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**Faculty of Science**

**FACULTY COUNCIL**  
THURSDAY, DECEMBER 18<sup>TH</sup>, 2015

**Approved Minutes**

**1. Announcements:**

- Surinder Dhanjal – re: **Western Canadian Conference on Computing Education (WCCCE-2016)** hosted by TRU Computing Science on **May 6<sup>th</sup> & 7<sup>th</sup>, 2016**

**2. Adoption of Agenda/Minutes**

**3. Reports**

**i) Senate Report** – David Sheets & Nela Mora-Diez (no report)

Other Senate Committees:

- (a) **Budget Committee of Senate** – Normand Fortier & Dave Tomkins (no report)
- (b) **Senate Educational Programs Committee** – Joanne Rosvick (no report)
- (c) **Senate Teaching and Learning Committee** – Faheem Ahmed & Nancy Van Wagoner (no report)
- (d) **Senate Promotion Committee** – Norm Reed (no report)
- (e) **Senate Accreditation Steering Committee** - Richard Brewster (no report)

**ii) Committee Reports:**

- (a) **MSc Coordinating Committee** – Wendy Gardner (no report)
- (b) **Education Planning Committee** – Eric Littlely (**report attached**)
- (c) **Academic Standards Committee** – Linda Mueller (no report)
- (d) **OL Report** – Bryan Daly (**no report**)
- (e) **Recruitment and Retention Committee** – S. Watson & M. Lemphers (**report attached**)
- (f) **Science Health and Safety Committee** – C. Taylor & M. Lettinga (no report)
- (g) **Steering Committee** – Tom Dorval (no report)
- (h) **Awards Committee** – Nancy Flood (no report)
- (i) **Research Committee** – Sean McGuinness (no report)

**iii) Dean's Report** – Bean Counting, Problem Solving, Planning, and Rumours (no report)

## **REPORTS**

### **Science EPC Meeting Minutes from November 23, 2015 (by: Eric Littlely)**

#### **Certificate in Sustainable Ranching**

This proposal was developed with extensive community consultation in Williams Lake with focus groups involving leaders of the ranching industry acting as an advisory. This program aims to deliver a suite of courses in a block delivery format that will give individuals a background in what it takes to develop a sustainable ranching enterprise. The program does this by examining best practices used in business development, financing, real estate leveraging, and marketing, with what is known about enterprise diversification and property management. In concert with enterprise development, the program will examine the importance of conducting business in a way that ensures environmental sustainability, by examining in depth the principles of maintaining soil and water health, living with wildlife and respecting all aspects of biological diversity. Considerable attention is devoted to the locally relevant challenges of beef and sheep production and the provisioning of food through winter periods.

The Dean of Science has confirmed with Olds College, Alberta, that this certificate, along with the second-level certificate will receive credit recognition into Olds College's Bachelor of Applied Science: Agribusiness.

The program consists of 4 courses (listed below), delivered in a block format. The committee unanimously voted to accept this program proposal.

#### **ASUR 1010 – Introductory Residency Lab (0 credits, 35 hours)**

During this one-week residency, students become familiar with the educational technologies used in the program and are required to demonstrate standard ranch safe operating procedures. Participants tour a variety of ranch sites in the Cariboo-Chilcotin region and explore the historical issues that have shaped the ranching industry. Students discuss the challenges and opportunities that ranchers face in building resilient ranching operations.

The committee discussed the implications of this being a zero credit course. As a cost recovery program, there will be a tuition cost associated with this course, and because of the hours involved in the intensive one week residency, students will be considered full time during the duration of the course. The committee unanimously voted to accept this course.

#### **ASUR 1020 – Sustainable Business Enterprise (9 credits, 288 hours)**

Students build a sustainable business strategy for their ranch, including a strategic marketing and human resource management plan. They also develop skills in enterprise costing, preparing budget projections and management of financial statements. In addition, students explore governance frameworks, government programs, and key success factors for farm/life balance, succession planning, communication, conflict resolution, and crisis management.

This course will use a part time, blended, block delivery combining, face to face theory and labs, along with technology enhanced self-study, group work at a distance, while the field work is accomplished while on their ranch.

The committee unanimously voted to accept this course.

#### **ASUR 1030 – Environmentally Sustainable Ranching (9 credits, 288 hours)**

Students explore considerations and methodology for developing an environmentally sustainable ranch operation. Students develop management techniques to address soil fertility and soil health, riparian and watershed systems, wildlife and predator interactions, and urban and agriculture land interfaces. An appreciation for traditional uses of land by Aboriginal peoples and the legal requirements surrounding traditional-use sites is examined. Students create grazing management plans that demonstrate an appreciation for the importance of biodiversity in a healthy landscape and exemplify pasture stewardship principles for a variety of ecosystems.

This course will use a part time, blended, block delivery combining, face to face theory and labs, along with technology enhanced self-study, group work at a distance, while the field work is accomplished while on their ranch.

The committee unanimously voted to accept this course.

### **ASUR 1040 – Skill Development and Diversification (9 credits, 288 hours)**

In this skills-based course, students explore a variety of techniques commonly used in ranch operations. Students apply skills related to humane animal care, stockmanship and dog training, equipment preventative maintenance, safe operating procedures, and fencing techniques. Additionally, students examine opportunities for diversification, including key success factors and production and income benchmarks for a number of alternative agriculture enterprises.

This program uses a part time, blended, block delivery combining face to face theory and labs, along with technology enabled self-study and group work at a distance, while the field work is accomplished while students are on their ranch or studying with an industry expert.

The committee unanimously voted to accept this course.

**Summary** – the committee expressed admiration and support for this program, commenting that it seemed like a relevant and useful set of experiences for the ranching community in the Cariboo, and beyond.

### **Faculty of Science EPC from December 14, 2015 (by: Eric Littlely)**

**Biol 1040** – this course description is to be amended to add: “Note: Science students do not receive credit for BIOL 1040.” This is to clarify the usability of this course for students contemplating enrolling in this course. The Committee unanimously accepted the proposal.

**Biol 1692** – The prerequisites for this course were to be amended from “Biol 1592” to “Biol 1592 or 1593”, to include the equivalent Open Learning course. This is being done to increase clarity in advance of automated prerequisite checking. The Committee unanimously accepted the proposal.

**Comp 3141** – This Open Learning course was previously approved as a proposal, and now the developed course has returned for final approval. This is an online version of a long-standing face-to-face course. Andrew Park indicated he had read the proposal, and had no concerns with it. The Committee unanimously accepted the proposal.

**Student Recruitment and Retention Committee from Dec. 14, 2015** (by: Sheri Watson/Mike Lemphers)

**Science Info Night Thursday November 26<sup>th</sup>:** Faculty from all areas of Science gave an overview of their program to visiting high school students and their parents followed by a question and answer period. An estimated 120 people attended, and we had 14 sites signed into the live stream including the two classrooms with students at Merritt Secondary and Clearwater Secondary. Thank you to everyone who helped make this event such a success!

**Career Fairs:** Three recent Career Fairs, Nov. 30<sup>th</sup> in Abbotsford, Dec. 1<sup>st</sup> in Kelowna and Dec. 9<sup>th</sup> in Kamloops were all very well attended. At each Career fair information about TRU and our Science programs were given to students from grades 9-12 (mostly Gr. 11 students). Thank you to Janice Karpluk for your help at both the Abbotsford and Kamloops Career fair and to Dan Bissonnette, Christine Petersen and Sheri Watson for also helping at the table in Kamloops.