

## SENATE MEETING OPEN SESSION AGENDA

November 22, 2023  
3:30 – 5:30 PM  
Senate Chambers/Zoom

---

### 1.0 Acknowledgement of Territory

### 2.0 S-202311.01

#### Approval of the Agenda †

Page 1 That the agenda for the November 22, 2023, 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:

### 4.0 Approval of the Minutes

#### S-202311.02

#### Approval of the Minutes

Page 4 That the Minutes for the September 27, 2023, Open Session of Senate be approved as presented.

### 5.0 Business Arising

5.1 **ChatGPT and other AI Applications** (*Discussion 10 minutes*) **Rodgers/Read**

5.1.1 Artificial Intelligence (AI) Task Force **Rodgers**

5.2 **Presentation on Associate Deans** (*Discussion 12 minutes*) **Rodgers**

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

7.0 **Report of the Provost** (*5 minutes*) **Rodgers**

8.0 **Report of the Registrar** (*5 minutes*) **Read**

9.0 **Question Period** (*10 minutes*)

#### 9.1 Written questions submitted in advance

- 9.1.1 Questions and Discussion on the Sexual Violence Misconduct Policy and the Sexual Violence Misconduct Response Procedures and UNBC reporting procedures. (from Senator Fonda and Senator Denagamage)

**9.2 Questions from the floor**

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

**S-202311.03**

**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 Student Appeals** **Klassen-Ross**

- 11.2 **Senate Committee on Academic Affairs** **Rodgers**

**For Approval:**

**Page 10** **S-202311.04**

*Regular*

**New Course Approval – COMM 738-3 Change Management**

That the new course COMM 738-3 – Change Management, be approved as proposed.  
Effective Date: September 2024

**Page 15** **S-202311.05**

*Regular*

**New Academic Program – Graduate Certificate in Change Leadership**

That the new Graduate Certificate in Change Leadership, be approved as proposed.  
Effective Date: September 2024

**Page 19** **S-202311.06**

*Regular*

**New Academic Program – Joint Major in Anthropology/English**

That the new Joint Major in Anthropology/English, be approved as proposed.  
Effective Date: September 2024

**Page 25** **S-202311.07**

*Consent*

**Changes to Course Co-Requisite – ANTH 416-6 – Archaeological Survey and Mapping, ANTH 417-3-6 –Excavation and Field Interpretation in Archaeology, ANTH 418-3 – Archaeology and First Nations**

That the changes to the course Co-requisites, for ANTH 416-6, Archaeological Survey and Mapping, ANTH 417-3-6, Excavation and Field Interpretation in Archaeology and ANTH 418-3, Archaeology and First Nations, on pages 200-201 in the PDF calendar accessible on the UNBC web page of the 2023/2024 undergraduate calendar, be approved as proposed.  
Effective Date: January 2024

**Page 28** **S-202311.08**

*Regular*

**Dual-Credit Agreement – UNBC, CNC, and SD57 – Technology Exploration Program**

That the dual-credit agreement between UNBC, the College of New Caledonia, and School District No. 57 be approved as proposed.  
Effective Date: Upon signature of agreement

**For Discussion and Advice:**

- 11.2.1 **English Program Review Material 2023 – [Page 39](#)**

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

- 11.4 **Senate Committee on Nominations**

Regular

**S-202311.09**

**Recommendation of Senate Committee Members to Senate**

**Durau**

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

Effective date: November 22, 2023

11.4.1 List of Senate Committee Vacancies

COMMITTEE	POSITION	TERM EXPIRY DATE
SCS	Student Senator	08/31/2024
SCN	Faculty Senator	03/31/2024
	Lay Senator	03/31/2024
SCAD	Graduate Student	08/31/2024
SCCC	Student Senator	08/31/2024
SCAAF	Graduate Student	08/31/2024
	Regional Representative	03/31/2026
SCII	One Indigenous Undergraduate Student, appointed by Senate	08/31/2024
SCUB	Graduate Student	08/31/2024
	Undergraduate Student	08/31/2024

- 11.5 **Senate Committee on Curriculum and Calendar** **Stathers**
- 11.6 **Senate Committee on Admissions and Degrees** **Read**
- 11.7 **Senate Committee on Indigenous Initiatives** **Payne**
- 11.8 **Senate Committee on Honorary Degrees and Special Forms of Recognition** **Payne**
- 11.9 **Senate Committee on Scholarships and Bursaries** **Wood-Adams**
- 11.10 **Senate Committee on University Budget** **Gehloff**
- 12.0 **Information**
- 13.0 **Other Business**
- 14.0 **S-202311.10 (10 minutes)**  
**Move to the Closed Session**  
That the meeting move to Closed Session.
- 15.0 **S-202311.14**  
**Adjournment**  
That the Senate meeting be adjourned.

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**NEW COURSE APPROVAL MOTION FORM**

**Motion:** That the new course COMM 738-3 Change Management be approved as follows:

**A. Description of the Course**

1. **Proposed semester of first offering:** September 2024
2. **Academic Program:** School of Business
3. **Course Subject, Number\*, and Credit hours (e.g. CHEM 210-3):** COMM 738-3
4. **Course Title:** Change Management
5. **Goal(s) of Course:** The goals of the course are to focus on 1) To develop a comprehensive understanding of change management and introduce its major concepts, 2) to provide students with the tools to be competent sustainable managers in various organizations, and 3) to understand the ethical impact on employees associated with change management. The course will achieve these goals by discussing how to create groundwork for understanding change and how to implement a process of change. The course will also discuss how sustainability can be used to become an effective change manager. This will allow the students to determine how sustainability can drive and is affected by organizational change.

**6. Calendar Course Description:**

This course introduces change management theories and frameworks. Students have the opportunity to develop skills to effectively solve and communicate key issues relating to managing change in organizations. This course enables students to analyse why organizations change, assess the readiness of organizations to undergo change, diagnose change, identify resistance to change, and conduct comprehensive change impact analysis.

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): COMM 632-3

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

12. Preclusions: none

13. Course Equivalencies: none

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

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

16. Proposed text / readings: *Managing Organizational Change: A Multiple Perspectives Approach, 4th Edition* ISBN10: 1260043711 | ISBN13: 9781260043716, by Ian Palmer, Richard Dunford, David Buchanan and Gib Akin

**B. Significance Within Academic Program**

1. Anticipated enrolment 20-30

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

3. Required for: Major: Yes Minor: No Other: \_\_\_\_\_

4. Elective in: Major: No Minor: No Other: \_\_\_\_\_

5. Course required by another major/minor: No

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

7. Toward what degrees will the course be accepted for credit? Master of Business Administration

8. What other courses are being proposed within the Program this year? None

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

If yes, please describe requirements:

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

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

#### D. Resources required

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
  - i. Faculty Staffing: 3 SCH / year
  - ii. Space (classroom, laboratory, storage, etc.): Existing space is adequate
  - iii. Library Holdings: See attached form
  - iv. Computer (time, hardware, software): None

#### E. Additional Attached Materials

#### F. Other Considerations

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

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

2. Other Information: none
3. Attachment Pages (in addition to required “Library Holdings” Form):  0  pages

#### G. Authorization

SCCC Reviewed: October 12, 2023

1. Faculty(ies): Business and Economics
2. Faculty Council Motion Number(s): FBEFC 2023.09.21.07

- 3. **Faculty Council Approval Date(s):** September 21, 2023
- 4. **Senate Committee on Indigenous Initiatives Motion Number:** N/A
- 5. **Senate Committee on Indigenous Initiatives Meeting Date:** N/A

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202311.03

**Moved by:** Kriston Rennie

**Seconded by:** Paula Wood-Adams

**Committee Decision:** CARRIED

**Approved by SCAAF:** November 08, 2023  
Date

  
Chair's Signature

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

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

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

**PROPOSED NEW COURSE:** COMM 738

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

a) Are current library holdings adequate?      Yes   X        No       

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

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

Kat Louro

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

October 12<sup>th</sup>, 2023  
\_\_\_\_\_  
**Date**



Motion Number (assigned by  
Steering Committee of Senate): S-202311.05

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### NEW ACADEMIC PROGRAM PROPOSAL

**Clarifying text:** The target of this program are people who are NOT currently taking the MBA program. The value to these students of this program is that it focuses on specific areas of the MBA program that they would find essential to their careers. This certificate provides a potential ladder for certificate graduates into the MBA program. We have had extensive discussions with the School of Nursing about this program as well as talking to nurses at Northern Health.

**Motion:** That the new Graduate Certificate in Change Leadership be approved as proposed.

#### **A. General Information**

**Program Title:** Graduate Certificate in Change Leadership

**Program Objectives:** To provide students with the background to be effective change leaders in their organization. The program covers the basics of organizational design, leadership and change management. Students will be able to enter their organizations, gain a better understanding of the organizational issues, and effect change in a dynamic business and societal environment.

**Credential upon Completion of the Program:** Graduate Certificate in Change Leadership

**Program Offering the Degree:** School of Business

**Proposed Start Date:** September 2024

**Suggested Institutional Priority:**

**Relationship of Proposed Program to the Mandate of the Institution:** The vision of UNBC is to be responsive and provide sustainable solutions to the Northern community. This program will provide local leaders the tools to navigate change in their organizations and have a better understanding of their overall organizational challenges. This is an important area of teaching that is needed for the North. It has been suggested by Northern Health that a graduate credential focused specifically on Change Leadership would help many different tiers of leadership in their organization.

**Implications for the Cooperative Education Option:** None

**Specialties within Program:** None

**Related Programs at Other Institutions:** None

**Relation to Existing Programs:** Master of Business Administration

**Articulation Arrangement:** None

**Consultations with Other Institutions:** There was extensive discussion with Northern Health's Organizational Education & Development Department.

## **B. Program Description**

**General Calendar Description:**

### ***Graduate Certificate in Change Leadership***

This certificate is a subset of our full MBA program that provides students with the skills to analyse the structure of their organizations and help businesses navigate through organizational change. As organizations face dynamic changes in the business environment, the need to pivot quickly becomes a valuable skill for all employees. People with these skills are needed in a diverse set of organizations, from large government organizations to small local companies. Students in this program acquire the skills to understand their organizations, analyse issues and problems, and effect change. MBA students who complete the degree and take COMM 738-3 Change Management are also eligible for the certificate.

**Curriculum:**

Requirements

COMM 632-3 Organizational Behaviour  
COMM 737-3 Leadership Practice and Development  
COMM 738-3 Change Management

## **C. Need for Program**

**Enrolment Projections:** We believe that initially there will be 10 students throughout the MBA cohorts interested in this certificate. As word grows it is likely that applicants could reach to over 30 per cohort. We are hoping to have no more than 20 per cohort as it may stretch MBA resources to have more. If the MBA program is provided with more resources due to increased enrolment, we will revisit this constraint. Demand for the graduate certificate would come from sectors where additional leadership talents are needed to compete in a dynamic environment such as healthcare and the public sector.

**Cultural, Social and Economic Needs:** This certificate provides a needed economic benefit in that it ensures that students within a year are able to gain the critical skills needed to help their companies through change. This covers both the public and private sector. This also benefits the community. Many of the services and administration in the North of BC are dealing with extreme change. Demographic issues, climate change, and economic recovery from the pandemic are just a few large changes that organizations are needing leadership and expertise to help them change. Graduates could work with organizations to understand themselves and implement changes based on these findings.

**Labour Market Demands:** Northern Health is prioritizing change leadership development in leaders throughout the Authority. The understanding of change processes is important for the institution, but they are even more interested in engendering strategic thinking about change in their leaders. The goal is to support people to make changes throughout the organization. We are also seeing interested from nurses for change leadership. We have had previous discussions with the School of Nursing at UNBC to provide a program that combines leadership and organizational knowledge. We are also working with municipal governments in Prince George and Burnaby, who have also shown interest in leadership and change management as skills that are important for their employees.

**Other Benefits:** This ensures that graduates from other programs in the university have another option to

continue their graduate studies than from the field in which they graduated. For instance, graduates in science and engineering who have worked for several years may come back to UNBC to get a certificate that helps them to better understand the non-technical aspects of the organizations in which they work.

## **D. Faculty**

**Faculty list:** Irina Doering, Beth Page

**Expected Teaching Loads:** The MBA is not part of the current teaching load, therefore any faculty teaching within it must take it as overload. Only one new course is added to the program which will be conducted as an online course.

**Research Funding:** It is possible that this course will deepen the connection with organizations in the area and will therefore make it more likely for research in this area to be funded. For instance, discussions with Northern Health have identified that change leadership is important to the organization and students from the Authority would be well placed to identify funding for research in this area.

## **E. Program Delivery**

**Distance Learning Components:** It is expected that one course will be online COMM 738-3 Change Management. Students in the different cohorts will have access to the same material.

**Class Size and Structure:** All classes will follow the MBA weekend schedule and COMM 632-3 and COMM 737-3 will be taught in blank times as normal. The other classes outside of COMM 738-3 will be in-class lectures available at the MBA cohorts.

**Experiential Learning:**

## **F. Program Resources**

**Administrative Requirements:** A discussion of how individual MBA classes can be taken by those not in the MBA must be discussed. Also it needs to be possible to limit the number of seats for certificate students to ensure that the MBA cohort classes are not overloaded.

**Operating Requirements:** None

**Capital Requirements:** None

**Start-up Costs:** Northern Health has mentioned providing funding to support the School's development of the Change Management course.

**Special Resource Requirements:** None

## **G. Library Resource Requirements** (See attached form)

## **H. Evaluation**

**Academic Quality of Program:** It has been reviewed by academic experts in the School and compared to leadership programs in other institutions, including University of Saskatchewan, Illinois State University, and Penn State University.

**Methods of Internal Institutional Review:** The proposal has been reviewed by the School of Business curriculum committee, the MBA director, the School of Nursing, and the School of Engineering.

**Relevant External Program Experts:**

Amy Blanding  
Northern Health  
Strategic Lead – Workforce Sustainability, People Development & Learning  
Regional Manager Organizational Education & Development

**I. Miscellaneous**

**Special Features:**

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

**J. Authorization**

**SCCC Reviewed:** October 12, 2023

**Faculty(ies):** Business and Economics

**Faculty Council Motion Number(s):** FBEFC 2023.09.21.06

**Faculty Council Approval Date(s):** September 21, 2023

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

**Brief Summary of Committee Debate:**

**Motion No.:**                    SCAAF202311.04

**Moved by:** Trina Fyfe

**Seconded by:** Todd Whitcombe

**Committee Decision:** CARRIED

**Approved by SCAAF:**    November 8, 2023  
**Date**

  
**Chair's Signature**

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

Motion Number (assigned by  
Steering Committee of Senate): S-202311.06

---

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### NEW ACADEMIC PROGRAM PROPOSAL

**Motion:** That the new Joint Major in Anthropology/English be approved as proposed.

#### **A. General Information**

**Program Title:** Joint Major in Anthropology/English

**Program Objectives:** Rationale: Many students are already taking courses in both Anthropology and English. These programs include courses that focus on cultural diversity, gender issues, landscape and place, popular culture, film and theory. A joint major would better serve students who are interested in both disciplines by formalizing their interest in both programs while fostering inter-disciplinary connections across the FISSSH. Students may also benefit from enhanced advising when registered in joint majors.

**Credential upon Completion of the Program:** Bachelor of Arts - Joint Major in Anthropology/English

**Program Offering the Degree:** Anthropology

**Proposed Start Date:** September 2024

**Suggested Institutional Priority:** This joint major does not introduce new resources, faculty, or staff, and does not introduce new courses, but provides a formalized way of combining these areas of study by drawing from the existing programs of Anthropology and English. The priority is high as programs are being encouraged to collaborate more in FISSSH.

**Relationship of Proposed Program to the Mandate of the Institution:** This joint major would offer a formalized way of recognizing a student's interest in both disciplines while fostering inter-disciplinary connections across the Faculty of Indigenous Studies, Social Sciences and Humanities. The joint major will "ignite curiosity" and "inspire creativity" (UNBC Mission) through complementary courses that students can take in Anthropology and English. Courses in Anthropology and English promote inclusiveness and diversity (UNBC Values).

**Implications for the Cooperative Education Option:** N/A

**Specialties within Program:** N/A

**Related Programs at Other Institutions:** Many institutions have joint/combined, double or interdisciplinary BAs between Anthropology and other disciplines: e.g. McMaster University; University of British Columbia; University of Alberta; University of Victoria.

**Relation to Existing Programs:** This joint major reinforces and complements the existing Anthropology and English programs. As students are already taking courses in both disciplines, offering a joint major would allow them to better realize their interests through the structure of a joint major and through the guidance of student advisors. Potential outcomes would be higher student

enrollments in both programs, and the potential for increased student interest in interdisciplinary graduate studies at UNBC.

**Articulation Arrangement:** Articulation of specific courses would continue to be the responsibility of Anthropology and English accordingly. There would be no change.

**Consultations with Other Institutions:** None (This program is based on existing courses at UNBC and is not a completely new program of study with new courses.)

## **B. Program Description**

### **General Calendar Description:**

The Anthropology and English joint major equips students with knowledge of anthropological issues and societal concerns as well as literary, critical reading and communication skills. The joint major offers complementary courses in areas such as theory, popular culture, film studies, place studies, gender studies as well as courses that focus on various cultural contexts.

Students fulfilling a Joint Anthropology/English major must take 75 credit hours or 25 courses (36 credit hours or 12 courses in Anthropology and 39 credit hours or 13 courses in English). The minimum requirement for completion of a Bachelor of Arts with a Joint Major in Anthropology and English is 120 credit hours.

### **Curriculum:**

#### **Program Requirements**

##### **Lower-Division Requirement**

ANTH 102-3 Anthropology: A World of Discovery  
ENGL 211-3 Survey of English Literature I  
ENGL 212-3 Survey of English Literature II

Two of the following:

ANTH 200-3 Biological Anthropology  
ANTH 205-3 Introduction to Archaeology  
ANTH 213-3 Peoples and Cultures  
ANTH 217-3 Language and Culture

One of the following:

ENGL 100-3 Introduction to Literary Structures  
ENGL 104-3 Introduction to Film

##### **One of the following theory courses:**

ENGL 200-3 Gender and Literary Theory  
ENGL 300-3 Theory  
ENGL 400-3 Contemporary Theory

Two additional courses (6 credit hours) of Anthropology at the 200 level

Two additional courses (6 credit hours) of English at the 200 level

### **Upper-Division Requirement**

One of the following:

ANTH 300-3 Qualitative Methods  
ANTH 301-3 Archaeological Lab Methods  
ANTH 310-3 Practicing Anthropology  
ANTH 312-3 Human Adaptability and Environmental Stress

One of the following:

ANTH 315-3 Anthropological Theory  
ANTH 325-3 Archaeological Theory

ANTH 460-3 Anthropology Capstone

Four additional courses (12 credit hours) in Anthropology at the 300 or 400 level

Two of the following English courses (6 credit hours) at the 400 level:

ENGL 410-3 Contemporary English Literature  
ENGL 420-3 Special Topics in Indigenous Literature  
ENGL 430-3 Special Topics in Canadian Literature  
ENGL 431-3 Northern BC Literature  
ENGL 440-3 Special Topics in Postcolonial Literature  
ENGL 450-3 Special Topics in Comparative Literature  
ENGL 483-3 Special Topics in Romantic Literature  
ENGL 493-3 Cultural Studies

Five additional upper-division English courses (15 credit hours) ensure fulfillment of the upper-division requirement. Two courses may be chosen from the following list of English ancillary courses:

WMST 306-3 Indigenous Women: Perspectives  
WMST 311-3 History of Feminist Theories  
WMST 312-3 An Introduction to the History of Gender  
WMST 411-3 Contemporary Feminist Theories

### **Elective and Academic Breadth Requirement**

Electives at any level in any subject sufficient to ensure completion of a minimum of 120 credit hours, including any additional credit hours necessary to meet the Academic Breadth requirement of the University (see Academic Regulation 15).

## **C. Need for Program**

**Enrolment Projections:** 2-5 students each year

**Cultural, Social and Economic Needs:** Students are increasingly asking for formal recognition of “joint” academic interests or enhanced degrees like Honours degrees to give them a competitive edge in the job market.

**Labour Market Demands:** The labour market might be interested in a formal credential like a joint major during the hiring process. This ANTH/ENGL program suggests that graduates possess the flexibility to

move between disciplines and different knowledge systems.  
**Other Benefits:** A student's transcript will list joint major in ANTH/ENGL.

#### **D. Faculty:**

**Faculty list:** The existing faculty in both Anthropology and English would be involved in teaching the Joint Major. No new faculty would be required.

**Expected Teaching Loads:** No change from present.

**Research Funding:** Not applicable.

#### **E. Program Delivery**

**Distance Learning Components:** No change from present.

**Class Size and Structure:** No change from present.

**Experiential Learning:** No change from present.

#### **F. Program Resources**

**Administrative Requirements:** This would simply be another Joint Major and student advisors are already familiar with Joint Majors as an institutional program.

**Operating Requirements:** No change from present.

**Capital Requirements:** No change from present.

**Start-up Costs:** No change from present.

**Special Resource Requirements:** No change from present.

#### **G. Library Resource Requirements (See attached form)**

#### **H. Evaluation**

**Academic Quality of Program:** The Joint Major follows a similar structure to existing joint majors. There is a balance of required components and electives.

**Methods of Internal Institutional Review:** Anthropology and English have regular internal assessments of programs and courses (e.g. through curriculum committees) and submit calendar revisions as appropriate.

**Relevant External Program Experts:** Joint Majors are reviewed as part of the External Review process of academic units and their degree programs.

#### **I. Miscellaneous**

**Special Features:** N/A



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

**J. Authorization**

**SCCC Reviewed:** May 23, 2023

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

**Faculty Council Motion Number:** FISSSHFC.2023.09.21.03

**Faculty Council Approval Date:** September 21, 2023

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202311.05

**Moved by:** Trina Fyfe

**Seconded by:** Rebecca Schiff

**Committee Decision:** CARRIED

**Approved by SCAAF:** November 08, 2023  
**Date**

  
**Chair's Signature**

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

**Library Resource Requirements Form**  
**(to be submitted with SCAAF New Academic Program Proposal Motion Form)**

**NEW ACADEMIC PROGRAM PROPOSAL:** Joint Major in Anthropology and English (BA)

**G. Library Resource Requirements** (to be completed by Librarians)

- The resources already available in the library are sufficient to support this degree. Faculty are encouraged though to contact their liaison librarian with additional material requests as needed.

**1. Space Requirements:**

- a) holdings: N/A
- b) study / work: N/A

**2. Library Administrative Support Requirements:** N/A

**3. Capital Requirements** (other than new course-specific): N/A

**4. Holdings Requirements** (List all new courses that carry new holdings requirements, and include total cost): N/A



7 July 2021

---

**University Librarian (or designate) signature**

---

**Date**

Motion Number (assigned by  
Steering Committee of Senate): S-202311.07

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED REVISION OF CALENDAR ENTRY**

**Motion:** That the changes to the course Co-requisites, for ANTH 416-6, Archaeological Survey and Mapping, ANTH 417-3-6, Excavation and Field Interpretation in Archaeology and ANTH 418-3, Archaeology and First Nations, on pages 200-201 in the PDF calendar accessible on the UNBC web page of the 2023/2024 undergraduate calendar, be approved as proposed.

1. **Effective date:** January 2024

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

These 3 courses have been taught as a unit during the Archaeological Field School. Removing the “co-requisite” will allow them to be taught separately and will allow more flexibility in course delivery.

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

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

ANTH 416-6 Archaeological Survey and Mapping Course participants will learn about archaeological survey, from both the academic perspective, and from the perspective of professional consulting archaeology. Students will become proficient at map reading, compassing, sampling strategies in forest and non-forest environments, and recognizing cultural features pertinent to the area. Participants will learn skills necessary for potential employment with professional archaeology firms; this will include observing protocols with First Nation communities and liaising with government and corporate entities. Where possible, students will have an opportunity to work for a few days with professional consultants.

*Prerequisites:* Permission of the instructor

*Co-requisites:* ANTH 417-6 and ANTH 418-3

ANTH 417-(3-6) Excavation and Field Interpretation in Archaeology Excavation forms a central aspect of archaeology. As part of this course, students and community members will participate in a six to eight week excavation of an archaeological locality. This will involve initial set up of the area, excavation and record-keeping, and basic field laboratory procedures. In addition to “hands-on” participation, daily seminar discussion will be mandatory; topics will centre on each day’s survey and excavation results. These sessions will be interdisciplinary, reflecting the interests of the

instructors,  
community members, visiting researchers and students. Topics will invariably focus on geomorphology, lithic artifacts, zooarchaeology, paleoethnobotany, paleoecology, oral traditions and traditional use, and the social context of conducting archaeology. The field school will often take place in remote localities in British Columbia and elsewhere, and so students may have to live in a field camp situation. In addition to basic tuition, there may be additional fees to cover camp and transportation costs.

*Prerequisites:* Permission of the instructor

*Co-requisites:* ANTH 416-6 and ANTH 418-3

ANTH 418-3 Archaeology and First Nations This course introduces students to the value of ethnographic information (including oral history, place names documentation, traditional technology, subsistence, and traditional use activities), the interpretation of archaeological data, and construction of First Nations (pre)history.

*Prerequisites:* Permission of the instructor

*Co-requisites:* ANTH 416-6 and ANTH 417-(3-6)

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

**ANTH 416-6 Archaeological Survey and Mapping** Course participants ~~will~~ learn about archaeological survey, from both the academic perspective, and from the perspective of professional consulting archaeology. Students ~~will~~ become proficient at map reading, compassing, sampling strategies in forest and non-forest environments, and recognizing cultural features pertinent to the area. Participants ~~will~~ learn skills necessary for potential employment with professional archaeology firms; this ~~will~~ includes observing protocols with First Nation communities and liaising with government and corporate entities. Where possible, students ~~will~~ have an opportunity to work for a few days with professional consultants.

*Prerequisites:* Permission of the instructor

*Co-requisites:* ~~ANTH 417-6 and ANTH 418-3~~

##### **ANTH 417-(3-6) Excavation and Field Interpretation in Archaeology**

Excavation forms a central aspect of archaeology. As part of this course, students and community members participate in a six to eight week excavation of an archaeological locality. This involves initial set up of the area, excavation and record-keeping, and basic field laboratory procedures. In addition to “hands-on” participation, daily seminar discussion is mandatory; topics centre on each day’s survey and excavation results. These sessions are interdisciplinary, reflecting the interests of the instructors, community members, visiting researchers and students. Topics invariably focus on geomorphology, lithic artifacts, zooarchaeology, paleoethnobotany, paleoecology, oral traditions and traditional use, and the social context of conducting archaeology. The field school often takes place in remote localities in British Columbia

and elsewhere, and so students may have to live in a field camp situation. In addition to basic tuition, there may be additional fees to cover camp and transportation costs.

*Prerequisites:* Permission of the instructor

*Co-requisites:* ~~ANTH 416-6 and ANTH 418-3~~

**ANTH 418-3 Archaeology and First Nations** This course introduces students to the value of ethnographic information (including oral history, place names documentation, traditional technology, subsistence, and traditional use activities), the interpretation of archaeological data, and construction of First Nations (pre)history.

*Prerequisites:* Permission of the instructor

*Co-requisites:* ~~ANTH 416-6 and ANTH 417 (3-6)~~

**6. Authorization:**

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

**SCCC Reviewed:** August 26, 2021

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

**Faculty Council Motion Number:** FISSSHFC.2023.10.17.01

**Faculty Council Approval Date:** October 17, 2023

**Senate Committee on Indigenous Initiatives Motion Number:**

**Senate Committee on Indigenous Initiatives Meeting Date:**

**7. Other Information**

**Attachment Pages:**  0  pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202311.06

**Moved by:** Kriston Rennie

**Seconded by:** Rebecca Schiff

**Committee Decision:** CARRIED

**Approved by SCAAF:**  November 08, 2023   
Date

  
Chair's Signature

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

**SENATE COMMITTEE ON ACADEMIC AFFAIRS**

**PROPOSED MOTION**

**Motion:** That the Technology Exploration Dual-Credit Agreement between UNBC, the College of New Caledonia, and School District No. 57 be approved as proposed.

**Effective Date:** Upon signature by all parties

**Rationale:** The Technology Exploration (TEKX) Dual Credit program will allow grade 11 students in School District No. 57 (beginning in Fall 2024) to experience four or more different fields of technology (such as Computer Science, Engineering, Web Design, Cybersecurity, Biotechnology, Health Technology etc.), enabling them to complete credit towards high school graduation and their first year at a post-secondary institute, jump-starting their careers in the tech-sector.

This agreement follows the approved Memorandum of Understanding between the same parties to collaborate on the TEKX Dual Credit Program (S-202308.05) and the approved New UNBC Course proposal (S-202310.06), by outlining the processes by which the parties will execute the implementation and delivery of the TEKX Dual Credit Program and specifically what each partner is agreeing to do.

UNBC has an existing dual credit agreement with SD No. 57 and many of the mechanics, for example around invoicing are established in practice. This document clarifies roles and responsibilities and seeks to create a framework that accounts for the nuances of having another party (CNC) in our agreement. As such this document is separate from our existing dual-credit documents.

SD No. 57 students entering grade 11 in Fall 2024 will start applying for courses in February 2024. As such, for this agreement to be approved by the Board of Governors prior to applications opening, submission to SCAAF/Senate is necessary at this time (November 2023).

**Motion proposed by:** John McNeill, Administrative Manager, and Deborah Roberts, Dean Faculty of Science and Engineering

**Academic Program:** Initially Computer Science, but not exclusive

**Implications for Other Programs / Faculties?** Currently no, but ultimately dependent upon the UNBC course offered which is subject to change over time (i.e., in the future with changing technology trends UNBC may propose a new course (pending Senate approval) in another subject area).

**Faculty:** Initially Science and Engineering, but not exclusive

**Faculty Council / Committee Motion Number:** Not applicable

**Faculty Council / Committee Approval Date:** Not applicable

**Attachment Pages (if applicable):**  9  pages

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

**Brief Summary of Committee Debate:**

**Motion No.:** SCAAF202311.08

**Moved by:** Todd Whitcombe

**Seconded by:** Rebecca Schiff

**Committee Decision:** CARRIED

**Approved by SCAAF:** November 08, 2023  
Date

  
Chair's Signature

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

---

[Version 1.3]

**TECHNOLOGY EXPLORATION DUAL CREDIT AGREEMENT**

BETWEEN

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA**  
(herein referred to as “UNBC”)

And

**COLLEGE OF NEW CALEDONIA**  
(herein referred to as “CNC”)

And

**SCHOOL DISTRICT NO. 57 (“PRINCE GEORGE”)**  
(herein referred to as the “SD No. 57”)

**WHEREAS**

- I. The Ministry of Education and Child Care’s *Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy* allows students to earn credits toward Grade 12 graduation in a variety of ways, including earning credits for courses at specific post-secondary institutions; and
- II. The Ministry of Education and Child Care’s *Recognition of Post-Secondary Transition Programs for Funding Purposes Policy* defines post-secondary transitions programs as educational programs that “combine secondary and post-secondary courses, and that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training”; and
- III. The Ministry of Education and Child Care’s *Recognition of Post-Secondary Transition Programs for Funding Purposes Policy* defines the criteria necessary for post-secondary courses to be eligible as courses funded by the Ministry of Education and Child Care; and
- IV. UNBC is a university as defined in the British Columbia University Act, offering various programs and courses at the undergraduate, graduate, and doctoral level; and
- V. CNC is a college as defined in the College and Institutes Act R.S.B.C. 1996, c52 as amended; and



- 
- VI. SD No. 57 is a school district as defined in the School Act R.S.B.C 1996, c412 as amended, and for the purposes of this agreement will be differentiated from any given school (“School(s)”).

**THEREFORE, THE PARTIES AGREE AS FOLLOWS:**

UNBC, CNC and SD No.57 agree to collaborate to provide a Technology Exploration program on a dual credit basis for SD No.57 students. Said program will herein be referred to as the “TEKX Dual Credit Program”.

**PURPOSE:**

The purpose of this agreement is to outline the policies and processes by which the parties will execute the implementation and delivery of the TEKX Dual Credit Program.

**A. BACKGROUND**

- A.1. UNBC and CNC each offer existing dual credit programs for secondary school students (“Student(s)”). This agreement relates to the separate and independent TEKX Dual Credit Program, whereby students recommended by SD No.57 take a set number of predetermined mandatory courses.
- A.2. The TEKX Dual Credit Program has received funding from British Columbia’s Ministry of Post-Secondary Education and Future Skills as part of the expansion of tech-relevant programming at public post-secondary institutions.
- A.3. Course delivery methods may include scheduled in-person classes, scheduled online (synchronous) classes, unscheduled online (asynchronous) classes, Hyflex classes, or a combination of the above.
- A.4. Such students who successfully complete courses in the TEKX Dual Credit Program receive UNBC or CNC credit for those courses.
- A.5. UNBC and CNC will offer courses (“TEKX Dual Credit Courses”) for the TEKX Dual Credit Program that articulate to each respective institute (i.e., via BCCAT).
- A.6. TEKX Dual Credit Program courses are subject to change on an annual basis.
- A.7. The TEKX Dual Credit Program is available to Students from within SD No. 57 Schools, and in particular those preparing to take the program during their grade 11 year.

**B. TERMS OF THE AGREEMENT**

- B.1. UNBC agrees to:

- 
- B.1.1. Designate a representative to be responsible for inter-institutional cooperation and oversight and implementation of the TEKX Dual Credit Program and this Agreement, and compliance with this Agreement.
- B.1.2. Designate a representative(s) at its campus to be the on-campus contact point for students participating in the TEKX Dual Credit Program.
- B.1.3. Prepare and offer to SD No.57 for comment any promotional material relevant to participation in this Agreement.
- B.1.4. Review received and completed application-for-admission forms for the TEKX Dual Credit Program. This review will be completed in consultation with the other parties. Students approved to participate in the TEKX Dual Credit Program will be notified by UNBC's Registrar's Offices as will the other parties.
- B.1.5. Work with the other parties to ensure students are registered for the Program and will send a confirmation of enrolment to both the student and the other parties.
- B.1.6. Work with the other parties to determine the minimum number of applications and/or registrations required to effectively offer the program in any given year, or for any given semester.
- B.1.7. Provide official transcripts without charge to SD No. 57 at the end of each school year that has had students participate in the TEKX Dual Credit Program.
- B.1.8. Pay the mandatory UNBC student fees (including any course fees) for students that participate in the TEKX Dual Credit Program.
- B.1.9. At the start of each semester, independently invoice SD No.57 for the tuition due based on the list of registered students in the TEKX Dual Credit Program.
- B.1.10. Participate in and provide information to the program evaluation as referenced in section D.
- B.1.11. Work with the other parties to come to an agreement and resolution in writing regards any necessary deviation to this agreement in the course of its implementation, insofar as is reasonable.
- B.1.12. Assess CNC TEKX classes for transfer to UNBC.
- B.2. CNC agrees to:
- B.2.1. Designate a representative to be responsible for inter-institutional cooperation and oversight and implementation of the TEKX Dual Credit Program and this Agreement, and compliance with this Agreement.
- B.2.2. Designate a representative(s) at its campus to be the on-campus contact point for students participating in the TEKX Dual Credit Program.

- 
- B.2.3. Prepare and offer to SD No.57 for comment any promotional material relevant to participation in this Agreement.
- B.2.4. Review received and completed application-for-admission forms for the TEKX Dual Credit Program. This review will be completed in consultation with the other parties. Students approved to participate in the TEKX Dual Credit Program will be notified by CNC's Registrar's Offices as will the other parties.
- B.2.5. Work with the other parties to ensure students are registered for the Program and will send a confirmation of enrolment to both the student and the other parties.
- B.2.6. Work with the other parties to determine the minimum number of applications and/or registrations required to effectively offer the program in any given year, or for any given semester.
- B.2.7. Provide official transcripts without charge to SD No. 57 at the end of each school year that has had students participate in the TEKX Dual Credit Program.
- B.2.8. Pay the mandatory CNC student fees (including any course fees) for students that participate in the TEKX Dual Credit Program.
- B.2.9. At the start of each semester, independently invoice SD No.57 for the tuition due based on the list of registered Students in the TEKX Dual Credit Program.
- B.2.10. To participate in and provide information to the program evaluation as referenced in section D.
- B.2.11. Work with the other parties to come to an agreement and resolution in writing regards any necessary deviation to this agreement in the course of its implementation, insofar as is reasonable.
- B.2.12. Assess UNBC TEKX classes for transfer to CNC.
- B.2.13. Issue a credential to students who successfully complete the program.
- B.2.14. Report to the Ministry of Post-Secondary Education and Future Skills as required.
- B.3. SD No. 57 agrees to:
- B.3.1. Designate a representative to be responsible for inter-institutional cooperation and oversight and implementation of the TEKX Dual Credit Program and this Agreement, and compliance with this Agreement.
- B.3.2. Designate a representative(s) at the student's School to be the contact point for students participating in the TEKX Dual Credit Program.
- B.3.3. Actively promote the TEKX Dual Credit Program to current students.

- 
- B.3.4. Provide opportunities for representatives of UNBC and CNC to visit appropriate forums to disseminate information about the TEKX Dual Credit Program, and to promote the purposes of this Agreement, namely, the opportunity to participate in the TEKX Dual Credit Program in relevant marketing materials including online media and relevant websites.
  - B.3.5. Provide nomination forms for interested and qualified students for consideration for the TEKX Dual Credit Program, based on the criteria established by the institutional representatives, as referenced in section B.1.1, B.2.1, and B.3.1.
  - B.3.6. Work with the other parties to ensure questions and/or issues around a student's application and/or registration are resolved in a timely manner.
  - B.3.7. Work with the other parties to determine the minimum number of applications and/or registrations required to effectively offer the program in any given year, or for any given semester.
  - B.3.8. Pay the tuition costs for its students that participate in the TEKX Dual Credit Program.
  - B.3.9. To participate in and provide information to the program evaluation as referenced in section D.
  - B.3.10. Work with the other parties to come to an agreement and resolution in writing regards any necessary deviation to this agreement in the course of its implementation, insofar as is reasonable.

### **C. MUTUAL GRANT OF RIGHTS**

- C.1. Each party grants to the other party a non-exclusive, non-transferable, revocable, royalty-free license during the term of the Agreement to use the trademark of the other party, as supplied by that Party for promotional purposes relevant to this Agreement provided that such use is reviewed by the other party before promotion begins and does not 1) contravene the other Party's policy or practice as to proper use of its mark, or 2) in the opinion of the other Party, damage its reputation or goodwill.

### **D. EVALUATION**

- D.1. SD No. 57, UNBC, and CNC shall conduct an evaluation of the operation of this Agreement on the first and each subsequent anniversary of the signing of the Agreement. Where possible this evaluation will consist of both parties examining:
  - D.1.1. The number of student applications and admissions into the TEKX Dual Credit Program the prior year.
  - D.1.2. The success rates of students in the TEKX Dual Credit Program on an annual basis.

---

D.1.3. Admission procedures, program planning, course offerings, timelines and special requirements; and/or

D.1.4. Recommendation for types and times of promotion efforts.

## **E. TERM AND EARLY TERMINATION OF THE AGREEMENT**

E.1. This Agreement will become effective on the date of signing (as referenced in Section G.5.) and have an initial term of three (3) years. The term shall be extended on a year-by-year basis unless any party notifies the others in writing at least three (3) months before the end of the then-current term of its desire to terminate the Agreement. Any party can terminate this Agreement for any reason at any time upon giving three (3) months prior written notice to the other parties.

E.2. In the event of the termination of this Agreement under Section E.1, all parties acknowledge and agree that all students enrolled and currently participating in the TEKX Dual Credit Program as at the date of the written notice of such termination shall be entitled to complete the courses in which they are enrolled or were planning to enroll in per the terms of their Dual Credit offer of admission and sponsorship form.

E.3. Each party hereto agrees to use its best efforts to cause any disputes or disagreements between the parties to be considered, negotiated in good faith, and resolved as soon as practicable. Disputes or disagreements not resolved within a month will be referred to arbitration.

## **F. CONFIDENTIALITY**

F.1. The parties may wish to disclose confidential information, knowledge or material that is non-public, confidential, or proprietary in nature to each other to facilitate work under this Agreement (“Confidential Information”). UNBC, CNC, and SD No. 57 agree to keep confidential and not disclose to others information designated as “confidential” and supplied by them for the purposes of this Agreement. The parties agree to advise and notify the other as to which information disclosed, if any, constitutes Confidential Information. All written materials disclosed, and all materials disclosed in electronic form, shall be clearly marked as “confidential”, while any oral disclosures shall be followed by a written memorandum (which may be in electronic form) outlining the information disclosed and its confidential nature within five (5) days of disclosure.

F.2. Confidential Information shall be safeguarded and not disclosed to anyone without a “need to know” within UNBC, CNC, or SD No. 57 or to third parties unless prior written authority is obtained from the disclosing party.

F.3. The obligation to keep confidential shall not apply to information which is already known to the party to which it is disclosed; becomes part of the public domain without breach of this Agreement; is independently developed by the recipient party by someone without access to or use of the Confidential Information; is obtained from third parties that have no

obligation of confidentiality to the parties to this Agreement; or is required by law to be disclosed.

- F.4. SD No. 57 will facilitate any parent's request for access to information and discussion about the child's progress with this program. The SD No. 57 representative recommending that a child will participate in the program will inform that child that a third-party authorization form must be completed and submitted to UNBC and CNC to authorize UNBC and CNC to directly release any information to parents.

**G. GENERAL**

- G.1. Notwithstanding anything in this Agreement otherwise expressed or implied, the parties have entered into the Agreement for the purpose of collaborating for the purposes expressed herein only and it is not the intention of the parties to create a partnership and the parties shall not be or deemed to be partners.
- G.2. For the purposes of this Agreement, any notice or other communication between the parties may be delivered by courier, mail, facsimile or electronic mail to the respective addresses of the parties set out below:

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA**

3333 University Way  
Prince George, BC  
V2N 4Z9  
Attention: \_\_\_\_\_

**COLLEGE OF NEW CALEDONIA**

3320  
22nd Ave  
Prince George BC  
V2N 1P8  
Attention: \_\_\_\_\_

**SCHOOL DISTRICT NO. 57 ("PRINCE GEROGE")**

2100 Ferry Avenue  
Prince George, BC, V2L 4R5  
Attention: \_\_\_\_\_

- G.3. This Agreement shall be construed in accordance with the laws of the Province of British Columbia and any legal proceedings with respect to this Agreement will be brought in Prince George, BC.
- G.4. This Agreement constitutes the entire agreement of the parties with respect to the subject matter set out herein and may only be amended in writing signed by the parties.

---

G.5. This agreement will come into effect upon signature by the three parties.

CONFIDENTIAL

---

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA**

Per: \_\_\_\_\_  
NAME  
TITLE

Date: \_\_\_\_\_  
(Day / Month / Year)

**COLLEGE OF NEW CALEDONIA**

Per: \_\_\_\_\_  
NAME  
TITLE

Date: \_\_\_\_\_  
(Day / Month / Year)

**SCHOOL DISTRICT NO. 57 ("PRINCE GEORGE")**

Per: \_\_\_\_\_  
NAME  
TITLE

Date: \_\_\_\_\_  
(Day / Month / Year)

CONFIDENTIAL



## External Unit Review Committee Report, Department of English, UNBC

**Review Committee:** Dr. Michelle Faubert (Manitoba); Dr. Jason Haslam (Dalhousie); Dr. Jennifer Hyndman (UNBC)

**Report authors:** Dr. Michelle Faubert (Manitoba) and Dr. Jason Haslam (Dalhousie)

## SUMMARY OF THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) PROCESS

Prior to our campus visit (24-25 April) we reviewed the English Department's Self-Study Report, the report of the previous external reviewers (2016), and the departmental and university websites. During our visit we met with the following individuals and constituencies:

- VP Academic and Provost
- Interim VP Research and Innovation
- Dean, Faculty of Indigenous Studies, Social Sciences and Humanities
- Chair, Dept. of English
- Full-time faculty members in individual meetings
- Term, Adjunct, or Emeritus Faculty
- Graduate Students and Alumni
- Undergraduate Students
- Administrative staff
- Student advisors
- Representatives of Affiliated Programs (History, Women's and Gender Studies, Environmental and Sustainability Studies)
- Representatives of Regional Campuses
- Librarians

The visit was very informative, and we greatly enjoyed meeting with everyone. Especially helpful (and pleasant) was our opportunity to meet with the External/Internal, Jennifer Hyndman from Mathematics. However, the schedule was very tight and exhausting.

We would like to thank all individuals and groups for meeting with us at such a busy time of term, and for sharing their thoughts on the English Department and its relationships to the Faculty, University, and wider communities.

## SUMMARY OF FINDINGS

### Major Strengths of the Degree Program

The English Department at UNBC is thriving and successful. We are vastly impressed with the period coverage it offers with a faculty contingent of only eight people, as we are with the admirable research profiles of those faculty members. Moreover, it not only attracts many students to its classes, but those students are clearly very satisfied with their education; this point is in evidence in those students who choose to stay for their graduate degrees. We also note that some students go on to enrol in PhD programs in major schools across the country, which is an indication of the strong training they receive in UNBC English classes. The creativity in the program's course descriptions and types of assignments

also demonstrates the instructors' dedication to providing attractive, engaging, and informative education to their students. Nor did the enrollment numbers suffer much during the pandemic, which speaks to the power of these instructors to engage their students in multiple formats. Finally, the English Department as a whole is a great boon to the University: it offers vital writing instruction for students across the faculties at UNBC, and the instructors fulfill service positions at every level of the University.

### **Significant Areas of Weakness or In Need of Further Development**

By the end of our informative visit to UNBC's main campus, we were left with the impression that the English Department is in a period of transition brought on by several factors, such as the move to a five-faculty organization of the University, a new provost and fairly new Dean, a few new hires, the dawning realization that retirements of many faculty members are on the horizon, and a new funding model. So many changes at once can be overwhelming and make people feel like they are constantly reacting, instead of planning ahead and choosing a steady path forward. For this reason, we recommend a departmental retreat in which the English faculty members can discuss the above issues, as well as a few more we will list below.

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

We believe that the following recommendations can help the English program at UNBC to continue to thrive in its instructional goals. It is a collegial unit with instructors devoted to its success and that of their students. As we address below, the Department is in a transitional period that has created some issues requiring prompt resolution, but this period can lead to a new approach to, for example, first-year programming, faculty renewal, and Chair term-lengths, all of which promise to make this Department stronger than ever.

### **Summary of the Reviewer's Recommendations**

Recommendation #1: We strongly recommend that the department hold a faculty retreat within the next year to discuss undergraduate programming and departmental service structure, as outlined in the subsequent recommendations in the body of this report.

Recommendation #1b: we recommend to the Dean that the current cut to TA/sessional funding be delayed/mitigated for one academic year to allow the department the time to think about options. Likewise, we recommend the Dean provide some small funds for food or other supports for the retreat.

Recommendation #3: We recommend that the department explicitly discuss at its retreat its first-year programming as whole, considering whether each course currently works well as an entry point into its upper-year programming, and whether more consistency to *stated* expectations should be considered.

Recommendation #4: At the retreat, or separately (depending on time), the department should discuss the feasibility of developing an honours degree, while considering workload as a factor (eg. if a capstone is needed, what forms could it take?)

Recommendation #5: That the English department, Regional Campuses, and FISSSH maintain regular contact to discuss needs and resources regarding teaching for these campuses with an eye to increasing opportunities for Regional Campus students to engage with appropriate English offerings.

Recommendation #6: The department should develop collegially a ranked list of desired areas for new hires, paying attention to areas of disciplinary need as well as areas of pedagogical need and growth, and regularly revisit this list (perhaps once a year) as members are hired, retire, and so on.

Recommendation #7: That among the list of desired hires, 1 position in Writing Studies and 1 position hired jointly with Women Studies or another Interdisciplinary Program be prioritized .

Recommendation #8 (for the Dean and Provost): That English be granted one hire in Writing Studies as soon as possible, in part to help the department and university develop strategies for the writing-education challenges that are only increasing.

Recommendation #9 (for the Dean and Provost): That English be granted an additional hire at the Associate level within the next 3 years, with a preference to someone with departmental administrative experience.

Recommendation #10 (for the Dean and Provost): That, enrollments being maintained or grown, the department's retirements all be replaced within the unit.

Recommendation #11: That the department follow the Faculty Agreement's recommended term limits and develop a system of rotation for the position of Department Chair.

Recommendation #12: That the Department formalize inviting Academic Advisors into 100-level classes, discussing this process as part of the retreat discussion of first-year programming.

Recommendation #13: That the senior administration work with relevant groups to develop a dedicated Writing Centre.

Recommendation #14: That the department discuss any variability in TA and RA workload, with an eye to developing policy if needed to regularize that workload; this could also be part of the discussion of the suggested rethinking of 100-level programming.

Recommendation #15: That the department implement formal group training sessions for all TAs (to be supplemented by individual instructors according to their needs).

Recommendation #16: That the department consider instituting a SSHRC MA CGS application workshop, and possibly start creating a database of successful applications, for fourth-year students considering the move into graduate-level work.

## **Overall Impression of the Summary of Findings and Recommendations from the External Review of Degree Program Report (DEPARTMENT OF ENGLISH)**

The Department of English met on June 26, 2023 to discuss many of the recommendations in the external reviewers' Degree Program Report. Further discussions will occur via email and during a half-day retreat in August. We appreciate the efforts of Dr. Michelle Faubert (University of Manitoba), Dr. Jason Haslam (Dalhousie University) and Dr. Jennifer Hyndman (UNBC) who met with faculty, students, staff and administrators during two days of meetings.

We want to acknowledge the reviewers' appreciation for the Department of English as a "thriving, motivated scholarly community at every level" (19) and their comment that the department is "a great boon to the University" since "it offers vital writing instruction for students across the faculties at UNBC" (2). They took note of the fact that "instructors fulfill service positions at every level of the University" (2). Their recommendations reflect their careful consideration of departmental strengths and challenges.

Below are the responses of the English department to the reviewers' recommendations (in italics). Some of these recommendations will also require responses from Dr. Kriston Rennie, Dean of FISSSH, and in some cases, the Provost (Dr. Wendy Rodgers); we invite them to add their comments in order to assist in the development and implementation of our recommendations.

**Recommendation #1:** *We strongly recommend that the department hold a faculty retreat within the next year to discuss undergraduate programming and departmental service structure, as outlined in the subsequent recommendations in the body of this report.*

The department had a meeting on June 26 to discuss most of these recommendations. Our half day retreat on August 14 from 10-2 pm will allow us to formulate more concrete plans with respect to curriculum development and the action plans for other recommendations.

**Recommendation #1b:** *we recommend to the Dean that the current cut to TA/sessional funding be delayed/mitigated for one academic year to allow the department the time to think about options. Likewise, we recommend the Dean provide some small funds for food or other supports for the retreat.*

The department felt very strongly that the reduction in the TA budget will present challenges for our first year instructors charged with teaching a large number of students. At the time of this writing, ENGL 100 (Fall 2023) is full with 90 students with a waitlist, and ENGL 104 is almost at capacity with 82 students. *These numbers exceed numbers for first year courses offered by every other FISSSH department except for First Nations Studies (FNST 100).* Additional funds for both of these Fall courses are essential given the amount we received for our previous TA allocations (we request 2 positions X 160 hours each for ENGL 100 (instead of the current allocation of 1 position at 160 hours), and we would ask for the same consideration (or something very close) for ENGL 104, especially since our incoming instructor for ENGL 100 is

a recent Ph.D who will be teaching a large class like this for the first time. There is also the matter of dealing with the additional workload involved in managing assignments that may involve academic misconduct (plagiarism and unauthorized ChatGPT/AI use). Our instructor for ENGL 104 will also be handling a larger class for the first time and will potentially have to deal with an increase in academic misconduct cases as a result of AI use for assignments. Furthermore, both instructors will need to train their TAs how to identify and respond to these matters as well. This will require assigning TA hours beyond the previous number of hours allocated for class preparation and grading.

In terms of hiring for ENGL 170, there was considerable surprise among the university community that we were not permitted to offer ENGL 170 over the spring or summer. This course always generates full classes, and students (including international students who are very interested in taking the course or repeating the course during intersession) were not well served by this curtailment.

The department agrees with the reviewers' recommendation that the Dean "*provide some small funds for food or other supports for the retreat.*"

**Recommendation #2** (missing in the reviewers' summary of recommendations)

*That the department consider, at its retreat, restructuring English 170 as a larger lecture-plus-tutorial course. Items to consider would be: what size is functional for the lecture (we suggest 60 as a functional model); what the budgetary/programming implications would be (could a larger portion of 170 be taught by full-time members under this model without affecting majors programming?); and what formal TA training could be implemented (as part of their program's professional training and as part of their contracted hours)*

The department still favours the continuation of the current model for delivering ENGL 170 because the standard for delivering writing courses in classes across Canada consists of sections with a cap of 20-25. At 30 students per section, our class sizes already exceed best-practice recommendations. We discussed the reviewers' recommendation that we restructure ENGL 170 as a lecture course to be taught 1.5 hours per week by a new (continuing) instructor; we suggest lectures of 60 students each semester (as recommended by the reviewers) with several tutorials each semester (30 students per tutorial.) If a sessional teaches the tutorials, each tutorial would be 1.5 SCH or 1.5 hours per week) per semester covered. The department does not support hiring TAs for this model since most do not have the necessary skills or experience and there are workload/hour limitations for TAs.

One question that was raised was whether ENGL 170 would have to be offered exclusively in person unlike the existing model which allows for greater flexibility for in person and online instruction. Spring or summer delivery of ENGL 170 could still continue via the cost recovery mode with the 30 person limit unless a different model is developed for intersession courses.

The 2024/2025 format for ENGL 170 needs to be decided by the end of December 2023, along with the urgent hire of a writing studies faculty member/coordinator in order to facilitate course

scheduling in February 2024. If none of the above recommendations are accompanied by a budget for a widescale delivery of ENGL 170, then the department will consider offering ENGL 170 as a signature course for English majors only.

**Recommendation #3:** *We recommend that the department explicitly discuss at its retreat its first-year programming as whole, considering whether each course currently works well as an entry point into its upper-year programming, and whether more consistency to stated expectations should be considered.*

Curriculum changes will be discussed further at our August retreat. Initial thoughts included the proposed deletion of ENGL 102 (Poetry) and ENGL 103 (Fiction) since they have not been offered regularly. We have a fiction course at the second year level, and poetry is offered in other first year and second year courses. ENGL 100 (Introduction to Literary Structures) primarily fulfills the literature stream for majors and interested non-majors, and ENGL 104 (Introduction to Film) reflects current popular and academic interest in visual media. ENGL 120 (Indigenous Literature) was added as one way to access the English major and as a way to decolonize the English major. Retaining it as a first year course increases the visibility of Indigenous literature for first year students and reflects the department's interest in fostering reconciliation efforts. Faculty agreed that ENGL 170 should be part of the curriculum, subject to adequate funding, but it should not be used as a first year course to enter the rest of the English major.

We discussed highlighting different streams. Theory courses could be included in the literature and film pathways.

1. Literature stream ENGL 100, 211, 212, literary period, special topics courses
2. Creative writing/writing stream? 100/120/170, 271, 470, 471, plus literature requirements
3. Film/TV/ Cultural Studies stream? 104, 209, 309, 409, plus literature requirements

We will discuss this further at August retreat.

**Recommendation #4:** *At the retreat, or separately (depending on time), the department should discuss the feasibility of developing an honours degree, while considering workload as a factor (eg. if a capstone is needed, what forms could it take?)*

Faculty briefly discussed the feasibility of offering an honours degree and whether we have the capacity to offer an honours degree when we also have increasing demand to deliver a graduate program. This would depend on how an honours degree is structured. More faculty appeared to be in favour of an honours degree without a capstone course/essay/project. Entry into the honours program would require a high GPA (to be determined). Faculty had more concerns about supporting an honours degree with a capstone project (essay or creative project), but if the annual numbers of students completing the capstone course remained small, it might be feasible. We need to look at other honours programs at UNBC and elsewhere.

**Vancouver Island University** has the following model with a capstone course:

VIU: Students must also fulfill all [1st and 2nd year requirements of the B.A. Major in English](#), and the courses listed below:

Years 3 and 4

*Forty-two* credits of English courses numbered [300](#) or above, including:

Example of a capstone from VIU

### ENGL 490 (3) Capstone Project

An extended written project developed in consultation with a supervisor. The project may take the form of a traditional essay; however, it may also take a non-traditional form, such as a digital blog or multi-media portfolio. For information, consult the English Department Chair. (3:0:0)

<https://www.viu.ca/programs/arts-humanities-social-sciences/english-ba>

**Recommendation #5:** *That the English department, Regional Campuses, and FISSSH maintain regular contact to discuss needs and resources regarding teaching for these campuses with an eye to increasing opportunities for Regional Campus students to engage with appropriate English offerings.*

Many English courses are offered online and therefore offer opportunities for regional students to take our courses. We may wish to explore whether we should develop ENGL 211, 212 and perhaps ENGL 300 as online courses for regional delivery to allow students to complete these degree requirements and their degree exclusively online. What are the current budgets for regional delivery if that includes any in person component? The WWNI is offering more English courses perhaps because of recently approved degree programs. How should the English department be involved in planning? What input should the Dean have? Should different sections of online courses in various regions be offered in the same semester under the same number? Do non- WWNI students always have access to WWNI courses? Most of the English department's contact outside of Prince George has involved conversations with the Northwest region's liaison, Melinda Bahr and with Dr. Deanna Nyce. It isn't entirely clear what Bruce Denis' role is in terms of regional operations since he has not been part of academic discussions. We need more information about the availability of a regional budget and regional needs in order to offer courses, including the proposed 2024 Haida Gwaii summer program.

**Recommendation #6:** *The department should develop collegially a ranked list of desired areas for new hires, paying attention to areas of disciplinary need as well as areas of pedagogical need and growth, and regularly revisit this list (perhaps once a year) as members are hired, retire, and so on.*

As the reviewers indicate, faculty retirements over the next few years mean that there is “pressing importance” for “at least one new hire in the next 2-3 years, preferably at the junior Associate level” and a plan to hire into the future (including someone in the field of Writing Studies or Composition) to help with the “potential reformation and teaching of ENGL 170” (12).

Department members noted that we have lost capacity for film/tv studies, and fantastic literature/science fiction with Dr. Stan Beeler’s retirement. We have also lost Creative writing expertise and American literature expertise with Dee Horne’s retirement, although Kristen Guest has offered to teach American literature. Across English departments in Canada, Creative Writing courses are attracting students and growing in popularity so this area should be given serious consideration.

Future hiring priorities:

1. Writing position at Associate or Entry level
2. Film studies at Associate level perhaps with another area like Women’s Studies/Gender Studies?  
or  
Creative Writing  
Or Medievalist

**Recommendation #7:** *That among the list of desired hires, 1 position in Writing Studies and 1 position hired jointly with Women Studies or another Interdisciplinary Program be prioritized.*

We believe that retirements over the next few years will require up to 3 new positions, and the department will discuss how to prioritize these at our August retreat.

**Recommendation #8** *(for the Dean and Provost): That English be granted one hire in Writing Studies as soon as possible, in part to help the department and university develop strategies for the writing education challenges that are only increasing.*

As the reviewers emphasize in their report, “the University must have a plan to teach writing to all of their students, as it is a basic skill that should be a part of every undergraduate program” (8). There is urgency associated with this because the current budget for ENGL 170 ends with the Winter 2024 semester (April 30). The sooner the individual is hired, the sooner planning for the ongoing delivery of writing courses at UNBC and any modifications can begin. The first steps for the 2024/25 format and delivery for ENGL 170 need to be discussed by end of September, and if a Writing Studies faculty member is hired by December 2023, they could contribute to further planning of workload assignments and course scheduling in February 2024.

This position could be a tenure-track position or a teaching only, senior continuing instructor position. The department’s preference is for a continuation of the current model for ENGL 170 (with 30 students per section) but we have been discussing the possibility of restructuring ENGL



170 as a lecture course to be taught by this new hire with tutorials staffed by sessionals? Or TAs) if no funding available for the existing model.

**Recommendation #9** (for the Dean and Provost): *That English be granted an additional hire at the Associate level within the next 3 years, with a preference to someone with departmental administrative experience.*

(see recommendations 6-8) Hiring someone at the Associate level with administrative experience would bring in someone who could take on leadership roles in the department and the university as a whole, since faculty at the full professor level will retire over the next few years.

**Recommendation #10** (for the Dean and Provost): *That, enrollments being maintained or grown, the department's retirements all be replaced within the unit.*

The department fully supports this recommendation but may be interested in exploring a joint appointment for one of its hires with another department (e.g. Women's Studies/Gender Studies?) It wasn't clear to the department whether a joint hire would be in addition to future retirement replacements.

**Recommendation #11:** *That the department follow the Faculty Agreement's recommended term limits and develop a system of rotation for the position of Department Chair.*

Faculty are supportive of rotating the Chair's position. Several faculty expressed a willingness to serve as Chair in some capacity. If an acting Chair is required for a transitional period, one model could involve having co-Chairs serve in the role. There was a precedent for co-Chairs in the School of Education.

**Recommendation #12:** *That the Department formalize inviting Academic Advisors into 100-level classes, discussing this process as part of the retreat discussion of first-year programming.*

Faculty supported inviting Academic Advisors into 100 level courses. This could occur a few weeks into the beginning of each term for both in person and online courses.

**Recommendation #13:** *That the senior administration work with relevant groups to develop a dedicated Writing Centre.*

The English department is interested in investigating the merits of a Writing Centre and the department's role in the centre. There is a preference for continuing to offer ENGL 170 as an English course, but there are certainly some advantages involved in building infrastructure for a Writing Centre that serves a range of university writing needs whether these are part of a course or other kinds of tutoring (employment for students, TAs? Sessionals; services for international and Indigenous students). Examining existing Writing Centres and their components would be a useful start. The English department would need to know how we would be involved in this centre. It is important that the Writing Centre be a part of the English Department; writing is an academic discipline and would need the department to guide its mandates, scholarship, and learning outcomes.

**Recommendation #14:** *That the department discuss any variability in TA and RA workload, with an eye to developing policy if needed to regularize that workload; this could also be part of the discussion of the suggested rethinking of 100-level programming.*

Every TA position will have some variation in workload. The total number of hours for TA contracts often differ depending on the course enrolment. There appears to be some variation in faculty expectations for attendance requirements, which may not leave enough time for TAs to mark assignments. The TA workload document lists the number of hours assigned to various tasks and faculty members have some discretion in terms of how they allocate these hours. RA workload can also vary depending on the funds a faculty member has available. In general we do not recommend students take on more than 10-12 hours of work per week but some students choose to accept more than one contract per semester. We have discussed a lecture and tutorial model but if TAs are busy teaching tutorials, there will be significantly less time for them to grade assignments, and now with concerns regarding AI/ChatGPT, they require even more time for the grading portion of their assistantship.

**Recommendation #15:** *That the department implement formal group training sessions for all TAs (to be supplemented by individual instructors according to their needs).*

We need to discuss this further at the August retreat. If the department agrees that “formal group training” by the department should be mandatory, it would likely have to be part of the TA contracts. It is difficult to “supplement” training once hours have been listed in the TA workload agreement at the beginning of the semester. Asking students to voluntarily attend extra workshops could be problematic, however. Fewer hours would likely be allocated for marking if we require attendance at every class in addition to TA workshops offered by English department instructors. One way around this is to make the case for extra TA hours for each contract to accommodate a training session at the beginning of the semester and perhaps a midsemester training session as well.

**Recommendation #16:** *That the department consider instituting a SSHRC MA CGS application workshop, and possibly start creating a database of successful applications, for fourth-year students considering the move into graduate-level work*

This should be part of the responsibilities of the English department’s grad advisor or other faculty working with the advisor (or we thought it could be part of the work of the FISSSH research committee chair). The FISSSH research committee recently attempted to create a FISSSH-wide repository for successful SSHRC applications (which both graduate students and professors would be able to consult), but the initiative was abandoned at the request of members of the FISSSH Chairs’ Council. In his role as Chair of the FISSSH research committee, Dr. Hutchings provided the following summary of the initiative in his November 2022 report to the FISSSH Council:

**“Grant Writing and Scholarship Writing Digital Library Initiative:** After announcing this initiative and seeking feedback at the 6 September meeting of the FISSSH Council, Kevin discussed best practices for data storage with Susie Wilson (UNBC’s Data Services Librarian) and Sharleen Balogh (Office of Research and Innovation), He also corresponded with UNBC’s

Metadata Librarian Geoffrey Boyd, who advised him on the creation of a “sharing agreement” that previously successful grant and scholarship proposal writers would be asked to sign upon donating proposals to the library. Kevin subsequently created a draft sharing agreement document, which committee members edited at our November 1<sup>st</sup> meeting. The resultant document was considered by Dean Rennie and members of the FISSSH Chairs Council at their meeting of 3 November. The Dean and Chairs subsequently advised the Research Committee that the Office of Research and Innovation, not the FISSSH Research Committee, would be best equipped to create such a repository, so the Research Committee has now dropped this initiative.”

Another option would be to simply ask successful students directly if they are willing to share their successful applications with others.

### **Correction of Factual Errors or Areas of Misunderstanding in the Report**

One question that the department raised in relation to the reviewers’ terminology included the reference to the “departmental service structure” (2). Faculty wondered whether reviewers were referring primarily to service in terms of service teaching -- the delivery of ENGL 170 and other first year courses taken by non-majors -- or whether the reviewers were also thinking of departmental service in the form of university and professional leadership positions and committee membership. Based on their recommendations, all of these areas could certainly be considered part of a “departmental service structure.” Some clarification from the reviewers would be helpful if they are permitted to respond.

**Department of English**  
**English (BA Program)**  
**English (MA Program)**

Faculty of Indigenous Studies, Social Sciences and Humanities

**Chair: Dr. Karin Beeler**

**Dean: Dr. Kriston Rennie**

**Provost and Vice President, Academic: Dr. Wendy Rodgers**

**Date UNBC Received the External Review of Degree Programs Report: May 17,  
2023**

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

## Table of Contents

<b>PART 1 – ACADEMIC ADMINISTRATIVE UNIT’S RESPONSE TO THE EXTERNAL REVIEW OF DEGREE PROGRAM(S) REPORT .....</b>	<b>3</b>
<b>I. Overall Impression of the Summary of Findings and Recommendations from the External Review of Degree Program Report.....</b>	<b>3</b>
<b>II. Correction of Factual Errors or Areas of Misunderstanding in the Report .....</b>	<b>3</b>
 <b>PART 2 - ACTION PLAN.....</b>	 <b>4</b>
 <b>PART 3 – DEAN’S AND PROVOST AND VICE PRESIDENT, ACADEMIC’S RESPONSES.....</b>	 <b>6</b>
<b>I. Summary of the Degree Program Review Process.....</b>	<b>6</b>
<b>II. Dean’s Response to the Recommendations and Action Plan .....</b>	<b>6</b>
<b>III. Provost and Vice President, Academic’s Response to the Recommendations and Action Plan</b>	<b>8</b>

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

(August 15, 2023)

*The Academic Unit’s response can be relatively brief.*

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

The Department agreed with many of the reviewers’ recommendations with some qualifications. **A detailed response to every recommendation is attached.** Most of the department’s responses involve changes that can be implemented as part of the department’s regular business, which would also include updates to course descriptions. However, two key areas have been identified in consultation with Dr. Kriston Rennie (Dean of FISSSH) as priorities. **Item 1** is the urgent hiring of a Writing Studies professor/instructor who would be responsible for restructuring and implementing a new way of delivering ENGL 170 (Writing and Communication Skills) and would explore the future of university writing across various areas at UNBC. **Item 2** involves the re-examination of the first-year curriculum and the identification of pathways (literary studies, film/media studies, and creative writing studies) for the BA program.

---

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

No errors were found.

---

## PART 2 - ACTION PLAN

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

<b>UNBC Responses to the External Review of Degree Program(s) Report</b>								
<b>1</b>	<b>Recommendation</b>	That the English Department hire a Writing Studies (tenure-track Assistant professor or continuing senior instructor) with a start date of January 1, 2024) who would be responsible for restructuring and implementing a new way of delivering ENGL 170 (Writing and Communication Skills) by March 2024 and would also explore the future of writing across various areas at UNBC.						
	<b>Action</b>	Advertise a Writing Studies position: Assistant professor level (tenure-track) or continuing Senior Instructor level (depending on teaching workload, administrative and scholarly responsibilities attached to this position).						
	<b>Person(s) Responsible</b>	Chair, Department of English in consultation with Dr. Kriston Rennie (Dean)						
	<b>Target Implementation Date</b>	Ad to be posted in September 2023. Closing date for applications: November 1, 2023. Start date: January 1, 2024.						
	<b>Implementation Details</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">12 month Action Plan Progress Report</td> <td style="width: 50%;"></td> </tr> <tr> <td>24 month Action Plan Progress Report</td> <td></td> </tr> <tr> <td>36 month Action Plan Progress Report</td> <td></td> </tr> </table>	12 month Action Plan Progress Report		24 month Action Plan Progress Report		36 month Action Plan Progress Report	
12 month Action Plan Progress Report								
24 month Action Plan Progress Report								
36 month Action Plan Progress Report								
<b>2</b>	<b>Recommendation</b>	That the English Department re-examine the first-year curriculum and identify clear pathways (e.g. literary studies, film/media/cultural studies, and creative writing studies) for the BA program. Revise course descriptions and think about the curriculum in relation to decolonization and EDI (Equity, Diversity and Inclusion).						

<b>Action</b>	<b>Delete certain first year courses; clarify the key pathways for an English major and revise course descriptions, delete or add courses as required. Revise the BA and MA program calendar sections as required.</b>	
<b>Person(s) Responsible</b>	<b>Chair, Faculty designates (to be determined) as well as the department's Administrative Assistant</b>	
<b>Target Implementation Date</b>	<b>August 31, 2025 for implementation of changes to the major and undergraduate and graduate course descriptions.</b>	
<b>Implementation Details</b>	<b>12 month Action Plan Progress Report</b>	
	<b>24 month Action Plan Progress Report</b>	
	<b>36 month Action Plan Progress Report</b>	

### **FOLLOW UP DATES**

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

- 12 month Action Plan Progress Report: **August 31, 2024**
- 24 month Action Plan Progress Report: **August 31, 2025**
- 36 month Action Plan Progress Report: **August 31, 2026**



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

### I. Summary of the Degree Program Review Process

The external reviewers for the English program, Professors Michelle Faubert (University of Manitoba) and Jason Haslam (Dalhousie University), conducted their formal review at UNBC on April 24-25 2023. Having been provided in advance with the program’s self-study and supporting documentation, the reviewers met over the course of two days with the Provost, myself as the Dean of the Faculty of Indigenous Studies, Social Sciences and Humanities, the English Program Chair (Dr. Karin Beeler), the VP Research, the program’s contributing faculty and committee members, the program’s administrative support staff, some former students, and a few others. The entire review process sought to gather additional context and details around the academic program, its history and development, obtain a clear understanding of its current status and operations, and a thorough appraisal of its structure. Upon completion of the interview process, the reviewers submitted their executive summary to the Provost’s Office on May 17, 2023. After consultation with the English Program members, the Chair submitted her program’s response and action plan to the Dean and Provost on August 18, 2023.

---

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

(Date of the Response: September 11, 2023)

Utilizing UNBC’s provided template, the external reviewers issued a total of 16 recommendations for the English Program, which I have distilled into five thematic areas:

1. Curriculum organization and renewal, especially at the first-year level;
2. Strategic faculty hiring;
3. A reconsidered delivery model for ENGL 170, tied to creating a Writing Centre at UNBC;
4. Funding/resource recommendations for the Program, Dean and Provost; and
5. Support, leadership, and long-term program planning.

The above (and attached) recommendations aim to provide stability and capacity for the English Program, which has long served a pivotal function across the institution, particularly through its curriculum and supervision expertise. As the reviewers noted, the program’s strength lies in its interdisciplinary and collaborative nature, and its relevance to UNBC’s strategic and academic planning goals and priorities.

While the response and proposed action plan focuses on two key action items (outlined in more detail below), it is important to note the steps already taken within the Program as a result of the external review. As the reviewers recommended, a retreat has already been held (August 14) with all program members to enable discussions on first-year curriculum, the possibility of developing an honours degree, the needs and resources for delivery of courses to other campuses, Chair leadership strategy, departmental service structure, among a few other pertinent matters addressed in a number of the reviewers’ recommendations. The conversation around developing an institution-wide Writing Centre is tied to one of the action items, though it requires greater institutional input and planning. Similarly, regional

programming (recommendation #5) is an ongoing and strategic discussion at the Chairs and Faculty level, informing our teaching plans going forward.

---

**RECOMMENDATION #1:** *That the English Department hire a Writing Studies (tenure-track Assistant professor or continuing senior instructor) with a start date of January 1, 2024) who would be responsible for restructuring and implementing a new way of delivering ENGL 170 (Writing and Communication Skills) by March 2024 and would also explore the future of writing across various areas at UNBC.*

**ACTION #1:** I agree and support this recommendation as a priority for the program and the wider university community. Namely, I consider it time-critical to recruit a dedicated and continuing position (tenure-track or Senior Instructor) that would facilitate the implementation of a new ENGL 170 model, in turn benefiting a number of programs and students across UNBC. As the reviewers emphasized in their report, ‘the University must have a plan to teach writing to all of their students, as it is a basic skill that should be a part of every undergraduate program’ (p. 8).

In sum, hiring this dedicated position would help ensure the continued and sustainable offering of ENGL 170 across the institution, in concert with planning for the 2024/25 academic year.

To build on the program’s burgeoning discussions on this subject, I agree with the reviewers’ recommendations to restructure ENGL 170 in a different fashion, as a larger lecture-plus-tutorial course, or possibly as a lecture course to be taught 1.5 hours per week by a new (continuing) instructor, with several tutorials each semester. One cannot be done without the other.

As part of the review and this particular recommendation, I recommend that the Chair and program decide on the preferred instructional model and needs for ENGL 170 in order to guide the faculty hiring process, as well as strategic curriculum and financial planning. It is my recommendation that the subject’s organisational and delivery model be established securely within the program before any hiring process be undertaken.

---

**RECOMMENDATION #2:** *We recommend that the department explicitly discuss at its retreat its first-year programming as whole, considering whether each course currently works well as an entry point into its upper-year programming, and whether more consistency to stated expectations should be considered.*

**ACTION #2:** I endorse this recommendation. In particular, that the English Department re-examine its first-year curriculum and identify clear pathways (e.g., literary studies, film/media/cultural studies, and creative writing studies) for the BA program. The proposed course of action will include: deleting certain first year courses; clarifying the key pathways for an English major; revising course descriptions; revising the BA and MA program calendar sections as required; and, revising course descriptions and thinking about the curriculum in relation to decolonization and EDI (Equity, Diversity and Inclusion). While discussions on this recommendation have already begun, implementation will take shape in the first 12 months, with a view to launching the new model for the 24/25 academic year. The following year would ideally see a revision of the English major with key pathways/courses for different streams, taking into consideration future faculty retirements, future hiring, and any modifications to the proposed strategic plan.

---

### III. Provost and Vice President, Academic's Response to the Recommendations and Action Plan

(October 4<sup>th</sup>, 2023)

---

Thank you to the reviewers, the department, and the dean for their participation in this important activity ensuring the existing and future high quality of programs in the English Department. I have noted and support compliments to the department on its achievements, individually and organizationally. I want to emphasize the important role the department plays to the institution. Such a large institutional role must be recognized and duly supported. The need for the department to consider pan-institutional needs as well as local focused needs is important. I am noting points around predictable and sustainable funding.

I have carefully read the reviewers' report, the departmental response, and the decanal response. I want to underscore the authority and responsibility of the dean and department for a large majority of the recommendations. I broadly agree with the recommendations and note the department has moved quickly to begin discussions in two retreat settings and to work with the dean. I am noting compliments to both the department and dean for their dedication to a collegial and collaborative environment.

As is usually the case, the external committee has made recommendations that have resource implications, in this case enduring resource implications, such as creating new positions in the unit, and creating an institution-wide writing centre/support. Whereas I again broadly support suggestions for growth, recommendations that require acquiring new resources or reallocation of resources will take some time to achieve. I note the need for long term planning of the faculty complement that aligns with the strategic direction and goals of the department. I also note the observations in the on-going work to support a budget model refinement that appropriately supports activities supporting programs outside the focal unit.

I want to point to several recommendations that align well with institutional initiatives including and not limited to:

- Curriculum review – with an eye to ensuring a positive student experience and reasonable workloads for faculty and instructors
- Creative course and program delivery models that improve effectiveness and reach with limited resource implications; managing effective delivery of large enrolment classes
- Stronger connections with campus in Fort St. John, Terrace, and Quesnel and with Indigenous communities
- Increased external and international partnerships, especially that result in collaborative funding and related outputs, and opportunities for learners of all levels
- Growing competitive research funding
- Enhanced internal (and external) communications
- Reducing burdensome administrative structures and processes – and enhancing supports and training for those in administrative positions
- Enhancing graduate student training for teaching and scholarship and grant applications
- Exploring enriched supports for international students

Related institutional initiatives that are still in development that will align with the recommendations and responses include the selection and placement of a Vice Provost Graduate and Post-Doctoral Studies, and a continuing Director of CTLT. These offices can be involved in and take institutional leadership over supporting graduate students in writing and applications for example, and in developing pan-institutional writing strategies or supports, respectively.

I look forward to seeing the Department's continued work on refining its strategic goals and direction. I applaud early efforts to engage in retreats and discussions that will yield the goals and the pathways to achieve them.