

Minutes of the BC Environmental Articulation Committee Annual General Meeting May 3 to 5, 2022

Attendance

1 John Irwin	online	Alexander College
2 Chris Ayles	online	Camosun College
3 Reto Riesen	in-person	Coastal Mountain College
4 Ken Shaw	in-person	Coastal Mountain College, host
5 Shona Lawson	online	College of Applied Biology
6 Katie Burle	online	College of the Rockies
7 Elinor Matheson	online	Douglas College (Earth Sciences Associate of Science)
8 Siohban Ashe	in-person	Douglas College (Geography and the Environment Associate of Arts)
9 Andrew Egan	in-person	Langara College
10 David Tracey	in-person	Native Education College
11 Arthur (Gill) Green	online	Okanagan College Environment and Geography
12 Matt Dodd	in-person	Royal Roads University
13 Robert Macrae	in-person	Selkirk College, committee chair
14 Margaret Schmidt	online	Simon Fraser University
15 Paul Kingsbury	online	Simon Fraser University
16 Yuan Chen	online	UBC Okanagan
17 Tara Ivanochko	in-person	UBC Vancouver
18 Stephen Dery	online	University of Northern British Columbia
19 Stefanie Duff	in-person	Vancouver Island University
20 Stefania Pizzirani	regrets	University of the Fraser Valley

Location: Coast Mountain College (CMTC), Prince Rupert campus, hosted by Ken Shaw, instructor and program co-ordinator for the CMTC Applied Coastal Ecology program, 353 5th Street, Prince Rupert, BC, V8J 3L6

Minutes: recorded by Robert M. Macrae

1. **Welcome.** Reto Riesen provided a warm welcome from the faculty of the Coast Mountain College Applied Coastal Ecology program.
2. **Attendance:** See the table above.
3. **Minutes from previous meeting:** Given the BC EAC meets once annually, minutes are distributed following the meeting for review. Once the minutes are finalized, they are submitted to BCCAT to be posted on the BCCAT web site. The minutes from the 2021 BC EAC AGM were reviewed and posted on the BCCAT web site in 2021.
4. **Agenda:** On the afternoon of May 3 there was a tour of the CMTC Prince Rupert campus including the ACE program's new equipment room currently being filled with equipment. Those who attended in-person joined for dinner at the Fukasaku restaurant for an "omakase" or chef's choice five course Japanese dinner. Fukasaku features sustainably and locally harvested fish.

The business meeting began on Wednesday May 4 with institutional reports presented either online or in-person. Institutional reports were presented in the order listed in the minutes.

On May 5 there was a field trip to tour Lucy Island, a provincial park and field school site for the ACE students. It was a fascinating excursion where we hiked the boardwalk transecting the island, saw the flora and fauna, and discussed work issues with colleagues.

5. Members' Reports:

Full copies of the reports are posted on a shared Google drive sub-folder: BC EAC AGM reports\2022. Highlights are included in the minutes. All members are thanked for their reports and participation.

- a. Paul Kingsbury (Simon Fraser University) submitted an electronic report that has been posted on the shared drive. Among the highlights and initiatives:
 - i) The School of Environmental Science (SES) has created two new concentrations: Environmental Archaeology and a General Concentration. SES has created three new courses – EVSC 320 “Watershed Ecology,” EVSC 445 “Environmental Data Analysis,” and EVSC 460 “Ecogeomorphology” which are currently going through approval.
 - ii) The Department of Geography, has created a Minor in Climate Change and Society, a new Major and Minor in Urban Change, and a new course GEOG 340 “Geography of Wine.”
 - iii) The School of Resource and Environmental Management (REM) has revised its Sustainable Business Joint Major (with the Beedie School of Business) which incorporates new and existing REM, Planning, and Sustainable Development courses.
 - iv) SFU is providing financial support for faculty course revision to place an emphasis on Indigenous knowledge and perspectives.
 - v) The Faculty of Environment is working with SFU’s Office of Sustainability to develop a new certificate in Climate Change Leadership.
- b. Tara Ivanochko (Department of Earth Ocean and Atmospheric Science (EOAS) UBC-V): A Powerpoint report was submitted and is posted on the shared drive. Among the highlights and initiatives:
 - i. Response to the UBC's Climate Emergency Declaration (<https://climateemergency.ubc.ca/>):
 1. An 18-credit Climate Studies and Action Certificate, with a strong focus on the Climate Emergency and Climate Justice, is being introduced as an option for all students at UBC. A compressed option is available for transfer students joining UBC in 3rd year.
 2. Naomi Klein and Avi Lewis have been hired as instructors in Geography. Naomi is founding co-chair of the new UBC Centre for Climate Justice (with Candis Callison - Journalism). Both the certificate and the Centre arise from UBC's Climate Emergency Declaration. The pilot Climate Change Research Symposium is being annualized and expanded to include faculty outside EOAS.
 - ii. Following from our COVID experience, and relating to a new departmental initiative to review experiential learning and to indigenize our offerings, updates the Geology and other EOAS field school's are underway.

- c. Siohban Ashe from the Douglas College Associate of Arts degree in Environmental Studies deferred to Mike McPhee's report. Highlights of the report are:
- i. LENS – Leadership in Environmental Sustainability Certificate is a new program in Environmental Sustainability going through approval for implementation next year. LENS will involve designated courses, volunteer and/or work component, and capstone project.
 - ii. The Urban Challenges Forum is a popular, faculty led series of talks sponsored by Douglas College, SFU Urban Studies and the City of New Westminster open to the public. Talks have dealt with issues such as climate change, public transportation and local food.
 - iii. The Douglas College Faculty Association last year established a committee to engage the College community in addressing the climate emergency through awareness, education and policy change.
 - iv. Douglas College's Strategic Plan 2020-2025 includes initiatives around environment and sustainability.
 - v. A new building is being planned across the street from the existing New Westminster campus intended to be a green building.
 - vi. The Douglas College Institute of Urban Ecology offers free garden seeds and asks participants to collect seeds when harvesting the plants for future exchanges.
- d. Elinor Matheson (Douglas College Environmental Science Associate degree). An electronic report was submitted and is posted on the shared drive. Among the highlights and initiatives:
- i. Most Environmental Science Associate degree graduates transfer to degree-granting institutions, primarily SFU, but Douglas College is interested in further course and program-level transfer opportunities for our students.
 - ii. Through the Douglas College Credential Program (Continuing Education), a Practical Energy and Advanced Knowledge – Buildings Certificate (PEAK-Buildings) trains building-sector workers in building science, energy efficiency, and environmental sustainability practices. Courses are in progress of aligning with BC Housing's Continuing Professional Development program for builders, contractors, and developers.
 - iii. The Institute of Urban Ecology continues to deliver environmental workshops to local youth in Vancouver area schools. The UNIBUG program engages community volunteers to monitor, and enhance habitat for, beneficial insects in home and community gardens.
 - iv. EAES 1207 (Intro to Environmental Science) is popular, with two sections in the fall and winter semesters, and plans to offer one section in the summer semester. This is a first-year introductory course with labs and a day-long weekend field trip where students gather data for their final term project: a terrestrial ecosystem map of the field site. Our current field trips take us to Burns Bog and Boundary Bay salt marsh (Delta, BC) in the fall with a focus on outer bog and salt marsh ecosystems, and to tæmîxwtæn/Belcarra Regional Park (Belcarra, BC) and Noons Creek (Port Moody, BC) in the winter with a focus on temperate rainforest and estuary ecosystems.

- v. One challenge associated with the field trips is that we would like to dig a soil pit to allow students to characterize the soil at the main field trip site in each semester (Boundary Bay and tæmtæmíxʷtæn/Belcarra Regional Park). We have permission to dig a pit at Boundary Bay in the fall, but tæmtæmíxʷtæn/Belcarra Regional Park is a protected site because of its importance to First Nations, so we cannot dig there. We are investigating other local forest ecosystems (preferably within an urban setting) where it is permissible to dig a soil pit in the Lower Mainland area of SW BC.
 - vi. We have been granted the opportunity to learn about the Indigenous history of the region through guest speakers on our field trips. We have learned from Tasha Faye Evans about the use of Saymahmit (the Port Moody part of the Burrard Inlet) by First Nations, about the struggle for the Kwikwilem people and the coho salmon as a result of the damming of the Coquitlam River and about the house post project based near the Noon's Creek Hatchery. We have learned from Lori Snyder about medicinal, edible and other useful plants found in and around Burns Bog. We anticipate cultivating these relationships and forming new ones in the coming years.
- e. Matt Dodd (RRU). An electronic report was submitted and is posted on the shared drive. Among the highlights and initiatives:
- i. Royal Roads University offers three undergraduate programs within the School of Environment and Sustainability: Bachelor of Science in Environmental Science (BSc-ES), Bachelor of Arts in Environmental Practice (BAEP), Bachelor of Science in Environmental Practice (BSEP)
 - ii. The BSc-ES is degree completion program delivered in two options – a 12-month on-campus option or as a two-year blended program combining short on-campus residencies with distance course work. There were no major changes to the curriculum this past year. Students in the 12-month on campus option complete a major project in applied research on behalf of a sponsor. The major project is a key component of the program and serves the main integrating activity to assist students in developing their competencies in environmental sciences through the application of knowledge, skills, and values; synthesis; and effective communication. Students identify and diagnose a real-world environmental science-related problem, design and conduct field procedures, apply their qualitative and quantitative analytical and decision-making skills, conduct project budgeting and financial reporting activities, integrate materials they have learned in different courses, and bring their work to a successful conclusion in a formal report and public presentation. This year's projects addressed: Sources of Microplastics in Municipal Wastewater, Mary Lake Nature Sanctuary - Lake Stewardship Project, Healing City Soils, Healing City Soils: Ground Beneath Our Feet Pilot, and Biodiversity Map of Royal Roads University Grounds.
 - iii. The Bachelor of Arts in Environmental Practice/ Bachelor of Science in Environmental Practice (BAEP/BScEP) program are 60-credit online undergraduate degree completion programs offered as either the Bachelor of Arts or the Bachelor of Science. Both programs are coordinated by the Canadian Centre for Environmental Education (CCEE), which is a partnership of Royal Roads University and Environmental Careers Organization of Canada (ECO Canada). These programs follow the objectives of the CCEE programs where the curriculum addresses the academic support and knowledge requirements underpinning the National Occupational Standards defined for professional certification. The programs are structured on required core courses with options reflecting the three areas of employment; Environmental Protection; Conservation and Preservation of Natural Resources; and Environmental Sustainability. This programs flexibility allows

students to personalize their learning experience based on their personal and professional interests.

- iv. The BEP curriculum aligns with established environmental career paths and fulfills the academic requirements for Environmental Professional (EP) certification consistent with National Occupational Standards. Upon graduation, students are eligible for certification as an Environmental Professional in-training (EPt).
 - v. Royal Roads University offers seven graduate programs within the School of Environment and Sustainability: Graduate Certificate in Environmental Education and Communication (Blended), Graduate Diploma in Environmental Education and Communication (Blended), MA in Environmental Education and Communication (Blended), MA in Environment and Management (Blended and On Campus), MA in Environmental Practice (Online), MSc in Environment and Management (Blended), MSc in Environmental Practice (Online), Doctorate in Social Sciences
- f. Andrew Egan (Langara College): An electronic report was submitted and is posted on the shared drive. Among the highlights and initiatives:
- i. Staffing: • ENVS 2100 – CityStudio – Andrew Egan was rehired to co-instruct with Mike Smith-Cairns and for • ENVS 2470 – Field School – Johanne Penafiel (Chemistry) and Chris Martin (Biology) co-instructed with Mark Smith (Geography and Geology).
 - ii. • Coordinator – Andrew Egan’s tenure ends May 2022, incoming Coordinator TBD
 - iii. The 2021/22 academic year saw a return to face-to-face instruction which was met with mixed results. Some ENVS courses saw a decrease in enrolment, especially domestic, likely due to a preference for online learning coupled with a relaxing of work restrictions related to the COVID-19 pandemic. The reduction in international student program course enrolment continued. There may be an association with a lag from the 2020/21 travel-ban. Perhaps, students are maximizing their online course enrolment potential prior to attending specific in-person courses.
 - iv. The ENVS program completed the provincially mandated Program Review and developed an Action Plan. Recommendations include a major revamp of program curriculum, developing a first-year sustainability course, enhancing community partnerships, expanding communications and marketing plans, and additional administrative support.
 - v. Langara’s ENVS Program received a donation to create a new scholarship; the \$1500 will be distributed annually in the spring semester to a student engaged in the fields of sustainability and environmental stewardship.
 - vi. The ENVS 2100 City Studio course groups won first and second place at the 2021 fall Hubbub event, the projects were focused on repurposing laneways as social space and incorporating recycled materials in the construction of bioswales.
 - vii. ENVS 2470 returned to Still Creek and completed their year of environmental monitoring. The baseline data analysis and Still Creek “health” report will be completed over the upcoming summer.

- g. Stefanie Zaklan Duff (VIU) reported on the environmental programs offered at Vancouver Island University (VIU) using a Powerpoint presentation. The presentation was submitted as a pdf file and is posted on the shared drive. Among the highlights and initiatives:
- i. VIU offers a range of programs within the Faculty of Science. A handful have an environmental focus: Geology, RMOT (Resource Management Officer Training), Biology, Chemistry (with Green Chemistry as a new major, minor, faculty and new building), and Fisheries and aquaculture. Some programs are two year diplomas that transfer into advanced certificates and degree programs while others are four year degree programs.
 - ii. The Fisheries and Aquaculture program is a two year Diploma program delivered in a cohort model over two academic years (72 credits) with an enrolment of 15-20 students. There is also a one year post-degree diploma, where students with a BSc pick from the Fisheries and Aquaculture and other courses for a total of 36 credits completed in one academic year. Courses include: Autotrophs (mainly aquatic – kelp, micro-algae, growth, ID, lab and lecture), Fisheries (lecture), Ichthyology (lecture, ID lab), Invert zoo (lecture, lab – mainly outside), Invertebrate larval rearing (spawning and growing invertebrates and live food for fish), Fish health (lecture, lab – how to recognize a healthy and non-healthy fish), Hydrology, Environmental observation skills.
 - iii. Fisheries and Aquaculture students complete Applied skills courses such as Stream walks, Excel spreadsheets, Saltwater systems, Growing micro-algae, Fish health, Aquaponics, and sturgeon.
 - iv. Fisheries and Aquaculture students complete off-campus courses such as practicums where students spend one day a week off campus at rotated sites. Sites include environmental consulting firms, fish farms, Deep Bay Field station, Bamfield Marine Science Station etc.
 - v. The Deep Bay research facility runs an oyster breeding program and is open for educational programs.
 - vi. VIU is considering a BSc in the Environment.
- h. Robert M. Macrae (Selkirk College) attended in-person and shared a Powerpoint presentation using images submitted by students from an outdoor, COVID-safe, final examination. The exam was delivered as an orienteering course. Rob demonstrated his newly acquired skill of adding a music track to a Powerpoint presentation as an example of how we've adapted our instruction during a pandemic.
- i. Dr. Arthur Gill Green Okanagan College Geography, Earth and Environmental Science Department attended online and reported on the OC GEOG EES general Associate of Arts or Associate of Science programs. The report is posted on the shared drive. Among the highlights:
- i. Based on feedback, OC will explore aligning at least one of the Environmental Studies Diploma programs with the BC Institute of Agrologists technical agrologist (T.Ag.) requirements so graduates can immediately apply for T.Ag. credentials.
 - ii. OC continues to maintain block transfers to several BC universities.

- j. Stephan Dery of the University of Northern British Columbia (UNBC) Environmental Science program now part of the Faculty of the Environment attended online and submitted an electronic report that is posted on the shared drive. Among the highlights and initiatives:
- i. UNBC has a new academic structure as of 1 April 2021 with five new Faculties replacing two Colleges and Dr. Pete Reiners as the new Dean as of January 2022. Dr. Geoff Payne has officially been named President of UNBC after several years of being Interim President. Aman Litt is the new Vice-President of Equity, Diversity and Inclusion.
 - ii. The Geography & Environmental Sciences programs have joined to form the Department of Geography, Earth and Environmental Sciences within the new Faculty of Environment. Dr. Gail Fondahl is the Acting Chair. Dr. Mike Rutherford is retiring on 30 June 2022 and a new faculty member with a background in soil science is being recruited with start date slated for 1 July 2022.
 - iii. There have been minimal revisions to the BSc over the last year.
 - iv. Course and Degree Enrolments: Students taught in ENSC courses during the 2021/2022 academic year – 208.
 - v. Degrees granted in May 2021 – BSc: 10, MSc: 2, PhD: 5
 - vi. Majors in September 2021 – BSc Environmental Science: 49
 - vii. Minors in September 2021 – Environmental Science: 7; Aquatic Science: 2; Atmospheric Science: 6; Soils & the Environment: 2; Double minors: 2
 - viii. Graduate students associated with Environmental Science – MSc: 5, MNRES: 0, PhD: 3
 - ix. Opportunities: new synergies with our Geography colleagues for course delivery and new course development; new Faculty of Environment offers opportunities for all environmental-type programs/courses/researchers.
 - x. Challenges: COVID-19 impacts on teaching, learning, future planning, reduction in enrolments
- k. Chris Ayles Acting Chair of the Camosun College Environmental Technology program attended online and submitted an electronic report that is posted on the shared drive. Among the highlights and initiatives:
- i. Our beloved ET program is in a state of major flux. Camosun's administration suspended the ET program last year to allow for a major program revision. The revision's mandate is to reduce the ET program from three to two years with the goal of boosting enrolment. There was talk of laddering to a 3rd year certificate, and 4th year degree. Since September, faculty have devoted many hours to this revision but progress has been difficult. New constraints have emerged. Sadly, it looks like we will no longer be able to offer our signature small-group field experiences such as field camp. Budget is a driving factor, but not the only one. We were unable to propose a mutually agreeable new program by the November deadline, resulting in another year of suspension for 2022-23. Presently, administration is reviewing our 11th program draft. We hope it will be tentatively approved this spring so we can proceed with external consultation and curriculum development.

- ii. Being suspended, we have few students. There was no 1st year intake, and the 2nd and 3rd year cohorts are small, due at least in part to the pandemic. Those students are doing well, and the 3rd years have just begun a promising set of capstone research projects on topics such as solar energy, wildfire mitigation, remote observation of heron nests, stream habitat assessment and native plant garden restoration. It was a pleasure to be teaching face-to-face this year, albeit masked.
 - iii. We have had several faculty retirements. Our long-time program chair, Steve Gormican rode into the sunset in March. David Blundon, Tim Elkin and Annette Dehalt are completing part-time post-retirement contracts and will be fully retired by the end of next year. Emrys Prussin took over from Trisha Jarrett as chair, but promptly went on parental leave this winter to look after his first child, Brynn, leaving me as acting chair. Steve Hann and Tony Dorling (program assistant) remain. We welcomed Kirk Hart to teach our vertebrate and invertebrate diversity classes this past winter.
 - iv. Tangential to ET, Ian Browning and I have been chairing an unofficial group called the Camosun College Climate Coalition (C4). C4 brings together faculty, staff and students who want to see increased climate action at our institution. While ET program revision has struggled to launch, C4 has been very successful. Over two years, we have convinced the Board of Governors to declare a climate emergency, and to their credit, they are pressing administration to back that with real action on fronts such as buildings, education and partnerships. C4 is being consulted regularly, and we look forward to seeing progress in the near future. Hopefully, this new momentum for sustainability will put some wind in the sails of ET, which remains Camosun's sole dedicated environmental program.
- I. Katie Burles (College of the Rockies, CotR) attended online. Katie presented a report but there is no electronic report.
 - m. Ken Shaw (Coast Mountain College, CMTN): presented an oral report. Among the highlights and initiatives:
 - i. The ACE program focuses on streams, coast and near shore ecosystems. It has received over \$300,000 in grants that can be used for capital equipment and program supplies. 50% of instructional time is either outside or in labs. 75% of the ACE students are international. The program review was completed and Coast Mountain College is currently implementing recommendations. The ACE program has partnerships with the Port of Prince Rupert and the federal Department of Fisheries & Oceans. The ACE program is currently reviewing eligibility of its graduates for professional biologist status.
 - n. David Tracey of the Native Education College (NEC) reported on the nine month Indigenous Land Stewardship Certificate (ILS) program which began its third academic year in September 2021 with 16 students, divided into two cohorts: in-person in the NEC Vancouver longhouse or online with courses delivered asynchronously using the same curriculum and weekly schedule. The program may be completed on a full or part-time basis. It has block transfer agreements with CapU, KPU, UBC, and SFU.
 - i. Online students cite varying reasons for their choice: lack of affordable housing in Vancouver, the option to keep day jobs while studying part-time. Effort developing the ILS online program proved useful during Covid outbreaks when in-person instruction was suspended. With content prepared for online delivery, faculty and students managed the shift between online and in-person with little difficulty. There is

room to improve, particularly reproducing the benefits students reap by sharing a physical space with other Indigenous students.

- ii. Covid continued to be challenge. Some Indigenous communities were hit hard with students afflicted or tasked with caring for ill family members. The fact of continuing was taken as a measure of success. Enrolment at the end of Winter term was 10 students. Management has asked program heads to help with marketing for 2022-2023.
- iii. Activities this year included (1) Convening a Program Advisory Committee review with professionals in land stewardship to ensure learning objectives continue to meet real world job opportunities, (2) Maintaining connections with ILS block transfer credit agreement partners at SFU, UBC, KPU and CapU. Three ILS graduates were accepted into the UBC Urban Forestry degree program in 2021 with the understanding they could move into to a new Indigenous Land Stewardship degree program at UBC once it launches. (3) Supporting an institution-wide effort at NEC to Indigenous academic content.
- o. Yuan Chen of University of British Columbia – Okanagan Campus (UBC-O) Department of Earth, Environmental and Geographic Sciences submitted an electronic report that is posted on the shared drive. Among the highlights and initiatives:
 - i. Dr. Bernie Bauer, Dr. Jeff Curtis, Dr. Ian Saunders and Dr. Ian Walker have or are retiring. Dr. Kyle Larson was promoted to Professor. Dr. Craig Nichol is on study leave until August 2022. The department had two new faculty hires in 2020-21: Assistant Professor Mathieu Bourbonnais (Geographic Information Science) and Assistant Professor Brendan Dyck (Metamorphic Petrology). A 0.5 FTE coordinator position was created to support the new Career and Personal Development (CPD) program. The position is held by Marni Turek who is also the department Watershed Management Research Extension Facilitator (0.5 FTE). A new teaching technician (0.6 FTE) was hired in April 2021, but left in August 2021 for full-time employment. The teaching technician position is being refilled. Two new faculty searches were approved and are ongoing: (i) Assistant Professor in Earth Observation, and (ii) Assistant Professor in Geomorphology.
 - ii. The department is hiring two new full-time support staff: (i) a Senior Administrative Assistant, and (ii) a Department Manager. The number of MSc and PhD students in the department has doubled during the last three years.
 - iii. The new Bachelor of Sustainability (B.SUST) degree program was approved last year with the first cohort entering September 2022.
 - iv. Retirements, secondments, study leave, and reduced-time appointments created challenges for covering undergraduate courses. Seven sessional instructors taught ~20 courses during the 2021-22 academic year. The majority of courses continued to be taught online. A hybrid option for large first year courses with laboratories was offered and was well-received by students.
 - v. Enrolment in first-year courses this year has increased by more than 50%.
 - vi. The department launched a Career and Professional Development program in 2021 that offers non-degree credentials. In the fall of 2020, a grant was secured from the BC government to create a technical communication skills micro-credential, consisting of eight self-paced modules delivered asynchronously over a period of 16

weeks. The program opened in February 2021 and to date has had an enrolment of >500 modules. A further three micro-credentials are under development and will open during 2022-23.

- vii. Conversion of the department cartography room to a 24-seat GIS computer suite was completed in January 2021. The new lab provides dedicated computing facilities for our degree programs, including a GIS helpdesk and printing facility staffed by graduate students. Our GIS courses have been taught online since January 2020; however, students are able to remotely access workstations in the new computer suite.
- viii. The department began a review of curriculum in the BSc Earth and Environmental degree program this year.
- p. Stefania Pizzirani from University of the Fraser Valley was unable to attend, but sent a short message.
 - i. My apologies! My colleague, Mariano Mapili, was planning to join you in person for the meeting. Unfortunately, we had a sessional drop out of their course very last minute and Mariano had to step in to teach this summer course. I would've loved to have attended the online portion. Is there anything you might need from me regarding the Environmental Studies programs at UFV?

6. A short presentation of Rhinoceros Auklets by Kirk Hart

- a. Kirk Hart, a member of the ACE faculty delivered a short talk on the biology of the Rhinoceros Auklets, puffin-like birds. One of the largest populations nests on Lucy Island.

7. Discussion on professional accreditation (information sharing)

Shona Lawson, the registrar from the College of Applied Biology attended online and submitted a short message as follows.

I would like to let everyone know that the College of Applied Biology (formerly College of Applied Biology) is making a big effort to bring more awareness to all our registrant categories and that we have a new registrant category, the Applied Biologist – Limited License. Myself and my staff are really interested in doing more outreach with students, faculty, and staff in the future. We are able and interested in giving presentations, attending job fairs (as this gives us opportunities to speak to potential employers of your graduates), and setting up a table in a common area where people can stop by and ask us questions. We usually give presentations to one program in a department however, we are open to giving a presentation to as many people as possible in person and/or virtually so if a few departments want to get together so we can address their students collectively that would be great. In addition, we would like to provide information to first year students and people early on in their education so that they can have as much information as possible regarding being a regulated applied biology practitioner and know what the requirements are not just limited to education and training.

8. Discussion of environmental field schools

The ongoing discussion of environmental field schools continued. The challenge is for urban institutions to find a time and location to deliver field schools when their students are not in cohorts or have different schedules during the fall and winter semesters. A reasonable solution is for rural institutions with access to field sites, field equipment, student housing, and food services to develop and deliver articulated field schools for two to three weeks during May and June.

Locations such as the Deep Bay Field station, Coast Mountain College Prince Rupert campus, College of the Rockies Creston campus, Selkirk College Castlegar campus, and Trinity Western University's various field sites are possible locations. It remains to develop articulated field school courses.

9. Discussion of GIS

- a. Unfortunately, there was little time to discuss GIS, but there was a consensus that faculty from provincial GIS programs meet to discuss program articulation, and work-related issues.

10. Other (new business)

a. Double Degree Masters program at BTU

I received an invitation from a colleague, Mohamed Elhag, at Brandenburg Technical University in Cottbus Germany, and his colleague, Professor Dirk Freese, chair of the BTU Masters in Environmental Resource Management (ERM) program. Unfortunately, the invitation arrived too late to present during our annual general meeting, but I'm including it in our minutes.

Briefly, BTU has a masters degree program in Environmental and Resource Management and is currently establishing a double masters degree programs with international university partners. BTU has established a double masters degree with the Technical University of Pereira in Colombia and is in discussions with UniLaSalle in France regarding a partnership. Students in the double degree masters program would receive two degrees, one from each of two partner universities after they have fulfilled the requirements of both universities and the requirements of the double degree contract.

The rationale for a double degree program is that environmental issues are global. A double degree program would require students to complete courses at both partner institutions. A program that involves study at two international universities would broaden perspectives and strengthen students' awareness of environmental issues on a global scale.

If you wish to learn more regarding this opportunity to participate in an international post-graduate partnership, please contact Mohamed Elhag (mohamed.elhag@b-tu.de) or Professor Dirk Freese (dirk.freese@b-tu.de) directly.

- b. Robert M. Macrae will be retiring and stepping down as BC EAC chair.

11. Adjournment: The meeting adjourned at 3:25 pm.