University of New South Wales, Sydney and Kyrgyz National Museum of Fine Arts, CHHU organized an interactive on-line event “The Playful Eye goes to Kyrgyzstan” to discover traditional and modern Kyrgyz art. Playful Eye events have been held at some of the world’s leading public and private art museums, including the Smithsonian’s National Museum of Asian Art in Washington DC, the Olbricht Foundation’s Collectors’ Room in Berlin, the National Gallery of Australia, and the Queensland Art Gallery and Gallery of Modern Art. The first event took place in Bishkek on August 26, followed by Osh city on September 17.

In partnership with Kyrgyzstan’s National Television and Radio Broadcasting Corporation (KTRK) and leading archeologists including Dr Kubat Tabaldiev and Dr Aida Abdykanova, CHHU supported the filming of a series of documentary TV programs of cultural and historical sites of the Naryn region. Eight documentary films (with English subtitles) are being prepared to be broadcasted on KTRK’s Culture, History and Language channel in 2021.

### Supporting State Museums in Kyrgyzstan

CHHU continued its support activities by capacity building of museum staff in Kyrgyzstan. On October 28, the Unit held a seminar for museum specialists of Naryn and Issykul regions. The seminar “New Narratives and Forms of working with museum audiences” was attended by 25 specialists from 7 museums. The seminar was hosted by the Center for Nomadic Civilizations in Chong-Sary-Oi village of Issik-Kul province. Dr. Michael Garbutt from Sydney University gave an online lecture based on his experience of creating new forms of communications in the museum space. Museum expert, Oksana Kapishnikova, and Altyn Kapalova, CHHU research fellow, spoke about the creation of new decolonial narratives in the work of museums. Altynai Kudaibergenova, research fellow of the Kyrgyz National Museum of Fine Arts shared how they were successful in transitioning the museum online during the COVID 19 pandemic.

On December 15-16, based on its success at the regional level, CHHU held a national seminar for museum professionals of Kyrgyzstan on “New Forms and Narratives in Working with Museum Audiences”. More than 50 representatives of re-



Dr. Bahriniso Kobilova (left), from the Institute of History, Archeology and Ethnography of the Academy of Science of the Republic of Tajikistan, and Kurbon Alamshoev (right), receive the new edition of the Tajiks of Huf Valley publication.

gional and city museums of the country took part in this online seminar. This was the sixth seminar organized by UCA with a focus on rural museums with the aim of improving the skills of museum professionals and building human resources to introduce innovative solutions in organizing a modern museum and improving the effectiveness of working with museum audiences.

### Cultural Production

A short documentary film titled “The Flying Horse” has been produced and is available on the Aga Khan University’s (AKU) website. (<https://www.aku.edu/vrw/kz/Pages/home.aspx>). This film covers the importance of preserving the indigenous Kyrgyz horse and talks about its resilience in adapting to climate change, the preservation of mountain pastures, and Kyrgyz cultural traditions. The film is directed by Aibek Baiymbetov, Junior Research Fellow of CHHU and his team, in consultation with Andrew Tkach, a well-known documentary filmmaker, carried out within the framework of the Voices from the Roof of the World (VRW) project of AKU.

On November 3, the Theater for Young Spectators hosted a premiere of the musical performance

“Sky Woman - Jer Ene” based on the Potawatomi legend from the book “Braiding Sweetgrass”, written by R. W. Kimmerer. The play is about the birth of Earth, the appearance of the first woman, and the fate of man and his destructive attitude toward Earth. The premiere of this unique, experimental performance was made possible through partnership with CHHU.

“Jaralysh” (The Origin), a unique concert-performance produced in partnership with CHHU, thrilled audiences who flocked to Bishkek’s Asanbay Centre on December 23. The Kyrgyz Kairyk ensemble, the youth experimental theatre and young designers of Kyrgyzstan, teamed up for this production which explores the birth of a nation through a hero who faces enormous challenges in life. “Jaralysh” is an initiative of the “Kyrgyz Kairyk” musical project, which in partnership with CHHU is contributing to the preservation and revitalization of Kyrgyz traditional music.

The *Pamiri Rubob* is a popular musical instrument with people of the Gorno-Badakhshan region of Tajikistan.





## Civil Society Initiative

The University of Central Asia's Civil Society Initiative (CSI), established in 2017, enriches development thinking by bringing to the foreground the importance of associational life in the well-being of communities, society, and civil society organisations as drivers of efforts to give people a voice on policy and governance. CSI aims to foster a more enabling policy and administrative environment for civil society's development, including measures that unlock the potential of philanthropy and private giving to support activities for public benefit. It is also focused on building organisational capacity of a wide range of civil society groups and broader public awareness of their essential contributions to society.

The University of Central Asia's Civil Society Initiative representative presenting evaluation forms to attendees to assess the results of training on "Promotion of consultative practices and peace-oriented local advocacy in Kyrgyzstan".

### Citizen Engagement

Civil Society Initiative and the Open Contracting Partnership (OCP) arranged a webinar, "Viral procurement - How are state funds spent to fight coronavirus, and how to deal with it?", on May 26th 2020 with 10 speakers from Ukraine, Moldova, Mongolia, Georgia, Kazakhstan, and Kyrgyzstan. More than 80 civil society experts from the Central Asia and CIS attended the event, which covered the following topics: world experience in the regulation and control of procurement to combat coronavirus; principles of open contracting and the possibilities of its application in the region; experience of using open data for the correct and rational procurement planning for fighting coronavirus. During the three-hour session, speakers presented their experience and discussed how civil society can influence the state to make prompt, rational and effective procurement to fight the coronavirus; how to calculate local needs for protective and medical equipment; and how to procure supplies efficiently from a chaotic and severely depleted market. The webinar is available in Russian at [https://youtu.be/D\\_L0tB54Qgo](https://youtu.be/D_L0tB54Qgo).

### Promoting Open Government Partnership

As co-initiator of the Commitment on Mining Data Disclosure in the framework of OCP, CSI conducted an evaluation interview for participants of the training “Promotion of consultative extractive practices and peace-oriented local advocacy in Kyrgyzstan”. Results of this assessment have been delivered to International Alert and the State Committee on Mineral Resources, and have been used to engage policy makers and representatives of other stakeholders at the local, national and regional levels. They have also been used to promote inclusive approaches to peacebuilding and conflict prevention in the mining sector. At the same time, special attention has been paid to the involvement of youth in the discussion of peace and security at the local, national, and regional levels.

### Covid-19 Emergency Response Plan

CSI delivered online workshops on “Women’s Voices Amid the Covid-19 Crisis” to 20-women led organisations to help them develop ideas on best practices on Covid-19 responses. They were held as part of the Covid-19 Emergency Response project funded by the Canadian Government’s Foundation for Empowerment and Health in Asia programme.



Dastan Bekeshev, a Member of Parliament of the Kyrgyz Republic, who is also sight impaired, addressing the gathering about the role of civil society during the Covid pandemic.

The workshops aimed to provide institutional capacity building trainings and technical support for women-led and gender equality-focused organisations. Participants were introduced to the following topics: addressing home-based and gender-based violence, economic consequences of the lockdown, practices and examples of various initiatives related to domestic violence and violence against children. The main goals of these workshops were to build a dynamic community of women-led organisations from across the target regions of Kyrgyzstan, to provide participants with international examples of initiatives related to emerging women practices in combatting Covid-19. The initiatives developed by organisations during workshops have been supported by small grants awarded by the Aga Khan Foundation in Kyrgyzstan.

Begaiym Murzalieva, a project beneficiary, implemented the project “Promotion of family gardening and the principles of agroecology” in the village of Acha-Kaindy in Naryn oblast. The project established a group of 9 families who created a family garden, and cultivated fruit-bearing plant and vegetables. All families were given training on cultivation and production of jams and natural juices. Participants also received information on improving the rights of poor families in rural areas, proper nutrition and food security, and the importance of good nutrition. They learned how to make eco-products from local raw materials. Under the supervision of an agronomist, families planted seedlings, and were taught how to care for and cultivate fruit shrubs.

### A Narrative History of the Pandemic

CIS launched “Covid: A Narrative History” project in Kyrgyzstan. The pandemic gave rise to an intense public discussion in the media and social media on all aspects related to the pandemic experience, including questions regarding public authorities’ actions and policies. The activation of self-help groups, community organisations, volunteers, civil society organisations, and NGOs occurred on a scale never seen before. This project supports journalists in conducting interviews, collecting information and materials in various formats from a wide range of societal actors for a narrative history that helps individuals and society understand the sequence of development, typologies of problems encountered, and responses from various sectors of society.



## Aga Khan Humanities Project

The Aga Khan Humanities Project (AKHP) collaborates with a network of 94-partner institutions in three Central Asian countries with over 400 trained instructors delivering eight interdisciplinary humanities courses developed by regional and international scholars. The courses explore abiding issues facing the individual and society through a pedagogy fostering critical thinking, academic writing, and rational debate. A regional ‘Debate Club’, a public lecture series, and cooperation on crafting master’s courses on contemporary Central Asia are among its other activities. AKHP, headquartered in Dushanbe, was established in 1997 by the Aga Khan Trust for Culture and became part of UCA in 2007.

A faculty member of AKHP conducting a teacher training session.

### Debate Training and Tournaments

AKHP conducted Cross Debate Format (CDF) and British Parliamentary Debating trainings, and organised tournaments for about 150 students in 2020. For the first time during November and December AKHP developed Electronic Training Materials for the Cross Debate Format that were successfully tested via online trainings and mini tournaments by 40 participants from across Tajikistan. AKHP plans to implement online CDF trainings and mini tournaments in Kazakhstan and Kyrgyzstan beginning February 2021, and conduct the first online National and Regional Tournament on CDF.

### Curriculum Development

In 2020, AKHP developed and published Curriculum Materials and Teacher’s Guide (700 pages) for a Master of Arts (MA) course covering the “Central Asian Worldview: Past and Present”. It was successfully piloted in 2019 at the Chokan Valikhanov Institute of History and Ethnology, Committee for Science at Kazakhstan’s Ministry of Education and Sciences, Arabaev Kyrgyz State University, and the Institute of History, Archaeology and Ethnography of the Tajik

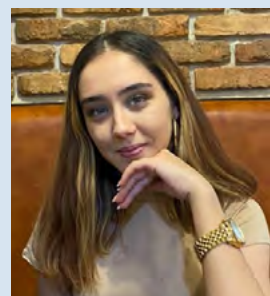
Academy of Sciences. Since February 2020, Five educational institutions in Tajikistan, Kyrgyzstan and Kazakhstan conducted officially AKHP MA courses on theme: “The Central Asian Worldview: Past and Present” for 55 MA students (as elective course);

- AKHP conducted research study with participation of MA students in Tajikistan, Kazakhstan and Kyrgyzstan who passed AKHP MA course. All results will be part of MA updated course (as case studies from Central Asian perspective).
- In December, AKHP developed an additional option: Economic Data for the AKHP Interactive Electronic Ethnographic Map for Kazakhstan, Tajikistan, and Kyrgyzstan.

### Faculty Development Programme

In September 2020 in Almaty, AKHP and UNESCO conducted a Forum on Pedagogical Innovative Practices in the Central Asia Region (online and offline formats) with the participation of 24 leading teachers from Tajikistan, Kyrgyzstan and Kazakhstan. As a result, two of AKHP’s FDP components presented at this Forum (MA Course and Cross Debate Format) will be included in UNESCO’s programme: School of Innovative Pedagogy that will be conducted in 2021 in Central Asia.

“Experience is the best teacher, and AKHP’s unique courses incorporate various experiences, making the learner step out of the regular thinking box to evaluate situations from as many perspectives as possible. This leads to improved critical thinking skills.”



- Nilufar Imomdodova, AKHP course participant.

### AKHP Public Lecture Series

Established in 2012, AKHP’s Public Lecture Series provides a platform for inter-disciplinary discourse between the humanities and natural sciences disciplines. In 2020, AKHP organized 5 public lectures that were held online because of Covid-19, reaching over 500 people. UCA’s Public Lecture Series, and Online Lecture Series, are available for viewing in English or Russian on UCA’s YouTube channel. In 2020 AKHP also published a Public Lecture Series book for (2018-2019): Interdisciplinary Discourse Between the Humanities and Natural Sciences.



Students actively participate in Debate Clubs at AKHP.





## Information Technology

While the impact of Covid-19 has been challenging for many, including the University of Central Asia, a positive outcome has been the acceleration of digital transformation. A strategic priority at UCA for some time now, digital transformation was hastened by the adoption of new technologies as the pandemic forced many activities, including learning, to move online.

### SAP (KURAK) Rollout

The “SAP S/4 HANA Cloud” a cloud-based Enterprise Resource Planning (ERP) system, became UCA’s “digital core” during 2020, integrating all data and processes. This platform, together with MS Office 365, is now used by all staff and faculty, in all countries where the University operates.

SAP training for UCA’s core team.

**Standardisation:** UCA’s backend processes are standardized in all operational areas, across all office locations. UCA can perform all transactions through SAP with a predefined workflow and real time visibility in the system, by providing anywhere, anytime, any device access. This provides flexibility and mobility to employees.

### UCA Website Project

- With support from the Department of Advancement and Public Affairs, the new UCA website is nearing completion with a formal launch in July 2021.
- All work is being done with a focus on mobile first design, and user-friendly content management of the site.
- Capacity building activities are ongoing to ensure that the required skills and competence is available in-house to fully support and maintain the website.

# Online Public Lectures Held by the IT Department in 2020



## When Covid-19 Leads to Digital Transformation

### Dr. Ravi Pendse

Vice President for IT/CIO University of Michigan, USA

Dr. Ravi Pendse covers steps the university's technology organisation took, challenges they addressed, and lessons learned through the university's response to the Covid-19 pandemic.

[youtu.be/Mz9ByHsDLck](https://youtu.be/Mz9ByHsDLck)



## Turning Data into Value with Process Mining

### Josephine Hubert

Academic Alliance Manager at Celonis

The talk covers an introduction to Process Mining both from an academic and applied perspective, as well as a live demonstration of the software.

[youtu.be/zCrup9RilyU](https://youtu.be/zCrup9RilyU)



## People-Centric Cyber Security: What are the Lessons Learnt from Covid-19?

### Dr. Jessica Barker

Co-Founder and co-CEO of Cygenta

This session explores the human side of cyber security; why awareness, behaviour and culture are so important to cyber security; what lessons we are learning from Covid-19; and what we can do to better understand people-centric cyber security.

[youtu.be/ByhoorLaXN0](https://youtu.be/ByhoorLaXN0)



## The Impact of Covid-19 on Cyber Security

### Faheem Ali

Expert of Digital Transformation & Financial Inclusion.

How Covid-19 has created new risks in the cloud and cyber security. With many employees working remotely, how can they protect their information and data from being hijacked, particularly in a multi-cloud environment?

[youtu.be/d1\\_o\\_qQ6mgk](https://youtu.be/d1_o_qQ6mgk)



## History and Future of the Internet

### Vinton G. Cerf

Vice President and Chief Internet Evangelist, Google.

The lecture covered the history as well as his vision of the future of the Internet.

[youtu.be/MWSOP\\_0T7ps](https://youtu.be/MWSOP_0T7ps)



## Why Countries Need Digital Resilience Strategies

Watch the full conference to learn about digital resilience, and hear shared views from an international panel of cyber security experts. The Conference also discussed action plans for the government and other stakeholders to better manage crisis situations such as the Covid-19 pandemic.

[youtu.be/murPofCHn\\_w](https://youtu.be/murPofCHn_w)



## Key Technology Drivers of Higher Education During and After COVID-19

In this panel discussion, the CIO's of premier institutions from Kazakhstan, the Kyrgyz Republic, and Pakistan share their experiences of the digitalization journey, and the pivotal role it has played in the continuation of education during the Covid pandemic, and the likely scenarios during the post-Covid era.

[youtu.be/fX7JHQWMTcG](https://youtu.be/fX7JHQWMTcG)



## Learning from Korean Cyber Experience: Virtual Study Visit to KISA

The virtual workshop covers the following topics:

- Cybersecurity Framework in Korea: Policy and Regulatory Framework
- Introduction of Korean Computer Emergency Response Team/Coordination Centre
- Covid-19-specific Cyber Preparedness
- Cyber Incident Trend in Korea and Global Cyber Threats Analysis.

[youtu.be/nLewwUima3w](https://youtu.be/nLewwUima3w)



## Learning from Korea's Digital Response to COVID-19

The workshop introduces Korea's approach and best practices in combatting the Covid-19 pandemic. It highlights Korean policy measures based on public-private partnership and present examples of digital resilience in Government services and higher education.

[youtu.be/yRx1pFNQYX8](https://youtu.be/yRx1pFNQYX8)



## Blockchain As Good Governance Technology

Governments, educational institutions and the private sector in Eurasia must take on the challenge of harnessing the potential of blockchain technology for good governance and development, said panelists at an online discussion organized by the University of Central Asia and StrategEast centre for a new economy in December 2020.

[youtu.be/SKcdJu0Pi50](https://youtu.be/SKcdJu0Pi50)



## High-Tech Parks in Eurasia

The Ministry of Industry and New Technologies of the Republic of Tajikistan, in collaboration with University of Central Asia and StrategEast, organised a dedicated panel discussion for different ministries, committees, public and private organisations including representatives of development partners to discuss and explore the Eurasian experience in the creation of High Technology Parks.

[youtu.be/lKp2ZH5Zxc](https://youtu.be/lKp2ZH5Zxc)

All Online Lecture recordings are available on UCA's YouTube channel at:

[www.youtube.com/ucen-tralasia](https://www.youtube.com/ucen-tralasia)

If you would like to receive public lecture announcements, please subscribe to UCA News:

<http://bit.ly/UCAnews>



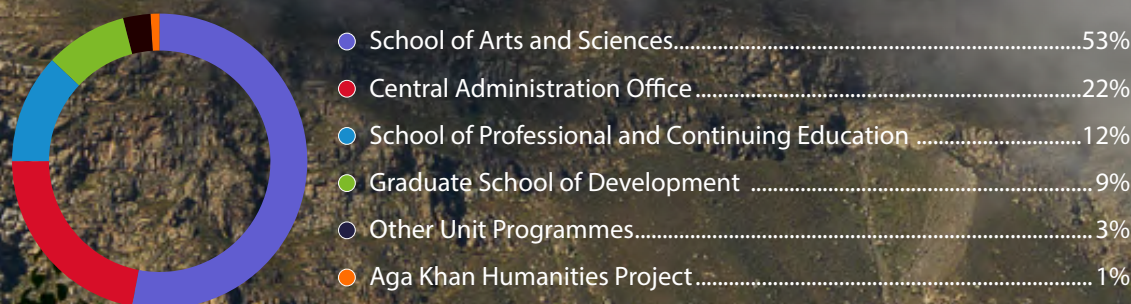
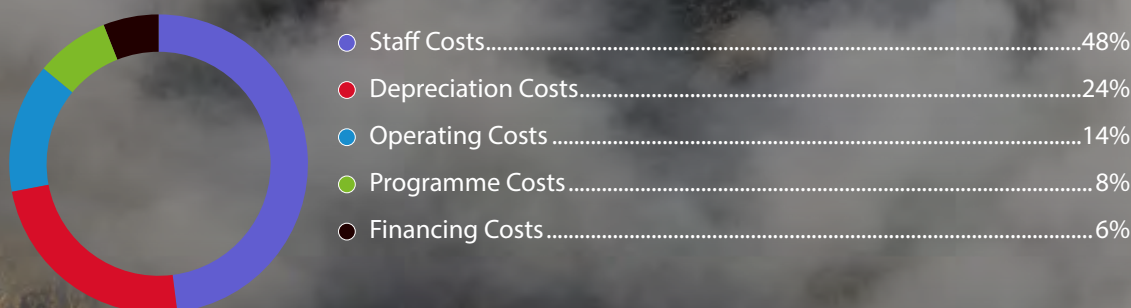
# Financial Overview

## Key Figures

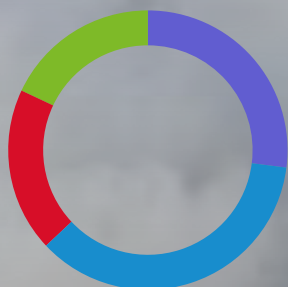
### Total Investments, grants and revenues since inception (2000 - 2020):



### Total Operating Expenses for 2020: US\$ 23.5 million



## Total amount of grants received and distributed in 2020: US\$ 1.7 million



### Donor Origin

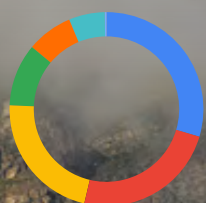
United States.....	27%
European Union.....	36%
Canada.....	19%
Other.....	18%



### Programme Beneficiary

Graduate School of Development.....	51%
School of Professional and Continuing Education.....	45%
Other Units.....	4%

## Human Resource Profile Faculty & Staff



Khorog.....	29.6%
Naryn.....	24.1%
Bishkek.....	21.9%
Dushanbe.....	10.4%
Afghanistan.....	7.7%
Tekeli.....	6%
Bokhtar.....	0.3%



Central Asian.....	92,5%
International.....	7,5%



**605**  
Total Number of  
Faculty & Staff



**37%**  
Female



**63%**  
Male

## INDEPENDENT AUDITOR'S REPORT

To The Governing Body of the University of Central Asia

### *Opinion*

We have audited the financial statements of the University of Central Asia ("the University"), which comprise of the balance sheet as at 31 December 2020, and the statement of income and expenses, statement of comprehensive income, and statement of cash flow for the year then ended, and notes to the financial statements including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the University as at 31 December 2020, and of its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards (IFRSs).

### *Basis for Opinion*

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the University as required by ISAs and have fulfilled our other responsibilities under its ethical requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### *Responsibilities of Management for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with IFRS, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

The Board of Trustees are responsible for overseeing the Company's financial reporting process.

### *Auditor's Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.





As part of an audit in accordance with ISAs, we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control;
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management;
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation; and

We communicate with Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

  
Chartered Accountants

Audit Engagement Partner: Omer Chughtai

Date: 12 July 2021

Karachi

# Institutional Partners

The following institutional partners have contributed to UCA's programmes, and their support is gratefully acknowledged.

ACDI/VOCA  
Aga Khan Education Services  
Aga Khan Foundation  
Aga Khan University  
Almaty Management University, Kazakhstan  
Almaty Oblast Administration, Kazakhstan  
Awali Group, Canada  
Badakhshan University, Afghanistan  
Bamyan University, Afghanistan  
Cambridge Assessment English  
Canadian Bureau for International Education Canadian  
Embassy, Kazakhstan  
Central Asian Institute for Applied Geosciences, Kyrgyzstan  
Certified International Professional Accountant Examination  
Network  
Coca-Cola Foundation  
Coco-Cola Beverages Tajikistan  
College of the Rockies, Canada  
Conflict Stability and Security Fund (CSSF), UK  
Department of Education of the Almaty Oblast, Kazakhstan  
Department of Tourism of the Almaty Oblast, Kazakhstan  
Deutsche Gesellschaft für Internationale Zusammenarbeit  
(GIZ)  
Deutscher Akademischer Austausch Dienst (DAAD)  
Embassy of the Netherlands in Afghanistan  
Embassy of the United States in Tajikistan  
Eurasian Humanities Institute  
European Commission (TEMPUS)  
European Computer Driving License Foundation  
European Union of Kyrgyzstan  
GFZ German Research Centre for Geoscience  
Global Affairs Canada  
Global Snow Leopard & Ecosystem Protection Program  
(GSLEP)  
High Technology Park of the Kyrgyz Republic  
I. Arabaev Kyrgyz State University  
Institute of Humanities in Khorog, Tajikistan  
International Centre for Integrated Mountain Development  
(ICIMOD)  
International Development Research Centre (IDRC), Canada  
International Maize and Wheat Improvement Center  
International Mountain Society (IMS)  
International Security and Development Center (ISDC), Berlin,  
Germany  
Jalal Abad State University, Kyrgyzstan  
Khorog State University, Tajikistan  
Khujand State University, Tajikistan  
Kyrgyz Investment and Credit Bank  
Kyrgyz National University  
Kyrgyz Russian Slavonic University  
Leibniz Institute of Agricultural Development in Transition  
Economies (IAMO), Halle, Germany  
London School of Economics and Political Science (LSE), UK  
Ministry of Economy of Kyrgyzstan  
Ministry of Education and Science of Kazakhstan  
Ministry of Education and Science of Kyrgyzstan  
Ministry of Education and Science of Tajikistan  
Ministry of Finance of Afghanistan  
Mountain Partnership of the United Nations Food and  
Agriculture Organization  
Mountain Societies Development and Support Programme  
(MSDSP)  
Naryn Oblast Administration, Kyrgyzstan  
Naryn Oblast Education Department, Kyrgyzstan  
Naryn State University, Kyrgyzstan  
Naryn Town Education Department, Kyrgyzstan  
National Academy of Science of Kyrgyzstan  
National Research University's Higher School of Economics,  
Moscow, Russia  
Osh State University, Kyrgyzstan  
Overseas Private Investment Corporation (OPIC)  
Palladium, London, England  
Pamir Energy Company, Tajikistan  
Public Association for Innovative Practices (PAIP)  
Russian Academy of Geography  
Seneca College, Canada  
Snow Leopard Trust  
Soonchunhyang University  
State Agency for Environmental Protection and Forestry,  
Kyrgyzstan  
Stockholm School of Economics, Riga, Latvia  
Swiss Agency for Development and Cooperation  
Tajik Academic of Sciences  
Tajik National State University  
Tajik State University of Business and Politics in Khujand  
Teacher Training College Ishkashim, Afghanistan  
Teacher Training College Nusay, Afghanistan  
Teacher Training College Shughnan, Afghanistan  
The International Centre for Research in Agroforestry (ICRAF)  
– World Agroforestry Centre  
The World Bank  
United Nations Agency for International Development  
(USAID)  
United Nations Food and Agriculture Organization (FAO)  
United States Institute of Peace (USIP)  
United States Peace Corps  
University of Alberta  
University of Auckland  
University of Bern, Switzerland  
University of British Columbia, Canada  
University of Cambridge, UK  
University of Technology Sydney, Australia  
University of Toronto, Canada  
University of Victoria, Canada  
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### Dushanbe (Guliston) Satellite Learning Centre Tajikistan

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This Annual Report is also available  
on the University website:




Photo: UCA Campus in Naryn, Kyrgyzstan.



UNIVERSITY OF CENTRAL ASIA





*“By creating intellectual space and resources, this University will help turn the mountains that divide the nations and territories of Central Asia into the links that unite its peoples and economies in a shared endeavour to improve their future well-being.”*

His Highness the Aga Khan,  
Chancellor, University of Central Asia  
Charter Signing Ceremony, 31 August 2000  
Astana, Kazakhstan



## UNIVERSITY OF CENTRAL ASIA

Innovative business leaders, responsive governments, competent public servants, an engaged civil society - these are the building blocks of resilient societies. All depend on strong educational institutions.

As an environment for higher learning, the imposing mountain terrain of Central Asia presents a unique vantage point for the region. Endowed with abundant natural resources and a varied and rich cultural heritage, Central Asia has significant assets. Yet achieving economic growth in a more globally connected era requires skilled and educated citizens, able to build a brighter future while preserving the past and protecting the environment.

The University of Central Asia (UCA) is a world class centre for knowledge and learning, connecting isolated rural communities with the global community and building the human capital needed for modern economies and stable governance.

UCA was founded in 2000 as a private, not for profit, secular university through an International Treaty signed by the Presidents of Tajikistan, Kyrgyzstan and Kazakhstan, and His Highness the Aga Khan; ratified by their respective parliaments and registered with the

United Nations. The Presidents are the Patrons of the University and His Highness is the Chancellor. UCA's mission is to promote the social and economic development of Central Asia, particularly its mountain communities, by offering an internationally recognised standard of higher education, and enabling the peoples of the region to preserve their rich cultural heritage as assets for the future.

UCA is distinguished by its three schools: the undergraduate School of Arts and Sciences, the Graduate School of Development and the School of Professional and Continuing Education. The University also includes the Central Asian Faculty Development Programme, and the Aga Khan Humanities Project. In response to the needs of rural mountain communities, UCA has established its two Campuses away from major urban centres, in Naryn (Kyrgyzstan) and Khorog (Tajikistan). The Tekeli Campus (Kazakhstan) is in the planning stage. They are on the historic Silk Road, and UCA hopes to be at the heart of the economic and intellectual transformation taking place in the region. As a University, it is uniquely positioned to bring together emerging leaders in business, civil society, and public service, and also brings with it the broader commitment and partnership of the Aga Khan Development Network.





## SCHOOL OF ARTS AND SCIENCES

UCA's undergraduate School of Arts and Sciences (SAS) began classes in 2016 in Naryn, Kyrgyzstan, and offers Computer Sciences, and Media and Communications, as majors. SAS offers a five-year undergraduate programme that cultivates the knowledge and skills students need to integrate different approaches to solve problems and create innovations in professional life and public service. The construction of the Khorog Campus was completed in 2017, and offers Economics, and Earth and Environmental Sciences, as majors. The Tekeli campus in Kazakhstan is currently in the planning phase, and will offer Engineering Sciences and Business Management majors.

Students admitted to UCA have a demonstrated record of academic achievements. They are winners of academic competitions, presidents of student government, passionate advocates for the disadvantaged, talented artists and musicians, award-winning athletes, and enthusiastic volunteers who lend a hand in their communities. While many students joining UCA come from urban centres, 70% are from secondary cities and small villages. About 82% are from Tajikistan, Kyrgyzstan and Kazakhstan.

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*Classrooms are designed for flexible study space.*





UNIVERSITY OF CENTRAL ASIA

UNIVERSITY OF CENTRAL ASIA

UNIVERSITY OF CENTRAL ASIA



## Education Improvement Programme

The University's **Education Improvement Programme** is a long-term initiative that engages a total of 60 government secondary schools, 20 in each of the three Founding States of UCA: Tajikistan, Kyrgyzstan and Kazakhstan. The programme is designed to enhance students' academic achievements and opportunities for entry to high-quality universities nationally, regionally, and internationally, and to be equipped for responsible citizenship.

Working with education ministries, district education officers and school staff, and within the framework of the national curricula, EIP accents Science, Technology, Engineering, Mathematics (STEM), Information Communication Technology (ICT), and English. It aims to develop competencies such as critical thinking, creativity, collaboration and communication, required for full participation in economic, social, and cultural life in the 21st Century. Through ongoing research, monitoring and evaluation, the programme aims to provide a model that can be scaled up and replicated nationally and regionally.

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*At the Naryn Campus, UCA faculty conduct professional development sessions for secondary school teachers from Tajikistan, Kyrgyzstan, and Kazakhstan.*



*Teachers relax in the Faculty Lounge*

## Central Asian Faculty Development Programme

Through its **Central Asian Faculty Development Programme (CAFDP)**, UCA has partnered with international affiliate universities to provide opportunities for prospective faculty members to engage in advanced study and research abroad. UCA aims to fill at least 50 percent of its faculty positions with highly qualified Central Asian nationals with international experience and recognised credentials. The programme provides funding to outstanding PhD candidates in disciplines that are academic priorities for the University.



*Cement batching plant in Naryn*

## Economic Impact and Building University Towns

Economic development is at the heart of UCA's construction strategy, which strengthens existing enterprises and promotes the establishment of new ones. In the first phase of campus construction, UCA operations created more than 1,400 jobs in Tajikistan and Kyrgyzstan, with 80% (Naryn) to 95% (Khorog) being local residents. The University also created over 200 permanent new faculty and staff jobs in Naryn and Khorog, where over 80% are filled by Central Asians.



*Student Dormitories are designed for privacy as well as interaction*

When all phases of construction are completed, UCA will have generated more than 350,000 days of employment for construction works, secondary employment on and off-campus, with a projected economic benefit of over US\$750 million.

In addition to offering students an international standard of university experience and facilities, UCA is partnering within its town development project framework with local government and Aga Khan Development Network (AKDN) agencies. Together they are developing mountain towns into vibrant university communities, while boosting local economies. This framework



*The Aga Khan Health Services Medical and Diagnostic Centre provides healthcare to Naryn residents and UCA students, faculty and staff.*

includes AKDN initiatives for social sector development in education and health, hospitality and tourism, enterprise development and rural improvement.

Projects in Naryn include a Medical and Diagnostic Centre, rehabilitation of the Seitally Jakypov Park, strengthening infrastructure and connections to the broader region by constructing the three-kilometre Naryn-Baotovo diversion road, and providing 24-hour water supply and paving the access road to Tosh-Bulak village. UCA is currently working with the Naryn Town Municipality on the Naryn town development master plan. This exercise aims to promote the social

and economic development of the town through a concerted, planned approach to ultimately improving the quality of life of its inhabitants and visitors. Specifically, the planning process will help identify opportunities for economic growth, improved infrastructure, and support Government-led efforts to transform Naryn into an economic, touristic, cultural, and intellectual hub.

In Khorog, UCA has paved roads to Dasht village from the main town, a gravel road to Upper Dasht village and an access road from the community of Khitjd. The University also installed streetlights in the area. To extend quality healthcare services to the Khorog community, an Aga Khan Health Service Medical Centre has been built in 2019. It has also established two kindergartens and a training centre for early childhood educators.

UCA brings the power of education and human ingenuity to the challenges and potentials of mountain communities in Central Asia. Through innovative and relevant research, it is providing access and resources to a growing diversity of learners, and enabling a new generation of graduates to address the needs of the region and drive socio-economic development, while preserving and promoting the rich cultural heritage of Central Asia.

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*The Student Life Building offers attractive spaces for learning and social interaction.*





## GRADUATE SCHOOL OF DEVELOPMENT

**The Graduate School of Development (GSD)** consists of UCA's Institute of Public Policy and Administration, the Mountain Societies Research Institute, the Cultural Heritage and Humanities Unit and the Civil Society Initiative. Over 100 peer reviewed research publications have been produced through GSD since 2011 and are available for free download from UCA's website. GSD aims to generate knowledge through research that has practical application to mountain communities. The School is multi-dimensional, interdisciplinary, and is designed primarily as a professional graduate school.

### Institute of Public Policy and Administration

**The Institute of Public Policy and Administration (IPPA)** was established in 2011 to strengthen public policy in Central Asia. It provides in-depth analysis on current and emerging policy issues facing the region, and improves the analytical capacity of governments and civil society to use evidence-based research in the decision-making processes. Launched in 2018, IPPA also offers an Executive Masters in Economic Policy to Afghan civil servants, as well as other Central Asian governments.

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*Life in Kyrgyzstan conference is an annual event where experts share new insights on a range of social and economic developments in Kyrgyzstan and the Central Asia region.*







## Mountain Societies Research Institute

**The Mountain Societies Research Institute (MSRI)** conducts trans-disciplinary research to help inform and contribute to the Sustainable Mountain Development agenda in Central Asia. Its research includes themes such as natural resource management, land systems and livelihoods, disaster risk reduction, biodiversity conservation, climate change, and achieving Sustainable Development Goals. Its publications are also available for free download from UCA's website.

### The objectives of MSRI are to:

- Serve as a knowledge hub for scholars, development practitioners, and policy makers.
- Enhance regional capacity to conduct sound research relevant to mountain societies.
- Disseminate knowledge among mountain stakeholders, including the co-development and co-teaching of UCA's academic programmes.

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*The programme and research of MSRI focuses on the challenges and potentials of high mountain societies.*





## Cultural Heritage and Humanities Unit

**The Cultural Heritage and Humanities Unit (CHHU)** was launched in 2013 to generate new dialogues on Central Asian heritage and identity. It preserves the rich and diverse cultural heritage through research, documenting, archiving, and supporting work of regional scholars through the UCA Cultural Heritage Book Series.

In 2012, the discovery of a Turkic kurgan or burial site, complete with skeletons of a human and horse, created excitement on UCA's Naryn campus. The territory has long been of interest to archaeologists. In 1953, archaeologist Ahmad Kibirov discovered a large cemetery on the Aigyrzhal site, where many burial mounds had been previously destroyed.

UCA was aware of these sites based on studies by archaeologist Dr. Kubat Tabaldyev of Kyrgyz-Turkish Manas University. The artefacts were carefully relocated under the supervision of community leaders. During a seismic study, older remains and petroglyphic drawings were found. UCA then approached Tabaldyev to lead an archaeological survey of the area.

That same year, Tabaldyev worked with UCA's School of Professional and Continuing Education to publish his seminal work, *Ancient Monuments of the Tien-Shan*, as part of the UCA Cultural Heritage Book Series.

His team discovered internment sites and artefacts spanning the



Stone, Bronze, early Iron and Middle Ages, indicating continuous settlement of the area for over 5000 years. In 2014, Russian archaeologist Yuriy Sergeevich Khudyakov joined Tabaldyev, finding a 7th century Turkic kurgan (burial site) and artefacts.



*Clay vessels from the Saka (850 - 350 BCE) period found whilst excavating Aygyrzhal 2 burial mounds. It was a ritual to place vessels with food next to the deceased.*





## Civil Society Initiative

The **Civil Society Initiative (CSI)** was established in 2017 to foster an enabling policy and administrative environment for civil society in Central Asia and assist in the development of a broad spectrum of civil society actors. CSI's initial geographical focus is Tajikistan, Kyrgyzstan, and Kazakhstan, with a longer term goal to expand to other countries. With extensive outreach, both rural and urban, it aims to facilitate networks to exchange knowledge, know-how and practice to advance the work of civil society organisations. CSI also aims to support the development of UCA as an international institution of higher education and build human capacity in the region.

Taking a regional approach focused on building domestic institutional and leadership capacity, with a long-term perspective, CSI's primary focus is on the development of:

- **Skills:** Providing training opportunities and professional development.
- **Knowledge:** Promoting research, communication, and creating a platform for dialogue between policy makers and civil society
- **Resources:** Raising public awareness of philanthropy, and promoting income generation

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*CSI Workshop on promoting "Citizen Engagement with Open Government Data" held in Bishkek, Kyrgyzstan.*

## THE SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

**The School of Professional and Continuing Education** (SPCE) which was launched in 2006, provides post-secondary and continuing education, giving young people and adults professional and vocational qualifications in a flexible learning format that improves employment and income generating opportunities. The School has trained more than 172,000 students across 60 programmes and courses at 16 learning centres throughout Tajikistan, Kyrgyzstan, Kazakhstan and Afghanistan.

An independent evaluation by the Canadian Bureau for International Education, the College of the Rockies in Canada, and the Institute of Education at the Higher School of Economics in Moscow, reported a high degree of satisfaction with the School's programmes. The evaluation garnered empirical evidence and asked authoritative field experts to critically examine its programmes, quality assurance processes, organizational structure, and other aspects of its operations. The evaluation highlighted that "SPCE has set up a remarkable quality assurance programme."

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*SPCE classrooms are designed to promote teacher-student interaction.*





Open your book







## THE AGA KHAN HUMANITIES PROJECT

**The Aga Khan Humanities Project (AKHP)** was founded in 1997 by the Aga Khan Trust for Culture and joined UCA in 2007. It fosters critical thinking and academic writing skills through an integrated humanities curriculum. AKHP develops and delivers resources, public lectures, training and courses within a multi-disciplinary framework. To date, it has graduated over 180,000 learners.

AKHP's innovative curriculum incorporates material from the rich oral and written cultures of Central Asia and Eastern and Western classical texts. The series of textbooks is designed to fill the knowledge and methodological gaps in the study of the humanities in Central Asia; explore and promote pluralism; highlight Central Asian cultures within a context of universal values; and encourage the development of pedagogy and critical thinking skills in ethical reflection, cultural interpretation and aesthetic appreciation. It also aims to deepen understanding of diverse ideas and values through content analyses of different cultural and intellectual traditions. The curriculum is taught in AKHP's Humanities in English programme and at partner universities around the region.

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*AKHP Central Asian Debate Tournament in Dushanbe, Tajikistan.*




UCA Academic Partners	Programmes
	<b>Preparatory Programme</b>
	<b>Computer Science</b>
	<b>Communications and Media</b>
	<b>Earth and Environmental Sciences</b>
	<b>Economics</b>
	<b>Co-operative Education Programme</b>
	<b>Central Asian Faculty Development Programme</b>




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**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the change(s) to reactivate the courses ANTH 425-3, Introduction to Zooarchaeology, and ANTH 625-3, Introduction to, be approved as proposed.

1. **Effective date:** September 2021
2. **Rationale for the proposed revisions:** As we will be delivering a somewhat expanded roster of courses these coming years, the Anthropology Department considers this to be an important course to reintegrate into our regular teaching rotation.
3. **Implications of the changes for other programs, etc., if applicable:** Not applicable.
4. **Reproduction of current Calendar entry for the item to be revised:**

**ANTH 425-3 Introduction to Zooarchaeology** This lab course introduces students to the study of animal bones found in archaeological contexts. The first part of the course focuses on animal bone identification, while the second part centers on theoretical aspects of animal use by pre-Industrial human societies. As part of the course, students may have to prepare animal skeletons. *Prerequisites:* ANTH 301-3 or permission of the instructor

**ANTH 625-3 Introduction to Zooarchaeology** This lab course introduces students to the study of animal bones found in archeological contexts. The first part of the course focuses on animal bone identification, while the second part centers on theoretical aspects of animal use by pre-Industrial human societies. As part of the course, students may have to prepare animal skeletons. *Prerequisites:* Permission of the instructor  
*Precluded:* ANTH 425-3

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

**ANTH 425-3 Introduction to Zooarchaeology** This lab course introduces students to the study of animal bones found in archaeological contexts. The first part of the course focuses on animal bone identification, while the second part centers on theoretical aspects of animal use by pre-Industrial human societies. As part of the course, students may have to prepare animal skeletons. *Prerequisites:* ANTH 301-3 or permission of the instructor

**ANTH 625-5 Introduction to Zooarchaeology** This lab course introduces students to the study of animal bones found in archeological contexts. The first part of the course focuses on animal bone identification, while the second part centers on theoretical aspects of animal use by pre-Industrial human societies. As part of the course, students may have to prepare animal skeletons. *Prerequisites:* Permission of the instructor  
*Precluded:* ANTH 425-3

6. **Authorization:**

**Program / Academic / Administrative Unit:** Anthropology

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

**Faculty Council Motion Number:** N/A

**Faculty Council Approval Date:** N/A

**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.:** SCAAF

**Moved by:**

**Seconded by:**

**Committee Decision:**

**Approved by SCAAF:**

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

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

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



Motion Number (assigned by SCS): 202108.05

## STEERING COMMITTEE OF SENATE

### PROPOSED MOTION

**Motion:** That the current Search Committee composition for the President and Vice-Chancellor be amended in the interim as follows:

Search Committee Composition (18 voting members)

- Board Chair (Chair)
- Board Vice-Chair (Vice-Chair)
- ~~Chancellor~~
- Three other Board members, including a regional member chosen by the ~~Human Resources~~ Executive Committee of the Board
- One Senior Academic Officer (Provost, Vice-Provost, or Dean) and one Senior Administrative Officer (Director or Vice-President), chosen by the ~~Human Resources~~ Executive Committee of the Board in consultation with President's Executive Council
- Director, Human Resources (non-voting)
- A regional representative (chosen by the Executive ~~Human Resources~~ Committee of the Board)
- ~~3~~ Five Faculty members (chosen by Senate - at least one from each Faculty to a maximum of five members ~~College~~ )
- Two students, one undergraduate and one graduate (chosen by the ~~Human Resources~~ Executive Committee of the Board, in consultation with the appropriate student governing body)
- ~~A staff member (chosen by the Human Resources Committee of the Board, in consultation with CUPE and the Exempt groups)~~
- One staff employee (chosen by the Executive Committee of the Board in consultation with CUPE)
- One exempt employee (chosen by the Executive Committee of the Board in consultation with Human Resources)
- A First Nations member (chosen by the ~~Human Resources~~ Executive Committee of the Board in consultation with the Senate Committee on First Nations and Aboriginal People)
- Secretary of the Board of Governors (non-voting Committee Officer).

**Effective Date:** Upon the approval of the Board of Governors

**Proposed by:** Chair, Board of Governors



**Rationale:** The primary objective of the proposed changes to the composition of the Search Committee for the President and Vice-Chancellor is to respect and reflect the new five faculty model, while still ensuring a balance of all stakeholder voices. The changes are proposed as an interim solution, so the search for a President and Vice-Chancellor can begin soon.

The Board of Governors recognizes these Procedures and the parent policy (*Appointment of Senior Academic Administrative Officers of the University, and of Faculty*) require a substantial review, and the Board is committed to following up with this review as per the new *Policy on University Policies and Procedures* within the year.

**Attachments:** *Selection Procedures for the Search Committee for the President and Vice-Chancellor*

**TO BE COMPLETED AFTER SCS MEETING**

**Brief Summary of Committee Debate:**

**Motion No.:** SCS202108.03

**Moved by:** L. Parent

**Seconded by:** S. Zogas

**Committee Decision:** CARRIED

**Attachments:**

**Approved by SCS:** August 18, 2021  
**Date**

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

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

**SUBJECT: SELECTION PROCEDURES FOR THE SEARCH COMMITTEE FOR THE PRESIDENT & VICE-CHANCELLOR****1. Terms of Reference for the Search Committee**

- To review the position of President & Vice-Chancellor
- To establish the qualification and qualities desired of candidates
- To assist in the drafting of the advertisement
- To establish a short list of candidates
- To recommend to the full Board of Governors, by providing a prioritized ranking of short listed candidates.

**2. Search Committee Composition (18 members)**

- Board Chair (Chair)
- Board Vice-Chair (Vice-Chair)
- Chancellor
- Three other Board members, including a regional member chosen by the Human Resources Committee of the Board
- One Senior Academic Officer (Provost, Vice-Provost, or Dean) and one Senior Administrative Officer (Director or Vice-President), chosen by the Human Resources Committee of the Board in consultation with President's Council
- Director, Human Resources (non-voting)
- A regional representative (chosen by the Human Resources Committee of the Board)
- 3 Faculty members (chosen by Senate - at least one from each College )
- 2 students, one undergraduate and one graduate (chosen by the Human Resources Committee of the Board, in consultation with the appropriate student governing body)
- A staff member (chosen by the Human Resources Committee of the Board, in consultation with CUPE and the Exempt groups)
- A First Nations member (chosen by the Human Resources Committee of the Board in consultation with the Senate Committee on First Nations and Aboriginal People)
- Secretary of the Board of Governors (non-voting Committee Officer).

**3. Process**

- The search will be conducted in accordance with the principles established in the UNBC Policy - *Appointment of Senior Academic Administrative Officers of the University and of Faculty*.

Motion Number (assigned by S-202108.06  
Steering Committee of Senate): \_\_\_\_\_

## STREERING COMMITTEE OF SENATE

### PROPOSED MOTION

**Motion:** That the UNBC Academic Dates for the 2021-2022 academic year be approved as proposed.

**Effective Date:** Upon approval of Senate

**Rationale:** To adjust the academic calendar to include the new National Day for Truth and Reconciliation. September 30 will be recognized as this statutory holiday by UNBC and all provincial public-sector employers in British Columbia.

For the 2021-2022 academic year, the September 30 has been marked as a statutory holiday with no classes being held.

Revisions for the 2022 -2030 academic dates, which have been previously approved by the UNBC Senate will be forthcoming after further review by the Office of the Registrar.

**Motion proposed by:** Office of University Governance

**Academic Program:** Office of the Registrar

**Implications for Other Programs / Faculties?** Implicates UNBC as a whole

**Faculty:**

**Faculty Council / Committee Motion Number:**

**Faculty Council / Committee Approval Date:**

**Attachment Pages (if applicable):**  2  pages

# UNBC Proposed Dates 2021-2022

## SEPTEMBER 2021 SEMESTER

September							
WEEK	S	M	T	W	T	F	S
				1	2	3	4
1	5	6	7	8	9	10	11
2	12	13	14	15	16		
3	19	20	21	22	23	24	25
4	26	27	28	29	30		

October							
WEEK	S	M	T	W	T	F	S
						1	2
5	3	4	5	6	7	8	9
6	10	11	12	13	14	15	16
7	17	18	19	20	21	22	23
8	24	25	26	27	28	29	30
	31						

November							
WEEK	S	M	T	W	T	F	S
9		1	2	3	4	5	6
10	7	8	9	10	11	12	13
11	14	15	16	17	18	19	20
12	21	22	23	24	25	26	27
13	28	29	30				

December							
WEEK	S	M	T	W	T	F	S
				1	2	3	4
14	5	6	7	8	9	10	11
15	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

Orientation Day: Tuesday, Sept 7  
 Start of Classes: Wednesday, Sept 8  
 Add/Drop Date: Wednesday, Sept 22  
 Withdrawal Date: Thursday, Oct 28  
 Last Day of Classes: Monday, Dec 6  
 First Day of Exams: Tuesday, Dec 7  
 Last Day of Exams: Friday, Dec 17  
 Total Exam Days: 10  
 Tentative Maintenance: Saturday, Dec 18  
 # of Monday Instructional Days: 12  
 # of Tuesday Instructional Days: 12  
 # of Wednesday Instructional Days: 13  
 # of Thursday Instructional Days: 11 ~~12~~  
 # of Friday Instructional Days: 13  
 Number Instructional Days: 62 (12-12-13-11~~12~~-13)

## JANUARY 2022 SEMESTER

January							
WEEK	S	M	T	W	T	F	S
							1
1	2	3	4	5	6	7	8
2	9	10	11	12	13	14	15
3	16	17	18	19	20	21	22
4	23	24	25	26	27	28	29
	30	31					

February							
WEEK	S	M	T	W	T	F	S
5			1	2	3	4	5
6	6	7	8	9	10	11	12
7	13	14	15	16	17	18	19
8	20	21	22	23	24	25	26
	27	28					

March							
WEEK	S	M	T	W	T	F	S
9			1	2	3	4	5
10	6	7	8	9	10	11	12
11	13	14	15	16	17	18	19
12	20	21	22	23	24	25	26
13	27	28	29	30	31		

April							
WEEK	S	M	T	W	T	F	S
						1	2
14	3	4	5	6	7	8	9
15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

Orientation Day: Tuesday, Jan 4  
 Start of Classes: Wednesday, Jan 5  
 Add/Drop Date: Wednesday, Jan 19  
 Withdrawal Date: Thursday, Feb 24  
 Last Day of Classes: Thursday, Apr 7  
 First Day of Exams: Friday, Apr 8  
 Last Day of Exams: Friday, Apr, 22  
 Total Exam Days: 10  
 Reading Break: Feb 22-25  
 Easter: April 15-18  
 # of Monday Instructional Days: 12  
 # of Tuesday Instructional Days: 13  
 # of Wednesday Instructional Days: 13  
 # of Thursday Instructional Days: 13  
 # of Friday Instructional Days: 12  
 Number Instructional Days: 63 (11-13-13-13-12)

# UNBC Proposed Dates 2021-2022 Continued...

## MAY 2022 SEMESTER

Start of Classes: Monday, May 2  
 Add/Drop Date: Monday, May 16  
 Withdrawal Date: Tuesday, Jun 21  
 Last Day of Classes: Friday, Aug 12  
 First Day of Exams: Monday, Aug 15

Last Day of Exams: Friday, Aug 19  
 Total Exam Days: 5  
 Summer Break: Jun 20- July 3  
 Convocation: May 27, 2022  
 Tentative Maintenance: Saturday, Jun 25

## SPRING 2022 INTERSESSION

May

WEEK	S	M	T	W	T	F	S
1	1	2	3	4	5	6	7
2	8	9	10	11	12	13	14
3	15	16	17	18	19	20	21
4	22	23	24	25	26	27	28
5	29	30	31				

June

WEEK	S	M	T	W	T	F	S
				1	2	3	4
6	5	6	7	8	9	10	11
7	12	13	14	15	16	17	18
8	19	20	21	22	23	24	25
	26	27	28	29	30		

Start of Classes: Monday, May 2  
 Add/Drop Date: Friday, May 6  
 Withdrawal Date: Monday, May 19  
 Last Day of Classes: Friday, June 10  
 First Day of Exams: Monday, June 13  
 Last Day of Exams: Friday, Jun 17  
 Total Exam Days: 5  
 # of Monday Instructional Days: 5  
 # of Tuesday Instructional Days: 6  
 # of Wednesday Instructional Days: 6  
 # of Thursday Instructional Days: 6  
 # of Friday Instructional Days: 6  
 Number Instructional Days: 29 (5-6-6-6-6)

## SUMMER 2022 INTERSESSION

July

WEEK	S	M	T	W	T	F	S
						1	2
1	3	4	5	6	7	8	9
2	10	11	12	13	14	15	16
3	17	18	19	20	21	22	23
4	24	25	26	27	28	29	30
	31						

August

WEEK	S	M	T	W	T	F	S
5		1	2	3	4	5	6
6	7	8	9	10	11	12	13
7	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

Start of Classes: Monday, July 4  
 Add/Drop Date: Friday, July 8  
 Withdrawal Date: Thursday, July 21  
 Last Day of Classes: Friday, August 12  
 First Day of Exams: Monday, August 15  
 Last Day of Exams: Friday, August 19  
 Total Exam Days: 5  
 # of Monday Instructional Days: 5  
 # of Tuesday Instructional Days: 6  
 # of Wednesday Instructional Days: 6  
 # of Thursday Instructional Days: 6  
 # of Friday Instructional Days: 6  
 Number Instructional Days: 29 (5-6-6-6-6)

August 10, 2021

Dear Members of the UNBC Senate, Board of Governors, Alumni Council, Undergraduate and Graduate Student Societies,

As each of you are aware, the University of Northern British Columbia is presently without a Chancellor with the passing of Dr. Joe Gosnell last August. Allowing time for the University and the Community to mourn and to recognize Dr. Gosnell's outstanding contributions as UNBC's Chancellor, it is now time to begin the process of electing our next Chancellor.

The University Policy for the Nomination and Selection for the University Chancellor, section 3.1 outlines it is the President's responsibility to officially inform the members of the UNBC Senate, Board of Governors, Alumni Council, Undergraduate and Graduate Student Societies of the vacancy to initiate the process for the nomination of University Chancellor.

By way of this letter, I hereby provide notification that the University of Northern British Columbia should begin the search for its next Chancellor.

Sincerely,



Dr. Geoffrey W. Payne  
President & Vice Chancellor (Interim)

# PROCEDURES

**Approved:**

June 15, 2018

Motion #2018BC06.15.04

**Approving Authority:** Board of Governors

**Responsible Executive:** President

**Responsible Administrator:** University  
Secretary

**Title:**

## Chancellor Nomination, Selection and Appointment

### 1. Scope

- 1.1. These Procedures cover the nomination, selection, appointment and re-appointment of the University Chancellor.

### 2. Legislative Framework

- 2.1. The *University Act* of British Columbia provides that the University is to be led by a Chancellor.
- 2.2. Pursuant to section 11 of the *Act*, the Board of Governors appoints the Chancellor on nomination by the alumni association and after consultation with the Senate.
- 2.3. The Chancellor holds office for three years and after that until a successor is appointed. A retiring Chancellor is eligible for reappointment. However, a person may not hold the office of Chancellor for more than six consecutive years, in addition to any period of office held by that person as a result of having been appointed for the unexpired term of a predecessor.

### 3. Notification of Vacancy – During Chancellor’s Final Term

- 3.1. Approximately twelve (12) months before the expiry of a Chancellor’s *final term*, the President will notify the Senate, the Board of Governors, the Alumni Council, the

Undergraduate and Graduate Student Societies, and the University community, of the impending vacancy.

- 3.2. The Governance Committee of the Board (or equivalent Board Committee designated with this responsibility), in consultation with the Alumni Council and the Senate Committee on Honorary Degrees and Other Forms of Special Recognition (or equivalent Senate Committee designated with this responsibility) will promptly review, and propose revisions if needed, to these Procedures, and to the position profile and any nomination or other forms used in the selection process.

#### **4. Formation and Composition of the Nomination Committee**

- 4.1. After notification has been given under section 3.1, a joint nomination and advisory committee (the Nomination Committee) of the Board of Governors, the Alumni Council and Senate will be struck to oversee the process for seeking and considering nominations.
- 4.2. The Committee will be constituted as follows (7 Members):
  - (a) the Chair of the Board of Governors, who will chair the Committee;
  - (b) one member of the Board of Governors appointed or elected by the Governance Committee of the Board;
  - (c) the President of the Alumni Council;
  - (d) one member of the Alumni Council;
  - (e) the President of the University, as Chair of Senate, or designate member of Senate at the President's discretion;
  - (f) one faculty Senator, elected or appointed by Senate
  - (g) one student Senator elected or appointed by Senate
- 4.3. The Board, Alumni Council and Senate will each determine their own method of electing or appointing their respective representatives to the Committee.
- 4.4. The University Secretary will serve as secretary to the Committee and will oversee the confidential process and keep records in accordance with best practices and legislative requirements respecting protection of privacy.

#### **5. Reappointment Procedures – during Chancellor's First Term**

- 5.1. If the current Chancellor is eligible for, and agreeable to reappointment, the Nomination Committee will be struck in accordance with s. 4 above, approximately fourteen months (14) months prior to the re-appointment, to allow time for the



procedures outlined in s. 6, and otherwise herein, to occur in the event the Chancellor is not re-appointed and there is an impending vacancy.

- 5.2. The Nomination Committee will solicit feedback in confidence, on the Chancellor's first term. Solicitation of feedback will include members of the Board, the Senate, the Alumni Council and Student Societies, and may include the broader University Community. The Committee will consider whether the Chancellor should be reappointed and will make a confidential recommendation to the Board, and may provide summary supporting information or rationale to the Board if the Committee so desires.
- 5.3. With the recommendation of the Nomination Committee, the Board will determine whether or not to re-appoint the Chancellor for a second term, and will so inform the Committee and the Chancellor.

## **6. Nomination and Selection Process**

- 6.1. In the event of an impending vacancy, a Nomination Committee shall be struck and shall issue a call for nominations to the Alumni, the Alumni Council, the Senate, the Board of Governors, the Student Societies, and to the broader University Community. If a Nomination Committee has been struck for the purposes of s. 5, and the Board does not reappoint a Chancellor that Committee will continue to serve for the purposes of this section.
- 6.2. The call for nominations is to include the position profile, nomination form and information about process and proposed timelines, and the call will remain open until the Board has appointed a Chancellor.
- 6.3. The Committee will:
  - (a) Consider nominees, in confidence, recognizing the need for due diligence. Reasonable due diligence in a confidential process may include receipt and review of a nominee's bio or *curriculum vitae* and review of publically accessible information about a nominee, and may include, at the Committee's discretion and with permission of a nominee, personal reference checks.
  - (b) Develop a shortlist and request that the President, as Chair of Senate, present the name(s) and *curriculum vitae*(s) or equivalent background information, of the intended nominee(s) to the appropriate Senate Committee in strict confidence in a closed meeting and, in a subsequent closed meeting of that Committee, that the President solicit feedback on the intended nominee.

- (c) Receive and consider feedback from the Senate Committee and determine whether to amend the shortlist.
  - (d) Finalize a shortlist and consult with the Alumni Council on the short list in strict confidence.
  - (e) Prepare a ranked shortlist from amongst those nominees acceptable to the Alumni Council and ask the President to approach the preferred candidate to ascertain willingness to serve. Should the candidate decline to offer to serve as Chancellor, the Committee will ask the President to approach the next highest ranked candidate.
- 6.4. Should the preferred candidate agree to serve, the President will present the candidate's name in strict confidence to Senate, in a closed meeting, along with a summary of the process followed.
- 6.5. The President will relay feedback provided by Senate to the Alumni Council prior to the Council making a final decision to formally recommend the appointment to the Board of Governors.
- 6.6. On receipt of the nomination from the Alumni Council and a report on the process followed provided by the Committee Secretary, the Board may either appoint the nominated candidate as Chancellor, or may refuse to appoint and refer the matter back to the Nomination Committee to nominate an alternate candidate.

## **7. Resignation or Vacancy for Other Reasons**

- 7.1. Should a Chancellor resign or be unable or unwilling to serve for any reason during their Term, the process outlined herein will be followed, but timelines may be adjusted as deemed necessary or appropriate by the Board, after consultation with the Alumni Council and Senate.

## **8. Policy Replaces the Terms of Reference for the UNBC Chancellor Advisory Task Force (CATEF)**

- 8.1. This Policy is effective on approval of the Board and replaces the Terms of Reference for the UNBC Chancellor Advisory Task Force, approved by the Board in June 14, 2014 M 2014BP06.14.07).