

SENATE MEETING OPEN SESSION AGENDA

November 24, 2021
3:30 – 5:30 PM
Zoom Only

1.0 Acknowledgement of Territory

2.0 S-202111.01 Approval of the Agenda †

Page 1 That the agenda for the November 24, 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 - Wilp Wilxo'oskwhl Nisga'a Institute Dr. Deanna L.E. Nyce Chief Executive Officer and President Wilp Wilxo'oskwhl Nisga'a

4.0 Approval of the Minutes

S-202111.02 Approval of the Minutes

Page 6 That the Minutes for the October 27, 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 – Faculty Constitutions

6.0 President's Report Payne

7.0 Report of the Provost (5 minutes) Dale

8.0 Report of the Registrar (5 minutes) Annear

9.0 Question Period (10 minutes)

9.1 Written questions submitted in advance

9.1.1 Can the President update Senate on the course of action planned in response to the recent TriCouncil decision to designate UNBC as only partially satisfying its EDI responsibilities with respect to CRC appointments? Is there more information available on where UNBC fell short? (*Senator Budde*) **Payne/Lewis**

9.2 Questions from the floor

10.0 Approval of Motions on the Consent Agenda **Payne**

S-202111.03

Approval of Motions on the Consent Agenda

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

11.0 Committee Reports

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

11.2 Senate Committee on Academic Affairs **Dale**

For Approval Items:

Page 13 **S-202111.04**

New Academic Program – Nisga’a Language Fluency Certificate

That, on the recommendation of the Senate Committee on Academic Affairs, the new Wilp Wilxo’oskwhl Nisga’a Certificate of Nisga’a Language Fluency be approved as proposed.

Regular Proposed Start Date: September 2022

Page 20 **S-202111.05**

New Academic Program – Nisga’a Language Fluency Diploma

That, on the recommendation of the Senate Committee on Academic Affairs, the new Wilp Wilxo’oskwhl Nisga’a Diploma of Nisga’a Language Fluency be approved as proposed.

Regular Proposed Start Date: September 2022

Page 27 **S-202111.06**

New Academic Program – Nisga’a Language Fluency Degree

That, on the recommendation of the Senate Committee on Academic Affairs, the new Wilp Wilxo’oskwhl Nisga’a Bachelor of Nisga’a Language Fluency Degree be approved as proposed.

Regular Proposed Start Date: September 2022

Page 35 **S-202111.07**

New Course Approval – FNST 141

That, on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 141-3 Nisga’a Language Immersion Level 1 be approved as follows.

Regular Proposed semester of first offering: September 2022

Page 40 **S-202111.08**

New Course Approval – FNST 142

That, on the recommendation of the Senate Committee on Academic Affairs, the new course FNST142-3 Nisga’a Oral Culture Level 1 be approved as follows.

Regular Proposed semester of first offering: September 2022

Page 45 **S-202111.09**

New Course Approval – FNST 241

That, on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 241-3 Nisga’a Language Immersion Level 2 be approved as follows.

Regular Proposed semester of first offering: September 2022

Page 50 **S-202111.10**

New Course Approval – FNST 242

That, on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 242-3 Nisga'a Oral Culture Level 2 be approved as follows.

Regular Proposed semester of first offering: January 2023

Page 55 **S-202111.11**

New Course Approval – FNST 341

That, on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 341-3 Nisga'a Language Immersion Level 3 be approved as follows.

Regular Proposed semester of first offering: January 2023

Page 60 **S-202111.12**

New Course Approval – FNST 441

That, on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 441-3 Nisga'a Language Immersion Level 4 be approved as follows.

Regular Proposed semester of first offering: January 2023

Page 65 **S-202111.13**

Exchange Agreement Renewal – Swedish University of Agricultural Sciences

That, on the recommendation of the Senate Committee on Academic Affairs, the following exchange agreements be renewed and approved under the previously agreed upon terms and conditions for a period of five (5) years as proposed:

- Swedish University of Agricultural Sciences

Regular Effective Date: Upon the completion of signing by both parties

Page 67 **S-202111.14**

Memorandum of Understanding – Northern Centre for Clinical Research

That, on the recommendation of the Senate Committee on Academic Affairs, the memorandum of understanding between the University of Northern British Columbia, the Northern Health Authority and the University of British Columbia, as represented by its Faculty of Medicine for the development and operation of the Northern Centre for Clinical Research be approved as proposed.

Regular **Effective Date:** Upon approval of Senate and the Board of Governors

11.3 Steering Committee of Senate

Payne

Page 138 **S-202111.15**

Senate Committee on Nominations – Terms of Reference and Membership

That, on the recommendation of the Steering Committee of Senate, the change(s) to the terms of reference and membership for the Senate Committee on Nominations and subsequently the Senate Handbook be approved as proposed

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

Page 140 **S-202111.16**

Senate Committee on First Nations and Aboriginal Peoples – Committee Name and Terms of Reference

That, on the recommendation of the Steering Committee of Senate, the change(s) to the committee name and terms of reference for the Senate Committee on First Nations and Aboriginal Peoples and subsequently the Senate Handbook be approved as proposed

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

11.4 Senate Committee on Nominations

For Approval Items:

S-202110.17**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

11.5 Senate Committee on Curriculum and Calendar	Annear
11.6 Senate Committee on Admissions and Degrees	Annear
11.7 Senate Committee on First Nations and Aboriginal Peoples	Harder
11.8 Senate Committee on Honorary Degrees and Special Forms of Recognition	Dale
11.9 Senate Committee on Scholarships and Bursaries	Lewis

For Information Items:**SCSB20211027.03** *(approved)***Glenda Brommeland Memorial Award**

That the new Terms and Conditions for the Glenda Brommeland Memorial Award be approved.
Endowed 2021 (To be Activated: 2023-24 Academic Year)

Page 143

SCSB20211027.04 *(approved)***Miss Pacific Fisher Bursary**

That the new Terms and Conditions for the Miss Pacific Fisher Bursary be approved.
Established 2021 (To Be Activated: 2022-2023 Academic Year)

Page 145

SCSB20211027.05 *(approved)***Pat McLeod Bursary**

That the new Terms and Conditions for the Pat McLeod Bursary be approved.
Endowed 2021 (To Be Activated: 2022-2023 Academic Year)

Page 147

SCSB20211027.06 *(approved)***Pretivm Award**

That the new Terms and Conditions for the Pretivm Award be approved.
Established 2021 (To Be Activated: 2021-2022 Academic Year)

Page 149

SCSB20211027.07 *(approved)***Pretivm Indigenous Award**

That the new Terms and Conditions for the Pretivm Indigenous Award be approved.
Established 2021 (To Be Activated: 2021-2022 Academic Year)

Page 151

SCSB20211027.08 *(approved)***Pretivm Women's Award**

That the new Terms and Conditions for the Pretivm Women's Award be approved.
Established 2021 (To Be Activated: 2021-2022 Academic Year)

Page 153

SCSB20211027.09 *(approved)***School of Engineering Bursary**

That the new Terms and Conditions for the School of Engineering Bursary be approved.
Established 2021 (To Be Activated: 2022-2023 Academic Year)

Page 155

SCSB20211027.10 *(approved)***School of Engineering Scholarship**

Page 157 That the new Terms and Conditions for the School of Engineering Scholarship be approved.
Established 2021 (To Be Activated: 2022-2023 Academic Year)

SCSB20211027.11 (approved)
Timberwolves Athletic Award

Page 159 That the new Terms and Conditions for the Timberwolves Athletic Award be approved.
Endowed 2021 (To Be Activated: 2022-2023 Academic Year)

SCSB2021027.12 (approved)
BC Psychological Association Gold Medal Award

Page 161 That the revised Terms and Conditions for the BC Psychological Association Gold Medal Award with a name change to BC Psychological Association Award be approved.
Revisions Effective: 2022-2023 Academic Year

SCSB20211027.13 (approved)
Deloitte & Touche Bursary

Page 163 That the revised Terms and Conditions for the Deloitte & Touche Bursary with a name change to Deloitte Bursary be approved.
Revisions Effective: 2022-2023 Academic Year

SCSB20211027.14
Deloitte & Touche Scholarship

Page 165 That the revised Terms and Conditions for the Deloitte & Touche Scholarship with a name change to Deloitte Scholarship be approved.
Revisions Effective: 2022-2023 Academic Year

11.10 Senate Committee on University Budget

Deo

12.0 Information

13.0 Other Business

14.0 S-202111.18 (10 minutes)
Move to the Closed Session
That the meeting move to Close Session.

15.0 S-202111.21
Adjournment
That the Senate meeting be adjourned.

Motion Number (assigned by
Steering Committee of Senate): S-202111.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the new Wilp Wilxo'oskwhl Nisga'a Certificate of Nisga'a Language Fluency be approved as proposed.

A. General Information

Program Title: Nisga'a Language Fluency Certificate

Program Objectives: This program will be offered only at Wilp Wilxo'oskwhl Nisga'a Institute. The program is designed to offer language immersion to facilitate the development of fluency in the Nisga'a language, creating new opportunities that focus on language learning and communication.

The objectives of the program are:

1. To provide comprehensive, high quality certificate in the Nisga'a language leading to Certificate qualifications;
2. To foster the revitalization of Nisga'a language use in the Nisga'a community across all domains of community life;
3. To train and educate students at the Certificate level for subsequent employment within education; and,
4. To prepare students for possible further study towards the Diploma and Bachelor of Arts Degree in Nisga'a Language Fluency.¹

Credential upon Completion of the Program: Certificate

Program Offering the Degree: Wilp Wilxo'oskwhl Nisga'a Institute and UNBC First Nations Studies

Proposed Start Date: September 2022

Suggested Institutional Priority: In the age of reconciliation, "to redress the legacy of residential schools and advance the process of Canadian reconciliation" as noted by the Truth and Reconciliation Commission of Canada: Calls to Action, specifically under "Education":²

Article 10. iv. Protecting the right to Aboriginal languages including the teaching of Aboriginal languages as credit courses; and,

Article 16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages".

¹ Adapted from "Proposal for an Indigenous Language Proficiency Degree Framework for the Province of British Columbia" co-written by the Language Fluency Degree Consortium of public post-secondary institutes, including UNBC, and First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association, including Wilp Wilxo'oskwhl Nisga'a Institute (2018).

² See "Truth and Reconciliation Commission of Canada: Calls to Action" p.2.

Further to, and as identified in the UNBC Aboriginal Service Plan 2020-2021, "UNBC reaffirms our commitment to the values inherent in these documents [*Declaration on the Rights of Indigenous Peoples Act* for the United Nations Declaration on the Rights of Indigenous Peoples, *Calls to Action* by the Truth and Reconciliation Commission, and, *Final Report* by the National Inquiry into Missing and Murdered Indigenous Women and Girls], to advancing Reconciliation and closing equity gaps in relation to access, retention and outcomes in postsecondary education for Indigenous learners." (3). Wilp Wilxo'oskwhl Nisga'a Institute shares in this commitment to Indigenous post-secondary education.

Indigenous language revitalization and maintenance is an important institutional goal for UNBC and Wilp Wilxo'oskwhl Nisga'a Institute. Wilp Wilxo'oskwhl Nisga'a Institute received one-time pilot funding to deliver a one-year Nisga'a language certificate within this program in the 2020-2021 academic year.

This SCAAF is intended to allow them to deliver a Certificate program that is accredited by UNBC.

Relationship of Proposed Program to the Mandate of the Institution: As described above, this proposed program enhances Indigenous language revitalization and maintenance at UNBC and Wilp Wilxo'oskwhl Nisga'a Institute.

Implications for the Cooperative Education Option: None

Specialties within Program: Wilp Wilxo'oskwhl Nisga'a Institute Nisga'a Language Program; Wilp Wilxo'oskwhl Nisga'a Institute FNST Language Program

Related Programs at Other Institutions:

- NVIT Nle?kepmx Language Fluency Certificate and Nsyilxcen Language Fluency Certificate.
- UVIC Certificate in Indigenous Language Proficiency.

Relation to Existing Programs: UNBC Bachelor of Arts: First Nations Studies (Nisga'a), First Nations Language Diploma, First Nations Language and Culture Education Diploma, General First Nations Studies Certificate, Nisga'a Studies Certificate, and First Nations Language Certificate.

Articulation Arrangement: None

Consultations with Other Institutions: The request came from Wilp Wilxo'oskwhl Nisga'a Institute.

The proposed program is based on a degree framework developed by the Indigenous Language Proficiency/Fluency Degree Framework Partnership. The partnership is made up of the Indigenous and Higher Learning Association (IAHLA), the First Nations Education Steering Committee (FNESC), and a consortium of public post-secondary institutions. UNBC and Wilp Wilxo'oskwhl Nisga'a Institute are both member institutes in the partnership and consortium. Wilp Wilxo'oskwhl Nisga'a Institute was in an initial partnership with En'owkin Centre to develop the argument for an Indigenous Languages Fluency Degree in concert with IAHLA (approximately 2010).

B. Program Description

General Calendar Description:

The Nisga'a Language Fluency Certificate provides an immersive education in the Nisga'a language, intended to create new Nisga'a language speakers. The fundamental pedagogical approach is to offer as much Nisga'a language instruction as possible, as early as possible. The program is offered in a manner that recognizes that learners, knowledge keepers, and their communities as a whole benefit from, and contribute to, the (re)development of Nisga'a language fluency.

Students are required to complete 30 credit hours.

Curriculum:

During the certificate students take the following courses:

ARTS 101-3	Learning Strategies
ARTS 102-3	Research Writing
FNST 139-3	Nisga'a Language: Level 1
FNST 140-3	Nisga'a Language: Level 2
FNST 141-3	Nisga'a Language Immersion Level 1
FNST 169-3	Nisga'a Culture: Level 1
FNST 170-3	Nisga'a Culture: Level 2
FNST 241-3	Nisga'a Language Immersion Level 2
FNST 341-3	Nisga'a Language Immersion Level 3
FNST 441-3	Nisga'a Language Immersion Level 4

C. Need for Program

Enrolment Projections:

Projection of student enrolment is 15 students per year.³ Local delivery in the Nass Valley would lower costs for adult learners who can remain in their community, and continue to work and be a part of Nisga'a life and culture while taking part in this program. The intake capacity would ensure that there is capacity at the community level to support students throughout the program. As stated by Armstrong, "The model projects sustainability for the degree program...projects a way to meet increasing demand for speaker-teachers and at the same time produce fluent adult speakers for other professions and higher learning" (33).

Cultural, Social and Economic Needs:

As identified in the UNBC Aboriginal Service Plan 2020-2021, "UNBC reaffirms our commitment to the values inherent in these documents [*Declaration on the Rights of Indigenous Peoples Act* for the United Nations Declaration on the Rights of Indigenous Peoples, *Calls to Action* by the Truth and Reconciliation Commission, and, *Final Report* by the National Inquiry into Missing and Murdered Indigenous Women and Girls], to advancing Reconciliation and closing equity gaps in relation to access, retention and outcomes in postsecondary education for Indigenous learners." (3).

Wilp Wilxo'oskwahl Nisga'a Institute shares in this commitment to Indigenous post-secondary education. This program is the natural growth of UNBC's engagement with local Indigenous peoples aimed toward language revitalization and maintenance. The Nisga'a language is endangered and continues to be on a downward trajectory in spite of all efforts in the past 20+ years. As reported in the Nisga'a Lisims Government *Quality of Life Survey*, there were 857 Nisga'a language speakers in 2014, 440 speakers in 2016, and 331 speakers in 2018. This program will offer a hope to save the language.

The beauty of this program is that it is offered at Wilp Wilxo'oskwahl Nisga'a Institute, in the Nisga'a community, where fluent speakers work, live and practice Nisga'a language and culture. Students have easy access to these Nisga'a resources.

Labour Market Demands:

The *Proposal for an Indigenous Language Proficiency Degree Framework for the Province of British Columbia* by the Indigenous Language Degree Framework Partnership and the Indigenous Language Degree Consortium states "There is an immediate demand for additional proficient adult speakers [of Indigenous

³ Projections identified by Armstrong (2011), p.32.

languages] in B.C. ...for support in the ECE, K-12 systems, in adult learning contexts, immersions schools, and schools operated by communities themselves, as vital areas of employment." (9). In addition, Nisga'a language graduates are sought by employers in the Nass Valley.

Other Benefits:

This certificate is a good beginning for graduates to continue on to the Diploma or full-time BA program; or, branch out into other fields, such as early childhood education, and elementary/secondary education.

Another benefit will increase the proficiency and use of the Nisga'a language as a result of this program, and will also turn the trajectory towards saving the language.

D. Faculty

Faculty list:

Wilp Wilxo'oskwhl Nisga'a Institute's existing faculty are more than sufficient to deliver the program, however there will be a need for additional Nisga'a language instructors. All Wilp Wilxo'oskwhl Nisga'a Institute faculty meet the UNBC's educational requirements for teaching within their fields of expertise. In addition, the teaching faculty at Wilp Wilxo'oskwhl Nisga'a Institute have been successfully teaching with the institute for 20+ years.

Current faculty at Wilp Wilxo'oskwhl Nisga'a Institute for the certificate are:

Irene Squires, BA
Harry Nyce Jr., MBA

Edward McMillan, M.Ed.
Starnita Nyce, BA (Nisga'a Language Teaching Assistant)

Expected Teaching Loads: As per Wilp Wilxo'oskwhl Nisga'a Institute sessional instructor contract.

Research Funding: Not applicable.

E. Program Delivery

Distance Learning Components: Video conferencing and other distance learning technologies will be used for teaching as needed.

Class Size and Structure: Face-to-face and virtual learning for all classes. Immersive language learning augmented by additional targeted/supportive techniques. Numerous fluent speakers will be an integral part of this program. Where available, mentor-pod, peer-to-peer and individual inquiry will be used for class structure.

Experiential Learning: Experiential and place-based learning with seasonal opportunities to be engaged. For example, annual oolichan fishery and salmon fisheries, attending Wilp Si'ayuukhl Nisga'a (Nisga'a Government), and cultural events (feasts). In-house and video-linked course lectures and seminars with language laboratories and archives will also be used.

F. Program Resources:

Please Note: there will be no impact on UNBC Resources. Like the Bachelor of Arts: First Nations Studies

(Nisga'a), this program will be entirely built on Wilp Wilxo'oskwhl Nisga'a Institute resources.

Administrative Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Operating Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Capital Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Start-up Costs: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Special Resource Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute, which will include Elders, who will be remunerated according to their expertise, and access to gathered archival materials.

G. Library Resource Requirements (See attached form)

Not applicable.

H. Evaluation

Academic Quality of Program:

This community-based immersion indigenous language program parallels the characteristics of similar programs UNBC already offers, and in line with the province-wide initiative through FNSEC and the IAHLAs.

As with the Bachelor of Arts: First Nations Studies (Nisga'a), which has been operation at the Wilp Wilxo'oskwhl Nisga'a Institute for the past 27 years, the Certificate in Nisga'a Language Fluency program will be following the academic requirements set by UNBC.

Methods of Internal Institutional Review:

- Wilp Wilxo'oskwhl Nisga'a Institute Board of Governors updates
- UNBC FNST Department updates
- Nisga'a Government updates
- BC Ministry of Advanced Education updates
- Any additional funders of the program

Relevant External Program Experts: The CEO recommends an external review at the end of the program. Wilp Wilxo'oskwhl Nisga'a Institute is currently completing an external review.

I. Miscellaneous

Special Features:

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

J. Authorization

SCCC Reviewed: October 18, 2021

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

Faculty Council Motion Number(s): Omnibus Motion FISSSHFC2021.10.21.03

Faculty Council Approval Date(s): October 21, 2021

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFANP202111.03

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: November 10, 2021

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF202111.03

Moved by: R. Camp II

Seconded by: K. Stranack

Committee Decision: CARRIED

Approved by SCAAF: November 10, 2021
Date

MRTD

Chair's Signature

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

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

PROPOSED NEW COURSE: Wilp Wilxo'oskwhl Nisga'a Certificate of Nisga'a Language Fluency

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

a) Are current library holdings adequate? Yes X No

Current library holdings are adequate, but faculty members are encouraged to reach out to their liaison librarian for more materials.

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

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



28-09-2021

University Librarian (or designate) signature

Date

Motion Number (assigned by
Steering Committee of Senate): S-202111.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the new Wilp Wilxo'oskwhl Nisga'a Diploma of Nisga'a Language Fluency be approved as proposed.

A. General Information

Program Title: Diploma of Nisga'a Language Fluency

Program Objectives: This program will be offered only at Wilp Wilxo'oskwhl Nisga'a Institute. The program is designed to offer language immersion to facilitate the development of fluency in the Nisga'a language, creating new opportunities that focus on language learning and communication.

The objectives of the program are:

1. To provide comprehensive, high quality Nisga'a language Diploma leading to Diploma qualifications;
2. To foster the revitalization of Nisga'a language use in the Nisga'a community across all domains of community life;
3. To train and educate students at the Diploma level for subsequent employment within education, government, non-government, and industrial sectors; and,
4. To prepare students for possible further study.¹

Credential upon Completion of the Program: Diploma

Program Offering the Degree: Wilp Wilxo'oskwhl Nisga'a Institute and UNBC First Nations Studies

Proposed Start Date: September 2022

Suggested Institutional Priority: In the age of reconciliation, "to redress the legacy of residential schools and advance the process of Canadian reconciliation" as noted by the Truth and Reconciliation Commission of Canada: Calls to Action, specifically under 'Education':²

Article 10. iv. Protecting the right to Aboriginal languages including the teaching of Aboriginal languages as credit courses; and,

Article 16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages".

Further to, and as identified in the UNBC Aboriginal Service Plan 2020-2021, "UNBC reaffirms our

¹ Adapted from "Proposal for an Indigenous Language Proficiency Degree Framework for the Province of British Columbia" co-written by the Language Fluency Degree Consortium of public post-secondary institutes, including UNBC, and First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association, including Wilp Wilxo'oskwhl Nisga'a Institute (2018).

² See "Truth and Reconciliation Commission of Canada: Calls to Action" p.2.

commitment to the values inherent in these documents [*Declaration on the Rights of Indigenous Peoples Act* for the United Nations Declaration on the Rights of Indigenous Peoples, *Calls to Action* by the Truth and Reconciliation Commission, and, *Final Report* by the National Inquiry into Missing and Murdered Indigenous Women and Girls], to advancing Reconciliation and closing equity gaps in relation to access, retention and outcomes in postsecondary education for Indigenous learners." (3). Wilp Wilxo'oskwhl Nisga'a Institute shares in this commitment to Indigenous post-secondary education.

Indigenous language revitalization and maintenance is an important institutional goal for UNBC and Wilp Wilxo'oskwhl Nisga'a Institute. Wilp Wilxo'oskwhl Nisga'a Institute received one-time pilot funding to deliver a one-year Nisga'a language certificate within this program in the 2020-2021 academic year.

This SCAAF is intended to allow them to deliver a Diploma program that is accredited by UNBC.

Relationship of Proposed Program to the Mandate of the Institution: As described above, this proposed program enhances Indigenous language revitalization and maintenance at UNBC and Wilp Wilxo'oskwhl Nisga'a Institute.

Implications for the Cooperative Education Option: None

Specialties within Program: Wilp Wilxo'oskwhl Nisga'a Institute Nisga'a Language Program; Wilp Wilxo'oskwhl Nisga'a Institute FNST Language Program

Related Programs at Other Institutions:

- NVIT Nle?kepmx Language Fluency Diploma and Nsyilxcen Language Fluency Diploma

Relation to Existing Programs: UNBC Bachelor of Arts: First Nations Studies (Nisga'a), First Nations Language Diploma, First Nations Language and Culture Education Diploma, General First Nations Studies Certificate, Nisga'a Studies Certificate, and First Nations Language Certificate.

Articulation Arrangement: None

Consultations with Other Institutions: The request came from Wilp Wilxo'oskwhl Nisga'a Institute.

The proposed program is based on a degree framework developed by the Indigenous Language Proficiency/Fluency Degree Framework Partnership. The partnership is made up of the Indigenous and Higher Learning Association (IAHLA), the First Nations Education Steering Committee (FNESC), and a consortium of public post-secondary institutions. UNBC and Wilp Wilxo'oskwhl Nisga'a Institute are both member institutes in the partnership and consortium. Wilp Wilxo'oskwhl Nisga'a Institute was in an initial partnership with En'owkin Centre to develop the argument for an Indigenous Languages Fluency Degree in concert with IAHLA (approximately 2010).

B. Program Description

General Calendar Description:

The Nisga'a Language Fluency Diploma provides an immersive education in the Nisga'a language, intended to create new Nisga'a language speakers. The fundamental pedagogical approach is to offer as much Nisga'a language instruction as possible, as early as possible. The program is offered in a manner that recognizes that learners, knowledge keepers, and their communities as a whole benefit from, and contribute to, the (re)development of Nisga'a language fluency.

Students are required to complete 60 credit hours, including 30 credit hours from the Nisga'a Language Fluency Certificate.

Curriculum:

The first year of the Diploma is the Certificate, and students take the following courses:

ARTS 101-3	Learning Strategies
ARTS 102-3	Research Writing
FNST 139-3	Nisga'a Language: Level 1
FNST 140-3	Nisga'a Language: Level 2
FNST 141-3	Nisga'a Language Immersion Level 1
FNST 169-3	Nisga'a Culture: Level 1
FNST 170-3	Nisga'a Culture: Level 2
FNST 241-3	Nisga'a Language Immersion Level 2

During the second year of the Diploma students take the following courses:

FNST 142-3	Nisga'a Oral Culture Level 1
FNST 205-3	Seminar in First Nations Studies
FNST 206-3	First Nations Oral Literatures
FNST 220-3	Introduction to Linguistics
FNST 239-3	Nisga'a Language: Level 3
FNST 240-3	Nisga'a Language: Level 4
FNST 242-3	Nisga'a Oral Culture Level 2
FNST 269-3	Nisga'a Culture: Level 3
FNST 270-3	Nisga'a Culture: Level 4
FNST 298-3	Special Topics in First Nations Studies
FNST 341-3	Nisga'a Language Immersion Level 3
FNST 441-3	Nisga'a Language Immersion Level 4

C. Need for Program

Enrolment Projections:

Projection of student enrolment is 15 students per year.³ Local delivery in the Nass Valley would lower costs for adult learners who can remain in their community, and continue to work and be a part of Nisga'a life and culture while taking part in this program. The intake capacity would ensure that there is capacity at the community level to support students throughout the program. As stated by Armstrong, "The model projects sustainability for the degree program...projects a way to meet increasing demand for speaker-teachers and at the same time produce fluent adult speakers for other professions and higher learning" (33).

Cultural, Social and Economic Needs:

As identified in the UNBC Aboriginal Service Plan 2020-2021, "UNBC reaffirms our commitment to the values inherent in these documents [*Declaration on the Rights of Indigenous Peoples Act* for the United Nations Declaration on the Rights of Indigenous Peoples, *Calls to Action* by the Truth and Reconciliation Commission, and, *Final Report* by the National Inquiry into Missing and Murdered Indigenous Women and Girls], to advancing Reconciliation and closing equity gaps in relation to access, retention and outcomes in postsecondary education for Indigenous learners." (3).

Wilp Wilxo'oskwahl Nisga'a Institute shares in this commitment to Indigenous post-secondary education. This program is the natural growth of UNBC's engagement with local Indigenous peoples aimed toward language revitalization and maintenance. The Nisga'a language is endangered and continues to be on a downward

³ Projections identified by Armstrong (2011), p.32.

trajectory in spite of all efforts in the past 20+ years. As reported in the Nisga'a Lisims Government *Quality of Life Survey*, there were 857 Nisga'a language speakers in 2014, 440 speakers in 2016, and 331 speakers in 2018. This program will offer a hope to save the language.

The beauty of this program is that it is offered at Wilp Wilxo'oskwhl Nisga'a Institute, in the Nisga'a community, where fluent speakers work, live and practice Nisga'a language and culture. Students have easy access to these Nisga'a resources.

Labour Market Demands:

The Proposal for an Indigenous Language Proficiency Degree Framework for the Province of British Columbia by the Indigenous Language Degree Framework Partnership and the Indigenous Language Degree Consortium states "There is an immediate demand for additional proficient adult speakers [of Indigenous languages] in B.C. ...for support in the ECE, K-12 systems...immersions schools, and schools operated by communities themselves, as vital areas of employment." (9).

Other Benefits:

A Nisga'a Language Fluency Diploma offers two benefits students can go on to complete the full Bachelor of Arts Degree in Nisga'a Language Fluency, they can exit for employment or use the credits to enter the education program designed for language teachers.

Another benefit will increase the proficiency and use of the Nisga'a language as a result of this program, and will also turn the trajectory towards saving the language.

D. Faculty

Faculty list:

Wilp Wilxo'oskwhl Nisga'a Institute's existing faculty are more than sufficient to deliver the program, however there will be a need for additional Nisga'a language instructors. Two faculty members have a PhD, five faculty members have MA or M.Ed. degrees, and the Nisga'a Language Instructor with a BA. All Wilp Wilxo'oskwhl Nisga'a Institute faculty meet the UNBC's educational requirements for teaching within their fields of expertise. In addition, the teaching faculty at Wilp Wilxo'oskwhl Nisga'a Institute have been successfully teaching with the institute for 20+ years.

Current faculty at Wilp Wilxo'oskwhl Nisga'a Institute:

Dr. Deanna Nyce, PhD
Edward McMillan, M.Ed.
Allison Nyce, MA

Irene Squires, BA
Harry Nyce Jr., MBA
David Griffin, M.Ed.

Expected Teaching Loads: As per Wilp Wilxo'oskwhl Nisga'a Institute sessional instructor contract.

Research Funding: Not applicable.

E. Program Delivery

Distance Learning Components: Video conferencing and other distance learning technologies will be used for teaching as needed.

Class Size and Structure: Face-to-face and virtual learning for all classes. Immersive language learning augmented by additional targeted/supportive techniques. Where available, mentor-pod, peer-to-peer and individual inquiry will be used for class structure.

Experiential Learning: Experiential and place-based learning with seasonal opportunities to be engaged. For example, annual oolichan fishery and salmon fisheries, attending Wilp Si'ayuukhl Nisga'a (Nisga'a Government), and cultural events (feasts). In-house and video-linked course lectures and seminars with language laboratories and archives will also be used.

F. Program Resources:

Please Note: there will be no impact on UNBC Resources. Like the Bachelor of Arts: First Nations Studies (Nisga'a), this program will be entirely built on Wilp Wilxo'oskwhl Nisga'a Institute resources.

Administrative Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Operating Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Capital Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Start-up Costs: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Special Resource Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute, which will include Elders, who will be remunerated according to their expertise, and access to gathered archival materials.

G. Library Resource Requirements (See attached form)

Library Resource Requirements will be minimal. A relationship between the Library and the students is highly recommended at the commencement of the program.

H. Evaluation

Academic Quality of Program:

This is a community-based partially immersion indigenous language program that parallels the characteristics of similar programs we already offer, and in line with the province-wide initiative through FNSEC and the IAHLAs.

As with the Bachelor of Arts: First Nations Studies (Nisga'a), which has been operation at the Wilp Wilxo'oskwhl Nisga'a Institute for the past 27 years, the Nisga'a Language Fluency Diploma program will be following the academic requirements set by UNBC.

Methods of Internal Institutional Review:

- Wilp Wilxo'oskwhl Nisga'a Institute Board of Governors updates
- UNBC FNST Department updates
- Nisga'a Government updates
- BC Ministry of Advanced Education updates
- Any additional funders of the program

Relevant External Program Experts: The CEO recommends an external review at the end of the program. Wilp Wilxo'oskwhl Nisga'a Institute is currently completing an external review.

I. Miscellaneous

Special Features:

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

J. Authorization

SCCC Reviewed: October 18, 2021

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

Faculty Council Motion Number(s): Omnibus Motion FISSSHFC2021.10.21.03

Faculty Council Approval Date(s): October 21, 2021

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFANP202111.04

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: November 10, 2021

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF202111.04

Moved by: R. Camp II

Seconded by: K. Stranack

Committee Decision: CARRIED

Approved by SCAAF: November 10, 2021
Date

MRTD
Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

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

PROPOSED NEW COURSE: ilp Wilxo'oskwhl Nisga'a Diploma of Nisga'a Language Fluency

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

a) Are current library holdings adequate? Yes X No

Current library holdings are adequate, but faculty members are encouraged to reach out to their liaison librarian for more materials.

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

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



28-09-2021

University Librarian (or designate) signature

Date

**Motion Number (assigned by
Steering Committee of Senate):** S-202111.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the new Wilp Wilxo'oskwhl Nisga'a Bachelor of Nisga'a Language Fluency Degree be approved as proposed.

A. General Information

Program Title: Bachelor of Nisga'a Language Fluency Degree

Program Objectives: This program will be offered only at Wilp Wilxo'oskwhl Nisga'a Institute. The program is designed to offer language immersion to facilitate the development of fluency in the Nisga'a language, creating new opportunities that focus on language learning and communication.

The objectives of the program are:

1. To provide comprehensive, high quality degree in the Nisga'a language leading to a Bachelor qualification;
2. To foster the revitalization of Nisga'a language use in the Nisga'a community across all domains of community life;
3. To train and educate students at the Bachelor Degree level for subsequent employment within education, government, non-government, and industrial sectors; and,
4. To prepare students for possible further study.¹

Credential upon Completion of the Program: BA

Program Offering the Degree: Wilp Wilxo'oskwhl Nisga'a Institute and UNBC First Nations Studies

Proposed Start Date: September 2022

Suggested Institutional Priority: In the age of reconciliation, "to redress the legacy of residential schools and advance the process of Canadian reconciliation" as noted by the Truth and Reconciliation Commission of Canada: Calls to Action, specifically under 'Education':²

Article 10. iv. Protecting the right to Aboriginal languages including the teaching of Aboriginal languages as credit courses; and,

Article 16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages".

¹ Adapted from "Proposal for an Indigenous Language Proficiency Degree Framework for the Province of British Columbia" co-written by the Language Fluency Degree Consortium of public post-secondary institutes, including UNBC, and First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association, including Wilp Wilxo'oskwhl Nisga'a Institute (2018).

² See "Truth and Reconciliation Commission of Canada: Calls to Action" p.2.

Further to, and as identified in the UNBC Aboriginal Service Plan 2020-2021, "UNBC reaffirms our commitment to the values inherent in these documents [*Declaration on the Rights of Indigenous Peoples Act* for the United Nations Declaration on the Rights of Indigenous Peoples, *Calls to Action* by the Truth and Reconciliation Commission, and, *Final Report* by the National Inquiry into Missing and Murdered Indigenous Women and Girls], to advancing Reconciliation and closing equity gaps in relation to access, retention and outcomes in postsecondary education for Indigenous learners." (3). Wilp Wilxo'oskwhl Nisga'a Institute shares in this commitment to Indigenous post-secondary education.

Indigenous language revitalization and maintenance is an important institutional goal for UNBC and Wilp Wilxo'oskwhl Nisga'a Institute. Wilp Wilxo'oskwhl Nisga'a Institute received one-time pilot funding to deliver a one-year Nisga'a language certificate within this program in the 2020-2021 academic year.

This SCAAF is intended to allow them to deliver a Bachelor Degree program that is accredited by UNBC.

Relationship of Proposed Program to the Mandate of the Institution: As described above, this proposed program enhances Indigenous language revitalization and maintenance at UNBC and Wilp Wilxo'oskwhl Nisga'a Institute.

Implications for the Cooperative Education Option: None

Specialties within Program: Wilp Wilxo'oskwhl Nisga'a Institute Nisga'a Language Program; Wilp Wilxo'oskwhl Nisga'a Institute FNST Language Program

Related Programs at Other Institutions: Bachelor of Nsyilxcn Language Fluency at UBC Okanagan.

Relation to Existing Programs: UNBC Bachelor of Arts: First Nations Studies (Nisga'a), First Nations Language Diploma, First Nations Language and Culture Education Diploma, General First Nations Studies Certificate, Nisga'a Studies Certificate, and First Nations Language Certificate.

Articulation Arrangement: None

Consultations with Other Institutions: The request came from Wilp Wilxo'oskwhl Nisga'a Institute.

The proposed program is based on a degree framework developed by the Indigenous Language Proficiency/Fluency Degree Framework Partnership. The partnership is made up of the Indigenous and Higher Learning Association (IAHLA), the First Nations Education Steering Committee (FNESC), and a consortium of public post-secondary institutions. UNBC and Wilp Wilxo'oskwhl Nisga'a Institute are both member institutes in the partnership and consortium. Wilp Wilxo'oskwhl Nisga'a Institute was in an initial partnership with En'owkin Centre to develop the argument for an Indigenous Languages Fluency Degree in concert with IAHLA (approximately 2010).

B. Program Description

General Calendar Description:

The Bachelor of Nisga'a Language Fluency degree provides an immersive education in the Nisga'a language, intended to create new Nisga'a language speakers. The fundamental pedagogical approach is to offer as much Nisga'a language instruction as possible, as early as possible. The program is offered in a manner that recognizes that learners, knowledge keepers, and their communities as a whole benefit from, and contribute to, the (re)development of Nisga'a language fluency.

Students are required to complete 120 credit hours including a minimum of 60 credit hours of upper-division coursework. 84 credit hours (including 36 credit hours at the upper level) consists of courses with a Nisga'a language component.

For the purpose of the Bachelor of Nisga'a Language Fluency, all courses with Nisga'a language, history and/or culture from the following areas are considered:

- Anthropology
- Arts
- Biology (Ethnobotany)
- First Nations Studies
- History

Curriculum:

During the first year of the degree students take the following courses:

ARTS 101-3	Learning Strategies
ARTS 102-3	Research Writing
FNST 139-3	Nisga'a Language: Level 1
FNST 140-3	Nisga'a Language: Level 2
FNST 141-3	Nisga'a Language Immersion Level 1
FNST 169-3	Nisga'a Culture: Level 1
FNST 170-3	Nisga'a Culture: Level 2
FNST 241-3	Nisga'a Language Immersion Level 2

During the second year of the degree students take the following courses:

FNST 142-3	Nisga'a Oral Culture Level 1
FNST 205-3	Seminar in First Nations Studies
FNST 206-3	First Nations Oral Literatures
FNST 220-3	Introduction to Linguistics
FNST 239-3	Nisga'a Language: Level 3
FNST 240-3	Nisga'a Language: Level 4
FNST 242-3	Nisga'a Oral Culture Level 2
FNST 269-3	Nisga'a Culture: Level 3
FNST 270-3	Nisga'a Culture: Level 4
FNST 298-3	Special Topics in First Nations Studies
FNST 341-3	Nisga'a Language Immersion Level 3
FNST 441-3	Nisga'a Language Immersion Level 4

During the third year of the degree students take the following courses:

FNST 300-3	Research Methods in First Nations Studies
FNST 310-3	Lisims Anadromous Summer and Fall Fisheries in Nisga'a Culture and History
FNST 311-3	Spring Anadromous Fisheries of Lisims in Nisga'a Culture and History
FNST 320-3	The Structure of a First Nations Language
FNST 321-3	First Nations Advanced Composition and Conversation: Level 1
FNST 322-3	First Nations Advanced Composition and Conversation: Level 2
FNST 324-3	Advanced First Nations Language Immersion
FNST 325-3	First Nations Language Mentoring

And two of the following courses:

FNST 301-3	Art and Material Culture of BC First Nations
FNST 302-3	First Nations Health and Healing
FNST 303-3	First Nations Religion and Philosophy
FNST 304-3	Indigenous Environmental Philosophy

During the fourth year of the degree students take the following courses:

FNST 400-3	Community-Based Research Project
FNST 420-3	Developing Language Materials
FNST 421-3	First Nations Songs and Poetry
FNST 422-3	First Nations Speeches and Stories
FNST 423-3	A Study of a First Nations Language Family and Its Linguistic Relatives
FNST 425-3	Oral History

And two of the following courses:

FNST 410-6	Advanced Topics in First Nations Art and Material Culture
FNST 440-6	Internship in First Nations Studies
FNST 497-6	Senior Project in First Nations Studies
FNST 498-6	Special Topics in First Nations Studies

C. Need for Program

Enrolment Projections:

Projection of student enrolment is 15 students per year.³ Local delivery in the Nass Valley would lower costs for adult learners who can remain in their community, and continue to work and be a part of Nisga'a life and culture while taking part in this program. The intake capacity would ensure that there is capacity at the community level to support students throughout the program. As stated by Armstrong, "The model projects sustainability for the degree program...projects a way to meet increasing demand for speaker-teachers and at the same time produce fluent adult speakers for other professions and higher learning" (33).

Cultural, Social and Economic Needs:

As identified in the UNBC Aboriginal Service Plan 2020-2021, "UNBC reaffirms our commitment to the values inherent in these documents [*Declaration on the Rights of Indigenous Peoples Act* for the United Nations Declaration on the Rights of Indigenous Peoples, *Calls to Action* by the Truth and Reconciliation Commission, and, *Final Report* by the National Inquiry into Missing and Murdered Indigenous Women and Girls], to advancing Reconciliation and closing equity gaps in relation to access, retention and outcomes in postsecondary education for Indigenous learners." (3).

Wilp Wilxo'oskwhl Nisga'a Institute shares in this commitment to Indigenous post-secondary education. This program is the natural growth of UNBC's engagement with local Indigenous peoples aimed toward language revitalization and maintenance. The Nisga'a language is endangered and continues to be on a downward trajectory in spite of all efforts in the past 20+ years. As reported in the Nisga'a Lisims Government *Quality of Life Survey*, there were 857 Nisga'a language speakers in 2014, 440 speakers in 2016, and 331 speakers in 2018. This program will offer a hope to save the language.

The beauty of this program is that it is offered at Wilp Wilxo'oskwhl Nisga'a Institute, in the Nisga'a community, where fluent speakers work, live and practice Nisga'a language and culture. Students have easy access to these Nisga'a resources.

Labour Market Demands:

The Proposal for an Indigenous Language Proficiency Degree Framework for the Province of British

³ Projections identified by Armstrong (2011), p.32.

Columbia by the Indigenous Language Degree Framework Partnership and the Indigenous Language Degree Consortium states "There is an immediate demand for additional proficient adult speakers [of Indigenous languages] in B.C. ...for support in the ECE, K-12 systems, in adult learning contexts, immersions schools, and schools operated by communities themselves, as vital areas of employment." (9). In addition, graduates of Wilp Wilxo'oskwhl Nisga'a Institute's Bachelor of Arts: First Nations Studies (Nisga'a) are highly sought by employers in the Nass Valley, and throughout the province with a 99% hiring rate. Graduates also have become local entrepreneurs in the Nass Valley.

Other Benefits:

A Bachelor of Arts degree is a good fundamental degree for graduates to branch out into other fields, such as education, health, social work, and higher education. The majority of Wilp Wilxo'oskwhl Nisga'a Institute graduates are employed within the Nisga'a self-government model under the *Nisga'a Final Agreement* with the Province of BC and Canada.

Another benefit will increase the proficiency and use of the Nisga'a language as a result of this program, and will also turn the trajectory towards saving the language.

D. Faculty

Faculty list:

Wilp Wilxo'oskwhl Nisga'a Institute's existing faculty are more than sufficient to deliver the program, however there will be a need for additional Nisga'a language instructors. Two faculty members have a PhD, five faculty members have MA or M.Ed. degrees, and the Nisga'a Language Instructor with a BA. All Wilp Wilxo'oskwhl Nisga'a Institute faculty meet the UNBC's educational requirements for teaching within their fields of expertise. In addition, the teaching faculty at Wilp Wilxo'oskwhl Nisga'a Institute have been successfully teaching with the institute for 20+ years.

Current faculty at Wilp Wilxo'oskwhl Nisga'a Institute:

Dr. Deanna Nyce, PhD
Edward McMillan, M.Ed.
Irene Squires, BA
David Griffin, M.Ed.

Dr. Kim Hansen, PhD
Harry Nyce Jr., MBA
Rick Swift, MA
Allison Nyce, MA

The faculty expertise in the greater Nisga'a community will be canvassed for potential sessional instructors among Nisga'a PhD and MA Nisga'a graduates.

Expected Teaching Loads: As per Wilp Wilxo'oskwhl Nisga'a Institute sessional instructor contract.

Research Funding: Not applicable.

E. Program Delivery

Distance Learning Components: Video conferencing and other distance learning technologies will be used for teaching as needed.

Class Size and Structure: Face-to-face and virtual learning for all classes. Immersive language learning augmented by additional targeted/supportive techniques. Where available, mentor-pod, peer-to-peer and individual inquiry will be used for class structure.

Experiential Learning: Experiential and place-based learning with seasonal opportunities to be engaged.

For example, annual oolichan fishery and salmon fisheries, attending Wilp Si'ayuukhl Nisga'a (Nisga'a Government), and cultural events (feasts). In-house and video-linked course lectures and seminars with language laboratories and archives will also be used.

F. Program Resources:

Please Note: there will be no impact on UNBC Resources. Like the Bachelor of Arts: First Nations Studies (Nisga'a), this program will be entirely built on Wilp Wilxo'oskwhl Nisga'a Institute resources.

Administrative Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Operating Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Capital Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Start-up Costs: Provided by Wilp Wilxo'oskwhl Nisga'a Institute.

Special Resource Requirements: Provided by Wilp Wilxo'oskwhl Nisga'a Institute, which will include Elders, who will be remunerated according to their expertise, and access to gathered archival materials.

G. Library Resource Requirements (See attached form)

Library Resource Requirements will be minimal. A relationship between the Library and the students is highly recommended at the commencement of the program.

H. Evaluation

Academic Quality of Program:

This is a community-based partially immersion indigenous language program that parallels the characteristics of similar programs we already offer, and in line with the province-wide initiative through FNSEC and the IAHLAs.

As with the Bachelor of Arts: First Nations Studies (Nisga'a), which has been operation at the Wilp Wilxo'oskwhl Nisga'a Institute for the past 27 years, the Bachelor of Nisga'a Language Fluency Degree program will be following the academic requirements set by UNBC.

Methods of Internal Institutional Review:

- Wilp Wilxo'oskwhl Nisga'a Institute Board of Governors updates
- UNBC FNST Department updates
- Nisga'a Government updates
- BC Ministry of Advanced Education updates
- Any additional funders of the program

Relevant External Program Experts: The CEO recommends an external review at the end of the program. Wilp Wilxo'oskwhl Nisga'a Institute is currently completing an external review.

I. Miscellaneous

Special Features:

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

J. Authorization

SCCC Reviewed: October 18, 2021

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

Faculty Council Motion Number(s): Omnibus Motion FISSSHFC2021.10.21.03

Faculty Council Approval Date(s): October 21, 2021

Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFANP202111.05

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: November 10, 2021

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF202111.03

Moved by: R. Camp II

Seconded by: K. Stranack

Committee Decision: CARRIED

Approved by SCAAF: November 10, 2021
Date

MRTD

Chair's Signature

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

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

PROPOSED NEW COURSE: Wilp Wilxo'oskwhl Nisga'a Bachelor of Nisga'a Language Fluency Degree

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

a) Are current library holdings adequate? Yes X No

Current library holdings are adequate, but faculty members are encouraged to reach out to their liaison librarian for more materials.

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

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



28-09-2021

University Librarian (or designate) signature

Date

Motion Number (assigned by
Steering Committee of Senate): S-202111.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST 141-3 Nisga'a Language Immersion Level 1 be approved as follows:

A. Description of the Course

The aim of this course is to provide students with practical skills and the conceptual framework to do further work in Nisga'a language learning. This course will be first of four levels for Nisga'a Language Immersion.

As the introduction course to Nisga'a Language Immersion, this course will introduce students with no prior experience to the sounds and rhythms of the Nisga'a language. A language immersion format will cover basic production, perception, physiological and acoustic descriptions of the speech sounds used in the Nisga'a language.

Students will be engaged with Nisga'a Elders as guest presenters throughout this course, as available, to hear the Nisga'a language in a natural setting. Students will also develop basic communicative events including self-introductions, greetings and other structured familiar topics (see Dr. Anderson's 'power tools' and 'survival skills' available at <https://web.unbc.ca/~smalgyax/>). Speaking and the cultural context of the language are also covered.

1. **Proposed semester of first offering:** September 2022
2. **Academic Program:** BA Nisga'a Language Fluency
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 141-3
4. **Course Title:** Nisga'a Language Immersion Level 1
5. **Goal(s) of Course:** By the end of this course students will be able to:
 1. Discriminate and produce Nisga'a sounds accurately;
 2. Demonstrate simple language structures on familiar topics;
 3. Perform basic communicative acts on limited topics; and,
 4. Perform greetings and self-introductions.
6. **Calendar Course Description:** This introductory Nisga'a Immersion Language course focuses on learning the sounds and rhythms of the Nisga'a language. Students learn simple language structures, communicative acts, greetings, and self-introductions. This course is immersion based, which involves learning to converse and communicate in a natural setting.
7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* _____ No X

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

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3 Seminar #
Laboratory # Other (please specify) _____

9. Prerequisites (taken prior): None

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

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

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: Normal

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

16. Proposed text / readings: None

B. Significance Within Academic Program

1. Anticipated enrolment 10-15

2. If there is a proposed enrolment limit, state the limit and explain: No limit

3. Required for: Major: BA Nisga'a Language Fluency Minor: Other:

4. Elective in: Major: BA FNST (Nisga'a) Minor: Other:

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: UNBC

7. Toward what degrees will the course be accepted for credit? BA Nisga'a Language Fluency

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

Nisga'a Language Immersion Level 2; Nisga'a Language Immersion Level 3; Nisga'a Language Immersion Level 4; Nisga'a Oral Culture Level 1; and, Nisga'a Oral Culture Level 2

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

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: No overlaps with this course.

2. Is a preclusion required? Yes _____ No X

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

4. Has this overlap been discussed with the Program concerned? Yes _____ No _____

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

Yes X No _____

If yes, please describe requirements: It will require facilities and staff at Wilp Wilxo'oskwahl Nisga'a Institute

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

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

D. Resources required

ALL RESOURCES TO BE PROVIDED BY WILP WILXO'OSKWHL NISGA'A INSTITUTE

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

i. College Staffing: Nisga'a Language Instructors

ii. Space (classroom, laboratory, storage, etc.): Classroom, office

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): Wilp Wilxo'oskwahl Nisga'a Institute Computer Lab

E. Additional Attached Materials

F. Other Considerations

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

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

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

2. **Other Information:** N/A

Refer to proposal for full degree

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

G. Authorization

SCCC Reviewed: October 18, 2021

1. **Faculty:** Indigenous Studies, Social Sciences and Humanities
2. **Faculty Council Motion Number(s):** Omnibus Motion FISSSHFC2021.10.21.03
3. **Faculty Council Approval Date(s):** October 21, 2021
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFANP202111.06
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** November 10, 2021

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF202111.06

Moved by: R. Camp II

Seconded by: K. Stranack

Committee Decision: CARRIED

Approved by SCAAF: November 10, 2021
Date

MRTD

Chair’s Signature

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

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

PROPOSED NEW COURSE: FNST 141-3 Nisga'a Language Immersion Level 1

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

a) Are current library holdings adequate? Yes x No

Current library holdings are sufficient, but faculty are encouraged to reach out to their liaison librarian for additional materials

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

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



29-09-2021

University Librarian (or designate) signature

Date

Motion Number (assigned by
Steering Committee of Senate): S-202111.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST142-3 Nisga'a Oral Culture Level 1 be approved as follows:

A. Description of the Course

The aim of this course is to provide students with practical skills and the conceptual framework to do further work in Nisga'a language learning. This course is the first of two levels focused on Nisga'a Oral Culture.

This course will introduce students to Nisga'a oral culture through Nisga'a language use. Students will engage with Nisga'a Elders, as available, for activities including the use of the Nisga'a language in traditional feasts and other ceremonial occasions, traditional food gathering and processing, and Nisga'a historic sites.

1. **Proposed semester of first offering:** September 2022
2. **Academic Program:** BA Nisga'a Language Fluency
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 142-3
4. **Course Title:** Nisga'a Oral Culture Level 1
5. **Goal(s) of Course:** By the end of this course students will be able to:
 1. Increase interactive use of the Nisga'a language in Nisga'a oral culture;
 2. Demonstrate an ability to participate in the Nisga'a language during Nisga'a traditional feasts and other ceremonial events;
 3. Demonstrate an ability to participate in the Nisga'a language during Nisga'a traditional food gathering and processing; and,
 4. Analyze and use relevant information from several sources, including Elders, to complete research projects.
6. **Calendar Course Description:** This course provides an introduction to Nisga'a oral culture through engagement with Nisga'a Elders, as available. This course is immersion based, which involves learning to converse and communicate on topics related to Nisga'a oral culture in a natural setting.
7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* No

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

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct

number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

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

9. **Prerequisites (taken prior):** Nisga'a Language Immersion Level 4

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** None

14. **Grade Mode:** Normal

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

16. **Proposed text / readings:** None

B. Significance Within Academic Program

1. **Anticipated enrolment** 10-15

2. **If there is a proposed enrolment limit, state the limit and explain:** No limit

3. **Required for:** Major: BA Nisga'a Language Fluency Minor: Other:

4. **Elective in:** Major: BA FNST (Nisga'a) Minor: Other: _____

5. **Course required by another major/minor:** None

6. **Course required or recommended by an accrediting agency:** UNBC

7. **Toward what degrees will the course be accepted for credit?** BA Nisga'a Language Fluency

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

Nisga'a Language Immersion Level 1; Nisga'a Language Immersion Level 2; Nisga'a Language Immersion Level 3; Nisga'a Language Immersion Level 4; and, Nisga'a Oral Culture Level 2

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

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: No overlaps with this course.

2. Is a preclusion required? Yes _____ No X

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

4. Has this overlap been discussed with the Program concerned? Yes _____ No _____

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

Yes X No _____

If yes, please describe requirements: It will require facilities and staff at Wilp Wilxo'oskwhl Nisga'a Institute

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

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

D. Resources required

ALL RESOURCES TO BE PROVIDED BY WILP WILXO'OSKWHL NISGA'A INSTITUTE

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

i. College Staffing: Nisga'a Language Instructors

ii. Space (classroom, laboratory, storage, etc.): Classroom, office

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): Wilp Wilxo'oskwhl Nisga'a Institute Computer Lab

E. Additional Attached Materials

F. Other Considerations

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

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

****If "yes,"** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. Other Information:

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

G. Authorization

SCCC Reviewed: October 18, 2021

- 1. Faculty:** Indigenous Studies, Social Sciences and Humanities
- 2. Faculty Council Motion Number(s):** Omnibus Motion FISSSHFC2021.10.21.03
- 3. Faculty Council Approval Date(s):** October 21, 2021
- 4. Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFANP202111.07
- 5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** November 10, 2021

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF202111.07

Moved by: R. Camp II

Seconded by: K. Stranack

Committee Decision: CARRIED

Approved by SCAAF: November 10, 2021
Date

MRTD

Chair's Signature

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

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

PROPOSED NEW COURSE: FNST 142-3 Nisga'a Oral Culture Level 1

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

a) Are current library holdings adequate? Yes x No

Current library holdings are sufficient, but faculty are encouraged to reach out to their liaison librarian for additional materials

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

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



29-09-2021

University Librarian (or designate) signature

Date

Motion Number (assigned by
Steering Committee of Senate): S-202111.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST 241-3 Nisga'a Language Immersion Level 2 be approved as follows:

A. Description of the Course

The aim of this course is to provide students with practical skills and the conceptual framework to do further work in Nisga'a language learning. This course will be second of four levels for Nisga'a Language Immersion.

As the second course to Nisga'a Language Immersion, this course will introduce students with language structures in context through a total physical response to oral communication. A language immersion format will cover advanced production, perception, physiological and acoustic descriptions of the speech sounds used in the Nisga'a language.

Students will be engaged with Nisga'a Elders as guest presenters throughout this course, as available, to hear the Nisga'a language in a natural setting. Students will also develop basic communicative events including an interview with a fluent speaker and other structured familiar topics (see Dr. Anderson's 'power tools' and 'survival skills' available at <https://web.unbc.ca/~smalgyax/>). Speaking and the cultural context of the language are also covered.

1. **Proposed semester of first offering:** September 2022
2. **Academic Program:** BA Nisga'a Language Fluency
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 241-3
4. **Course Title:** Nisga'a Language Immersion Level 2
5. **Goal(s) of Course:** By the end of this course students will be able to:
 1. Discriminate and produce combination Nisga'a sounds accurately;
 2. Perform "Power tools" and "Survival Phrases";
 3. Perform basic communicative acts on limited topics; and,
 4. Set up and conduct a basic interview in Nisga'a with a fluent speaker.
6. **Calendar Course Description:** This second level Nisga'a Language Immersion course focuses on learning advanced sounds and rhythms of the Nisga'a language. Students learn language structures, communicative acts, and how to conduct an interview with a fluent speaker in the Nisga'a language. This course is immersion based, which involves learning to converse and communicate in a natural setting.
7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* No

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

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

Lecture 3 Seminar #
 Laboratory # Other (please specify) _____

9. Prerequisites (taken prior): Nisga'a Language Immersion Level 1

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

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

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: Normal

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

16. Proposed text / readings: None

B. Significance Within Academic Program

1. Anticipated enrolment 10-15

2. If there is a proposed enrolment limit, state the limit and explain: No limit

3. Required for: Major: BA Nisga'a Language Fluency Minor: Other:

4. Elective in: Major: BA FNST (Nisga'a) Minor: _____ Other: _____

5. Course required by another major/minor: None

6. Course required or recommended by an accrediting agency: UNBC

7. Toward what degrees will the course be accepted for credit? BA Nisga'a Language Fluency

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

Nisga'a Language Immersion Level 1; Nisga'a Language Immersion Level 3; Nisga'a Language Immersion Level 4; Nisga'a Oral Culture Level 1; and, Nisga'a Oral Culture Level 2

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

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: No overlaps with this course.

2. Is a preclusion required? Yes _____ No X

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

4. Has this overlap been discussed with the Program concerned? Yes _____ No _____

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

Yes X No _____

If yes, please describe requirements: It will require facilities and staff at Wilp Wilxo'oskwahl Nisga'a Institute.

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

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

D. Resources required

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

ALL RESOURCES TO BE PROVIDED BY WILP WILXO'OSKWHL NISGA'A INSTITUTE

i. College Staffing: Nisga'a Language Instructors

ii. Space (classroom, laboratory, storage, etc.): Classroom, office

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): Wilp Wilxo'oskwahl Nisga'a Institute Computer Lab

E. Additional Attached Materials

F. Other Considerations

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

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

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

2. **Other Information:**

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

G. Authorization

SCCC Reviewed: October 18, 2021

1. **Faculty:** Indigenous Studies, Social Sciences and Humanities
2. **Faculty Council Motion Number(s):** Omnibus Motion FISSSHFC2021.10.21.03
3. **Faculty Council Approval Date(s):** October 21, 2021
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFANP202111.08
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** November 10, 2021

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

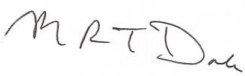
Motion No.: Omnibus SCAAF202111.08

Moved by: R. Camp II

Seconded by: K. Stranack

Committee Decision: CARRIED

Approved by SCAAF: November 10, 2021
Date


Chair’s Signature

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

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

PROPOSED NEW COURSE: FNST 241-3 Nisga'a Language Immersion Level 2

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

a) Are current library holdings adequate? Yes x No

Current library holdings are sufficient, but faculty are encouraged to reach out to their liaison librarian for additional materials

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

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



29-09-2021

University Librarian (or designate) signature

Date

Motion Number (assigned by
Steering Committee of Senate): S-202111.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST 242-3 Nisga'a Oral Culture Level 2 be approved as follows:

A. Description of the Course

The aim of this course is to provide students with practical skills and the conceptual framework to do further work in Nisga'a language learning. This course is the second of two levels focused on Nisga'a Oral Culture.

This course is a continuation of Nisga'a Oral Culture Level 1. Students will engage with Nisga'a Elders, as available, for activities including the use of the Nisga'a language in traditional feasts and other ceremonial occasions, traditional food gathering and processing, and Nisga'a historic sites. Nisga'a language use and activities will be more advanced than in the Nisga'a Oral Culture Level 1 course.

1. **Proposed semester of first offering:** January 2023
2. **Academic Program:** BA Nisga'a Language Fluency
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 242-3
4. **Course Title:** Nisga'a Oral Culture Level 2
5. **Goal(s) of Course:** By the end of this course students will be able to:
 1. Increase interactive use of the Nisga'a language in Nisga'a oral culture;
 2. Demonstrate an ability to participate in the Nisga'a language during Nisga'a traditional feasts and other ceremonial events;
 3. Demonstrate an ability to participate in the Nisga'a language for Nisga'a traditional food gathering and processing; and,
 4. Analyze and use relevant information from several sources, including Elders, to complete research projects.
6. **Calendar Course Description:** This course provides an intermediate introduction to Nisga'a oral culture through engagement with Nisga'a Elders, as available. This course is immersion based, which involves learning to converse and communicate on topics related to Nisga'a oral culture in a natural setting.
7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* _____ No X

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

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct

number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

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

9. **Prerequisites (taken prior):** Nisga'a Oral Culture Level 1

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** None

14. **Grade Mode:** Normal

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

16. **Proposed text / readings:** None

B. Significance Within Academic Program

1. **Anticipated enrolment** 10-15

2. **If there is a proposed enrolment limit, state the limit and explain:** No limit

3. **Required for:** Major: BA Nisga'a Language Fluency Minor: _____ Other: _____

4. **Elective in:** Major: BA FNST (Nisga'a) Minor: _____ Other: _____

5. **Course required by another major/minor:** None

6. **Course required or recommended by an accrediting agency:** UNBC

7. **Toward what degrees will the course be accepted for credit?** BA Nisga'a Language Fluency

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

Nisga'a Language Immersion Level 1; Nisga'a Language Immersion Level 2; Nisga'a Language Immersion Level 3; Nisga'a Language Immersion Level 4; and, Nisga'a Oral Culture Level 1

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

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: No overlaps with this course.

2. Is a preclusion required? Yes _____ No X

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

4. Has this overlap been discussed with the Program concerned? Yes _____ No _____

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

Yes X No _____

If yes, please describe requirements: It will require facilities and staff at Wilp Wilxo'oskwhl Nisga'a Institute

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

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

D. Resources required

ALL RESOURCES TO BE PROVIDED BY WILP WILXO'OSKWHL NISGA'A INSTITUTE

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

i. College Staffing: Nisga'a Language Instructors

ii. Space (classroom, laboratory, storage, etc.): Classroom, office

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): Wilp Wilxo'oskwhl Nisga'a Institute Computer Lab

E. Additional Attached Materials

F. Other Considerations

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

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

****If "yes,"** refer the motion to the Senate Committee on First Nations and Aboriginal Peoples **prior to** SCAAF.

2. Other Information:

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

G. Authorization

SCCC Reviewed: October 18, 2021

- 1. Faculty:** Indigenous Studies, Social Sciences and Humanities
- 2. Faculty Council Motion Number(s):** Omnibus Motion FISSSHFC2021.10.21.03
- 3. Faculty Council Approval Date(s):** October 21, 2021
- 4. Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFANP202111.09
- 5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** November 10, 2021

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF202111.05

Moved by: R. Camp II

Seconded by: K. Stranack

Committee Decision: CARRIED

Approved by SCAAF: November 10, 2021
Date

MRTD

Chair's Signature

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

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

PROPOSED NEW COURSE: FNST 242-3 Nisga'a Oral Culture Level 2

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

a) Are current library holdings adequate? Yes x No

Current library holdings are sufficient, but faculty are encouraged to reach out to their liaison librarian for additional materials

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

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



29-09-2021

University Librarian (or designate) signature

Date

Motion Number (assigned by
Steering Committee of Senate): S-202111.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST 341-3 Nisga'a Language Immersion Level 3 be approved as follows:

A. Description of the Course

The aim of this course is to provide students with practical skills and the conceptual framework to do further work in Nisga'a language learning. This course will be third level of four levels for Nisga'a Language Immersion.

This course will introduce students to Nisga'a oral narratives with Nisga'a Elders, as available. A language immersion format will cover basic production, perception, physiological and acoustic descriptions of the speech sounds used in Nisga'a oral narratives. Students will increase their vocabulary and language structures to comprehend a broad context of the oral narratives as the course progresses.

1. **Proposed semester of first offering:** September 2023
2. **Academic Program:** BA Nisga'a Language Fluency
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 341-3
4. **Course Title:** Nisga'a Language Immersion Level 3
5. **Goal(s) of Course:** By the end of this course students will be able to:
 1. Actively listen for recognition of Nisga'a words and sentences in oral narratives;
 2. Accurately recognize basic Nisga'a sounds, words and sentences from oral narratives;
 3. Perform simple statements and questions based on oral narratives; and,
 4. Set goals for self-directed language learning.
6. **Calendar Course Description:** This third level Nisga'a Language Immersion course focuses on Nisga'a oral narratives with Nisga'a Elders, as available. This course covers basic production, perception, physiological and acoustic descriptions of the speech sounds used in Nisga'a oral narratives. This course is immersion based, which involves learning to converse and communicate in a natural setting.
7. **Credit Hours:** 3 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* _____ No X _____

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

** If the course may be taken more than once but will only ever be offered for 3 credit hours, for example, per offering, the credit hours are simply expressed as "3" and the following notation (with the correct

number of credit hours noted) is included within the Calendar Course Description:
"This course may be repeated to a maximum of XX credit hours if the material is substantially different."

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

Variable credit is denoted by the following examples:

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

8. Contact Hours (per week):

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

9. **Prerequisites (taken prior):** Nisga'a Language Immersion Level 2

10. **Prerequisites with concurrency (taken prior or simultaneously):** (if none, please state "none")None

11. **Co-requisites (must be taken simultaneously):** (if none, please state "none")None

12. **Preclusions:** None

13. **Course Equivalencies:** None

14. **Grade Mode:** Normal

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

16. **Proposed text / readings:** None

B. Significance Within Academic Program

1. **Anticipated enrolment** 10-15

2. **If there is a proposed enrolment limit, state the limit and explain:** No limit

3. **Required for:** Major: BA Nisga'a Language Fluency Minor: _____ Other: _____

4. **Elective in:** Major: BA FNST (Nisga'a) Minor: _____ Other: _____

5. **Course required by another major/minor:** None

6. **Course required or recommended by an accrediting agency:** UNBC

7. **Toward what degrees will the course be accepted for credit?** BA Nisga'a language Fluency

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

Nisga'a Language Immersion Level 1; Nisga'a Language Immersion Level 2; Nisga'a Language Immersion Level 4; Nisga'a Oral Culture Level 1; and, Nisga'a Oral Culture Level 2

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

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: No overlaps with this course.

2. Is a preclusion required? Yes _____ No X

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

4. Has this overlap been discussed with the Program concerned? Yes _____ No _____

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

Yes X No _____

If yes, please describe requirements: It will require facilities and staff at Wilp Wilxo'oskwahl Nisga'a Institute

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes _____ No X

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

D. Resources required

ALL RESOURCES TO BE PROVIDED BY WILP WILXO'OSKWHL NISGA'A INSTITUTE

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

i. College Staffing: Nisga'a Language Instructors

ii. Space (classroom, laboratory, storage, etc.): Classroom, office

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): Wilp Wilxo'oskwahl Nisga'a Institute Computer Lab

E. Additional Attached Materials

F. Other Considerations

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

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

**If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples prior to SCAAF.

2. Other Information:

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

G. Authorization

SCCC Reviewed: October 18, 2021

- 1. Faculty: Indigenous Studies, Social Sciences and Humanities
- 2. Faculty Council Motion Number(s): Omnibus Motion FISSSHFC2021.10.21.03
- 3. Faculty Council Approval Date(s): October 21, 2021
- 4. Senate Committee on First Nations and Aboriginal Peoples Motion Number: SCFANP202111.10
- 5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: November 10, 2021

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF202111.10

Moved by: R. Camp II

Seconded by: K. Stranack

Committee Decision: CARRIED

MRTD

Approved by SCAAF: November 10, 2021
Date

Chair's Signature

For recommendation to ✓, or information of _____ Senate.

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

PROPOSED NEW COURSE: FNST 341-3 Nisga'a Language Immersion Level 3

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

a) Are current library holdings adequate? Yes x No

Current library holdings are sufficient, but faculty are encouraged to reach out to their liaison librarian for additional materials

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

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



29-09-2021

University Librarian (or designate) signature

Date

Motion Number (assigned by
Steering Committee of Senate): S-202111.12

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST 441-3 Nisga'a Language Immersion Level 4 be approved as follows:

A. Description of the Course

The aim of this course is to provide students with practical skills and the conceptual framework to do further work in Nisga'a language learning. This course will be fourth level of four levels for Nisga'a Language Immersion.

As a continuation of Nisga'a Language Immersion Level 3, this course will continue to develop student language skills using Nisga'a oral narratives with Nisga'a Elders, as available. The oral narratives used in Level 4 will be more advanced in Nisga'a language use than Level 3. The focus of this course is to build comprehension on Nisga'a grammar, listening (aural), and speaking (oral) through an immersion based format.

1. **Proposed semester of first offering:** January 2023

2. **Academic Program:** BA Nisga'a Language Fluency

3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 441-3

4. **Course Title:** Nisga'a Language Immersion Level 4

5. **Goal(s) of Course:** By the end of this course students will be able to:

1. Actively listen for recognition of Nisga'a words and sentences in oral narratives;
2. Perform statements and questions based on oral narratives;
3. Identification and use of Nisga'a grammatical structures; and,
4. Set goals for self-directed language learning.

6. **Calendar Course Description:** This course is a continuation of Nisga'a Language Immersion Level 3, and focuses on Nisga'a oral narratives with Nisga'a Elders, as available. This language immersion course covers basic grammatical structures used in Nisga'a oral narratives.

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

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

Yes* No

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

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

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

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

Variable credit is denoted by the following examples:

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

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

Lecture 3 Seminar #
Laboratory # Other (please specify) _____

9. **Prerequisites (taken prior):** Nisga'a Language Immersion Level 3

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

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

12. **Preclusions:** None

13. **Course Equivalencies:** None

14. **Grade Mode:** Normal

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

16. **Proposed text / readings:** None

B. Significance Within Academic Program

1. **Anticipated enrolment** 10-15

2. **If there is a proposed enrolment limit, state the limit and explain:** No limit

3. **Required for:** Major: BA Nisga'a Language Fluency Minor: _____ Other: _____

4. **Elective in:** Major: BA FNST (Nisga'a) Minor: _____ Other: _____

5. **Course required by another major/minor:** None

6. **Course required or recommended by an accrediting agency:** UNBC

7. **Toward what degrees will the course be accepted for credit?** BA Nisga'a Language Fluency

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

Nisga'a Language Immersion Level 1; Nisga'a Language Immersion Level 2; Nisga'a Language Immersion Level 3; Nisga'a Oral Culture Level 1; and, Nisga'a Oral Culture Level 2

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

C. Relation to Other Program Areas

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: No overlaps with this course.

2. Is a preclusion required? Yes _____ No X

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

4. Has this overlap been discussed with the Program concerned? Yes _____ No _____

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

Yes X No _____

If yes, please describe requirements: It will require facilities and staff at Wilp Wilxo'oskwahl Nisga'a Institute

6. Is this course replacing an existing course that is included in one or more transfer agreements with external institutions?

Yes X No X

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

D. Resources required

ALL RESOURCES TO BE PROVIDED BY WILP WILXO'OSKWHL NISGA'A INSTITUTE

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

i. College Staffing: Nisga'a Language Instructors

ii. Space (classroom, laboratory, storage, etc.): Classroom, office

iii: Library Holdings: See attached form

iv. Computer (time, hardware, software): Wilp Wilxo'oskwahl Nisga'a Institute Computer Lab

E. Additional Attached Materials

F. Other Considerations

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

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

**If "yes," refer the motion to the Senate Committee on First Nations and Aboriginal Peoples prior to SCAAF.

2. Other Information:

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

G. Authorization

SCCC Reviewed: October 18, 2021

1. **Faculty:** Indigenous Studies, Social Sciences and Humanities
2. **Faculty Council Motion Number(s):** Omnibus Motion FISSSHFC2021.10.21.03
3. **Faculty Council Approval Date(s):** October 21, 2021
4. **Senate Committee on First Nations and Aboriginal Peoples Motion Number:** SCFANP202111.11
5. **Senate Committee on First Nations and Aboriginal Peoples Meeting Date:** November 10, 2021

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: Omnibus SCAAF202111.11

Moved by: R. Camp II

Seconded by: K. Stranack

Committee Decision: CARRIED

Approved by SCAAF: November 10, 2021
Date

MRTD

Chair's Signature

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

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

PROPOSED NEW COURSE: FNST 441-3 Nisga'a Language Immersion Level 4

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

a) Are current library holdings adequate? Yes x No

Current library holdings are sufficient, but faculty are encouraged to reach out to their liaison librarian for additional materials

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

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



29-09-2021

University Librarian (or designate) signature

Date

Motion Number (assigned by
Steering Committee of Senate): S-202111.13

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the following exchange agreements be renewed and approved under the previously agreed upon terms and conditions for a period of five (5) years as proposed:

- Swedish University of Agricultural Sciences

Effective Date: Upon the completion of signing by both parties

Rationale: The following exchange agreements have either lapsed, or will shortly lapse.

Motion proposed by: Bjorn Petersen, Manager International Operations

Academic Program: Not applicable

Implications for Other Programs / Faculties? None

Faculty: Not applicable

Faculty Council / Committee Motion Number: Not applicable

Faculty Council / Committee Approval Date: Not applicable

Attachment Pages (if applicable): 1 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202111.12

Moved by: R. Foo

Seconded by: L. Troc

Committee Decision: CARRIED

Approved by SCAAF: November 10, 2021
Date

MRTD
Chair's Signature

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

Renewal
of
Agreement of Cooperation
between

University of Northern British Columbia, Canada
and
Swedish University of Agricultural Sciences

The original agreement was signed by

Dr. Daniel Weeks
President and Vice Chancellor
University of Northern British Columbia
In **November 30, 2016**

and

Dr. Peter Högberg
Vice-Chancellor
Swedish University of Agricultural Sciences (SLU)
In **23/08/2016**

This renewal of agreement shall be signed to confirm the extension of a period of five (5) years of above mentioned original agreement maintaining all its conditions.

University of Northern British Columbia

Swedish University of Agricultural
Sciences

Dr. Geoffrey Payne
Interim President and Vice Chancellor

Prof. Karin Holmgren
Deputy Vice-Chancellor

Date.....

Date.....

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That, the memorandum of understanding between the University of Northern British Columbia, the Northern Health Authority and the University of British Columbia, as represented by its Faculty of Medicine for the development and operation of the Northern Centre for Clinical Research be approved as proposed.

Effective Date: Upon approval of Senate and the Board of Governors

Rationale:

1.0 ISSUE AND PURPOSE

- 1.1 The University of Northern British Columbia (UNBC), Northern Health (NH), and the UBC Northern Medical Program propose the development of a Northern Centre for Clinical Research (NCCR).
- 1.2 Our vision is a research Centre that fosters collaborative clinical and medical life sciences research leading to innovation in technologies, processes and clinical practice in the northern, remote, rural and Indigenous geographical, social and cultural contexts, and increases accessibility to, and participation in research opportunities for the people of northern British Columbia.

2.0 BACKGROUND

- 2.1 Clinical research is developing in Northern BC but there remains a fundamental gap in support for clinical trials and biomedical research. The strong and unique partnerships between UBC, UNBC and NH provide an ideal foundation to develop a research Centre in the north. The partners believe this Centre is necessary to provide the infrastructure and partnerships to successfully run national and international clinical trials, and support clinical research for patients and faculty in the North.
- 2.2 The Centre will have a tri-partite governance agreement based on the partnership between UBC (NMP), UNBC, and Northern Health (NH). A Memorandum of Agreement defines the relationship and responsibilities of the 3 partners that oversee and operate the NCCR (appendix A). Members of the Centre will include UBC Faculty of Medicine and UNBC faculty, clinician-scientists, clinical faculty, and NH partners who will be directly accountable for the goals and vision of the new Centre.
- 2.3 Currently, patients in Northern BC do not have access to investigational therapeutics offered through clinical trials unless they are prepared to travel to other parts of the province. Through this Centre, it is

anticipated that northern residents will have greater access to clinical trials. In this way, clinical research capacity is inextricably tied to improved access to care. Furthermore, it is anticipated that a supportive clinical research infrastructure will benefit recruitment of new clinicians who are interested in developing a research component to their careers while practicing in the north.

3.0 KEY ACTIONS, PROGRESS AND RISKS

3.1 Over the past year, a proposal for the Centre has been jointly drafted. These documents are moving through the UBC Faculty of Medicine approval process for new Centres. NH is currently seeking endorsement and approval of the NCCR from the NH Executive and Board for endorsement and approval of the NCCR. Similarly we are seeking approval from the UNBC Board, and endorsement from Senate.

3.2 There are a few risks associated with the development of the NCCR. These include:

3.2.1 Sustainability – Working with the UNBC office of Research and Innovation, the UBC development office, and the Spirit of the North Foundation, we are seeking external funding through donors and industry partners to help support long-term funding of the Centre.

3.2.2 Research capacity within the health system – while NH has a clinical research manager, RCCbc has committed to funding a research associate and admin for the Centre, and UBC has committed to funding a part-time Centre Director, several key roles to ensure success of clinical trials in the north are not yet funded – such as positions in pharmacy and lab services that directly support research.

3.2.3 Realistic expectations for southern clinical research units – it will be critical that we grow slowly as a Centre and gradually take on new studies that are relevant to the North and in step with our operational capacity in the north. There may be pressure and unrealistic expectations to participate in many trials from southern BC clinical trials units who do not fully understand the feasibility constraints within the northern health care system.

4.0 RECOMMENDATION

4.1 We recommend that Senate and the UNBC Board of Governors endorse and approve respectively, the Northern Centre for Clinical Research, for a 3-year term, with the expectation that annual reviews will be conducted to assess challenges and successes of the Centre. After 3-years, a “go-no go” decision will be made about whether to continue the NCCR.

Motion proposed by: Kathy Lewis, Acting VP Research and Innovation,

Academic Program: not applicable

Implications for Other Programs / Faculties? None

Faculty: not applicable

Faculty Council / Committee Motion Number: not applicable

Faculty Council / Committee Approval Date: not applicable

Attachment Pages (if applicable): 34 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF202111.13

Moved by: K. Lewis

Seconded by: R. Foo

Committee Decision:

Approved by SCAAF: November 10, 2021
Date

M. Dale
Chair's Signature

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

MEMORANDUM OF UNDERSTANDING

Dated this ____ day of _____, 2021.

BETWEEN:

University of Northern British Columbia (“UNBC”)

and

Northern Health Authority (“NH”)

and

University of British Columbia, as represented by its Faculty of Medicine (“UBC”)

(Individually, a “Party” and collectively, the “Parties”)

This Memorandum of Understanding (“MOU”) is not intended to be legally binding and is a summary of the basis upon which the Parties intend to collaborate with respect to the development and operation of the Northern Centre for Clinical Research (“NCCR”)

IT IS HEREBY ESTABLISHED THAT:

WHEREAS the NCCR will be established as a jointly developed clinical research centre between UBC, UNBC and NH to address existing and emerging capacity gaps within clinical research in Northern British Columbia;

AND WHEREAS there is a history of cooperation and collaboration between UBC, UNBC and NH, and establishment and maintenance of the NCCR will require building on that collaborative foundation;

AND WHEREAS there is a common intent among the Parties to formalize an inter-organizational commitment to support the NCCR;

THEREFORE the parties agree to work towards the creation of the NCCR whose mission and organizing terms are as follows:

Article 1: Mission

1.1 The Parties commit to the development of the Northern Centre for Clinical Research. The mission of the NCCR is to enhance the capacity and cohesion of the clinical and biomedical life sciences research programs in Northern British Columbia, creating strategic opportunities to share resources among UBC, NH and UNBC, in collaboration with local partners.

1.2 In meeting the unique needs of research in the rural and remote environment of Northern BC where the culture of clinical research is still developing, it is important to establish a governance and operational structure to facilitate the unique needs and contributions of the different Parties.

1.3 The Parties also recognize that many operational policies and guidelines will take time to develop and the purpose of this Memorandum of Understanding is to identify shared principles and clarify that it is the intent of the Parties to formalize the structure of the NCCR, operational policies and guidelines for each of the below areas, and the responsibilities and obligations of each Party, on the basis of the principles set out herein.

Article 2: Organizational Terms

Guiding Principles

2.1 The Parties intend that any subsequent agreement and NCCR operations will be guided by the following principles:

2.1.1 The Parties are committed to developing and supporting a collaborative approach based on respect, transparency and equity among members.

2.1.2 All the Parties' contribution to the NCCR will be equally valued.

2.1.3 Inclusive decision-making - Decisions concerning the NCCR will be made by consensus and be inclusive of all Parties through the establishment of a Governance Committee.

2.1.4 Emergent and evolving design – it is acknowledged that the NCCR will change and mature over time. The Parties will embrace a culture of continuous quality improvement, and will remain open to making adjustments in order to effectively meet the needs of Northern researchers and participants.

2.1.5 Honesty – open and honest dialogue will be valued. Each Party should feel safe to voice concerns.

2.1.6 Shared resources - each Party brings unique assets to this collaboration, which will contribute to the collective resourcing required to effectively support the goals and objectives of the centre. The shared resources will be considered equal in value and will span both direct and indirect supports.

Article 3: Operational Structure

3.1 It is intended that the NCCR will be governed by a Governance Committee which will include representation from each of the three Parties. Membership of the Governance Committee may change over time but will maintain equal representation from each Party. The details of operational processes and the Governance Committee structure will be agreed between the Parties.

3.2 Each Party will develop and maintain their own policies and structures for administrative workflows, such as finance and HR, and will be guided by the following operational principles:

3.2.1 Space – Physical space assigned to the NCCR will be governed and operated by this MOU and any subsequent agreements, and available to all members of the NCCR.

3.2.2 Faculty Appointments – members of the NCCR, both core and affiliate, may have an appointment at any of the Parties to the MOU.

3.2.3 Indirect Cost of research/revenue - research funds can be held at any of the three Parties. Each Party commits to development and implementation of an agreed-upon policy regarding what and how indirect costs of research are allocated to the NCCR.

3.2.4 Finance – The Parties commit to following generally accepted accounting principles to support the financial management of the NCCR. Each Party may hold funds associated with the NCCR and will report on the revenue and expenses associated with the NCCR regularly.

3.2.5 Human Resources – Each Party may have employees assigned or seconded to the NCCR. These employees will be subject to the human resources policies and procedures of that Party and will maintain a line manager within their organization but may also report to the NCCR Director, directly or indirectly.

Article 4: SOPs

4.1 This MOU does not replace the formal SOPs at each organization. Each organization commits to reviewing and working together to modify SOPs where necessary.

Article 5: Duration of the Agreement and Terms of Withdrawal

5.1 The NCCR and any subsequent agreement between the Parties will be formally reviewed within the first five years of operation or earlier if the Parties agree. This review should coincide with the end of the term of the NCCR Director. All Parties will have the opportunity to adjust their commitment and participation in the NCCR at that time.

SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA	SIGNED FOR ON BEHALF OF THE UNIVERISTY OF BRITISH COLUMBIA	SIGNED FOR ON BEHALF OF THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA
By:	By:	By:
Title:	Title:	Title:
Date:	Date:	Date:

SIGNED FOR ON BEHALF OF NORTHERN HEALTH		
By: Title Date:		

DRAFT

Northern Centre for Clinical Research

EXECUTIVE SUMMARY

The Regional Associate Dean's Office Northern BC (UBC), the Northern Health Authority (NH) and the University of Northern British Columbia (UNBC), propose the development of a Northern Centre for Clinical Research (NCCR).

Vision:

Our vision is a research centre that fosters collaborative clinical and medical life sciences research leading to innovation in technologies, processes and clinical practice in the northern, remote, rural and Indigenous geographical, social and cultural contexts, and increases accessibility to, and participation in research opportunities for the people of northern British Columbia.

Mission:

Our mission is to enhance the capacity and cohesion of the clinical and life sciences research programs in the north, creating strategic opportunities to share resources among UBC faculty, NH and UNBC, in collaboration with local partners. Located in Prince George, and with a distributed northern presence the Centre will focus on medical life sciences and clinical research and innovation, including clinical trials and virtual enabled health, across the north; it will provide infrastructure support and serve as a space for research excellence, knowledge exchange and translation in these areas. It will also provide a venue for collaboration among health researchers and practitioners interested in medical life sciences, clinical and medical education research in northern BC. The Centre will champion the Faculty of Medicine's social accountability mandate, UNBC's Strategic Research Plan, and Northern Health's strategy of quality through learning and innovation, by delivering research excellence that transforms health outcomes and care for disadvantaged populations in northern British Columbia, as well as those across Canada and the globe.

Envisioned Impact and Goals:

The goals of the NCCR are aligned with the goals in the four transformative pillars of the UBC Faculty of Medicine Strategic Plan (Research, Education, Organization, Partnerships), the UNBC strategic research plan and NH Strategic plan

- a. To create a vibrant, interdisciplinary axis for researchers and clinicians interested in life sciences and clinical research in the north. (*Research, Partnerships, Organization*)
- b. To advance clinical research and innovation in rural, remote and Indigenous health, in hospital and community settings, including virtual enabled healthcare delivery, grounded on a framework based on the quadruple aim (*Research, Partnerships*).
- c. To promote equity for northern BC residents through excellence in health research programs embedded in the northern context that are accessible, relevant and beneficial to the people and communities of Northern British Columbia (*Research, Partnerships*)

UBC Faculty of Medicine, UNBC and Northern Health

- d. To promote engagement of partner institutions in the region and beyond (including but not limited) to UBC, UNBC, Northern Health Authority, the Rural Coordination Centre of BC and indigenous communities and organizations. (*Partnerships*)
- e. To provide an environment in which to build and maintain effective collaborations that harness collective research strengths from across northern BC and other northern Canadian universities and research organizations. (*Partnerships, Organization*)
- f. To enable and lead new opportunities that expand clinical and life science research excellence within the Northern Health region. (*Research*)
- g. To provide an institutional platform which enables participation in clinical trials in northern BC. (*Research*)
- h. To provide an institutional platform to help investigators secure competitive research funding and be recognized for excellence both nationally and internationally (*Research*).
- i. To increase research training and mentoring opportunities for health professionals in the north, and students in graduate programs, postdoctoral fellows, the MD Undergraduate Program, Health Professions education programs, postgraduate residency and undergraduate programs. (*Education, Partnerships*).

BACKGROUND

UNBC, NH and UBC have a strong history of partnership and collaboration in education and research, quality improvement and health care delivery with a common goal to address health inequities experienced by northern, rural and Indigenous populations in British Columbia. They have a shared commitment to develop health research in the north and have forged strong relationships with other stakeholders including the Provincial Health Services Authority (PHSA), the Rural Coordination Centre of BC (RCCbc), Divisions of Family Practice and the Northern Medical Programs Trust. Building on this partnership, the Regional Associate Dean's Office Northern BC (UBC), NH and UNBC are proposing a Northern Centre for Clinical Research (NCCR).

The UBC Faculty of Medicine Northern Medical Program

The Northern Medical Program (NMP) was launched in partnership with UNBC in 2004 as a distributed site of UBC's MD undergraduate program. To ensure success in meeting the goal of training physicians with skills in rural medicine and health who will work in Northern and rural communities, the NMP has focused on providing learning experiences in a northern and rural context. These include clinical training in remote regional hospitals, immersion experiences in Indigenous and remote communities and rural research opportunities across northern BC. The success of the NMP has largely been dependent on support from its partners, in particular UNBC, NH and Carrier Sekani Family Services. Outcome data for the NMP attests to its success with approximately two thirds of graduates working in rural and smaller communities and one third staying in northern BC.

Alongside the success of medical education, NMP faculty have been successful in establishing research programs in several areas and disciplines to address fundamental questions that are of importance to northern, rural, remote and Indigenous peoples. These include research in cancer health care delivery, clinical trials, cancer in Indigenous peoples, obesity and diabetes, clinical epidemiology of addictions, barriers to healthcare for northern and Indigenous populations across multiple disciplines, vitamin D levels and cognitive deficit, virtual health and medical education. Among these programs, NMP

UBC Faculty of Medicine, UNBC and Northern Health

researchers have successfully established medical life sciences research in the north which have a need for a home in the north and to be better embedded in the clinical context to advance knowledge translation. NMP research programs have also generated opportunities for research trainees and research personnel, diversifying opportunities for postgraduate training and employment in Northern BC, and increasing research opportunities for undergraduate and postgraduate medical trainees.

Despite being small in number, NMP faculty have established several successful unique research collaborations. However, clinical research activities, in particular clinical trials, in the north have been very limited to date. To further grow clinical and life science research in the north there is a need to increase research infrastructure and support, grow the critical mass of researchers and for culture change that can be achieved through development of a Research Centre embedded in Northern Health. This is an important next step for the NMP. The recent launch of UBC Masters of Physiotherapy and Occupational therapy programs in the north (MPT-N and MOT-N) builds on health professions education programs in the north and adds new research opportunities which will also benefit from the proposed research centre.

Northern Health

Northern Health provides a full range of health care services to the 285,254^[i] residents of Northern BC. Serving an area of 605,576 square kilometers, it is the largest geographic health region in the province covering over two-thirds of BC and comprised largely of rural and remote communities. Northern Health has a strategic commitment to partnership, research, learning and innovation, and strives to embed a person- and family-centered approach in everything we do. Northern Health is committed to partnering with First Nations, Métis and Inuit peoples and communities, to build a health system that honours diversity and provides culturally safe services. With a long history of investing in research collaborations in the north, NH is also an academic training environment; our staff and physicians are the preceptors and mentors for health professions students across the north, where insights and observations at the point-of-care lead to meaningful and relevant research questions for the North. Innovation is a foundational NH value, seeking creative and practical solutions for the unique challenges that face vast rural and northern health service environments. NH has long seen the potential benefit of the Academic Health Sciences Network collaboration amongst our partners. In the North, partnership is a natural way to leverage resources toward shared aims. The North is too small for silos and 'going it alone'. This Centre is an exciting opportunity to build capacity that no single institution in the North could achieve on its own.

While Northern Health has a strong track record for partnering to support health systems and policy research, there is also a growing commitment and investment to building clinical research infrastructure and capacity. Recently, NH has funded several internal research positions to provide the necessary operational supports for clinical research to be successful. In addition, NH was successful in securing funding from the Michael Smith Foundation for Health Research (MSFHR) to expand its research infrastructure and specifically support four priority areas: 1) clinical research, 2) research administration 3) knowledge translation, and 4) research-related data/analytics coordination. This increased capacity within NH will also support a longer-term vision for a sustainable regional health research system that addresses and responds to the knowledge gaps and research needs of local communities and the province.

UNBC

UNBC is a small, research-intensive university with a primary campus in Prince George, and several regional campuses in central and northern BC. It is a university both in and for the north. UNBC has taken advantage of its location to advance multi-disciplinary research on the social, cultural, psychological, and environmental determinants of health in rural communities, including First Nations communities, and on planning and provision of health care services and preventative health programs that address the challenges of rural location and cultural suitability. UNBC has several health-related undergraduate and graduate programs, including Health Sciences, Nursing, and Social Work and faculty in these programs have developed research programs in collaboration with other universities, NH, PHSA, First Nations Health Authority and other provincial institutions. UNBC's focus on interdisciplinary research has also resulted in faculty in other programs, for example Environmental Science, Business Studies, Computer Science, and Geography, who have contributed significantly to health-related research. The UNBC Office of Research provides the UNBC research community with services and resources to develop outstanding research programs, including in clinical and life science research.

To further support health researchers, UNBC has an established Health Research Institute (HRI) focused on knowledge creation, knowledge synthesis and exchange, fostering linkages, and capacity development. The HRI functions as a network that guides researchers to sources of support and collaboration. The HRI provides the organizational vehicle to foster health research partnerships, and has served as the secretariat for partnerships with Northern Health, Provincial Health Services Authority, Academic Health Sciences Network (specifically the BC SUPPORT Unit Northern Centre) and the Rural Coordination Centre of BC (Northern Node). The HRI actively works with its partners to advocate for and assist in the development of the appropriate infrastructure required by health researchers in the North. The HRI will support and advocate for biomedical sciences and clinical research that will lead to positive health outcomes for people in the north.

PARTNERS

The partners for the governance of the NCCR will be the UBC Faculty of Medicine, NH and UNBC. It will also build on established relationships and work closely with several other key partners who are engaged in healthcare delivery and research in Northern BC.

Rural Coordination Centre for BC (RCCbc)

The Rural Coordination Centre of BC (RCCbc), in conjunction with the Rural Education Action Plan (REAP), seeks to improve the health of rural people and communities of British Columbia by: Supporting physician and healthcare provider health and practice; growing relationships through collaboration and partnerships; augmenting feedback loops; and enhancing innovation. One of its areas of interest is rural health services research, evaluation and quality improvement. The RCCbc is keen to support rural physicians and other health professionals to undertake research in the north and will provide some funding for the operations of the centre. The NCCR will provide space and infrastructure to support the research goals of northern physicians and the RCCbc.

Rural Doctors UBC Chair in Rural Health

The UBC Chair in Rural Health plays a key role in developing, implementing, and maintaining an innovative integrated rural health program in BC. This includes clinical, research, and educational activities focused on the needs and delivery of health services in rural, remote, and Indigenous

communities. The current chairholder, Dr John Pawlovich, has expertise in virtual enabled models of care, a key focus of the NCCR, and will be a core member of the centre.

The UBC Department of Family Practice Centre for Rural Health Research.

Research from this centre focuses on evidenced-based primary rural healthcare and maternity services. It's vision, mission and goals align with the NCCR.

Indigenous partners

An important goal for the NCCR will be to address research questions which are relevant to the unique health needs of northern indigenous persons and communities. Such research needs to be undertaken in a culturally sensitive manner and in partnership with indigenous people and communities. The NCCR will build partnerships with indigenous organizations to facilitate engagement with and input from indigenous people in clinical research in northern BC.

Carrier Sekani Family Services (CSFS)

CSFS provides holistic health and wellness services for Carrier and Sekani people in North Central BC. The Quality and Innovation Department supports CSFS to lead and partner on research activities that focus on improving the health and social services we provide. CSFS Executive Director of Health Services, Dr. Holyk (adjunct faculty at UNBC and UBC) maintains an active research portfolio and is currently the Principal Investigator on a 5-year CIHR funded study and is partnered on six research projects with UBC faculty. CSFS will partner with the NCCR to continue to increase its capacity to undertake meaningful research that is of importance to the Nations we serve.

UBC FoM Centre for Excellence Indigenous Health

Building on well established relationships for education with the NMP and the Masters Programs in physical therapy and occupational therapy, the NCCR will partner with the Centre for Excellence in Indigenous Health to develop culturally sensitive health research programs with indigenous people in northern BC.

Central Interior Native Health Society (CINH)

CINH provides holistic approach to health care that promotes physical, spiritual, emotional and cultural harmony within all Aboriginal Peoples who reside in North Central British Columbia. Many UBC clinical faculty members work for CINH and it provides placements of NMP, MPT-N and nursing students.

First Nations Health Authority

The NCCR will work with the FNHA to foster meaningful collaborations and partnership that supports research with First Nations people in the north and across BC. This will build on Initial discussions with Sonya Isaac-Mann (Vice President, Community Health and Wellness, Programs and Services) and Dr Shannon McDonald (Chief Medical Officer).

National Collaborating Centre for Indigenous Health

Hosted by UNBC, the National Collaborating Centre for Indigenous Health (NCCIH) is a national Indigenous organization established in 2005 by the Government of Canada and funded through the Public Health Agency of Canada (PHAC) to support First Nations, Inuit, and Métis public health renewal and health equity through knowledge translation and exchange. It is connected to indigenous organizations and communities across Canada and is keen to develop and promote collaborations with the NCCR.

Other Partners

Provincial Health Services Authority (including BC Cancer)

The BC Cancer Centre for the North (under PHSA) provides cancer care services in partnership with NH. Cancer research in the Centre includes therapeutic interventions through clinical trials, cancer prediction, and community-based research to address the cancer healthcare needs of northerners. The NCCR will collaborate with the Cancer Centre and include its research active clinicians and faculty

Divisions of Family Practice in northern BC (Northern Peace, Northern Interior Rural, Pacific Northwest, Prince George)

Academic Health Sciences Network (AHSN)

The AHSN has an established northern node which includes leaders and faculty from the 3 key partners for the NCCR. This partnership will research enable collaborations and support from across the province as outlined further below.

Spirit of the North Healthcare Foundation

The Spirit of the North Healthcare Foundation was created to provide people meaningful opportunities to contribute to improving healthcare within the service area of the University Hospital of Northern BC, (UHNBC).

OPPORTUNITIES AND IMPACT

The Northern Centre for Clinical Research (NCCR) will leverage the Faculty of Medicine and UNBC's distributed education and research sites to capitalize on collaborations, expand research capacity, and strengthen operational affiliations for faculty members, graduate students, and affiliated members to enhance our goal to address health disparities for northern and Indigenous British Columbians. The NMP and the new Physical Therapy and Occupational Therapy programs in the north are examples of existing and new collaborations between these organizations.

The NCCR will have the necessary autonomy and operating conditions to provide infrastructure support and maximize growth of a critical mass of researchers and trainees. Collaborations with clinicians, researchers and research programs at UBC, UNBC, Northern Health, and across the province could flourish under a more robust operating structure. The NCCR will support hospital and community based clinical, life sciences, and health education research that will improve the health of northern and rural people in BC and beyond.

Clinical Research

Clinical research is developing in Northern BC but there remains fundamental gap in clinical trial research and there is limited support in the healthcare environment. The strong and unique partnerships between

UBC Faculty of Medicine, UNBC and Northern Health

UBC, UNBC and NH provide an ideal foundation to develop a research centre in the north. The critical mass of researchers and volume of activity is insufficient for each institution to be successful alone. However, under a Centre model, the NCCR will foster collaboration, generate research ideas, and enable sharing of resources (e.g., clinical research coordinators, equipment, storage). We believe this centre is necessary to provide the infrastructure and partnerships, in particular with Clinical Trial Units in the lower mainland and PHSA (BC Cancer Centre), to successfully run national and international clinical trials, and support clinical research and faculty in the north.

Medical Life Sciences

Medical life sciences and clinical research are irrevocably linked as they sit next to each other on the continuum of health research. The integration between medical life sciences and clinical research is bidirectional: Lab-based discoveries move from the bench to the bedside with clinical research needed to validate lab-based findings. Clinical observations may need to be studied more closely in a lab-based setting to understand biological and molecular mechanisms and confirm etiology. This link between medical life sciences and clinical research will be integral to the culture of the NCCR. The Centre will provide a home for medical life sciences research in the north.

Virtual Health

Virtual care has been used by providers in Northern BC for many years to augment and enhance, the in-person longitudinal, relationship-based approach to collaborative health practice, including team-based models of care. Carrier Sekani Family Services (CSFS) implemented a virtually enabled care approach over a decade ago and serves as an excellent example of how technology contributes to greater primary care equity, access and sustainability for rural, remote First Nations communities. Northern Health is committed to implementing innovative technologies to support new ways of practicing. NH's strategic plan identifies virtual health as an important means of improving access and coordination of health services, even when those services are not readily available in every community. The COVID-19 pandemic has further focused attention on virtual enabled healthcare. In particular, the COVID 19-online clinic catalyzed the exciting implementation of a new NH virtually enabled primary and community care clinic. FNHA rapidly developed the First Nations Virtual Doctor of the Day program, which enables First Nations people and their families, access to primary health care closer to home. RCCBC has implemented several virtual supports for clinicians practicing in rural and remote BC through the Real-Time Virtual Supports (RTVS) program. Recently, the NMP and Department of Medicine working with NH and the Departments of Family Practice, Emergency Medicine, and Dermatology and Skin Science were successful in securing funding for a new faculty position virtual/ remote and rural health through the FoM Academic Renewal competition. Alongside this position, the NCCR will provide an opportunity to solidly establish the scholarship of remote, rural and First Nations virtual healthcare delivery and knowledge translation in this field for UBC and its partners. The work will be grounded on a framework based on the quadruple aim and social accountability with an emphasis on equity of access of care and also cultural sensitivity and safety.

Space

The Donald Rix Northern Health Sciences Centre, which houses the NMP at UNBC has approximately 3400 square feet of laboratory space for biomedical scientists as well as an Animal Care Unit (1000 square feet). However, there is currently no dedicated clinical research space in northern BC. Through the partnership with NH, and with the formation of a research centre, space will be made available at the University Hospital of Northern BC campus. This campus already hosts the Northern Simulation Centre, which services all northern BC and is a result of the partnership between UNBC, NH and the NMP.

Training and Mentorship

The recent establishment of the Division of Medical Sciences at UNBC and the formation of a Research Centre in the north will facilitate new graduate programs in Northern BC focused in clinical and life sciences research, and will increase capacity to recruit postdoctoral fellows. Through the partnerships, collaborations and networks that the Centre will facilitate, it will provide mentorship for rural and northern physicians interested in research.

Other Opportunities

The NCCR will continue to build on existing linkages between research in the north and the three operational units of the BC Academic Health Sciences Network: the BC SUPPORT Unit, Clinical Trials BC (CTBC) and Research Ethics BC (REBC). To date, UNBC's Office of Research and the Health Research Institute, along with Northern Health's Research, Evaluation, and Analytics team, and the NMP have engaged with CTBC to develop the foundational resources needed to support clinical research in the north, including quality management system components. Further, the UNBC Office of Research and Research Ethics Board (REB) and the NH Research Review Committee have worked with REBC to fully implement the provincial harmonized system for research ethics reviews of multi-jurisdictional studies involving human subjects. The UNBC REB is in the process of establishing a clinical research sub-committee of the REB to further support clinical researchers in the north by complimenting the services provided by UBC's Clinical Research Ethics Board.

NH has a rich history of partnering with the First Nations Health Authority (FNHA) on several common initiatives. For example, the Northern Biobank Initiative involved extensive consultations with 54 First Nations communities across the north; both NH and FNHA are key partners on this project. The implementation of the NCCR will support further collaborations and linkages with FNHA, CSFS and other rural, indigenous and northern stakeholders.

The appointment of new faculty for the Physical Therapy and Occupational Therapy programs provides an opportunity for new research programs in northern BC.

GOVERNANCE STRUCTURE AND FUNCTION

The Centre will have a tri-partite governance agreement based on the partnership between UBC (NMP), UNBC, and Northern Health (NH). A Memorandum of Agreement will define the relationship and responsibilities of the 3 partners that oversee and operate the NCCR (appendix B).



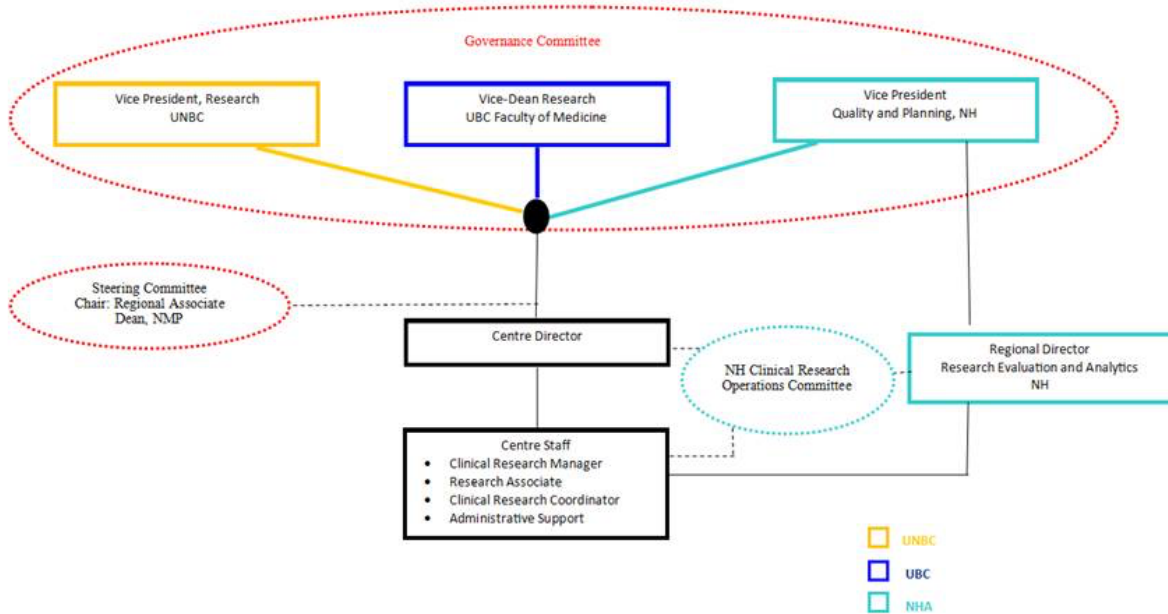
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Members of the centre will include UBC Faculty of Medicine and UNBC faculty, clinician-scientists, clinical faculty, and NH partners who will be directly accountable for the goals and vision of the new Centre. Faculty will actively participate in governance and strategic planning through its governance structure. A Director of the Centre will be appointed who will report to a **Governance Committee**. The Governance Committee will ensure the integrity of the tripartite partnership. This committee will be comprised of the:

- Vice-Dean Research, faculty of Medicine UBC
- Vice President Research and Innovation, UNBC
- Vice President, Planning and Quality NH

The Centre Director will be a member of a **NH Clinical Research Operations Committee**. This committee will ensure close connection and communication between the Centre and NH operations leaders to discuss opportunities and mitigate any challenges pertaining to workflow in the laboratory, pharmacy, or other clinical care areas impacted by clinical research.

Strategic direction and management of the Centre will be informed by a **Steering Committee** which will be chaired by the Regional Associate Dean, Northern BC (UBC). The Steering Committee will be advisory to the Governance Committee and the Director. Membership will include: The above leadership from UBC, UNBC, and NH, as well as the NH Regional Director, Research Evaluation and Analytics, NH Director, Regional Tertiary Services/UHNBC Clinical Supports, and representatives from RCCbc, members of the centre from the Northern Interior, Northeast and Northwest, patient partners, NH Clinical Trials Advisory Group (CTAG), HRI, and the NH Clinical Research Committee, and a faculty representative from each of UBC and UNBC. An indigenous advisory council, with representation from our indigenous partners and communities, will also be created to provide input to the steering committee and research proposals.



Supervised by the Director of the Centre, NCCR staff will include a Clinical Research Manager (already employed by NH and jointly reporting to the Regional Director, Research Evaluation and Analytics), a

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Research Associate, a Clinical Research Coordinator, and an administrative Assistant. Depending on need and budget it is hoped that this team will increase in future years. Specifically, the centre plans to employ more Research Assistants that can support researchers.

Faculty will leverage new and existing collaborations with researchers, patient partners, and organizations to ensure a northern approach to research scope and operations. For each of the primary research areas: (1) clinical research; (2) biomedical research (3) Virtual Health (4) medical education research, the NCCR will establish research units with the following components:

- Stakeholder Panels (including patient partners).
- Basic/Laboratory Scientists or Applied/Community Scientists
- Clinician Scientists
- M.D. Specialists
- M.D. Family Practitioners
- Other professionals engaged in clinical, biomedical and medical education research.
- Community Organizations
- Policy Makers

The **key function** of the NCCR will be to provide infrastructure support to northern clinical and biomedical researchers either as a point of triage to its partners or directly. This will primarily take the form of research administration including support and guidance for grant writing, budget development and management, operational administration, biosafety, phlebotomy and sample processing, regulatory and REB applications, monitoring regulated studies, intellectual property management, clinical trial administration, research contracts and legal agreements. It will provide computer equipment, software, VC facilities and, depending on need, data management/storage systems and freezers/refrigeration. For clinical trials, we envisage that it will function as a clinical trials unit in the north that can coordinate with units in the lower mainland to enable northern people to participate in multicentre trials. It will provide a resource and space for northern physicians and other health professional to receive advice and direct support to develop and conduct research projects with a knowledge translation intent. It will also support a learning health system approach that will visualize how data can inform policy and practice in fulfilment of the Rural Framework. These resources are not available to clinical and biomedical researchers in the north at present.

The administrative team at the NCCR will work closely with UNBC partners including the Division of Medical Sciences, the Office of Research, Health Research Institute, Research Finance, Human Resources and Contracts and Supply Chain Management to collectively provide mechanisms to support clinical and biomedical research activities in the north. The NCCR will work with the HRI to establish clear expectations with the various supporting units in the north as to which unit will support what type of health-related research. It will create efficiencies through collaboration and further enhance research capacity by complementing what is currently in place in northern BC. A specific example would be the sharing of staff between multiple clinical trials because of the anticipated low accrual per trial with the relatively small population in the north. With UBC Faculty of Medicine as one of the three partners, the Centre will be also be able to facilitate access to UBC research supports. Through building upon operational capacities

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at partner organizations, the NCCR will create synergies and further build the partnership networks in the region and across the province.

The NCCR will provide research training opportunities and mentorship for physicians and other health professionals interested in research across northern BC as well as graduate students, MD and undergraduate students at UBC and UNBC, and UBC Residents.

The Centre will provide a space for networking, sharing and receiving input for research ideas as well as hosting a seminar series, research days and journal clubs/mentor groups for trainees. There will be opportunities for internal competitive research funding and initiatives to encourage co-supervision of research trainees.

INTERDISCIPLINARY/INTER-PROFESSIONAL RESEARCH AND LEARNERS TRAINING OUTCOMES

Training outcomes will include:

Understanding and application of research methodology

Understanding and application of statistical analysis

Grant writing skills.

Understanding regulatory requirements and compliance for clinical trials

Understanding and using SOPs

Understanding research ethics and being able to apply for ethics approval

Effective research administration (budgets, HR, contracts etc.)

Effective research team management

Knowledge translation and exchange in life sciences and clinical research

MEMBERS

See Appendix A for full details

CORE INVESTIGATORS (MINIMUM OF 10)

NAME	RANK, INSTITUTION (% RESEARCH)
Barreto, Tyler	Clinical Instructor, Department of Family Practice, UBC (10 %)
Besserer, Floyd	Assistant Professor, Department of Emergency Medicine, UBC (50 %)
Caron, Nadine	Professor, Department of Surgery, UBC (50 %)
Constantin, Alina	Senior Lab Instructor, Northern Medical Program, Division of Medical Sciences, UNBC. Affiliate Senior Lab Instructor, Department of CPS, UBC (40 %)
De Leeuw, Sarah	Professor, Northern Medical Program, Division of Medical Sciences, UNBC Affiliate Professor, Population and Public Health (SPPH), UBC (100 %)
Freeman, Shannon	Associate Professor, Nursing, UNBC (100 %)
Furber, Kendra	Assistant Professor, Northern Medical Program, Division of Medical Sciences, UNBC. Affiliate Assistant Professor, Department of Cellular & Physiological Sciences, UBC (100%)

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Fyfe, Trina	NMP librarian, UNBC (100%)
Gingerich, Andrea	Assistant Professor, Northern Medical Program, Division of Medical Science, UNBC. Affiliate Assistant Professor, Department of Family Practice, UBC (100%)
Gray, Sarah	Associate Professor, Northern Medical Program, Division of Medical Sciences, UNBC. Affiliate Associate Professor, Cellular & Physiological Sciences, UBC (100%)
Jaworsky, Denise	Clinical Instructor, Department of Medicine, UBC (25%)
Lee, Chow	Professor, Biochemistry & Molecular Biology, UNBC (100%)
Mitchell-Foster, Sheona	Assistant Professor, Division of General Gynaecology & Obstetrics, Department of Obstetrics & Gynecology, UBC (50%)
Manyanga, Taru	Assistant Professor, Division of Medical Sciences, MPT-N, UNBC (100%)
Markham, Ray	Clinical Professor, Department of Family Practice, UBC (10%)
Maurice, Sean	Senior Lab Instructor, Division of Medical Sciences, Northern Medical Program, UNBC. Affiliate Senior Lab Instructor, Cellular and Physiological Sciences, UBC (100%)
Meyer, Anthon	Clinical Assistant Professor, Department of Family Practice, UBC (10%)
Mullins, Paul	Clinical Assistant Professor, Division of Gastroenterology, Dept of Medicine, UBC (10%)
Nelson, Dave	Clinical Associate Professor, Department of Orthopaedics, UBC (10%)
Olson, Robert	Associate Professor, Department of Surgery, Division of Radiation Oncology and Developmental Radiotherapeutics (Head), UBC (50%)
Pawlovich, John	Clinical Professor, Department of Family Practice, UBC (25%)
Pettersen, Jacqui	Associate Professor, Division of Neurology, Department of Medicine, UBC (50%)
Singh, Anurag	Clinical Assistant Professor, Division of Nephrology, Department of Medicine, UBC (10%)
Snadden, Dave	Professor, Department of Family Practice, UBC (100%)
Winwood, Paul	Associate Professor, Northern Medical Program, Division of Medical Sciences, UNBC. Affiliate Associate Professor, Division of Gastroenterology, Department of Medicine, UBC (100%)
New Position	Assistant Professor, Dept of Psychiatry, UBC (50%, not included in FTE)

TOTAL FTE: 14.3

ASSOCIATE INVESTIGATORS

Anekwe, David	Assistant Professor, Department of Physical Therapy, UBC (100%)
Banner-Lukaris, Davina	Associate Professor, School of Nursing, UNBC (100%)
Callaghan, Russ	Professor, Northern Medical Program, Division of Medical Sciences, UNBC Affiliate Professor, Department of Psychiatry, UBC (100%)
Dymond, Melissa	Clinical Instructor, UBC, Emergency Medicine (10%)
Ho, Kendall	Professor, Department of Emergency Medicine, UBC (50%)

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Kuo, Kuo-Hsing	Associate Professor, Northern Medical Program, Division of Medical Sciences, UNBC
Larstone, Roseann	Regional Director, Indigenous Health, Northern Health
New Positions (2)	Assistant Professor, Dept of Occupational Science and Occupational Therapy UBC

AFFILIATE INVESTIGATORS

Holyk, Travis	Adjunct faculty, UBC. Executive Director Research, Primary Care and Strategic Services, Carrier Sekani Family Services
Kaminska, Mal	Assistant Professor, Northern Medical Program, Division of Medical Science, UNBC. Affiliate Assistant Professor, Department of Family Practice, UBC
Greenwood, Margo	Professor, First Nations studies and Education, UNBC. Academic Leader of the National Collaborating Centre for Indigenous Health. Vice President of Indigenous Health, Northern Health.
Parkes, Margot	Professor, School of Health Sciences, Faculty of Human and Health Sciences, UNBC
Pelletier, Chelsea	Associate Professor, School of Health Sciences, Faculty of Human and Health Sciences, UNBC
Roots, Robin	Senior Instructor, Dept of Physical Therapy, UBC
Wahab, Matthew	Clinical Instructor, Dept of Family Practice, UBC
Wimmers, Julia	Senior Lab Instructor, Northern Medical Program, Division of Medical Sciences, UNBC, Affiliate Senior Lab Instructor, Department of CPS, UBC

AFFILIATED LEARNERS

It is anticipated that there will be 10 or more graduate students, participating in health sciences, interdisciplinary studies and biochemistry programs at UNBC and public health program at UBC, supervised by Core and Associate Investigators, who will be affiliated with the centre.

Students may use the centre when participating in research with core and associate investigators. It is anticipated that students would include those from UBC's MD Undergraduate Program, MPT-N and MPT-N programs, as well as UNBC students in the MScN, MScN-FNP, and BScN programs, as well as family practice and psychiatry residents.

EVALUATION AND CONTINUED AFFILIATION OF MEMBERS

An internal Academic Review of the NCCR will be conducted after 3 years and then every 5 years, alternating between external and internal reviews, in accordance with the Guidelines and procedures for Faculty of Medicine Centres and Institutes.

BUDGET

The NMP’s annual operating budget contains dedicated General Purpose Operating Funds (GPOF) to support the recruitment, start-up and on-going salary and benefit costs for UBC research faculty. The NMP budget will support the salary of the Centre Director and some operational costs.

The operating budget for the NCCR will be obtained through the distribution of the indirect costs of research derived from grants of UBC faculty members who are core members of the centre according to institutional policy. Additionally, a proportion of the indirect costs derived from the grants of UNBC faculty members in the Division of Medical Sciences who are core members of the centre will be used to support the budget. Once the Centre is established, it is envisaged that members will be able to hire Research Associates which will provide some revenues back to the Centre.

Funding for the Clinical Research Manager will be provided by NH with whom they are employed. Additional funding will be available from a Michael Smith HA infrastructure grant held by NH.

RCCbc have agreed to provide funding to support an administrative assistant and Research Associate.

Future funding opportunities include the Canadian Foundation for Innovation (CFI) and philanthropy which will be sought.

<u>Revenue</u>					
	Year 1 Jan -Mar 2022	Year 2 2022/2023	Year 3 2023/2024	Year 4 2024/2025	Year 5 2025/2026
NMP	\$15,630	\$73,170	\$50,000	\$50,000	\$50,000
NHA	\$27,338	\$111,537	\$113,767	\$116,043	\$118,363
UNBC*	\$5,000	\$10,000	0	0	0
Indirect Costs	0	0	\$67,669	\$69,023	\$70,403
RccBC	\$25,910	\$114,360	\$116,440	\$118,518	\$120,598
Total	\$73,878	\$309,067	\$347,876	\$353,584	\$359,364
<u>Expenses</u>					
Centre Director**	\$7,500	\$30,000	\$30,000	\$30,000	\$30,000
Clinical Research Manager (\$90,000/year)***	\$27,338	\$111,537	\$113,767	\$116,043	\$118,363
Admin Assistant CUPE grade 6****	\$8,130	\$33,171	\$67,669	\$69,023	\$70,403
Research Associate (\$28/hour)	\$13,435	\$59,259	\$60,300	\$61,338	\$62,378
Supplies/Facilities	\$5,000	\$20,000	\$20,000	\$20,000	\$20,000

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Clinical Research Coordinator (\$26/hour)	\$12,475	\$55,100	\$56,140	\$57,180	\$58,220
total	\$73,878	\$309,067	\$347,876	\$353,584	\$359,364

*Funding from UNBC for the first 2 years will come from rural/northern health research funds. held at UNBC. It is envisaged that indirect costs from both UBC and UNBC will cover this long term. In addition, other funding sources will be pursued.

** the Centre Director will receive \$15,000 salary (0.1 FTE) and a \$15,000 grant to support their research.

***Budgeted salaries reflect the cost of salary and benefits and a 2% increase each year.

****Half time for first 2 years, then full time.

SPACE

At UHNBC (NH):

- 2+ offices that can be signed out (including a place to have conversations with research participants, one with an exam bed)
- Admin office
- Common area
- -80 freezer (and associated outlet/power supply)
- Storage/filing cabinets
- Incorporate Indigenous components (to create a welcoming and collaborative space)

HUMAN RESOURCES PLAN

Centre Director (0.1 FTE)

Administrative/Clinical Research Manager (1 FTE)

Research Associate (1 FTE)

Clinical Research Coordinator (1 FTE)

Administrative Assistant (1 FTE)

A CENTRE OF RESEARCH EXCELLENCE IN THE NORTH

The NCCR will serve as a research centre for the Faculty of Medicine, UNBC and Northern Health by providing clinical and medical life sciences research excellence, knowledge translation and exchange that is innovative, collaborative, and through its partnerships, is uniquely responsive to the contexts and needs of the north as well as rural, remote and Indigenous populations across the province and country.

APPENDIX A

NORTHERN CENTRE FOR CLINICAL RESEARCH (NCCR)

CORE MEMBERS

1. **BARRETO**, Tyler Clinical Instructor, Department of Family Practice, UBC
barretotw@gmail.com

Research: Pregnancy an Obstetrical Care, Burnout among early-career Family physicians

Publications:

- i. **Barreto TW**, Estacio A, Winkler P. The Overlap Between Rural Hospital Needs and Medical Student Goals in Texas. *Primer*. 2020;4:18
 - ii. Hall JW, Holman H, **Barreto TW**, et al. Point-of-Care Ultrasound in Family Medicine Residencies Year Update: A CERA Study. *Fam Med*. 2020;52(7):505-511.
 - iii. **Barreto TW**, Eden A, Brock A. The Impact of Practicing Obstetrics on Burnout Among Early-Career Family Physicians. *Fam Med*. 2020;52(6):408-413.
-

2. **BESSERER**, Floyd Assistant Professor, Department of Emergency Medicine, UBC
Floyd.besserer@unbc.ca

Research: Prehospital, Resuscitation, Trauma

Publications:

- i. **Besserer F**, Kawano T, Dirk J, Meckler G, Tissjen J, DeCaen A, Scheuermeyer F, Beno S, Christenson J, Grunau B. The association of intraosseous vascular access and survival among pediatric patients with out-of-hospital cardiac arrest. *Resuscitation* 2021 - manuscript currently under review.
- ii. Awad E, Humphries K, Grunau B, **Besserer F**, Christenson J. The effect of sex and age on return of spontaneous circulation and survival to hospital discharge in patients with out of hospital cardiac arrest: a retrospective analysis of a Canadian population. *Resuscitation Plus*; January 2021, DOI: <http://dx.doi.org/10.1016/j.resplu.2021.100084>
- iii. Guy A, Kawano T, **Besserer F**, Scheuermeyer F, Kanji HD, Christenson J, Grunau B. The association between no-flow interval and survival with favourable neurological outcome

in out-of-hospital cardiac arrest: implications for outcomes and ECPR eligibility. Resuscitation 2020. DOI: 10.1016/j.resuscitation.2020.06.009

- iv. Kiraly A, Stedford A, Awad E, Adams G, **Besserer F**. Emergency department ultrasound gross contamination rates in a community ED. Med Res Innov 2020;4:1-4. DOI: 10.15761/MRI.1000173
-

3. CARON, Nadine Professor (tenure), Department of Surgery, UBC
Nadine.caron@yahoo.com

Research: Indigenous Oncology, health services and Genomic Sciences

Publications:

- i. JA McVicar, A Poon MD, **NR Caron**, MD Bould, J Nickerson, M Doucette Issaluk, C Sheffield, C Champion, N Ahmad, DI Mclsaac. (2021) Perioperative Outcomes of Indigenous Peoples in Canada: A Systemic Review. Canadian Medical Association Journal.
 - ii. Caron NR, Wilcox P, Chongo M, Arbour LA, Wasserman W, Correard S, Hudson M. Front. Public Health, (2020) Indigenous Genomic databanks: pragmatic considerations and cultural contexts. 8:111. <https://doi.org/10.3389/fpubh.2020.00111> Published 24 April 2020
 - iii. Hudson M, Garrison NA, Sterling R, Caron NR et al. Nat Rev Genet (2020). Rights, interests and expectations: Indigenous perspectives on unrestricted access to genomic data. <https://doi.org/10.1038/s41576-020-0228-x> Published 6 April 2020
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4. CONSTANTIN, Alina Senior Lab Instructor, Division of Medical Sciences, Northern Medical Program, Division of Medical Sciences, UNBC
Affiliate Senior Lab Instructor, Department of CPS, UBC
Alina.constantin@unbc.ca

Research: Medical education. Neurosciences: Sensory plasticity.

Publications:

- i. Maurice, S; Mytting, K; Gentles, J; Roots, R; Constantin, A; Kruger, S; Sim, S; Brock, W; Oyedele, O; Soles, J; Snadden, D. The healthcare travelling roadshow: a qualitative study of a rural community engagement initiative in Canada. Rural Remote Health. 2019. Sep;19(3):5238. Epub 2019 Sep 10.

- ii. Monteon JA, Constantin AG, Wang H, Martinez-Trujillo JC, Crawford, JD. Electrical Stimulation of the Frontal Eye Fields in the Head-Free Macaque Evokes Kinematically Normal 3D Gaze Shifts J Neurophysiol 2010 104:3462-3475.
- iii. Constantin AG, Wang H, Monteon JA, Martinez-Trujillo JC, Crawford JD. 3-Dimensional eye-head coordination in gaze shifts evoked during stimulation of the lateral intraparietal cortex. Neuroscience. 2009 Dec 15;164(3):1284-302. Epub 2009 Sep 4.PMID: 19733631

5. de LEEUW, Sarah Professor, Division of Medical Sciences, Northern Medical Program
UNBC
Affiliate Professor, Population and Public Health (SPPH), UBC
Sarah.deleeuw@unbc.ca

Research: Anti-colonial feminist methods; Indigenous and northern/rural geographies; critical health humanities

Publications:

- i. Greenwood, M., **de Leeuw, S.**, Lindsay, N., Eds. (May 2018). *2nd Edition: Determinants of Indigenous Peoples' Health: Beyond the Social*. Toronto, Ont.: Canadian Scholars' Press. 386 pgs.
- ii. **de Leeuw, S.**, Larstone, R., Greenwood, M., Cross, N., Fell, B., Aurobach, K., Sutherland, J. (2021). Educating the 'heart and mind': A humanities-informed Indigenous cultural immersion program in experiential medical education. *International Journal of Indigenous Health*. 87-107. <https://jps.library.utoronto.ca/index.php/ijih/article/view/33078>
- iii. **de Leeuw, S.** with Aldred, T., Alderfer-Mumma, C., Farales, M., Greenwood, M., Hoogeveen, D., Sloan Morgan, V., O'Toole, R., and Parkes, M. (2020). Mining Sick: Creatively Unsettling Normative Narratives about Industry, Environment, Extraction and the Health Geographies of Rural, Northern, and Indigenous Communities in British Columbia. *The Canadian Geographer*. 82-96. <https://onlinelibrary.wiley.com/doi/full/10.1111/cag.12660>

6. FREEMAN, Shannon Associate Professor, Nursing, UNBC
Shannon.freeman@unbc.ca

Research: Health, Northern Issues, Rural Health Services

Publications:

- i. Fall prevention using olfactory stimulation with lavender odor in elderly nursing home residents: a randomized controlled trial Y Sakamoto, S Ebihara, T Ebihara, N Tomita, K Toba, **S Freeman**, H Araj, ...
Journal of the American Geriatrics Society 60 (6), 1005-1011 80 2012
 - ii. Predictors of caregiver distress among palliative home care clients in Ontario: evidence based on the interRAI Palliative Care JP Hirdes, **S Freeman**, TF Smith, P Stolee Palliative & Supportive Care 10 (3), 155 47, 2012
 - iii. Relationship between restraint use, engagement in social activity, and decline in cognitive status among residents newly admitted to long-term care facilities **S Freeman**, L Spirgiene, M Martin-Khan, JP Hirdes Geriatrics & gerontology international 17 (2), 246-255
-

7. FURBER, Kendra Assistant Professor, Northern Medical Program, Division of
Medical Sciences UNBC

Physiological Affiliate Assistant Professor, Department of Cellular &

Sciences, UBC
Kendra.Furber@unbc.ca

Research: Cellular and Molecular Neurobiology

Publications:

- i. Thangaraj MP, **Furber KL**, Gan JK, Ji S, Doucette JR, Sobchishin R and Nazarali AJ. RNA binding protein Quaking regulates the stability of Sirt2 mRNA during oligodendroglial differentiation. J Biol Chem 2017, 292(13):5166-5182. doi:10.1074/jbc.M117.775544
 - ii. Tan GA, **Furber KL**, Thangaraj MP, Sobchishin L, Doucette JR, Nazarali AJ. Organotypic cultures from the adult CNS: a novel model to study demyelination and remyelination ex vivo. Cell Mol Neurobiol 2018, 38(1):317-328. doi:10.1007/s10571-017-0529-6
 - iii. **Furber KL**, Backlund PS, Yergey AL, Coorsen JR. Unbiased thiol-labeling and top-down proteomic analyses identify multiple proteins functioning in the late steps of regulated secretion. Proteomes 2019, 7(4): E34. doi:10.3390/proteomes7040034
-

8. FYFE, Trina Librarian, Northern Medical Program, Division of Medical Sciences
UNBC

Research: Rural health, Knowledge synthesis, Rh disease

Publications:

- i. **Fyfe TM**, Lavoie JG, Payne GW, Banner D. Rhesus D factor (RhD) negative women's experiences with pregnancy: An interpretive description. *Women Birth*. 2020;33(6):e511-e8.
 - ii. **Fyfe TM**, Payne GW. Rural healthcare delivery: Navigating a complex ecosystem. *Healthc Manage Forum*. 2020;33(2):80-4.
 - iii. Fyfe TM, Ritchey MJ, Taruc C, Crompton D, Galliford B, Perrin R. Appropriate provision of anti-D prophylaxis to RhD negative pregnant women: a scoping review. *BMC Pregnancy Childbirth*. 2014;14:411.
 - iv. Fyfe TM, Akins R, Gagné P, Cheifetz C, Petrocelli S, Payne GW. Regional Medical Campuses in Canada and the United States: A Systematic Review. *Journal of Regional Medical Campuses*. 2018;1(3):1-19.
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9. GINGERICH, Andrea Assistant Professor, Northern Medical, Program Division of
Medical Science, UNBC

Affiliate Assistant Professor, Department of Family Practice,
Northern Rural Program, UBC
Andrea.gingerich@unbc.ca

Research: Medical education

Publications:

- i. **Gingerich A**, Sebok-Syer SS, Larstone R, Watling CJ, Lingard, L. (2020) Seeing but not believing: Insights into the intractability of failure to fail. *Medical Education* **54**(12): 1148-1158
 - ii. **Gingerich A**, Ramlo SE, van der Vleuten CPM, Eva KW, Regehr G (2017) Inter-rater variability as mutual disagreement: Identifying raters' divergent points of view. *Advances in Health Sciences Education*. 22(4): 819-838.
 - iii. **Gingerich, A.**, Regehr, G., & Eva, K.W. (2011). Rater-based assessments as social judgments: Rethinking the etiology of rater errors. *Academic Medicine*. 86(10 Suppl):S1-S7.
-

10. GRAY, Sarah Associate Professor, Division of Medical Sciences Northern
Medical Program, UNBC

Affiliate Associate Professor, Cellular & Physiological Sciences,
UBC
Sarah.gray@unbc.ca

Research: Endocrine regulation of metabolism, Diabetes/Obesity

Publications:

- i. (2021) Filatov E, Short LA, Forster MAM, Harris S, Schien E, Hughes M, Cline DL, Appleby A, and Gray SL. Contribution of thermogenic mechanisms by male and female mice lacking Pituitary Adenylate Cyclase-Activating Polypeptide in response to cold acclimation. *Am J Physiol Endocrinol Metab.* 2021 Mar 1;320(3):E475-E487. doi: 10.1152/ajpendo.00205.2020. Epub 2020 Dec 28. PMID 33356993.
 - ii. (2021) McMillan TR, Forster MAM, Short LI, Rudecki AP, Cline DL, and Gray SL. Melanotan II Partially Rescues the Impaired Thermogenic Capacity of PACAP Deficient Mice. *Exp Physiol.* 2021 Feb;106(2):427-437. doi: 10.1113/EP088838. Epub 2020 Dec 17. PMID: 33332767.
 - iii. REVIEW: (2016) Rudecki, A and Gray SL. PACAP in the defense against Energy Homeostasis. *Trends Endocrinol Metab, Cell Press.* (9):620-32.
-

11. JAWORSKY, Denise Clinical Instructor, Department of Medicine, UBC
djaworsky@unbc.ca

Research: Rural Health, Community engagement in epidemiology, HIV

Publications:

- i. Jaworsky D, Nicholson V. Allyship: Braiding Our Wisdom, Our Hearts and Our Spirits. Accepted to the *Journal of Indigenous HIV Research.* 2020.
 - ii. Jaworsky D, Loutfy M, Lu M, Ye M, Bratu A, Serada P, Bayoumi A, Richardson L, Kuper A, Hogg RS, Comparative Outcomes And Service Utilization Trends (COAST) Study. Influence of the definition of rurality on geographic differences in HIV outcomes in British Columbia: a retrospective cohort analysis. *CMAJ Open.* 2020. 8(4):E643-650.
 - iii. Jaworsky D. An allied research paradigm for epidemiology research with Indigenous peoples. *Archives of Public Health.* 2019. 77:22.
-

12. LEE, Chow Professor, Biochemistry & Molecular Biology, UNBC
Chow.lee@unbc.ca

Research: Natural Products Drug Discovery and RNA Cancer Research

Publications:

- i. Zeb M, Tackaberry LE, Massicotte HB, Egger KN, Reimer K, Lu G, Heiss C, Azadi P, **Lee CH**. (2021) Structural elucidation and immuno-stimulatory activity of a novel polysaccharide containing glucuronic acid from the fungus *Echinodontium tinctorium*. *Carbohydrate Polymers* 258:117700.
 - ii. Yaqoob A, Li WM, Liu V, Wang C, Mackedenski S, Tackaberry LE, Massicotte HB, Egger KN, Reimer K, **Lee CH**. (2020) Grifolin, neogrifolin and confluentin from the terricolous polypore *Albatrellus flettii* suppress KRAS expression in human colon cancer cells. *PLOS ONE* 15(5):e0231948.
 - iii. Li WM, Chan CM, Miller AL, **Lee CH**. (2017) Live-imaging of miR-430 in the developing zebrafish embryo using a specific molecular beacon. *Journal of Biological Chemistry* 292:3568-3580.
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13. MITCHELL-FOSTER, Sheona Assistant Professor, Division of General Gynaecology & Obstetrics, Department of Obstetrics & Gynecology, UBC
Sheona.mitchell-foster@unbc.ca

Research: Reproductive Health in marginalized and vulnerable populations

Publications:

- i. Moses E, Pedersen H, **Mitchell S**, Sekikubo M, Mwesigwa D, Singer J, Biryabarema C, Byamugisha J, Money DM, Ogilvie GS. A randomized-controlled trial comparing uptake of community based self-collected HPV testing with visual infection with acetic acid (VIA) for cervical cancer screening in Kampala, Uganda: Preliminary results. *Tropical Medicine & International Health* (2015) 20(10):1355-1367.
 - ii. **Mitchell S**, Shaw D. The Worldwide Epidemic of Female Obesity. *Best Practice & Research Clinical Obstetrics & Gynecology*. (2014) doi:10.1016/j.bpobgyn.2014.10.002
 - iii. **Mitchell S**, Sekikubo M, Biryabarema C, Byamugisha J, Steinberg M, Jeronimo J, Money DM, Christilaw C, Ogilvie GS. 2014. Factors associated with high-risk HPV positivity in a low-resource setting in sub-Saharan Africa. *American Journal of Obstetrics and Gynecology* 210(1): 81.e1-81.e7
-

14. MANYANGA, Taru Assistant Professor, Division of Medical Sciences, MPT-N, UNBC
Affiliate Assistant Professor, Master of Physical Therapy, UBC
Taru.manyanga@unbc.ca

Research: Childhood & Adolescence obesity, global health

Publications:

- i. JP Kuwornu, J Amoyaw, **T Manyanga**, E Cooper, E Donkor, A Nkurumah. Measuring the Overall Burden of Early Childhood Malnutrition in Ghana: A Comparison of Estimates from Multiple Data Sources. *International Journal of Health Policy and Management*. (Revisions requested and submitted).
 - ii. **T Manyanga**. (2020). Examining lifestyle behaviours and weight status of primary schoolchildren: Using Mozambique to explore the data gaps in low- and middle-income countries. Thesis abstract. *Applied Physiology, Nutrition, and Metabolism*. 45(2):220. doi: 10.1139/apnm-2019-0863.
 - ii. **T Manyanga**, JD Barnes, J-P Chaput, L Dubois, PT Katzmarzyk, EF. Mire, A Prista, MS. Tremblay. (2020). Prevalence and correlates of objectively measured weight status among urban and rural Mozambican primary schoolchildren: a cross-sectional study. *PLoS ONE* 15(2): e0228592. DOI: 10.1371/journal.pone.0228592
-

15. MARKHAM, Ray Clinical Professor, Department of Family Practice, UBC
RMarkham@rccbc.ca

Research:

Publications:

4. MAURICE, Sean Senior Lab Instructor, Division of Medical Sciences
Northern Medical Program, UNBC
Affiliate Senior Lab Instructor, Cellular and
Physiological Sciences, UBC
Sean.maurice@unbc.ca

Research: Rural Health Workforce Development and
Proteoglycan Biology

Publications:

- i. Gingerich, A., Van Volkenburg, K., **Maurice, S.B.**, Simpson, C. and Roots, R. (2021). Urban ideals and rural realities: physiotherapists navigating paradox in overlapping roles. *Medical Education*. February 22, 2021. <https://doi.org/10.1111/medu.14476>
- ii. Timms, K.P. and **Maurice, S.B.** (2020). Context-Dependent Bioactivity of Versican Fragments. *Glycobiology*. 30(6), 365-73. <https://doi.org/10.1093/glycob/cwz090>

- iii. **Maurice, S.B.**, Mytting, K., Gentles, Q., Roots, R., Constantin, A., Kruger, S., Sim, S., Brock, W., Oyedele, O., Soles, J. and Snadden, D. (2019). The Healthcare Travelling Roadshow: a Qualitative Study of a Rural Community Engagement Initiative in Canada. *Rural and Remote Health*. 19, 5238. <https://www.rrh.org.au/journal/article/5238>
-

16. MEYER, Anthon Clinical Assistant Professor, Department of Family Practice, UBC
anthonmeyer@hotmail.com

Research: Community Family Physician Care Models

Publications:

- i. Clifford B, **Meyer A**, Hobson B. COPD Clinical Guidelines for Practice Support Coaching Module. UBC CPD 2018
- ii. Hubler D, Humber N, **Meyer A**, Gupta R. Quality Team Baser Care for Rural BC. 2019
-

7. MULLINS, Paul Clinical Assistant Professor, UBC pddmullins@gmail.com

Research: Barrett's Esophagus; Alcoholic Liver Disease; Colon Screening.

Publications:

- i. Tomaszewski M, Sanders D, Enns R, et al The risk of colonoscopy in a population-based colon screening program – an observational cohort study. *Can Med Assoc J* 2021 (in press).
- ii. Patients' Perspectives on early liver transplantation in Alcoholic-Liver Disease. Wong E, Mullins PD, Wallach J-P, et al. *Hepatology Communications* 2019; 3(8):1022-31.
- iii. Polymorphisms *TBX5* and *GDF7* are associated with increased risk for Barrett's Esophagus. Palles C, Chegwidden L, Xinzhong L, et al. *Gastroenterology* 2015; 48: 367-78.
- iv. Common variants at the MHC locus and at chromosome 16q24.1 predispose to Barrett's esophagus. Su Z, Gay, LJ, Strange A, et al. *Nature Genetics* 2012; 44: 1131-36.

17. NELSON, Dave Clinical Associate Professor, Department of Orthopaedics, UBC
daveynelson@gmail.com

Research: Osteoporosis and bone trauma.

Publications:

i Maurice SB, Bell T, Daniels T, Fetterly CR, Nelson DR, Winwood PJ, Bourque WT, Harris RL. Tibial bone versican content decreases with zoledronate treatment in adult miceOsteoporosis International 2014; 25(7); 1975-1981.

18. OLSON, Robert Associate Professor, Department of Surgery, Division of Radiation Oncology and Developmental Radiotherapeutics (Head), UBC
Rolson2@bccancer.bc.ca

Research: Clinical Trials focusing on Precision Radiotherapy in Metastatic Cancer, Cancer Care Health Services Delivery, Utilization of Patient Reported Outcomes, Supportive Care in Cancer

Publications:

- i. Palma D, **Olson R**, Harrow S, Gaede S, Louie A, Haasbeek C, Mulroy L, Lock M, Rodrigues G, Yaremko B, Schellenberg D, Ahmad B, Griffioen G, Senthil S, Swaminath A, Kopeck N, Liu M, Moore K, Currie S, Warner A, Senan S. Stereotactic ablative radiotherapy versus standard-of-care palliative treatment in patients with oligometastatic cancer (SABR-COMET): a randomized, phase II, open-label trial. The Lancet 2019;393(10185):2051-8. CA 25% (IF 59.102; Citations 576)
 - ii. **Olson R**, Tiwana M, Barnes M, Cai E, McGahan C, Roden K, Yurkowski E, Gentles Q, French J, Halperin R, Olivetto I. Impact of using audit data to improve evidence-based utilization of single fraction radiotherapy for bone metastases in British Columbia. Int J Radiat Oncol Biol Phys 2016;94 (1):40-7.
 - iii. **Olson R**, Chhanabhai T, McKenzie M. Feasibility study of the Montreal cognitive assessment (MoCA) in patients with brain metastases. Support Care Cancer 2008;16:1273-8.
-

19. PAWLOVICH, John Clinical Professor, Department of Family Practice, UBC
jpawlovich@csfs.org

Research: Advancements in virtual health and continuing education for rural Healthcare providers to address inequalities in access to health services In remote regions.

Publications:

- i. The Role of Telehealth in Improving Continuity of Care: The Carrier Sekani Family Services model.
Holyk, T., **Pawlovich, J.**, Ross, C., & Hooper, A. BCMJ, Vol 59, No. 9, November 2017, page (s) – 459-464.
- ii. Telehealth and Patient-Doctor Relationships in Rural and Remote Communities.
Toh, N., **Pawlovich, J.**, Grzybowski, S. Canadian Family Physician, December 2016 vol 62 no. 12 961-963.
- iii. Clinical Texting Among Medical Trainees of the University of British Columbia. Guo, D., Phan, N., Ho, K., **Pawlovich, J.**, Kitson, N. Journal of Cutaneous Medicine and Surgery. 1-6.

20. PETERSEN, Jacqui Associate Professor, Division of Neurology, Department of Medicine, UBC

Jacqui.pettersen@unbc.ca

Research: Optimizing and promoting brain health and cognition

Publications:

- i. **Pettersen JA.** (2017). Does high dose vitamin D supplementation enhance cognition? A randomized trial in healthy adults. *Experimental Gerontology*, 90:90-97.
DOI: 10.1016/j.exger.2017.01.019 Altmetrics: 177 (Top 5% of all research outputs).
- ii. **Pettersen JA,** Keith J, Gao, FQ, Spence DJ, Black SE. (2017). CADASIL accelerated by acute hypotension: Arterial and venous contribution to leukoaraiosis. *Neurology*, 88:1077-1080.
DOI: 10.1212/WNL.0000000000003717; Altmetrics: 19 (Top 25% of all research outputs).
- iii. **Pettersen JA.** (2016). Vitamin D and executive functioning: Are higher levels better? *Journal of Clinical and Experimental Neuropsychology* 38(4):467-477. Altmetrics: 11.0 (i.e., top 25% of all research outputs scored by Altmetrics).

21. SINGH, Anurag Clinical Assistant Professor, Division of Nephrology, Department of Medicine, UBC

anuragsingh@hotmail.com

Research: Knowledge translation and Health Sciences Research, Mechanism of Vascular disease

Publications:

- i. Carson RC, Forzley B, Thomas S, Preto N, Hargrove G, Virani A, Antonsen J, Brown M, Copland M, Michaud M, **Singh A**, Levin A. Balancing the Needs of Acute and Maintenance Dialysis Patients during the COVID-19 Pandemic: A Proposed Ethical Framework for Dialysis Allocation. Clin J Am Soc Nephrol. 2021
 - ii. **Singh A**, Ramnath RD, Foster RR, Wylie EC, Fridén V, Dasgupta I, Haraldsson B, Welsh GI, Mathieson PW, Satchell Reactive oxygen species modulate the barrier function of the human glomerular endothelial glycocalyx. PLoS One. 2013;8(2):e55852. 2013
 - iii. Foster RR, Armstrong L, Baker S, Wong DW, Wylie EC, Ramnath R, Jenkins R, **Singh A**, Steadman R, Welsh GI, Mathieson PW, Satchell SC. Glycosaminoglycan regulation by VEGFA and VEGFC of the glomerular microvascular endothelial cell glycocalyx in vitro. Am J Pathol. 2013
-

22. SNADDEN, Dave Professor (tenure), Department of Family Practice, UBC
David.snadden@ubc.ca

Research: Rural health care – recruitment and retention and system improvement, medical education

Publications:

- i. Johnston, S., Belanger, E., Wong, K. and Snadden, D. (2020) How can rural community-engaged health services planning affect sustainable health care system changes? - A process description and qualitative analysis of data from the Rural Coordination Centre of British Columbia's Rural Site Visits Project. PRE PRINT: medRxiv 2020.11.19.20232769; doi: <https://doi.org/10.1101/2020.11.19.20232769>
 - ii. Snadden D., Reay T., Hanlon N. and MacLeod M. (2019). "Engaging primary care physicians in system change - an interpretive qualitative study in a remote and rural health region in Northern British Columbia, Canada." BMJ Open 9(5): <http://dx.doi.org/10.1136/bmjopen-2018-028395>
 - iii. Snadden D, Kunzli M. Working hard but working differently – a qualitative study on the impact of generational change on rural healthcare. CMAJ Open 2017 Sep 12;5(3):E710-E716. doi: <https://doi.org/10.9778/cmajo.20170075>
 - iv. Snadden D, Bates J, Burns P, Casiro O, Hays R, Hunt D, Towle A. Developing medical schools: expansion of medical student capacity in new locations. AMEE guide 55. Medical Teacher, 2011;33:518-219
-

23. WINWOOD, Paul Associate Professor, Northern Medical Program, Division of Medical Sciences, UNBC
Affiliate Associate Professor, Division of Gastroenterology, Department of Medicine, UBC
Paul.winwood@unbc.ca

Research: Liver Fibrosis, Medical Education

Publications:

- i. Bukong T, Maurice S, Chahal B, Schaeffer D, **Winwood PJ** Veriscan: a novel modulator of hepatic fibrosis. *Laboratory Investigation* 2016; 96: 361-374
- ii. Benyon RC, Iredale JP, Goddard S, **Winwood PJ**, Arthur MJP. Increased expression of tissue inhibitor of metalloproteinases-1 and -2 relative to interstitial collagenase in fibrotic human liver. *Gastroenterology* 1996; 110: 821-831.
- iii. **Winwood PJ**, Schuppan D, Iredale JP, Kawser A, Docherty AJP, Arthur MJP. Kupffer cell-derived 95 Kd type IV collagenase/gelatinase B: Characterization and expression in cultured cells. *Hepatology* 1995; 22: 304-315.

ASSOCIATE MEMBERS

1. ANEKWE, David Assistant Professor, Department of Physical Therapy, UBC
David.anekwe@unbc.ca

Research: Rehabilitation in the ICU

Publications:

- I. Anekwe, David E Siobhan C. Milner Andre Bussieres Michel De Marchie Jadranka Spahija. (2019). ICU Clinicians' Perspectives on Early Mobilization: A Qualitative Study. *Journal of Physiotherapy*.
- II. Anekwe, David E., Karen Kin-Yue Koo, Michel de Marchie, Peter Goldberg, Dev Jayaraman, and Jadranka Spahija. (2019). Interprofessional survey of perceived barriers and facilitators to early mobilization of critically ill patients in Montreal, Canada. *Journal of intensive care medicine*. 34(3): 218-226.
- III. Anekwe, David, Michel de Marchie Jadranka Spahija. (2017). Effects of Pressure Support Ventilation may be Lost at High Exercise Intensities in People with COPD. *COPD: Journal of Chronic Obstructive Pulmonary Disease*. 14(3): 284-292.

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2. BANNER-LUKARIS, Davina Associate Professor, School of Nursing, UNBC
Davina.Banner-Lukaris@unbc.ca

Research: Cardiovascular, rural health and engagement science

Publications:

- i. **Banner, D.**, Bains, M., Carroll, S., Kandola, D. K., Rolfe, D. E., Wong, C., & Graham, I. D. (2019). Patient and public engagement in integrated knowledge translation research: are we there yet?. *Research involvement and engagement*, 5(1), 1-14.
- ii. **Banner, D.**, Kandola, D., Bates, J., Horvat, D., Ignaszewski, A., Singer, J., & Lear, S. A. (2019). Patient experiences of Undertaking a Virtual cardiac rehabilitation Program. *Canadian Journal of Cardiovascular Nursing*, 29(2).
- iii. **Banner, D.**, Schiller, C. J., & Freeman, S. (2019). Medical assistance in dying: A political issue for nurses and nursing in Canada. *Nursing Philosophy*, 20(4), e12281.

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3. **CALLAGHAN, Russ** Professor, Division of Medical Sciences, Northern Medical Program, UNBC
Affiliate Professor, Department of Psychiatry, UBC
Russ.callaghan@unbc.ca

Research: Health consequences associated with cannabis use, impacts of cannabis legalization; Mindfulness-based interventions in medicine.

Publications:

1. **Callaghan, R.C.**, Sanches, M., Kish, S.J. (2020). Quantity and frequency of cannabis use in relation to cannabis-use disorder and cannabis-related problems. *Drug and Alcohol Dependence*. Sep 11;217:108271. doi: 10.1016/j.drugalcdep.2020.108271.
- ii. Biasutti, WR, Leffers, KSH, **Callaghan, R.C.** (2020). Systematic review of cannabis use and risk of occupational injury. *Substance Use & Misuse*. 55(11):1733-1745. doi: 10.1080/10826084.2020.1759643.
- iii. **Callaghan, R.C.**, Sanches, M., Benny, C., Stockwell, T., Sherk, A., Kish, S.J. (2019). Who consumes most of the cannabis in Canada? Profiles of cannabis consumption by quantity. *Drug and Alcohol Dependence*. Dec 1;205:107587. doi: 10.1016/j.drugalcdep.2019.107587.

⁰¹ BC Stats: Sub Population Population Projections P.E.O.P.L.E. 2019): <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-projections?keyword=population&keyword=projections>

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4. **Dymond, Melissa** Clinical Instructor, UBC, Emergency Medicine

5. **Ho, Kendall** Professor, UBC, Department of Emergency Medicine
Kendall.ho@ubc.ca

Research: Kendall Ho is the medical director of the Healthlink BC Virtual Physicians program called HEiDi. He has been active in digital health research for over 20 years, applying innovative technologies to support patient transition between emergency departments and the

community. Areas of foci for his research include: virtual health, sensors and wearables development and use of big data in health care settings, health apps to improve patient care, and raising digital health literacy for health professionals and patients. He is the lead of the Real Time Virtual Support pillar of the BC Emergency Medicine Network, and his DigEM unit is responsible for provincial evaluation of virtual care. He is a member of provincial and federal Health Ministries' digital health committees, and the National Research Council Medical Devices Research Centre Advisory Board. Professionally he is a member of the Canadian Virtual Care Task Force, the International Medical Informatics Association Telehealth working group, and the International Federation of Emergency Medicine Novel and Advanced Technologies Special Interest Group. Dr. Ho's work has been recognized with provincial and national awards for research and education in digital health and community engagement.

Publications:

Ho K, Lauscher HN, Stewart K, Abu-Laban RB, Scheuermeyer F, Grafstein E, Christenson J, Sundhu S. [Integration of virtual physician visits into a provincial 8-1-1 health information telephone service during the COVID-19 pandemic: a descriptive study of HealthLink BC Emergency iDoctor-in-assistance \(HEiDi\)](#). CMAJ Open. 2021 Jun 15;9(2):E635-E641. doi: 10.9778/cmajo.20200265. Print 2021 Apr-Jun. PMID: 34131026

Ho K, Novak Lauscher H, Cordeiro J, Hawkins N, Scheuermeyer F, Mitton C, Wong H, McGavin C, Ross D, Apantaku G, Karim ME, Bhullar A, Abu-Laban R, Nixon S, Smith T. [Testing the Feasibility of Sensor-Based Home Health Monitoring \(TEC4Home\) to Support the Convalescence of Patients With Heart Failure: Pre-Post Study](#). JMIR Form Res. 2021 Jun 3;5(6):e24509. doi: 10.2196/24509. PMID: 34081015

Basu A, Kuziemy C, de Araújo Novaes M, Kleber A, Sales F, Al-Shorbaji N, Flórez-Arango JF, Gogia SB, **Ho K**, Hunter I, Iyengar S, John O, John S, Kulatunga G, Rajput VK, Ranatunga P, Udayasankaran JG. [Telehealth and the COVID-19 Pandemic: International Perspectives and a Health Systems Framework for Telehealth Implementation to Support Critical Response](#). Yearb Med Inform. 2021 Apr 21. doi: 10.1055/s-0041-1726484. Online ahead of print. PMID: 33882598

MEMORANDUM OF UNDERSTANDING

Dated this ____ day of _____, 2021.

BETWEEN:

University of Northern British Columbia (“UNBC”)

and

Northern Health Authority (“NH”)

and

University of British Columbia, as represented by its Faculty of Medicine (“UBC”)

(Individually, a “Party” and collectively, the “Parties”)

This Memorandum of Understanding (“MOU”) is not intended to be legally binding and is a summary of the basis upon which the Parties intend to collaborate with respect to the development and operation of the Northern Centre for Clinical Research (“NCCR”)

IT IS HEREBY ESTABLISHED THAT:

WHEREAS the NCCR will be established as a jointly developed clinical research centre between UBC, UNBC and NH to address existing and emerging capacity gaps within clinical research in Northern British Columbia;

AND WHEREAS there is a history of cooperation and collaboration between UBC, UNBC and NH, and establishment and maintenance of the NCCR will require building on that collaborative foundation;

AND WHEREAS there is a common intent among the Parties to formalize an inter-organizational commitment to support the NCCR;

THEREFORE the parties agree to work towards the creation of the NCCR whose mission and organizing terms are as follows:

Article 1: Mission

1.1 The Parties commit to the development of the Northern Centre for Clinical Research. The mission of the NCCR is to enhance the capacity and cohesion of the clinical and biomedical life sciences research programs in Northern British Columbia, creating strategic opportunities to share resources among UBC, NH and UNBC, in collaboration with local partners.

1.2 In meeting the unique needs of research in the rural and remote environment of Northern BC where the culture of clinical research is still developing, it is important to establish a governance and operational structure to facilitate the unique needs and contributions of the different Parties.

1.3 The Parties also recognize that many operational policies and guidelines will take time to develop and the purpose of this Memorandum of Understanding is to identify shared principles and clarify that it is the intent of the Parties to formalize the structure of the NCCR, operational policies and guidelines for each of the below areas, and the responsibilities and obligations of each Party, on the basis of the principles set out herein.

Article 2: Organizational Terms

Guiding Principles

2.1 The Parties intend that any subsequent agreement and NCCR operations will be guided by the following principles:

2.1.1 The Parties are committed to developing and supporting a collaborative approach based on respect, transparency and equity among members.

2.1.2 All the Parties' contribution to the NCCR will be equally valued.

2.1.3 Inclusive decision-making - Decisions concerning the NCCR will be made by consensus and be inclusive of all Parties through the establishment of a Governance Committee.

2.1.4 Emergent and evolving design – it is acknowledged that the NCCR will change and mature over time. The Parties will embrace a culture of continuous quality improvement, and will remain open to making adjustments in order to effectively meet the needs of Northern researchers and participants.

2.1.5 Honesty – open and honest dialogue will be valued. Each Party should feel safe to voice concerns.

2.1.6 Shared resources - each Party brings unique assets to this collaboration, which will contribute to the collective resourcing required to effectively support the goals and objectives of the centre. The shared resources will be considered equal in value and will span both direct and indirect supports.

Article 3: Operational Structure

3.1 It is intended that the NCCR will be governed by a Governance Committee which will include representation from each of the three Parties. Membership of the Governance Committee may change over time but will maintain equal representation from each Party. The details of operational processes and the Governance Committee structure will be agreed between the Parties.

3.2 Each Party will develop and maintain their own policies and structures for administrative workflows, such as finance and HR, and will be guided by the following operational principles:

3.2.1 Space – Physical space assigned to the NCCR will be governed and operated by this MOU and any subsequent agreements, and available to all members of the NCCR.

3.2.2 Faculty Appointments – members of the NCCR, both core and affiliate, may have an appointment at any of the Parties to the MOU.

3.2.3 Indirect Cost of research/revenue - research funds can be held at any of the three Parties. Each Party commits to development and implementation of an agreed-upon policy regarding what and how indirect costs of research are allocated to the NCCR.

3.2.4 Finance – The Parties commit to following generally accepted accounting principles to support the financial management of the NCCR. Each Party may hold funds associated with the NCCR and will report on the revenue and expenses associated with the NCCR regularly.

3.2.5 Human Resources – Each Party may have employees assigned or seconded to the NCCR. These employees will be subject to the human resources policies and procedures of that Party and will maintain a line manager within their organization but may also report to the NCCR Director, directly or indirectly.

Article 4: SOPs

4.1 This MOU does not replace the formal SOPs at each organization. Each organization commits to reviewing and working together to modify SOPs where necessary.

Article 5: Duration of the Agreement and Terms of Withdrawal

5.1 The NCCR and any subsequent agreement between the Parties will be formally reviewed within the first five years of operation or earlier if the Parties agree. This review should coincide with the end of the term of the NCCR Director. All Parties will have the opportunity to adjust their commitment and participation in the NCCR at that time.

SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA	SIGNED FOR ON BEHALF OF THE UNIVERISTY OF BRITISH COLUMBIA	SIGNED FOR ON BEHALF OF THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA
By:	By:	By:
Title:	Title:	Title:
Date:	Date:	Date:

SIGNED FOR ON BEHALF OF NORTHERN HEALTH		
By: Title Date:		

DRAFT

Northern Centre for Clinical Research

EXECUTIVE SUMMARY

The Regional Associate Dean's Office Northern BC (UBC), the Northern Health Authority (NH) and the University of Northern British Columbia (UNBC), propose the development of a Northern Centre for Clinical Research (NCCR).

Vision:

Our vision is a research centre that fosters collaborative clinical and medical life sciences research leading to innovation in technologies, processes and clinical practice in the northern, remote, rural and Indigenous geographical, social and cultural contexts, and increases accessibility to, and participation in research opportunities for the people of northern British Columbia.

Mission:

Our mission is to enhance the capacity and cohesion of the clinical and life sciences research programs in the north, creating strategic opportunities to share resources among UBC faculty, NH and UNBC, in collaboration with local partners. Located in Prince George, and with a distributed northern presence the Centre will focus on medical life sciences and clinical research and innovation, including clinical trials and virtual enabled health, across the north; it will provide infrastructure support and serve as a space for research excellence, knowledge exchange and translation in these areas. It will also provide a venue for collaboration among health researchers and practitioners interested in medical life sciences, clinical and medical education research in northern BC. The Centre will champion the Faculty of Medicine's social accountability mandate, UNBC's Strategic Research Plan, and Northern Health's strategy of quality through learning and innovation, by delivering research excellence that transforms health outcomes and care for disadvantaged populations in northern British Columbia, as well as those across Canada and the globe.

Envisioned Impact and Goals:

The goals of the NCCR are aligned with the goals in the four transformative pillars of the UBC Faculty of Medicine Strategic Plan (Research, Education, Organization, Partnerships), the UNBC strategic research plan and NH Strategic plan

- a. To create a vibrant, interdisciplinary axis for researchers and clinicians interested in life sciences and clinical research in the north. (*Research, Partnerships, Organization*)
- b. To advance clinical research and innovation in rural, remote and Indigenous health, in hospital and community settings, including virtual enabled healthcare delivery, grounded on a framework based on the quadruple aim (*Research, Partnerships*).
- c. To promote equity for northern BC residents through excellence in health research programs embedded in the northern context that are accessible, relevant and beneficial to the people and communities of Northern British Columbia (*Research, Partnerships*)

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- d. To promote engagement of partner institutions in the region and beyond (including but not limited) to UBC, UNBC, Northern Health Authority, the Rural Coordination Centre of BC and indigenous communities and organizations. (*Partnerships*)
- e. To provide an environment in which to build and maintain effective collaborations that harness collective research strengths from across northern BC and other northern Canadian universities and research organizations. (*Partnerships, Organization*)
- f. To enable and lead new opportunities that expand clinical and life science research excellence within the Northern Health region. (*Research*)
- g. To provide an institutional platform which enables participation in clinical trials in northern BC. (*Research*)
- h. To provide an institutional platform to help investigators secure competitive research funding and be recognized for excellence both nationally and internationally (*Research*).
- i. To increase research training and mentoring opportunities for health professionals in the north, and students in graduate programs, postdoctoral fellows, the MD Undergraduate Program, Health Professions education programs, postgraduate residency and undergraduate programs. (*Education, Partnerships*).

BACKGROUND

UNBC, NH and UBC have a strong history of partnership and collaboration in education and research, quality improvement and health care delivery with a common goal to address health inequities experienced by northern, rural and Indigenous populations in British Columbia. They have a shared commitment to develop health research in the north and have forged strong relationships with other stakeholders including the Provincial Health Services Authority (PHSA), the Rural Coordination Centre of BC (RCCbc), Divisions of Family Practice and the Northern Medical Programs Trust. Building on this partnership, the Regional Associate Dean's Office Northern BC (UBC), NH and UNBC are proposing a Northern Centre for Clinical Research (NCCR).

The UBC Faculty of Medicine Northern Medical Program

The Northern Medical Program (NMP) was launched in partnership with UNBC in 2004 as a distributed site of UBC's MD undergraduate program. To ensure success in meeting the goal of training physicians with skills in rural medicine and health who will work in Northern and rural communities, the NMP has focused on providing learning experiences in a northern and rural context. These include clinical training in remote regional hospitals, immersion experiences in Indigenous and remote communities and rural research opportunities across northern BC. The success of the NMP has largely been dependent on support from its partners, in particular UNBC, NH and Carrier Sekani Family Services. Outcome data for the NMP attests to its success with approximately two thirds of graduates working in rural and smaller communities and one third staying in northern BC.

Alongside the success of medical education, NMP faculty have been successful in establishing research programs in several areas and disciplines to address fundamental questions that are of importance to northern, rural, remote and Indigenous peoples. These include research in cancer health care delivery, clinical trials, cancer in Indigenous peoples, obesity and diabetes, clinical epidemiology of addictions, barriers to healthcare for northern and Indigenous populations across multiple disciplines, vitamin D levels and cognitive deficit, virtual health and medical education. Among these programs, NMP

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researchers have successfully established medical life sciences research in the north which have a need for a home in the north and to be better embedded in the clinical context to advance knowledge translation. NMP research programs have also generated opportunities for research trainees and research personnel, diversifying opportunities for postgraduate training and employment in Northern BC, and increasing research opportunities for undergraduate and postgraduate medical trainees.

Despite being small in number, NMP faculty have established several successful unique research collaborations. However, clinical research activities, in particular clinical trials, in the north have been very limited to date. To further grow clinical and life science research in the north there is a need to increase research infrastructure and support, grow the critical mass of researchers and for culture change that can be achieved through development of a Research Centre embedded in Northern Health. This is an important next step for the NMP. The recent launch of UBC Masters of Physiotherapy and Occupational therapy programs in the north (MPT-N and MOT-N) builds on health professions education programs in the north and adds new research opportunities which will also benefit from the proposed research centre.

Northern Health

Northern Health provides a full range of health care services to the 285,254^[i] residents of Northern BC. Serving an area of 605,576 square kilometers, it is the largest geographic health region in the province covering over two-thirds of BC and comprised largely of rural and remote communities. Northern Health has a strategic commitment to partnership, research, learning and innovation, and strives to embed a person- and family-centered approach in everything we do. Northern Health is committed to partnering with First Nations, Métis and Inuit peoples and communities, to build a health system that honours diversity and provides culturally safe services. With a long history of investing in research collaborations in the north, NH is also an academic training environment; our staff and physicians are the preceptors and mentors for health professions students across the north, where insights and observations at the point-of-care lead to meaningful and relevant research questions for the North. Innovation is a foundational NH value, seeking creative and practical solutions for the unique challenges that face vast rural and northern health service environments. NH has long seen the potential benefit of the Academic Health Sciences Network collaboration amongst our partners. In the North, partnership is a natural way to leverage resources toward shared aims. The North is too small for silos and 'going it alone'. This Centre is an exciting opportunity to build capacity that no single institution in the North could achieve on its own.

While Northern Health has a strong track record for partnering to support health systems and policy research, there is also a growing commitment and investment to building clinical research infrastructure and capacity. Recently, NH has funded several internal research positions to provide the necessary operational supports for clinical research to be successful. In addition, NH was successful in securing funding from the Michael Smith Foundation for Health Research (MSFHR) to expand its research infrastructure and specifically support four priority areas: 1) clinical research, 2) research administration 3) knowledge translation, and 4) research-related data/analytics coordination. This increased capacity within NH will also support a longer-term vision for a sustainable regional health research system that addresses and responds to the knowledge gaps and research needs of local communities and the province.

UNBC

UNBC is a small, research-intensive university with a primary campus in Prince George, and several regional campuses in central and northern BC. It is a university both in and for the north. UNBC has taken advantage of its location to advance multi-disciplinary research on the social, cultural, psychological, and environmental determinants of health in rural communities, including First Nations communities, and on planning and provision of health care services and preventative health programs that address the challenges of rural location and cultural suitability. UNBC has several health-related undergraduate and graduate programs, including Health Sciences, Nursing, and Social Work and faculty in these programs have developed research programs in collaboration with other universities, NH, PHSA, First Nations Health Authority and other provincial institutions. UNBC's focus on interdisciplinary research has also resulted in faculty in other programs, for example Environmental Science, Business Studies, Computer Science, and Geography, who have contributed significantly to health-related research. The UNBC Office of Research provides the UNBC research community with services and resources to develop outstanding research programs, including in clinical and life science research.

To further support health researchers, UNBC has an established Health Research Institute (HRI) focused on knowledge creation, knowledge synthesis and exchange, fostering linkages, and capacity development. The HRI functions as a network that guides researchers to sources of support and collaboration. The HRI provides the organizational vehicle to foster health research partnerships, and has served as the secretariat for partnerships with Northern Health, Provincial Health Services Authority, Academic Health Sciences Network (specifically the BC SUPPORT Unit Northern Centre) and the Rural Coordination Centre of BC (Northern Node). The HRI actively works with its partners to advocate for and assist in the development of the appropriate infrastructure required by health researchers in the North. The HRI will support and advocate for biomedical sciences and clinical research that will lead to positive health outcomes for people in the north.

PARTNERS

The partners for the governance of the NCCR will be the UBC Faculty of Medicine, NH and UNBC. It will also build on established relationships and work closely with several other key partners who are engaged in healthcare delivery and research in Northern BC.

Rural Coordination Centre for BC (RCCbc)

The Rural Coordination Centre of BC (RCCbc), in conjunction with the Rural Education Action Plan (REAP), seeks to improve the health of rural people and communities of British Columbia by: Supporting physician and healthcare provider health and practice; growing relationships through collaboration and partnerships; augmenting feedback loops; and enhancing innovation. One of its areas of interest is rural health services research, evaluation and quality improvement. The RCCbc is keen to support rural physicians and other health professionals to undertake research in the north and will provide some funding for the operations of the centre. The NCCR will provide space and infrastructure to support the research goals of northern physicians and the RCCbc.

Rural Doctors UBC Chair in Rural Health

The UBC Chair in Rural Health plays a key role in developing, implementing, and maintaining an innovative integrated rural health program in BC. This includes clinical, research, and educational activities focused on the needs and delivery of health services in rural, remote, and Indigenous

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communities. The current chairholder, Dr John Pawlovich, has expertise in virtual enabled models of care, a key focus of the NCCR, and will be a core member of the centre.

The UBC Department of Family Practice Centre for Rural Health Research.

Research from this centre focuses on evidenced-based primary rural healthcare and maternity services. It's vision, mission and goals align with the NCCR.

Indigenous partners

An important goal for the NCCR will be to address research questions which are relevant to the unique health needs of northern indigenous persons and communities. Such research needs to be undertaken in a culturally sensitive manner and in partnership with indigenous people and communities. The NCCR will build partnerships with indigenous organizations to facilitate engagement with and input from indigenous people in clinical research in northern BC.

Carrier Sekani Family Services (CSFS)

CSFS provides holistic health and wellness services for Carrier and Sekani people in North Central BC. The Quality and Innovation Department supports CSFS to lead and partner on research activities that focus on improving the health and social services we provide. CSFS Executive Director of Health Services, Dr. Holyk (adjunct faculty at UNBC and UBC) maintains an active research portfolio and is currently the Principal Investigator on a 5-year CIHR funded study and is partnered on six research projects with UBC faculty. CSFS will partner with the NCCR to continue to increase its capacity to undertake meaningful research that is of importance to the Nations we serve.

UBC FoM Centre for Excellence Indigenous Health

Building on well established relationships for education with the NMP and the Masters Programs in physical therapy and occupational therapy, the NCCR will partner with the Centre for Excellence in Indigenous Health to develop culturally sensitive health research programs with indigenous people in northern BC.

Central Interior Native Health Society (CINH)

CINH provides holistic approach to health care that promotes physical, spiritual, emotional and cultural harmony within all Aboriginal Peoples who reside in North Central British Columbia. Many UBC clinical faculty members work for CINH and it provides placements of NMP, MPT-N and nursing students.

First Nations Health Authority

The NCCR will work with the FNHA to foster meaningful collaborations and partnership that supports research with First Nations people in the north and across BC. This will build on Initial discussions with Sonya Isaac-Mann (Vice President, Community Health and Wellness, Programs and Services) and Dr Shannon McDonald (Chief Medical Officer).

National Collaborating Centre for Indigenous Health

Hosted by UNBC, the National Collaborating Centre for Indigenous Health (NCCIH) is a national Indigenous organization established in 2005 by the Government of Canada and funded through the Public Health Agency of Canada (PHAC) to support First Nations, Inuit, and Métis public health renewal and health equity through knowledge translation and exchange. It is connected to indigenous organizations and communities across Canada and is keen to develop and promote collaborations with the NCCR.

Other Partners

Provincial Health Services Authority (including BC Cancer)

The BC Cancer Centre for the North (under PHSA) provides cancer care services in partnership with NH. Cancer research in the Centre includes therapeutic interventions through clinical trials, cancer prediction, and community-based research to address the cancer healthcare needs of northerners. The NCCR will collaborate with the Cancer Centre and include its research active clinicians and faculty

Divisions of Family Practice in northern BC (Northern Peace, Northern Interior Rural, Pacific Northwest, Prince George)

Academic Health Sciences Network (AHSN)

The AHSN has an established northern node which includes leaders and faculty from the 3 key partners for the NCCR. This partnership will research enable collaborations and support from across the province as outlined further below.

Spirit of the North Healthcare Foundation

The Spirit of the North Healthcare Foundation was created to provide people meaningful opportunities to contribute to improving healthcare within the service area of the University Hospital of Northern BC, (UHNBC).

OPPORTUNITIES AND IMPACT

The Northern Centre for Clinical Research (NCCR) will leverage the Faculty of Medicine and UNBC's distributed education and research sites to capitalize on collaborations, expand research capacity, and strengthen operational affiliations for faculty members, graduate students, and affiliated members to enhance our goal to address health disparities for northern and Indigenous British Columbians. The NMP and the new Physical Therapy and Occupational Therapy programs in the north are examples of existing and new collaborations between these organizations.

The NCCR will have the necessary autonomy and operating conditions to provide infrastructure support and maximize growth of a critical mass of researchers and trainees. Collaborations with clinicians, researchers and research programs at UBC, UNBC, Northern Health, and across the province could flourish under a more robust operating structure. The NCCR will support hospital and community based clinical, life sciences, and health education research that will improve the health of northern and rural people in BC and beyond.

Clinical Research

Clinical research is developing in Northern BC but there remains fundamental gap in clinical trial research and there is limited support in the healthcare environment. The strong and unique partnerships between

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UBC, UNBC and NH provide an ideal foundation to develop a research centre in the north. The critical mass of researchers and volume of activity is insufficient for each institution to be successful alone. However, under a Centre model, the NCCR will foster collaboration, generate research ideas, and enable sharing of resources (e.g., clinical research coordinators, equipment, storage). We believe this centre is necessary to provide the infrastructure and partnerships, in particular with Clinical Trial Units in the lower mainland and PHSA (BC Cancer Centre), to successfully run national and international clinical trials, and support clinical research and faculty in the north.

Medical Life Sciences

Medical life sciences and clinical research are irrevocably linked as they sit next to each other on the continuum of health research. The integration between medical life sciences and clinical research is bidirectional: Lab-based discoveries move from the bench to the bedside with clinical research needed to validate lab-based findings. Clinical observations may need to be studied more closely in a lab-based setting to understand biological and molecular mechanisms and confirm etiology. This link between medical life sciences and clinical research will be integral to the culture of the NCCR. The Centre will provide a home for medical life sciences research in the north.

Virtual Health

Virtual care has been used by providers in Northern BC for many years to augment and enhance, the in-person longitudinal, relationship-based approach to collaborative health practice, including team-based models of care. Carrier Sekani Family Services (CSFS) implemented a virtually enabled care approach over a decade ago and serves as an excellent example of how technology contributes to greater primary care equity, access and sustainability for rural, remote First Nations communities. Northern Health is committed to implementing innovative technologies to support new ways of practicing. NH's strategic plan identifies virtual health as an important means of improving access and coordination of health services, even when those services are not readily available in every community. The COVID-19 pandemic has further focused attention on virtual enabled healthcare. In particular, the COVID 19-online clinic catalyzed the exciting implementation of a new NH virtually enabled primary and community care clinic. FNHA rapidly developed the First Nations Virtual Doctor of the Day program, which enables First Nations people and their families, access to primary health care closer to home. RCCBC has implemented several virtual supports for clinicians practicing in rural and remote BC through the Real-Time Virtual Supports (RTVS) program. Recently, the NMP and Department of Medicine working with NH and the Departments of Family Practice, Emergency Medicine, and Dermatology and Skin Science were successful in securing funding for a new faculty position virtual/ remote and rural health through the FoM Academic Renewal competition. Alongside this position, the NCCR will provide an opportunity to solidly establish the scholarship of remote, rural and First Nations virtual healthcare delivery and knowledge translation in this field for UBC and its partners. The work will be grounded on a framework based on the quadruple aim and social accountability with an emphasis on equity of access of care and also cultural sensitivity and safety.

Space

The Donald Rix Northern Health Sciences Centre, which houses the NMP at UNBC has approximately 3400 square feet of laboratory space for biomedical scientists as well as an Animal Care Unit (1000 square feet). However, there is currently no dedicated clinical research space in northern BC. Through the partnership with NH, and with the formation of a research centre, space will be made available at the University Hospital of Northern BC campus. This campus already hosts the Northern Simulation Centre, which services all northern BC and is a result of the partnership between UNBC, NH and the NMP.

Training and Mentorship

The recent establishment of the Division of Medical Sciences at UNBC and the formation of a Research Centre in the north will facilitate new graduate programs in Northern BC focused in clinical and life sciences research, and will increase capacity to recruit postdoctoral fellows. Through the partnerships, collaborations and networks that the Centre will facilitate, it will provide mentorship for rural and northern physicians interested in research.

Other Opportunities

The NCCR will continue to build on existing linkages between research in the north and the three operational units of the BC Academic Health Sciences Network: the BC SUPPORT Unit, Clinical Trials BC (CTBC) and Research Ethics BC (REBC). To date, UNBC’s Office of Research and the Health Research Institute, along with Northern Health’s Research, Evaluation, and Analytics team, and the NMP have engaged with CTBC to develop the foundational resources needed to support clinical research in the north, including quality management system components. Further, the UNBC Office of Research and Research Ethics Board (REB) and the NH Research Review Committee have worked with REBC to fully implement the provincial harmonized system for research ethics reviews of multi-jurisdictional studies involving human subjects. The UNBC REB is in the process of establishing a clinical research sub-committee of the REB to further support clinical researchers in the north by complimenting the services provided by UBC’s Clinical Research Ethics Board.

NH has a rich history of partnering with the First Nations Health Authority (FNHA) on several common initiatives. For example, the Northern Biobank Initiative involved extensive consultations with 54 First Nations communities across the north; both NH and FNHA are key partners on this project. The implementation of the NCCR will support further collaborations and linkages with FNHA, CSFS and other rural, indigenous and northern stakeholders.

The appointment of new faculty for the Physical Therapy and Occupational Therapy programs provides an opportunity for new research programs in northern BC.

GOVERNANCE STRUCTURE AND FUNCTION

The Centre will have a tri-partite governance agreement based on the partnership between UBC (NMP), UNBC, and Northern Health (NH). A Memorandum of Agreement will define the relationship and responsibilities of the 3 partners that oversee and operate the NCCR (appendix B).



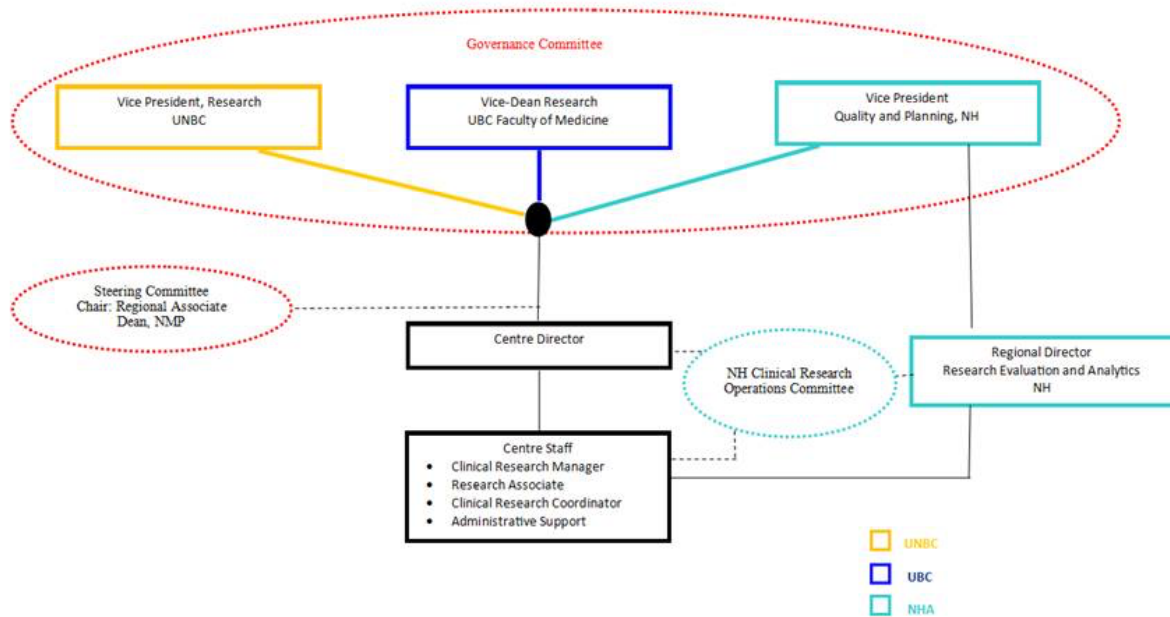
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Members of the centre will include UBC Faculty of Medicine and UNBC faculty, clinician-scientists, clinical faculty, and NH partners who will be directly accountable for the goals and vision of the new Centre. Faculty will actively participate in governance and strategic planning through its governance structure. A Director of the Centre will be appointed who will report to a **Governance Committee**. The Governance Committee will ensure the integrity of the tripartite partnership. This committee will be comprised of the:

- Vice-Dean Research, faculty of Medicine UBC
- Vice President Research and Innovation, UNBC
- Vice President, Planning and Quality NH

The Centre Director will be a member of a **NH Clinical Research Operations Committee**. This committee will ensure close connection and communication between the Centre and NH operations leaders to discuss opportunities and mitigate any challenges pertaining to workflow in the laboratory, pharmacy, or other clinical care areas impacted by clinical research.

Strategic direction and management of the Centre will be informed by a **Steering Committee** which will be chaired by the Regional Associate Dean, Northern BC (UBC). The Steering Committee will be advisory to the Governance Committee and the Director. Membership will include: The above leadership from UBC, UNBC, and NH, as well as the NH Regional Director, Research Evaluation and Analytics, NH Director, Regional Tertiary Services/UHNBC Clinical Supports, and representatives from RCCbc, members of the centre from the Northern Interior, Northeast and Northwest, patient partners, NH Clinical Trials Advisory Group (CTAG), HRI, and the NH Clinical Research Committee, and a faculty representative from each of UBC and UNBC. An indigenous advisory council, with representation from our indigenous partners and communities, will also be created to provide input to the steering committee and research proposals.



Supervised by the Director of the Centre, NCCR staff will include a Clinical Research Manager (already employed by NH and jointly reporting to the Regional Director, Research Evaluation and Analytics), a

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Research Associate, a Clinical Research Coordinator, and an administrative Assistant. Depending on need and budget it is hoped that this team will increase in future years. Specifically, the centre plans to employ more Research Assistants that can support researchers.

Faculty will leverage new and existing collaborations with researchers, patient partners, and organizations to ensure a northern approach to research scope and operations. For each of the primary research areas: (1) clinical research; (2) biomedical research (3) Virtual Health (4) medical education research, the NCCR will establish research units with the following components:

- Stakeholder Panels (including patient partners).
- Basic/Laboratory Scientists or Applied/Community Scientists
- Clinician Scientists
- M.D. Specialists
- M.D. Family Practitioners
- Other professionals engaged in clinical, biomedical and medical education research.
- Community Organizations
- Policy Makers

The **key function** of the NCCR will be to provide infrastructure support to northern clinical and biomedical researchers either as a point of triage to its partners or directly. This will primarily take the form of research administration including support and guidance for grant writing, budget development and management, operational administration, biosafety, phlebotomy and sample processing, regulatory and REB applications, monitoring regulated studies, intellectual property management, clinical trial administration, research contracts and legal agreements. It will provide computer equipment, software, VC facilities and, depending on need, data management/storage systems and freezers/refrigeration. For clinical trials, we envisage that it will function as a clinical trials unit in the north that can coordinate with units in the lower mainland to enable northern people to participate in multicentre trials. It will provide a resource and space for northern physicians and other health professional to receive advice and direct support to develop and conduct research projects with a knowledge translation intent. It will also support a learning health system approach that will visualize how data can inform policy and practice in fulfilment of the Rural Framework. These resources are not available to clinical and biomedical researchers in the north at present.

The administrative team at the NCCR will work closely with UNBC partners including the Division of Medical Sciences, the Office of Research, Health Research Institute, Research Finance, Human Resources and Contracts and Supply Chain Management to collectively provide mechanisms to support clinical and biomedical research activities in the north. The NCCR will work with the HRI to establish clear expectations with the various supporting units in the north as to which unit will support what type of health-related research. It will create efficiencies through collaboration and further enhance research capacity by complementing what is currently in place in northern BC. A specific example would be the sharing of staff between multiple clinical trials because of the anticipated low accrual per trial with the relatively small population in the north. With UBC Faculty of Medicine as one of the three partners, the Centre will be also be able to facilitate access to UBC research supports. Through building upon operational capacities

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at partner organizations, the NCCR will create synergies and further build the partnership networks in the region and across the province.

The NCCR will provide research training opportunities and mentorship for physicians and other health professionals interested in research across northern BC as well as graduate students, MD and undergraduate students at UBC and UNBC, and UBC Residents.

The Centre will provide a space for networking, sharing and receiving input for research ideas as well as hosting a seminar series, research days and journal clubs/mentor groups for trainees. There will be opportunities for internal competitive research funding and initiatives to encourage co-supervision of research trainees.

INTERDISCIPLINARY/INTER-PROFESSIONAL RESEARCH AND LEARNERS TRAINING OUTCOMES

Training outcomes will include:

Understanding and application of research methodology

Understanding and application of statistical analysis

Grant writing skills.

Understanding regulatory requirements and compliance for clinical trials

Understanding and using SOPs

Understanding research ethics and being able to apply for ethics approval

Effective research administration (budgets, HR, contracts etc.)

Effective research team management

Knowledge translation and exchange in life sciences and clinical research

MEMBERS

See Appendix A for full details

CORE INVESTIGATORS (MINIMUM OF 10)

NAME	RANK, INSTITUTION (% RESEARCH)
Barreto, Tyler	Clinical Instructor, Department of Family Practice, UBC (10 %)
Besserer, Floyd	Assistant Professor, Department of Emergency Medicine, UBC (50 %)
Caron, Nadine	Professor, Department of Surgery, UBC (50 %)
Constantin, Alina	Senior Lab Instructor, Northern Medical Program, Division of Medical Sciences, UNBC. Affiliate Senior Lab Instructor, Department of CPS, UBC (40 %)
De Leeuw, Sarah	Professor, Northern Medical Program, Division of Medical Sciences, UNBC Affiliate Professor, Population and Public Health (SPPH), UBC (100 %)
Freeman, Shannon	Associate Professor, Nursing, UNBC (100 %)
Furber, Kendra	Assistant Professor, Northern Medical Program, Division of Medical Sciences, UNBC. Affiliate Assistant Professor, Department of Cellular & Physiological Sciences, UBC (100%)

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Fyfe, Trina	NMP librarian, UNBC (100%)
Gingerich, Andrea	Assistant Professor, Northern Medical Program, Division of Medical Science, UNBC. Affiliate Assistant Professor, Department of Family Practice, UBC (100%)
Gray, Sarah	Associate Professor, Northern Medical Program, Division of Medical Sciences, UNBC. Affiliate Associate Professor, Cellular & Physiological Sciences, UBC (100%)
Jaworsky, Denise	Clinical Instructor, Department of Medicine, UBC (25%)
Lee, Chow	Professor, Biochemistry & Molecular Biology, UNBC (100%)
Mitchell-Foster, Sheona	Assistant Professor, Division of General Gynaecology & Obstetrics, Department of Obstetrics & Gynecology, UBC (50%)
Manyanga, Taru	Assistant Professor, Division of Medical Sciences, MPT-N, UNBC (100%)
Markham, Ray	Clinical Professor, Department of Family Practice, UBC (10%)
Maurice, Sean	Senior Lab Instructor, Division of Medical Sciences, Northern Medical Program, UNBC. Affiliate Senior Lab Instructor, Cellular and Physiological Sciences, UBC (100%)
Meyer, Anthon	Clinical Assistant Professor, Department of Family Practice, UBC (10%)
Mullins, Paul	Clinical Assistant Professor, Division of Gastroenterology, Dept of Medicine, UBC (10%)
Nelson, Dave	Clinical Associate Professor, Department of Orthopaedics, UBC (10%)
Olson, Robert	Associate Professor, Department of Surgery, Division of Radiation Oncology and Developmental Radiotherapeutics (Head), UBC (50%)
Pawlovich, John	Clinical Professor, Department of Family Practice, UBC (25%)
Pettersen, Jacqui	Associate Professor, Division of Neurology, Department of Medicine, UBC (50%)
Singh, Anurag	Clinical Assistant Professor, Division of Nephrology, Department of Medicine, UBC (10%)
Snadden, Dave	Professor, Department of Family Practice, UBC (100%)
Winwood, Paul	Associate Professor, Northern Medical Program, Division of Medical Sciences, UNBC. Affiliate Associate Professor, Division of Gastroenterology, Department of Medicine, UBC (100%)
New Position	Assistant Professor, Dept of Psychiatry, UBC (50%, not included in FTE)

TOTAL FTE: 14.3

ASSOCIATE INVESTIGATORS

Anekwe, David	Assistant Professor, Department of Physical Therapy, UBC (100%)
Banner-Lukaris, Davina	Associate Professor, School of Nursing, UNBC (100%)
Callaghan, Russ	Professor, Northern Medical Program, Division of Medical Sciences, UNBC Affiliate Professor, Department of Psychiatry, UBC (100%)
Dymond, Melissa	Clinical Instructor, UBC, Emergency Medicine (10%)
Ho, Kendall	Professor, Department of Emergency Medicine, UBC (50%)

UBC Faculty of Medicine, UNBC and Northern Health

Kuo, Kuo-Hsing	Associate Professor, Northern Medical Program, Division of Medical Sciences, UNBC
Larstone, Roseann	Regional Director, Indigenous Health, Northern Health
New Positions (2)	Assistant Professor, Dept of Occupational Science and Occupational Therapy UBC

AFFILIATE INVESTIGATORS

Holyk, Travis	Adjunct faculty, UBC. Executive Director Research, Primary Care and Strategic Services, Carrier Sekani Family Services
Kaminska, Mal	Assistant Professor, Northern Medical Program, Division of Medical Science, UNBC. Affiliate Assistant Professor, Department of Family Practice, UBC
Greenwood, Margo	Professor, First Nations studies and Education, UNBC. Academic Leader of the National Collaborating Centre for Indigenous Health. Vice President of Indigenous Health, Northern Health.
Parkes, Margot	Professor, School of Health Sciences, Faculty of Human and Health Sciences, UNBC
Pelletier, Chelsea	Associate Professor, School of Health Sciences, Faculty of Human and Health Sciences, UNBC
Roots, Robin	Senior Instructor, Dept of Physical Therapy, UBC
Wahab, Matthew	Clinical Instructor, Dept of Family Practice, UBC
Wimmers, Julia	Senior Lab Instructor, Northern Medical Program, Division of Medical Sciences, UNBC, Affiliate Senior Lab Instructor, Department of CPS, UBC

AFFILIATED LEARNERS

It is anticipated that there will be 10 or more graduate students, participating in health sciences, interdisciplinary studies and biochemistry programs at UNBC and public health program at UBC, supervised by Core and Associate Investigators, who will be affiliated with the centre.

Students may use the centre when participating in research with core and associate investigators. It is anticipated that students would include those from UBC's MD Undergraduate Program, MPT-N and MPT-N programs, as well as UNBC students in the MScN, MScN-FNP, and BScN programs, as well as family practice and psychiatry residents.

EVALUATION AND CONTINUED AFFILIATION OF MEMBERS

An internal Academic Review of the NCCR will be conducted after 3 years and then every 5 years, alternating between external and internal reviews, in accordance with the Guidelines and procedures for Faculty of Medicine Centres and Institutes.

BUDGET

The NMP’s annual operating budget contains dedicated General Purpose Operating Funds (GPOF) to support the recruitment, start-up and on-going salary and benefit costs for UBC research faculty. The NMP budget will support the salary of the Centre Director and some operational costs.

The operating budget for the NCCR will be obtained through the distribution of the indirect costs of research derived from grants of UBC faculty members who are core members of the centre according to institutional policy. Additionally, a proportion of the indirect costs derived from the grants of UNBC faculty members in the Division of Medical Sciences who are core members of the centre will be used to support the budget. Once the Centre is established, it is envisaged that members will be able to hire Research Associates which will provide some revenues back to the Centre.

Funding for the Clinical Research Manager will be provided by NH with whom they are employed. Additional funding will be available from a Michael Smith HA infrastructure grant held by NH.

RCCbc have agreed to provide funding to support an administrative assistant and Research Associate.

Future funding opportunities include the Canadian Foundation for Innovation (CFI) and philanthropy which will be sought.

<u>Revenue</u>	Year 1 Jan -Mar 2022	Year 2 2022/2023	Year 3 2023/2024	Year 4 2024/2025	Year 5 2025/2026
NMP	\$15,630	\$73,170	\$50,000	\$50,000	\$50,000
NHA	\$27,338	\$111,537	\$113,767	\$116,043	\$118,363
UNBC*	\$5,000	\$10,000	0	0	0
Indirect Costs	0	0	\$67,669	\$69,023	\$70,403
RccBC	\$25,910	\$114,360	\$116,440	\$118,518	\$120,598
Total	\$73,878	\$309,067	\$347,876	\$353,584	\$359,364
<u>Expenses</u>					
Centre Director**	\$7,500	\$30,000	\$30,000	\$30,000	\$30,000
Clinical Research Manager (\$90,000/year)***	\$27,338	\$111,537	\$113,767	\$116,043	\$118,363
Admin Assistant CUPE grade 6****	\$8,130	\$33,171	\$67,669	\$69,023	\$70,403
Research Associate (\$28/hour)	\$13,435	\$59,259	\$60,300	\$61,338	\$62,378
Supplies/Facilities	\$5,000	\$20,000	\$20,000	\$20,000	\$20,000

UBC Faculty of Medicine, UNBC and Northern Health

Clinical Research Coordinator (\$26/hour)	\$12,475	\$55,100	\$56,140	\$57,180	\$58,220
total	\$73,878	\$309,067	\$347,876	\$353,584	\$359,364

*Funding from UNBC for the first 2 years will come from rural/northern health research funds. held at UNBC. It is envisaged that indirect costs from both UBC and UNBC will cover this long term. In addition, other funding sources will be pursued.

** the Centre Director will receive \$15,000 salary (0.1 FTE) and a \$15,000 grant to support their research.

***Budgeted salaries reflect the cost of salary and benefits and a 2% increase each year.

****Half time for first 2 years, then full time.

SPACE

At UHNBC (NH):

- 2+ offices that can be signed out (including a place to have conversations with research participants, one with an exam bed)
- Admin office
- Common area
- -80 freezer (and associated outlet/power supply)
- Storage/filing cabinets
- Incorporate Indigenous components (to create a welcoming and collaborative space)

HUMAN RESOURCES PLAN

Centre Director (0.1 FTE)

Administrative/Clinical Research Manager (1 FTE)

Research Associate (1 FTE)

Clinical Research Coordinator (1 FTE)

Administrative Assistant (1 FTE)

A CENTRE OF RESEARCH EXCELLENCE IN THE NORTH

The NCCR will serve as a research centre for the Faculty of Medicine, UNBC and Northern Health by providing clinical and medical life sciences research excellence, knowledge translation and exchange that is innovative, collaborative, and through its partnerships, is uniquely responsive to the contexts and needs of the north as well as rural, remote and Indigenous populations across the province and country.

APPENDIX A

NORTHERN CENTRE FOR CLINICAL RESEARCH (NCCR)

CORE MEMBERS

1. **BARRETO**, Tyler Clinical Instructor, Department of Family Practice, UBC
barretotw@gmail.com

Research: Pregnancy an Obstetrical Care, Burnout among early-career Family physicians

Publications:

- i. **Barreto TW**, Estacio A, Winkler P. The Overlap Between Rural Hospital Needs and Medical Student Goals in Texas. *Primer*. 2020;4:18
 - ii. Hall JW, Holman H, **Barreto TW**, et al. Point-of-Care Ultrasound in Family Medicine Residencies Year Update: A CERA Study. *Fam Med*. 2020;52(7):505-511.
 - iii. **Barreto TW**, Eden A, Brock A. The Impact of Practicing Obstetrics on Burnout Among Early-Career Family Physicians. *Fam Med*. 2020;52(6):408-413.
-

2. **BESSERER**, Floyd Assistant Professor, Department of Emergency Medicine, UBC
Floyd.besserer@unbc.ca

Research: Prehospital, Resuscitation, Trauma

Publications:

- i. **Besserer F**, Kawano T, Dirk J, Meckler G, Tissjen J, DeCaen A, Scheuermeyer F, Beno S, Christenson J, Grunau B. The association of intraosseous vascular access and survival among pediatric patients with out-of-hospital cardiac arrest. *Resuscitation* 2021 - manuscript currently under review.
- ii. Awad E, Humphries K, Grunau B, **Besserer F**, Christenson J. The effect of sex and age on return of spontaneous circulation and survival to hospital discharge in patients with out of hospital cardiac arrest: a retrospective analysis of a Canadian population. *Resuscitation Plus*; January 2021, DOI: <http://dx.doi.org/10.1016/j.resplu.2021.100084>
- iii. Guy A, Kawano T, **Besserer F**, Scheuermeyer F, Kanji HD, Christenson J, Grunau B. The association between no-flow interval and survival with favourable neurological outcome

in out-of-hospital cardiac arrest: implications for outcomes and ECPR eligibility. Resuscitation 2020. DOI: 10.1016/j.resuscitation.2020.06.009

- iv. Kiraly A, Stedford A, Awad E, Adams G, **Besserer F**. Emergency department ultrasound gross contamination rates in a community ED. Med Res Innov 2020;4:1-4. DOI: 10.15761/MRI.1000173
-

3. CARON, Nadine Professor (tenure), Department of Surgery, UBC
Nadine.caron@yahoo.com

Research: Indigenous Oncology, health services and Genomic Sciences

Publications:

- i. JA McVicar, A Poon MD, **NR Caron**, MD Bould, J Nickerson, M Doucette Issaluk, C Sheffield, C Champion, N Ahmad, DI Mclsaac. (2021) Perioperative Outcomes of Indigenous Peoples in Canada: A Systemic Review. Canadian Medical Association Journal.
- ii. Caron NR, Wilcox P, Chongo M, Arbour LA, Wasserman W, Correard S, Hudson M. Front. Public Health, (2020) Indigenous Genomic databanks: pragmatic considerations and cultural contexts. 8:111. <https://doi.org/10.3389/fpubh.2020.00111> Published 24 April 2020
- iii. Hudson M, Garrison NA, Sterling R, Caron NR et al. Nat Rev Genet (2020). Rights, interests and expectations: Indigenous perspectives on unrestricted access to genomic data. <https://doi.org/10.1038/s41576-020-0228-x> Published 6 April 2020
-

4. CONSTANTIN, Alina Senior Lab Instructor, Division of Medical Sciences, Northern Medical Program, Division of Medical Sciences, UNBC
Affiliate Senior Lab Instructor, Department of CPS, UBC
Alina.constantin@unbc.ca

Research: Medical education. Neurosciences: Sensory plasticity.

Publications:

- i. Maurice, S; Mytting, K; Gentles, J; Roots, R; Constantin, A; Kruger, S; Sim, S; Brock, W; Oyedele, O; Soles, J; Snadden, D. The healthcare travelling roadshow: a qualitative study of a rural community engagement initiative in Canada. Rural Remote Health. 2019. Sep;19(3):5238. Epub 2019 Sep 10.

- ii. Monteon JA, Constantin AG, Wang H, Martinez-Trujillo JC, Crawford, JD. Electrical Stimulation of the Frontal Eye Fields in the Head-Free Macaque Evokes Kinematically Normal 3D Gaze Shifts J Neurophysiol 2010 104:3462-3475.
- iii. Constantin AG, Wang H, Monteon JA, Martinez-Trujillo JC, Crawford JD. 3-Dimensional eye-head coordination in gaze shifts evoked during stimulation of the lateral intraparietal cortex. Neuroscience. 2009 Dec 15;164(3):1284-302. Epub 2009 Sep 4.PMID: 19733631

5. de LEEUW, Sarah Professor, Division of Medical Sciences, Northern Medical Program
UNBC
Affiliate Professor, Population and Public Health (SPPH), UBC
Sarah.deleeuw@unbc.ca

Research: Anti-colonial feminist methods; Indigenous and northern/rural geographies; critical health humanities

Publications:

- i. Greenwood, M., **de Leeuw, S.**, Lindsay, N., Eds. (May 2018). *2nd Edition: Determinants of Indigenous Peoples' Health: Beyond the Social*. Toronto, Ont.: Canadian Scholars' Press. 386 pgs.
- ii. **de Leeuw, S.**, Larstone, R., Greenwood, M., Cross, N., Fell, B., Aurobach, K., Sutherland, J. (2021). Educating the 'heart and mind': A humanities-informed Indigenous cultural immersion program in experiential medical education. *International Journal of Indigenous Health*. 87-107. <https://jps.library.utoronto.ca/index.php/ijih/article/view/33078>
- iii. **de Leeuw, S.** with Aldred, T., Alderfer-Mumma, C., Farales, M., Greenwood, M., Hoogeveen, D., Sloan Morgan, V., O'Toole, R., and Parkes, M. (2020). Mining Sick: Creatively Unsettling Normative Narratives about Industry, Environment, Extraction and the Health Geographies of Rural, Northern, and Indigenous Communities in British Columbia. *The Canadian Geographer*. 82-96. <https://onlinelibrary.wiley.com/doi/full/10.1111/cag.12660>

6. FREEMAN, Shannon Associate Professor, Nursing, UNBC
Shannon.freeman@unbc.ca

Research: Health, Northern Issues, Rural Health Services

Publications:

- i. Fall prevention using olfactory stimulation with lavender odor in elderly nursing home residents: a randomized controlled trial Y Sakamoto, S Ebihara, T Ebihara, N Tomita, K Toba, **S Freeman**, H Araj, ...
Journal of the American Geriatrics Society 60 (6), 1005-1011 80 2012
 - ii. Predictors of caregiver distress among palliative home care clients in Ontario: evidence based on the interRAI Palliative Care JP Hirdes, **S Freeman**, TF Smith, P Stolee Palliative & Supportive Care 10 (3), 155 47, 2012
 - iii. Relationship between restraint use, engagement in social activity, and decline in cognitive status among residents newly admitted to long-term care facilities **S Freeman**, L Spirgiene, M Martin-Khan, JP Hirdes Geriatrics & gerontology international 17 (2), 246-255
-

7. FURBER, Kendra Assistant Professor, Northern Medical Program, Division of
Medical Sciences UNBC Affiliate Assistant Professor, Department of Cellular &

Physiological Sciences, UBC

Kendra.Furber@unbc.ca

Research: Cellular and Molecular Neurobiology

Publications:

- i. Thangaraj MP, **Furber KL**, Gan JK, Ji S, Doucette JR, Sobchishin R and Nazarali AJ. RNA binding protein Quaking regulates the stability of Sirt2 mRNA during oligodendroglial differentiation. J Biol Chem 2017, 292(13):5166-5182. doi:10.1074/jbc.M117.775544
 - ii. Tan GA, **Furber KL**, Thangaraj MP, Sobchishin L, Doucette JR, Nazarali AJ. Organotypic cultures from the adult CNS: a novel model to study demyelination and remyelination ex vivo. Cell Mol Neurobiol 2018, 38(1):317-328. doi:10.1007/s10571-017-0529-6
 - iii. **Furber KL**, Backlund PS, Yergey AL, Coorsen JR. Unbiased thiol-labeling and top-down proteomic analyses identify multiple proteins functioning in the late steps of regulated secretion. Proteomes 2019, 7(4): E34. doi:10.3390/proteomes7040034
-

8. FYFE, Trina Librarian, Northern Medical Program, Division of Medical Sciences
UNBC

Research: Rural health, Knowledge synthesis, Rh disease

Publications:

- i. **Fyfe TM**, Lavoie JG, Payne GW, Banner D. Rhesus D factor (RhD) negative women's experiences with pregnancy: An interpretive description. *Women Birth*. 2020;33(6):e511-e8.
 - ii. **Fyfe TM**, Payne GW. Rural healthcare delivery: Navigating a complex ecosystem. *Healthc Manage Forum*. 2020;33(2):80-4.
 - iii. Fyfe TM, Ritchey MJ, Taruc C, Crompton D, Galliford B, Perrin R. Appropriate provision of anti-D prophylaxis to RhD negative pregnant women: a scoping review. *BMC Pregnancy Childbirth*. 2014;14:411.
 - iv. Fyfe TM, Akins R, Gagné P, Cheifetz C, Petrocelly S, Payne GW. Regional Medical Campuses in Canada and the United States: A Systematic Review. *Journal of Regional Medical Campuses*. 2018;1(3):1-19.
-

9. GINGERICH, Andrea Assistant Professor, Northern Medical, Program Division of
Medical Science, UNBC

Affiliate Assistant Professor, Department of Family Practice,
Northern Rural Program, UBC
Andrea.gingerich@unbc.ca

Research: Medical education

Publications:

- i. **Gingerich A**, Sebok-Syer SS, Larstone R, Watling CJ, Lingard, L. (2020) Seeing but not believing: Insights into the intractability of failure to fail. *Medical Education* **54**(12): 1148-1158
 - ii. **Gingerich A**, Ramlo SE, van der Vleuten CPM, Eva KW, Regehr G (2017) Inter-rater variability as mutual disagreement: Identifying raters' divergent points of view. *Advances in Health Sciences Education*. 22(4): 819-838.
 - iii. **Gingerich, A.**, Regehr, G., & Eva, K.W. (2011). Rater-based assessments as social judgments: Rethinking the etiology of rater errors. *Academic Medicine*. 86(10 Suppl):S1-S7.
-

10. GRAY, Sarah Associate Professor, Division of Medical Sciences Northern
Medical Program, UNBC

Affiliate Associate Professor, Cellular & Physiological Sciences,
UBC
Sarah.gray@unbc.ca

Research: Endocrine regulation of metabolism, Diabetes/Obesity

Publications:

- i. (2021) Filatov E, Short LA, Forster MAM, Harris S, Schien E, Hughes M, Cline DL, Appleby A, and Gray SL. Contribution of thermogenic mechanisms by male and female mice lacking Pituitary Adenylate Cyclase-Activating Polypeptide in response to cold acclimation. *Am J Physiol Endocrinol Metab.* 2021 Mar 1;320(3):E475-E487. doi: 10.1152/ajpendo.00205.2020. Epub 2020 Dec 28. PMID 33356993.
 - ii. (2021) McMillan TR, Forster MAM, Short LI, Rudecki AP, Cline DL, and Gray SL. Melanotan II Partially Rescues the Impaired Thermogenic Capacity of PACAP Deficient Mice. *Exp Physiol.* 2021 Feb;106(2):427-437. doi: 10.1113/EP088838. Epub 2020 Dec 17. PMID: 33332767.
 - iii. REVIEW: (2016) Rudecki, A and Gray SL. PACAP in the defense against Energy Homeostasis. *Trends Endocrinol Metab, Cell Press.* (9):620-32.
-

11. JAWORSKY, Denise Clinical Instructor, Department of Medicine, UBC
djaworsky@unbc.ca

Research: Rural Health, Community engagement in epidemiology, HIV

Publications:

- i. Jaworsky D, Nicholson V. Allyship: Braiding Our Wisdom, Our Hearts and Our Spirits. Accepted to the *Journal of Indigenous HIV Research.* 2020.
 - ii. Jaworsky D, Loutfy M, Lu M, Ye M, Bratu A, Serada P, Bayoumi A, Richardson L, Kuper A, Hogg RS, Comparative Outcomes And Service Utilization Trends (COAST) Study. Influence of the definition of rurality on geographic differences in HIV outcomes in British Columbia: a retrospective cohort analysis. *CMAJ Open.* 2020. 8(4):E643-650.
 - iii. Jaworsky D. An allied research paradigm for epidemiology research with Indigenous peoples. *Archives of Public Health.* 2019. 77:22.
-

12. LEE, Chow Professor, Biochemistry & Molecular Biology, UNBC
Chow.lee@unbc.ca

Research: Natural Products Drug Discovery and RNA Cancer Research

Publications:

- i. Zeb M, Tackaberry LE, Massicotte HB, Egger KN, Reimer K, Lu G, Heiss C, Azadi P, **Lee CH**. (2021) Structural elucidation and immuno-stimulatory activity of a novel polysaccharide containing glucuronic acid from the fungus *Echinodontium tinctorium*. *Carbohydrate Polymers* 258:117700.
 - ii. Yaqoob A, Li WM, Liu V, Wang C, Mackedenski S, Tackaberry LE, Massicotte HB, Egger KN, Reimer K, **Lee CH**. (2020) Grifolin, neogrifolin and confluentin from the terricolous polypore *Albatrellus flettii* suppress KRAS expression in human colon cancer cells. *PLOS ONE* 15(5):e0231948.
 - iii. Li WM, Chan CM, Miller AL, **Lee CH**. (2017) Live-imaging of miR-430 in the developing zebrafish embryo using a specific molecular beacon. *Journal of Biological Chemistry* 292:3568-3580.
-

13. MITCHELL-FOSTER, Sheona Assistant Professor, Division of General Gynaecology & Obstetrics, Department of Obstetrics & Gynecology, UBC

Sheona.mitchell-foster@unbc.ca

Research: Reproductive Health in marginalized and vulnerable populations

Publications:

- i. Moses E, Pedersen H, **Mitchell S**, Sekikubo M, Mwesigwa D, Singer J, Biryabarema C, Byamugisha J, Money DM, Ogilvie GS. A randomized-controlled trial comparing uptake of community based self-collected HPV testing with visual infection with acetic acid (VIA) for cervical cancer screening in Kampala, Uganda: Preliminary results. *Tropical Medicine & International Health* (2015) 20(10):1355-1367.
 - ii. **Mitchell S**, Shaw D. The Worldwide Epidemic of Female Obesity. *Best Practice & Research Clinical Obstetrics & Gynecology*. (2014) doi:10.1016/j.bpobgyn.2014.10.002
 - iii. **Mitchell S**, Sekikubo M, Biryabarema C, Byamugisha J, Steinberg M, Jeronimo J, Money DM, Christilaw C, Ogilvie GS. 2014. Factors associated with high-risk HPV positivity in a low-resource setting in sub-Saharan Africa. *American Journal of Obstetrics and Gynecology* 210(1): 81.e1-81.e7
-

14. MANYANGA, Taru Assistant Professor, Division of Medical Sciences, MPT-N, UNBC
Affiliate Assistant Professor, Master of Physical Therapy, UBC

Taru.manyanga@unbc.ca

Research: Childhood & Adolescence obesity, global health

Publications:

- i. JP Kuwornu, J Amoyaw, **T Manyanga**, E Cooper, E Donkor, A Nkurumah. Measuring the Overall Burden of Early Childhood Malnutrition in Ghana: A Comparison of Estimates from Multiple Data Sources. *International Journal of Health Policy and Management*. (Revisions requested and submitted).
 - ii. **T Manyanga**. (2020). Examining lifestyle behaviours and weight status of primary schoolchildren: Using Mozambique to explore the data gaps in low- and middle-income countries. Thesis abstract. *Applied Physiology, Nutrition, and Metabolism*. 45(2):220. doi: 10.1139/apnm-2019-0863.
 - ii. **T Manyanga**, JD Barnes, J-P Chaput, L Dubois, PT Katzmarzyk, EF. Mire, A Prista, MS. Tremblay. (2020). Prevalence and correlates of objectively measured weight status among urban and rural Mozambican primary schoolchildren: a cross-sectional study. *PLoS ONE* 15(2): e0228592. DOI: 10.1371/journal.pone.0228592
-

15. MARKHAM, Ray Clinical Professor, Department of Family Practice, UBC
RMarkham@rccbc.ca

Research:

Publications:

4. MAURICE, Sean Senior Lab Instructor, Division of Medical Sciences
Northern Medical Program, UNBC
Affiliate Senior Lab Instructor, Cellular and
Physiological Sciences, UBC
Sean.maurice@unbc.ca

Research: Rural Health Workforce Development and
Proteoglycan Biology

Publications:

- i. Gingerich, A., Van Volkenburg, K., **Maurice, S.B.**, Simpson, C. and Roots, R. (2021). Urban ideals and rural realities: physiotherapists navigating paradox in overlapping roles. *Medical Education*. February 22, 2021. <https://doi.org/10.1111/medu.14476>
- ii. Timms, K.P. and **Maurice, S.B.** (2020). Context-Dependent Bioactivity of Versican Fragments. *Glycobiology*. 30(6), 365-73. <https://doi.org/10.1093/glycob/cwz090>

- iii. **Maurice, S.B.**, Mytting, K., Gentles, Q., Roots, R., Constantin, A., Kruger, S., Sim, S., Brock, W., Oyedele, O., Soles, J. and Snadden, D. (2019). The Healthcare Travelling Roadshow: a Qualitative Study of a Rural Community Engagement Initiative in Canada. *Rural and Remote Health*. 19, 5238. <https://www.rrh.org.au/journal/article/5238>
-

16. MEYER, Anthon Clinical Assistant Professor, Department of Family Practice, UBC
anthonmeyer@hotmail.com

Research: Community Family Physician Care Models

Publications:

- i. Clifford B, **Meyer A**, Hobson B. COPD Clinical Guidelines for Practice Support Coaching Module. UBC CPD 2018
- ii. Hubler D, Humber N, **Meyer A**, Gupta R. Quality Team Baser Care for Rural BC. 2019
-

7. MULLINS, Paul Clinical Assistant Professor, UBC pddmullins@gmail.com

Research: Barrett's Esophagus; Alcoholic Liver Disease; Colon Screening.

Publications:

- i. Tomaszewski M, Sanders D, Enns R, et al The risk of colonoscopy in a population-based colon screening program – an observational cohort study. *Can Med Assoc J* 2021 (in press).
- ii. Patients' Perspectives on early liver transplantation in Alcoholic-Liver Disease. Wong E, Mullins PD, Wallach J-P, et al. *Hepatology Communications* 2019; 3(8):1022-31.
- iii. Polymorphisms *TBX5* and *GDF7* are associated with increased risk for Barrett's Esophagus. Palles C, Chegwidden L, Xinzhong L, et al. *Gastroenterology* 2015; 48: 367-78.
- iv. Common variants at the MHC locus and at chromosome 16q24.1 predispose to Barrett's esophagus. Su Z, Gay, LJ, Strange A, et al. *Nature Genetics* 2012; 44: 1131-36.

17. NELSON, Dave Clinical Associate Professor, Department of Orthopaedics, UBC
daveynelson@gmail.com

Research: Osteoporosis and bone trauma.

Publications:

i Maurice SB, Bell T, Daniels T, Fetterly CR, Nelson DR, Winwood PJ, Bourque WT, Harris RL. Tibial bone versican content decreases with zoledronate treatment in adult miceOsteoporosis International 2014; 25(7); 1975-1981.

18. OLSON, Robert Associate Professor, Department of Surgery, Division of Radiation Oncology and Developmental Radiotherapeutics (Head), UBC
Rolson2@bccancer.bc.ca

Research: Clinical Trials focusing on Precision Radiotherapy in Metastatic Cancer, Cancer Care Health Services Delivery, Utilization of Patient Reported Outcomes, Supportive Care in Cancer

Publications:

- i. Palma D, **Olson R**, Harrow S, Gaede S, Louie A, Haasbeek C, Mulroy L, Lock M, Rodrigues G, Yaremko B, Schellenberg D, Ahmad B, Griffioen G, Senthil S, Swaminath A, Kopeck N, Liu M, Moore K, Currie S, Warner A, Senan S. Stereotactic ablative radiotherapy versus standard-of-care palliative treatment in patients with oligometastatic cancer (SABR-COMET): a randomized, phase II, open-label trial. The Lancet 2019;393(10185):2051-8. CA 25% (IF 59.102; Citations 576)
 - ii. **Olson R**, Tiwana M, Barnes M, Cai E, McGahan C, Roden K, Yurkowski E, Gentles Q, French J, Halperin R, Olivetto I. Impact of using audit data to improve evidence-based utilization of single fraction radiotherapy for bone metastases in British Columbia. Int J Radiat Oncol Biol Phys 2016;94 (1):40-7.
 - iii. **Olson R**, Chhanabhai T, McKenzie M. Feasibility study of the Montreal cognitive assessment (MoCA) in patients with brain metastases. Support Care Cancer 2008;16:1273-8.
-

19. PAWLOVICH, John Clinical Professor, Department of Family Practice, UBC
jpawlovich@csfs.org

Research: Advancements in virtual health and continuing education for rural Healthcare providers to address inequalities in access to health services In remote regions.

Publications:

- i. The Role of Telehealth in Improving Continuity of Care: The Carrier Sekani Family Services model.
Holyk, T., **Pawlovich, J.**, Ross, C., & Hooper, A. BCMJ, Vol 59, No. 9, November 2017, page (s) – 459-464.
- ii. Telehealth and Patient-Doctor Relationships in Rural and Remote Communities.
Toh, N., **Pawlovich, J.**, Grzybowski, S. Canadian Family Physician, December 2016 vol 62 no. 12 961-963.
- iii. Clinical Texting Among Medical Trainees of the University of British Columbia. Guo, D., Phan, N., Ho, K., **Pawlovich, J.**, Kitson, N. Journal of Cutaneous Medicine and Surgery. 1-6.

20. PETERSEN, Jacqui Associate Professor, Division of Neurology, Department of Medicine, UBC

Jacqui.pettersen@unbc.ca

Research: Optimizing and promoting brain health and cognition

Publications:

- i. **Pettersen JA.** (2017). Does high dose vitamin D supplementation enhance cognition? A randomized trial in healthy adults. *Experimental Gerontology*, 90:90-97.
DOI: 10.1016/j.exger.2017.01.019 Altmetrics: 177 (Top 5% of all research outputs).
- ii. **Pettersen JA,** Keith J, Gao, FQ, Spence DJ, Black SE. (2017). CADASIL accelerated by acute hypotension: Arterial and venous contribution to leukoaraiosis. *Neurology*, 88:1077-1080.
DOI: 10.1212/WNL.0000000000003717; Altmetrics: 19 (Top 25% of all research outputs).
- iii. **Pettersen JA.** (2016). Vitamin D and executive functioning: Are higher levels better? *Journal of Clinical and Experimental Neuropsychology* 38(4):467-477. Altmetrics: 11.0 (i.e., top 25% of all research outputs scored by Altmetrics).

21. SINGH, Anurag Clinical Assistant Professor, Division of Nephrology, Department of Medicine, UBC

anuragsingh@hotmail.com

Research: Knowledge translation and Health Sciences Research, Mechanism of Vascular disease

Publications:

- i. Carson RC, Forzley B, Thomas S, Preto N, Hargrove G, Virani A, Antonsen J, Brown M, Copland M, Michaud M, **Singh A**, Levin A. Balancing the Needs of Acute and Maintenance Dialysis Patients during the COVID-19 Pandemic: A Proposed Ethical Framework for Dialysis Allocation. Clin J Am Soc Nephrol. 2021
 - ii. **Singh A**, Ramnath RD, Foster RR, Wylie EC, Fridén V, Dasgupta I, Haraldsson B, Welsh GI, Mathieson PW, Satchell Reactive oxygen species modulate the barrier function of the human glomerular endothelial glycocalyx. PLoS One. 2013;8(2):e55852. 2013
 - iii. Foster RR, Armstrong L, Baker S, Wong DW, Wylie EC, Ramnath R, Jenkins R, **Singh A**, Steadman R, Welsh GI, Mathieson PW, Satchell SC. Glycosaminoglycan regulation by VEGFA and VEGFC of the glomerular microvascular endothelial cell glycocalyx in vitro. Am J Pathol. 2013
-

22. SNADDEN, Dave Professor (tenure), Department of Family Practice, UBC
David.snadden@ubc.ca

Research: Rural health care – recruitment and retention and system improvement, medical education

Publications:

- i. Johnston, S., Belanger, E., Wong, K. and Snadden, D. (2020) How can rural community-engaged health services planning affect sustainable health care system changes? - A process description and qualitative analysis of data from the Rural Coordination Centre of British Columbia's Rural Site Visits Project. PRE PRINT: medRxiv 2020.11.19.20232769; doi: <https://doi.org/10.1101/2020.11.19.20232769>
 - ii. Snadden D., Reay T., Hanlon N. and MacLeod M. (2019). "Engaging primary care physicians in system change - an interpretive qualitative study in a remote and rural health region in Northern British Columbia, Canada." BMJ Open 9(5): <http://dx.doi.org/10.1136/bmjopen-2018-028395>
 - iii. Snadden D, Kunzli M. Working hard but working differently – a qualitative study on the impact of generational change on rural healthcare. CMAJ Open 2017 Sep 12;5(3):E710-E716. doi: <https://doi.org/10.9778/cmajo.20170075>
 - iv. Snadden D, Bates J, Burns P, Casiro O, Hays R, Hunt D, Towle A. Developing medical schools: expansion of medical student capacity in new locations. AMEE guide 55. Medical Teacher, 2011;33:518-219
-

23. WINWOOD, Paul Associate Professor, Northern Medical Program, Division of Medical Sciences, UNBC
Affiliate Associate Professor, Division of Gastroenterology, Department of Medicine, UBC
Paul.winwood@unbc.ca

Research: Liver Fibrosis, Medical Education

Publications:

- i. Bukong T, Maurice S, Chahal B, Schaeffer D, **Winwood PJ** Veriscan: a novel modulator of hepatic fibrosis. *Laboratory Investigation* 2016; 96: 361-374
- ii. Benyon RC, Iredale JP, Goddard S, **Winwood PJ**, Arthur MJP. Increased expression of tissue inhibitor of metalloproteinases-1 and -2 relative to interstitial collagenase in fibrotic human liver. *Gastroenterology* 1996; 110: 821-831.
- iii. **Winwood PJ**, Schuppan D, Iredale JP, Kawser A, Docherty AJP, Arthur MJP. Kupffer cell-derived 95 Kd type IV collagenase/gelatinase B: Characterization and expression in cultured cells. *Hepatology* 1995; 22: 304-315.

ASSOCIATE MEMBERS

1. ANEKWE, David Assistant Professor, Department of Physical Therapy, UBC
David.anekwe@unbc.ca

Research: Rehabilitation in the ICU

Publications:

- I. Anekwe, David E Siobhan C. Milner Andre Bussieres Michel De Marchie Jadranka Spahija. (2019). ICU Clinicians' Perspectives on Early Mobilization: A Qualitative Study. *Journal of Physiotherapy*.
- II. Anekwe, David E., Karen Kin-Yue Koo, Michel de Marchie, Peter Goldberg, Dev Jayaraman, and Jadranka Spahija. (2019). Interprofessional survey of perceived barriers and facilitators to early mobilization of critically ill patients in Montreal, Canada. *Journal of intensive care medicine*. 34(3): 218-226.
- III. Anekwe, David, Michel de Marchie Jadranka Spahija. (2017). Effects of Pressure Support Ventilation may be Lost at High Exercise Intensities in People with COPD. *COPD: Journal of Chronic Obstructive Pulmonary Disease*. 14(3): 284-292.

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2. BANNER-LUKARIS, Davina Associate Professor, School of Nursing, UNBC
Davina.Banner-Lukaris@unbc.ca

Research: Cardiovascular, rural health and engagement science

Publications:

- i. **Banner, D.**, Bains, M., Carroll, S., Kandola, D. K., Rolfe, D. E., Wong, C., & Graham, I. D. (2019). Patient and public engagement in integrated knowledge translation research: are we there yet?. *Research involvement and engagement*, 5(1), 1-14.
- ii. **Banner, D.**, Kandola, D., Bates, J., Horvat, D., Ignaszewski, A., Singer, J., & Lear, S. A. (2019). Patient experiences of Undertaking a Virtual cardiac rehabilitation Program. *Canadian Journal of Cardiovascular Nursing*, 29(2).
- iii. **Banner, D.**, Schiller, C. J., & Freeman, S. (2019). Medical assistance in dying: A political issue for nurses and nursing in Canada. *Nursing Philosophy*, 20(4), e12281.

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3. CALLAGHAN, Russ Professor, Division of Medical Sciences, Northern Medical Program, UNBC
Affiliate Professor, Department of Psychiatry, UBC
Russ.callaghan@unbc.ca

Research: Health consequences associated with cannabis use, impacts of cannabis legalization; Mindfulness-based interventions in medicine.

Publications:

1. **Callaghan**, R.C., Sanches, M., Kish, S.J. (2020). Quantity and frequency of cannabis use in relation to cannabis-use disorder and cannabis-related problems. *Drug and Alcohol Dependence*. Sep 11;217:108271. doi: 10.1016/j.drugalcdep.2020.108271.
- ii. Biasutti, WR, Leffers, KSH, **Callaghan**, R.C. (2020). Systematic review of cannabis use and risk of occupational injury. *Substance Use & Misuse*. 55(11):1733-1745. doi: 10.1080/10826084.2020.1759643.
- iii. **Callaghan**, R.C., Sanches, M., Benny, C., Stockwell, T., Sherk, A., Kish, S.J. (2019). Who consumes most of the cannabis in Canada? Profiles of cannabis consumption by quantity. *Drug and Alcohol Dependence*. Dec 1;205:107587. doi: 10.1016/j.drugalcdep.2019.107587.

⁰¹ BC Stats: Sub Population Population Projections P.E.O.P.L.E. 2019): <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-projections?keyword=population&keyword=projections>

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4. Dymond, Melissa Clinical Instructor, UBC, Emergency Medicine

5. Ho, Kendall Professor, UBC, Department of Emergency Medicine
Kendall.ho@ubc.ca

Research: Kendall Ho is the medical director of the Healthlink BC Virtual Physicians program called HEiDi. He has been active in digital health research for over 20 years, applying innovative technologies to support patient transition between emergency departments and the

community. Areas of foci for his research include: virtual health, sensors and wearables development and use of big data in health care settings, health apps to improve patient care, and raising digital health literacy for health professionals and patients. He is the lead of the Real Time Virtual Support pillar of the BC Emergency Medicine Network, and his DigEM unit is responsible for provincial evaluation of virtual care. He is a member of provincial and federal Health Ministries' digital health committees, and the National Research Council Medical Devices Research Centre Advisory Board. Professionally he is a member of the Canadian Virtual Care Task Force, the International Medical Informatics Association Telehealth working group, and the International Federation of Emergency Medicine Novel and Advanced Technologies Special Interest Group. Dr. Ho's work has been recognized with provincial and national awards for research and education in digital health and community engagement.

Publications:

Ho K, Lauscher HN, Stewart K, Abu-Laban RB, Scheuermeyer F, Grafstein E, Christenson J, Sundhu S. [Integration of virtual physician visits into a provincial 8-1-1 health information telephone service during the COVID-19 pandemic: a descriptive study of HealthLink BC Emergency iDoctor-in-assistance \(HEiDi\)](#). CMAJ Open. 2021 Jun 15;9(2):E635-E641. doi: 10.9778/cmajo.20200265. Print 2021 Apr-Jun. PMID: 34131026

Ho K, Novak Lauscher H, Cordeiro J, Hawkins N, Scheuermeyer F, Mitton C, Wong H, McGavin C, Ross D, Apantaku G, Karim ME, Bhullar A, Abu-Laban R, Nixon S, Smith T. [Testing the Feasibility of Sensor-Based Home Health Monitoring \(TEC4Home\) to Support the Convalescence of Patients With Heart Failure: Pre-Post Study](#). JMIR Form Res. 2021 Jun 3;5(6):e24509. doi: 10.2196/24509. PMID: 34081015

Basu A, Kuziemy C, de Araújo Novaes M, Kleber A, Sales F, Al-Shorbaji N, Flórez-Arango JF, Gogia SB, **Ho K**, Hunter I, Iyengar S, John O, John S, Kulatunga G, Rajput VK, Ranatunga P, Udayasankaran JG. [Telehealth and the COVID-19 Pandemic: International Perspectives and a Health Systems Framework for Telehealth Implementation to Support Critical Response](#). Yearb Med Inform. 2021 Apr 21. doi: 10.1055/s-0041-1726484. Online ahead of print. PMID: 33882598

Motion Number (assigned by
Steering Committee of Senate): S-202111.15

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That the change(s) to the terms of reference and membership for the Senate Committee on Nominations and subsequently the Senate Handbook be approved as proposed.

Effective Date: Upon approval of Senate

Rationale: To add the Vice Chair of Senate to the membership of the Senate Committee on Nominations as Chair of the committee. As Chair of the committee, the Vice Chair would help promote and support nominations for Senate Committees and the appointment of Senators to non-Senate University committees.

Motion proposed by: Senate Committee on Academic Affairs and Steering Committee of Senate

Academic Program: Not applicable

Implications for Other Programs / Faculties? None

Faculty: Not applicable

Faculty Council / Committee Motion Number: N/A

Faculty Council / Committee Approval Date: N/A

Attachment Pages (if applicable): 1 pages

SENATE COMMITTEE ON NOMINATIONS (SCN)

Terms of Reference:

- To recommend to Senate the names of people to serve on each Senate Committee. The Committee will pay due attention to the need for rotation and continuity, the regional nature of the university, the need to represent the needs of each Faculty fairly, and any other relevant criteria.
- To recommend to Senate Senators to be appointed to non-Senate University committees.
- To review nomination and election procedures for faculty, staff and student positions and vacancies on Senate, Senate Committees and the Board of Governors.

Membership:

President (*ex officio*)
Vice Chair, Senate (Chair)
One Student Senator
Three Faculty Senators
One Lay
Secretary of Senate (non-voting)

Chair: ~~A member elected annually in October by and from the members of the Committee~~ Vice Chair of Senate

Committee Secretary: Secretary of Senate

Recording Secretary: Governance Officer

Quorum: Majority

Motion Number (assigned by
Steering Committee of Senate): S-202111.16

STEERING COMMITTEE OF SENATE

PROPOSED MOTION

Motion: That the change(s) to the committee name and terms of reference for the Senate Committee on First Nations and Aboriginal Peoples and subsequently the Senate Handbook be approved as proposed

Effective Date: Upon approval of Senate

Rationale: The Senate Committee on First Nations and Aboriginal Peoples is proposing to change the committee's name to the Senate Committee on Indigenous Initiatives and the subsequent terms of reference for the committee to better support their mandate to review, consider and make recommendations to Senate, relevant to Indigenization or reconciliation initiatives that are relevant to or impact academic programming or course content, academic support services or Indigenous students at UNBC.

Contributors: Susan Burk, Rheanna Robinson, Daniel Sims, Deanna Nyce, and Penína Sara-Lynn Harding.

Motion proposed by: Senate Committee on First Nations and Aboriginal People's

Academic Program: Not applicable

Implications for Other Programs / Faculties? None

Faculty: Not applicable

Faculty Council / Committee Motion Number: N/A

Faculty Council / Committee Approval Date: N/A

Attachment Pages (if applicable): 2 pages

SENATE COMMITTEE ON FIRST NATIONS AND ABORIGINAL PEOPLES (SCFNAP) INDIGENOUS INITIATIVES (SCII)

Terms of Reference:

- ~~To review and consider, and to advise or make recommendations to Senate with respect to:~~
- ~~Indigenization initiatives that are relevant to, or impact academic planning, academic programming, academic support services or aboriginal students;~~
- ~~Development, revision and approval of undergraduate and graduate course offerings and content relating to First Nations and Aboriginal Peoples;~~
- ~~Terms of scholarships and bursaries for Aboriginal Students;~~
- ~~Admissions and recruitment initiatives specifically developed for Aboriginal Students, and;~~
- ~~Agreements or MOUS with educational institutions that contain specific academic commitments or offerings relevant to SCFNAP's scope of work.~~

~~The Committee may seek input, advice and expertise both within and outside of the University Community, on a regular or ad hoc basis, as the Committee deems appropriate to effectively fulfill its role.~~

1. To review, consider, advise, and make recommendations to Senate with respect to a range of priorities that are relevant to UNBC:
 - (a) Indigenization or reconciliation initiatives that are relevant to or impact academic programming or course content, academic support services or Indigenous students.
 - (b) academic programming, development, delivery and assessment of undergraduate and graduate course offerings, content and methodologies, research or academic support services relating to Indigenous Peoples.
 - (c) research initiatives and, in collaboration with the Office of Research and Innovation, the development and regular review of any applicable institutional research policies.
 - (d) agreements or memorandums of understanding with educational institutions that contain specific academic commitments or offerings relevant to SCII's scope of work.
2. To make recommendations to Senate with respect to criteria and approaches measuring and assessing the breadth and progress of UNBC's Indigenization and reconciliation efforts in academic programming, research, academic support, tutoring and academic support services.
3. To provide advice to senior academic administrators with respect to academic supports and services for Indigenous students, and other matters within Senate's scope of governance authority and SCII's scope of work.
4. To seek input, advice, and expertise both internally and outside of the University Community on a regular or ad hoc basis, as the Committee deems appropriate to fulfill their delegated function(s) under these Terms of Reference.
5. To collaborate with the Office of Indigenous Initiatives.

Membership (10):

- President or designate (*ex-officio* – *University Act, s. 63(c)*)
- Vice Provost, Indigenous Initiatives (*Chair*)
- Chair of the Department of First Nations Studies
- Manager, Aboriginal Student Engagement
- One Aboriginal Indigenous Graduate Student, appointed by Senate
- One Aboriginal Indigenous Undergraduate Student, appointed by Senate
- One Senator, appointed by Senate
- Representative of the WWN!
- Two additional Faculty Members with knowledge, interest and expertise relevant to the work of SCFNAPII
- Registrar and Secretary of Senate (non-voting)

Ad hoc members, as needed and on the approval of SCII, drawn from the University Community or external communities who can provide additional expertise on matters within SCII's terms of reference (non-voting)

- Chair:** Vice Provost, Indigenous Initiatives
- Committee Secretary:** University Registrar and Secretary to Senate
- Recording Secretary:** Governance Officer
- Quorum:** Majority
- Reporting Month:** April
- Meeting Schedule:** Monthly



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Glenda Brommeland Memorial Award be approved.

Rationale: To activate the Glenda Brommeland Memorial Award commencing the 2023-2024 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: September 23, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.03

Moved by: Zogas

Seconded by: Gehloff

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Glenda Brommeland Memorial Award

Awards Guide Description/Intent: This award has been established in loving memory of Glenda Brommeland. Glenda was born in 1943 and passed away in 2021 at the age of 78. She was a fiercely independent woman and an incredible mother, aunt, grandma, great-grandma and so much more to so many. Glenda's wit, humor and sass will leave a large void in this world. Her presence, kindness and generosity will never be forgotten.

Never one to sit still when there was work to be done, Glenda spent countless hours volunteering for the Fraternal Order of the Eagles, RCMP Community Policing, BC Tel Pioneers and Girl Guides of Canada--just to mention a few. She was a long time employee at BC Tel (Telus) until her retirement in 2003. Following that, Glenda worked for the Prince George Council of Seniors, Meals on Wheels, Elder Abuse Prevention, PG Community Response Network and many other programs that benefitted her community.

Glenda was a Founder of UNBC. In 1988, she was one of 16,000 who joined the public campaign for a university in the North which led to establishing UNBC. This award has been created to support UNBC students who give back to their community and would greatly benefit from financial support.

Donor: Family and friends of Glenda Brommeland

Value: \$1,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate student with demonstrated volunteerism and community involvement. First preference will be given to a student from Prince George who is in greatest need of financial support.

Criteria: Demonstrated financial need and satisfactory academic standing.

Effective Date: Endowed 2021

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Miss Pacific Fisher Bursary be approved.

Rationale: To activate the Miss Pacific Fisher Bursary commencing the 2022-2023 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: September 23, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.04

Moved by: Palmer

Seconded by: Bankole

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Miss Pacific Fisher Bursary

Awards Guide Description/Intent: The Donor has a passion for the ocean, having spent most of his life as a fisher. This Bursary has been established to support students with a connection to the Commercial Fishing Industry.

Donor: Miss Pacific Charitable Gift Fund

Value: \$10,000

Number: Three

Award Type: Bursary

Eligibility: Available to a full-time or part-time undergraduate or graduate student who has a connection to the Commercial Fishing Industry. First preference will be given to a student who is a fisher or former fisher. Second preference will be given to a student who has an immediate family member (spouse, parent, grandparent, child or grandchild) who is a fisher or former fisher.

Note: This award is not for recreational or sport fishers. Applicants must include detail on their application outlining their connection to the Commercial Fishing Industry.

Criteria: Satisfactory academic standing.

Effective Date: Established 2021

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Pat McLeod Bursary be approved.

Rationale: To activate the Pat McLeod Bursary commencing the 2022-2023 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: September 23, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.05

Moved by: Gehloff

Seconded by: Zogas

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Pat McLeod Bursary

Awards Guide Description/Intent: Patricia (Pat) McLeod is a Founder of UNBC. In 1988, she was one of 16,000 who joined the public campaign for a university in the North which led to establishing UNBC. This award has been established to support UNBC students pursuing a degree related to the environment who would greatly benefit from financial support.

Donor: Patricia (Pat) McLeod

Value: \$2,000

Number: Two

Award Type: Bursary

Eligibility: Available to a full-time undergraduate student enrolled in the Faculty of Environment who has completed 30 credit hours. First preference will be given to a student in great need of financial support.

Criteria: Demonstrated financial need and satisfactory academic standing.

Effective Date: Endowed 2021

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Pretivm Award be approved.

Rationale: To activate the Pretivm Award commencing the 2021-2022 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: September 23, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.06

Moved by: Palmer

Seconded by: Gehloff

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Pretium Award

Awards Guide Description/Intent: Pretium Resources Inc. ("Pretium") headquartered in Vancouver has been a corporate citizen of Northern British Columbia since it was first formed in 2010 to advance the Brucejack Mine project located approx. 65km north of Stewart. As Brucejack grew in scope, so did the need for supplies, services and employees, which has benefitted the communities in the region. Pretium is committed to hiring locally for all positions whenever possible, and work directly with community employment coordinators to connect locals with job opportunities at the Brucejack Mine and its office in Smithers. Terrace, Smithers, Stewart, New Hazelton, and other surrounding communities are integral to the success of Pretium and contribute significantly to employment at the Brucejack Mine. The total mine site workforce includes approximately 1,300 people (including employees and contractors) working on rotation in management, trades, logistics, underground mining, milling and a spectrum of mine and camp support roles.

This award has been established to support students pursuing a degree in Natural Resources, Environmental Studies, Human Resources, Computer Science or Engineering Programs.

Donor: Pretium Resources Inc.

Value: \$5,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student enrolled in a Natural Resources, Environmental Studies, Human Resources, Computer Science or Engineering Program. Undergraduate students must have completed 60 credit hours. First preference will be given to a resident of Northern British Columbia.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Established 2021

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Pretivm Indigenous Award be approved.

Rationale: To activate the Pretivm Indigenous Award commencing the 2021-2022 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations
Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations
Faculty/Academic Department: N/A

First Nations Content: Yes (Determined by the Development Officer)
Date to SCSB: September 23, 2021

***SCFNAP Vetting Process:** (Section to be completed by SCFNAP Committee Recording Secretary)
SCFNAP Motion Number: SCFNAP202110.03
SCFNAP Meeting Date: October 14, 2021
SCFNAP Brief Summary of Committee Discussion: CARRIED

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.07

Moved by: Zhou

Seconded by: Palmer

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Pretium Indigenous Award

Awards Guide Description/Intent: Pretium Resources Inc. ("Pretium") headquartered in Vancouver has been a corporate citizen of Northern British Columbia since it was first formed in 2010 to advance the Brucejack Mine project located approx. 65km north of Stewart. As Brucejack grew in scope, so did the need for supplies, services and employees, which has benefitted the communities in the region. Pretium is committed to hiring locally for all positions whenever possible, and work directly with community employment coordinators to connect locals with job opportunities at the Brucejack Mine and its office in Smithers. Terrace, Smithers, Stewart, New Hazelton, and other surrounding communities are integral to the success of Pretium and contribute significantly to employment at the Brucejack Mine. The total mine site workforce includes approximately 1,300 people (including employees and contractors) working on rotation in management, trades, logistics, underground mining, milling and a spectrum of mine and camp support roles.

This award has been established to support Indigenous students pursuing a degree at UNBC.

Donor: Pretium Resources Inc.

Value: \$8,500

Number: One

Award Type: Award

Eligibility: Available to an Indigenous full-time undergraduate or graduate student. Undergraduate students must have completed 60 credit hours. First preference will be given to a resident of Northern British Columbia.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Established 2021

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Pretivm Women's Award be approved.

Rationale: To activate the Pretivm Women's Award commencing the 2021-2022 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: September 23, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.08

Moved by: Zogas

Seconded by: Gehloff

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Pretium Women's Award

Awards Guide Description/Intent: Pretium Resources Inc. ("Pretium") headquartered in Vancouver has been a corporate citizen of Northern British Columbia since it was first formed in 2010 to advance the Brucejack Mine project located approx. 65km north of Stewart. As Brucejack grew in scope, so did the need for supplies, services and employees, which has benefitted the communities in the region. Pretium is committed to hiring locally for all positions whenever possible, and work directly with community employment coordinators to connect locals with job opportunities at the Brucejack Mine and its office in Smithers. Terrace, Smithers, Stewart, New Hazelton, and other surrounding communities are integral to the success of Pretium and contribute significantly to employment at the Brucejack Mine. The total mine site workforce includes approximately 1,300 people (including employees and contractors) working on rotation in management, trades, logistics, underground mining, milling and a spectrum of mine and camp support roles.

This award has been established to support students pursuing a degree in Natural Resources, Environmental Studies, Human Resources, Computer Science or Engineering Programs.

Donor: Pretium Resources Inc.

Value: \$5,000

Number: One

Award Type: Award

Eligibility: Available to a full-time undergraduate or graduate student who identifies as female and is enrolled in a Natural Resources, Environmental Studies, Human Resources, Computer Science or Engineering Program. Undergraduate students must have completed 60 credit hours. First preference will be given to a resident of Northern British Columbia.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Established 2021

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the School of Engineering Bursary be approved.

Rationale: To activate the School of Engineering Bursary commencing the 2022-2023 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: October 14, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.09

Moved by: Gehloff

Seconded by: Hanlon

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: School of Engineering Bursary

Awards Guide Description/Intent: The UNBC School of Engineering has established this award to support students facing financial barriers while pursuing an education in engineering.

Donor: UNBC School of Engineering

Value: Variable

Number: Variable

Award Type: Bursary

Eligibility: Available to full-time undergraduate or graduate students enrolled in an Engineering Program. First preference will be given to students with the greatest financial need.

Criteria: Demonstrated financial need and satisfactory academic standing.

Note: An effort will be made to disburse the awards to students in each of the Engineering Programs and years of study.

Effective Date: Established 2021

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the School of Engineering Scholarship be approved.

Rationale: To activate the School of Engineering Scholarship commencing the 2022-2023 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: October 14, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.10

Moved by: Gehloff

Seconded by: Hanlon

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: School of Engineering Scholarship

Awards Guide Description/Intent: The UNBC School of Engineering has established this award to recognize exceptional students pursuing an education in engineering.

Donor: UNBC School of Engineering

Value: Variable

Number: Variable

Award Type: Scholarship

Eligibility: Available to full-time undergraduate or graduate students enrolled in an Engineering Program.

Criteria: Academic excellence, overcoming adversity and demonstrating leadership.

Application Instructions: Students must submit an essay to the Awards Office that describes how they have overcome adversity and include information on their past and present academic and non-academic leadership roles.

Note: An effort will be made to disburse awards to students in each of the Engineering Programs and years of study.

Effective Date: Established 2021

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Timberwolves Athletic Award be approved.

Rationale: To activate the Timberwolves Athletic Award commencing the 2022-2023 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: September 23, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.11

Moved by: Zogas

Seconded by: Hanlon

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: Athletic

Award Name: Timberwolves Athletic Award

Awards Guide Description/Intent: Generous supporters of UNBC Athletics have created this fund to help and encourage UNBC varsity athletes in their athletic careers and pursuit of education.

Donor: Generous supporters of UNBC Athletics

Value: Variable

Number: Variable

Award Type: Award

Eligibility: Available to a full-time undergraduate student who is a current member of a UNBC varsity athletics team.

Criteria: Satisfactory academic standing.

Effective Date: Endowed 2021

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Athletics Department.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the BC Psychological Association Gold Medal Award with a name change to BC Psychological Association Award be approved.

Rationale: To revise the BC Psychological Association Gold Medal Award commencing the 2022-2023 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: October 7, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.12

Moved by: Zogas

Seconded by: Palmer

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: Graduate

Award Name: BC Psychological Association ~~Gold Medal~~ Award

Awards Guide Description/Intent: ~~The BC Psychological Association (BCPA) provides leadership for the advancement and promotion of the profession and science of psychology in the service of their membership and the people of British Columbia. This award gold medal, gift of the British Columbia Psychological Association, is offered for~~ has been established to recognize outstanding achievement of a Master's or Doctoral student in the study of psychology. ~~It is awarded on the recommendation of the Department of Psychology in conjunction with the Graduate Programs Office.~~

Donor: BC Psychological Association

Value: ~~Medal,~~ Award Certificate and Continuing Education Workshop Gift Certificate (valued at approximately ~~\$180~~\$130-\$150)

Number: One

Award Type: ~~Medal~~Award

Eligibility: Available to a full-time or part-time graduate student enrolled in the Psychology Program. First preference will be given to a student who demonstrates an interest in pursuing a career as a Psychologist. Second preference will be given to a student who is graduating from the Program.

Criteria: Academic excellence.

Application Instructions: ~~Complete the Community Involvement section of the online Awards Application.~~

Note: Preference will be given to applicants with outstanding community involvement.

Effective Date: Established 2008, revised 2021

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the ~~Psychology Program Faculty in conjunction with the Department of Graduate Studies Office of Research and Innovation.~~



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Deloitte & Touche Bursary with a name change to Deloitte Bursary be approved.

Rationale: To revise the Deloitte & Touche Bursary commencing the 2022-2023 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: September 28, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.13

Moved by: Gehloff

Seconded by: Palmer

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Deloitte & Touche Bursary

Awards Guide Description/Intent: Deloitte is the brand under which tens of thousands of dedicated professionals in independent firms throughout the world collaborate to provide audit, consulting, financial advisory, risk management, tax, and related services to clients. Deloitte has established this award to support students pursuing Available to a full-time student who has completed at a minimum of 30 credit hours towards a Bachelor of Commerce degree with a declared major in Accounting.

Donor: Deloitte & Touche Chartered Accountants

Value: \$8751,000

Number: Two

Award Type: Bursary

Eligibility: Available to a full-time undergraduate student who has completed ~~at~~ a minimum of 30 credit hours towards a Bachelor of Commerce degree with a declared major in Accounting.

Criteria: Demonstrated financial need and satisfactory academic standing.

Application Instructions: ~~Complete the Financial Need section of the Awards Application form.~~

Effective Date: Endowed 1997, Revised 2021

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



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Deloitte & Touche Scholarship with a name change to Deloitte Scholarship be approved.

Rationale: To revise the Deloitte & Touche Scholarship commencing the 2022-2023 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Research & Innovation Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

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

Date to SCSB: September 28, 2021

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20211027.14

Moved by: Zogas

Seconded by: Bankole

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 27, 2021

Date

Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Deloitte & Touche Scholarship

Awards Guide Description/Intent: Deloitte is the brand under which tens of thousands of dedicated professionals in independent firms throughout the world collaborate to provide audit, consulting, financial advisory, risk management, tax, and related services to clients. Deloitte has established this award to support students pursuing ~~The partners of Deloitte & Touche Chartered Accountants are pleased to provide this award to students interested in a career in~~ accounting.

Donor: ~~Deloitte & Touche Chartered Accountants~~

Value: \$9001,100

Number: Three

Award Type: Bursary

Eligibility: Available to a full-time undergraduate student who has completed ~~at~~ a minimum of 30 credit hours towards a Bachelor of Commerce degree with a declared major in Accounting.

Criteria: Academic excellence.

Application Instructions: ~~Complete the Awards Application form.~~

Effective Date: Endowed 1993, Revised 2021

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