

BOARD OF GOVERNORS

PUBLIC SESSION AGENDA

Friday, February 1, 2019

Senate Chambers

(Room 1079 Charles J McCaffray Hall)

11:30 AM – 1:00 PM

Members - Hon. James Moore (Chancellor), Daniel Weeks (President and Vice-Chancellor), Karin Beeler (Faculty Member – CASHS), Kerry Reimer (Faculty Member – CSAM), Timothy Carmack (Order in Council – Alumni), Aaron Ekman (Order in Council), Olive Godwin (Order in Council), Kapaldev Manhas (Order in Council), C.E. Lee Ongman (Order in Council), Andrew Robinson (Order in Council), Barbara Ward-Burkitt (Order in Council), Tracey Wolsey (Order in Council – Alumni – CHAIR), Michael Maslen (Undergraduate Student), Christina Ingram (Graduate Student), Mark Barnes (Employee)

1. **Chair's Remarks and Declarations of Conflict**

2. **Approval of Agenda**

That, the Agenda for the Public Session of the February 1, 2019 meeting of the Board of Governors be approved as presented.

3. **Business Arising from Previous Public Session Minutes**

None

4. **Motions for Approval**

a. **Campus Master Plan** – D. Weeks / D. Claus – **page 4**

Presentation from Molly Steeves and Antonio Gomez-Palacio from DIALOG (external campus planning consultants) (apx. 30 minutes including questions)

That, the Board of Governors approves the UNBC Destination 2040 - Campus Master Plan 2018, as presented.

b. **Academic Restructuring** – D. Ryan – **page 112**

That, on the recommendation of the UNBC Senate (Motion #S-201811.17), the Board of Governors approves the establishment of five (5) Faculties, conceptually aligned as follows, but subject to the discussions and decisions with respect to naming and affiliation outlined in the Senate motion referenced herein, and subject to the approval by the Board of a budget that supports the establishment of five (5) Faculties:

- *Physical and Applied Sciences*
- *Humanities, Social & Indigenous Studies*
- *Natural Resources & Environmental Studies*
- *Health & Human Sciences*
- *Business & Economics*

And, be it further resolved that, on the recommendation of the UNBC Senate (Motion #S-201811.17), and subject to the conditions outlined above, that the Board approves the dissolution of the existing Colleges; upon the establishment of the five (5) Faculties:

c. **2019/2020 UNBC Tuition Fees – D. Ryan – page 129**

Whereas s.27(2) of the University Act grants the Board the authority to set, determine and collect fees;

And Whereas the Government of British Columbia's Tuition Limit Policy, limits domestic tuition and mandatory fee increases to the rate of inflation (2%);

And Whereas the Tuition Limit Policy does not apply to the setting of International student tuition and mandatory fees;

Now therefore, on the recommendation of the President, and in compliance with the Government of British Columbia's Tuition Limit Policy the Board approves the 2019/2020 Tuition Fee Schedule for the University of Northern British Columbia as presented, and further, approves the adjustment of the multiplier used for the calculation of International Tuition Fees from 3.5 to 3.98, for all new International undergraduate student applicants registering for the Fall 2019 semester and thereafter, as presented in the 2019/2020 Tuition Fee Schedule.

Effective on approval of the Board.

d. **Agreements, Scholarships, Bursaries and Awards – D. Ryan – page 143**

That, the Board of Governors approves the agreements, scholarships, bursaries and awards as recommended by the Senate, for the period November 2018 to January 2019, as presented.

5. **Mandatory and Standing Reports - Public Session**

a. **Report of the President – D. Weeks**

- Regular Verbal Report
- (i) **Reports of the Vice-Presidents**
 - Provost and Vice-President Academic
 - o Recruitment & Enrolment Report – **page 155**
 - Interim Vice-President, Finance (People) and Business Operations
 - o Deficit Mitigation and Financial Accountability (verbal)
 - Vice-President, Research and Graduate Programs
 - Vice-President, University Advancement

b. **Report of the Chancellor (verbal)**

6. **Other Business**

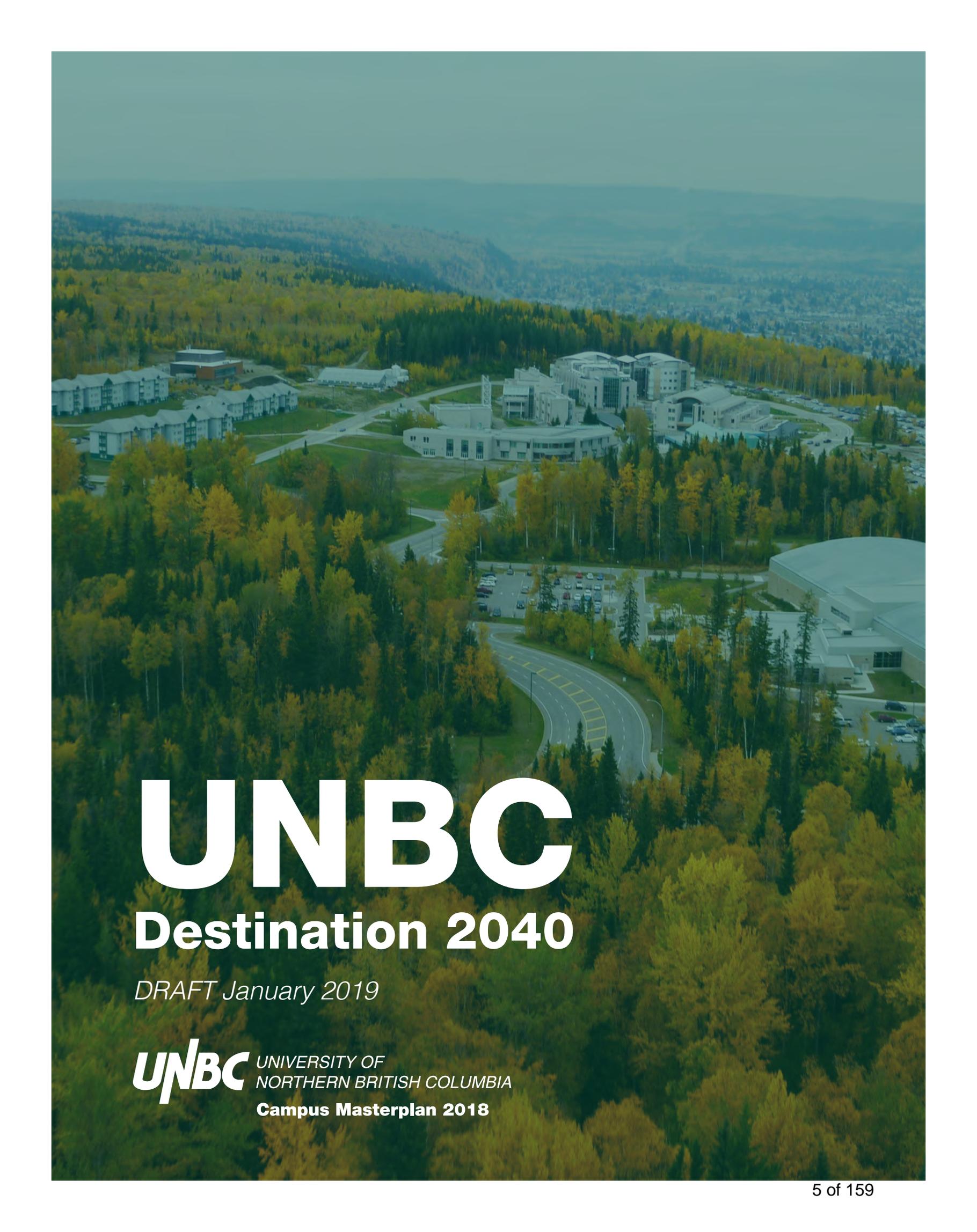
7. **Adjournment**

BOARD OF GOVERNORS – PUBLIC SESSION
Approved for Submission:

A handwritten signature in black ink that reads "Heather Sanford". The signature is written in a cursive style with a large initial 'H'.

Heather Sanford
University Secretary

Agenda Item:	4.a. Campus Master Plan – D. Weeks / D. Claus
Material:	UNBC Destination 2040 – Campus Master Plan 2018
Motion:	<i>That, the Board of Governors approves the UNBC Destination 2040 – Campus Master Plan 2018, as presented.</i>

An aerial photograph of the University of Northern British Columbia (UNBC) campus during autumn. The campus is nestled on a hillside, surrounded by dense forests with trees in shades of yellow, orange, and green. Several large, modern academic buildings with light-colored facades and flat roofs are visible, along with a large parking lot filled with cars. A winding road with yellow lane markings curves through the campus. In the background, a valley with a town and distant mountains can be seen under a hazy sky.

UNBC

Destination 2040

DRAFT January 2019

UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA
Campus Masterplan 2018



Daniel J. Weeks
President and Vice-Chancellor

Letter from the President

<<UNBC to provide text>>

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Territorial Land Acknowledgment

UNBC is located on diverse traditional territories that are home to numerous First Nations and other Aboriginal groups.

UNBC commits to playing an active role in reconciliation, including contributing to meeting the 94 recommendations put forth by the Truth and Reconciliation Commission.

Prince George Campus

The Prince George Campus is situated on the traditional territory of the Lheidli T'enneh, part of the Dakelh (Carrier) First Nations.

South-Central Campus

The South-Central campus in Quesnel is situated on the traditional territory of the Lhtako Dené (Red Bluff Band), Nazko, Lhoosk'uz Dené Nation (Kluskus Band), and ?Esdilagh First Nations (formerly Alexandria Band). Lhtako, Nazko, and Lhoosk'uz are Dakelh First Nations, and ?Esdilagh is a member of the Tsilhqot'in Nation.

Peace River-Liard Campus

The Peace River-Liard campus in Fort St. John is situated on the traditional territory of the Doig River, Blueberry River and Halfway River First Nations. They are the Dunne-Za people.

Northwest Campus

The Northwest campus in Terrace is situated on traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nations. It includes a satellite campus in the coastal community of Prince Rupert.

Wilp Wilxo'oskwhl Nisga'a Institute

UNBC also holds an affiliation agreement with the Wilp Wilxo'oskwhl (House of Wisdom) Nisga'a Institute (WWNI), a federated Aboriginal post-secondary institution established in 1993. The WWNI is located in the Nass Valley and the village of Gitwinksihlkw, B.

Acknowledgments

This document was developed by the University of Northern British Columbia and DIALOG, with contributions from stakeholders from the University and wider community. It would not exist without the contributions of students, faculty, and staff at UNBC. The consultant team was supported throughout the project process by the project's Executive Committee and the Board of Governors.

Thank you to those who participated in the campus planning process and provided deeply appreciated and invaluable input through interviews, workshops, the Ideas Fair, mobile booths, and the Open House.

Project Executive Committee

Robert Knight, Vice President, Finance and Operations

Tim Tribe, Vice President, University Advancement

Shelley Rennick, Director, Facilities Management and Capital Projects

Lisa Haslett, Director, Business Services

David Claus, Assistant Director, Facilities Management

A special thank you to Shelley Rennick for 12 years of exceptional service. UNBC wishes her a phenomenal retirement.

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UNBC Board of Governors

Dr Daniel Weeks, President and Vice Chancellor

Hon. James Moore, Chancellor

Ms. Tracey Wolsey, Board Chair - Order-in-Council Appointment (Alumni)

Mr. Sean Simmons, Board Vice Chair - Order-in-Council Appointment

Mr. Timothy Carmack, Order-in-Council Appointment (Alumni)

Mr. Aaron Ekman, Order-in-Council Appointment

Ms. Olive Godwin, Order-in-Council Appointment

Ms. C.E. Lee Ongman, Order-in-Council Appointment

Mr. Andrew Robinson, Order-in-Council Appointment

Ms. Barbara Ward-Burkitt, Order-in-Council Appointment

Dr. Karin Beeler, Elected Faculty Member

Dr. Kerry Reimer, Elected Faculty Member

Mr. Michael Maslen, Elected Undergraduate Student Member

Ms. Christina Ingram, Elected Graduate Student Member

Mr. Mark Barnes, Elected Staff Member

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The Purpose of a Campus Master Plan

A Campus Master Plan articulates a shared vision for the future of campus. In particular, it defines a long-term strategy for the evolution of the campus' built form, open space, and transportation. This Campus Master Plan sets forth a vision for the University of Northern British Columbia in 2040.

Using this Document

The Campus Master Plan (the Plan) is not a blueprint for construction. Rather, the Plan should be used by UNBC staff when making decisions about development on campus and can help to guide decision making about when and where to do so.

Part One articulates the compass of how and why this Campus Master Plan came to fruition, and includes information about the historical background of UNBC and the existing conditions of the Prince George Campus.

Part Two is the compilation of the Vision, Objectives, Design Approach and Frameworks that will guide the growth of the Prince George, Regional, and Satellite campuses including recommendations for implementation.

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Forward

The UNBC Campus Master Plan is a Framework for decision making about development on campus, with a planning horizon to the year 2040. Over the next 22 years, this Plan will help to shape the evolution of campus and create a physical manifestation of the aspirations of the campus community.

UNBC has grown significantly since the University first started accepting students 25 years ago. What started as a campus land reserve of 754 acres has now almost doubled in size. Today the Prince George campus is made up of 1,400 acres of land and 16 buildings that host the 4,000+ students, faculty and staff that constitute our campus community.

This Campus Master Plan responds to UNBC's strategic priorities and sets forth direction for built form, open space, and mobility on campus. It also prioritizes leadership in wellness and sustainability. The Campus Master Plan is directive while providing enough flexibility to respond to emerging issues, goals, and aspirations. While the Vision and Objectives apply to UNBC in its entirety, the Design Directives and Frameworks apply specifically to the Prince George Campus.

The following document articulates this vision for the future of UNBC. Part 1 of this document captures the background research and engagement outcomes that informed the planning direction of the Campus Master Plan. This section can also be used as a benchmark from which to measure the implementation of the Plan throughout its life. Part 2 articulates the vision for the future of the campus. It starts by showing the Vision, Objectives and Design Directions for the Campus Master Plan. Part 2 also includes Frameworks that outline approaches to Mobility, Open Space, Built Form. An approach to Winter Design is also included in this section.

The Campus Master Plan represents the hundreds of comments, ideas, and challenges that have been raised by the campus community throughout the planning process. Consultation with the campus community directly influenced the Vision, Objectives, Design Approach and Frameworks that comprise the Campus Master Plan. Their feedback was essential to ensure that this Plan reflected the aspirations of the whole campus community and will be just as essential as the Campus Master Plan is implemented

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Part 1:

Context

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1.0 Introduction

1.1 Scope and Planning Process

1.1.1 Scope

The Campus Master Plan (the Plan) outlines the Vision, Objectives, Design Approach and Frameworks, and policy to guide the growth of the Prince George campus as it responds to changes in enrollment, academic and research needs, and student housing demand. The Plan is a tool for realizing the priorities outlined in the University Plan, Strategic Roadmap, Academic Action Plan, Strategic Research Plan, Aboriginal Services Plan, Updated Green Strategy, and Capital Plans in the physical space of UNBC's campuses. While the design approach, Frameworks and policy primarily address the growth of the Prince George campus, the Plan's vision and Objectives also apply to the future of the regional and satellite campuses.

The Plan is written at a high level, it addresses the physical space of campus at

a large scale. It does not delve into the intricacies of curriculum, space planning and allocations, and operations, etc. The Plan does provide an approach for governance, administration, phasing, and recommendations for supporting and additional studies that exist in complement to the policy written into the Plan but it does not address the funding of specific projects, nor does it address detailed operational strategies; these items will be governed by the Board of Governors as the Plan is implemented.

1.1.2 Planning Process

The planning process occurred over five phases: data gathering, analysis and engagement, development of options, drafting the Campus Master Plan, and finalizing the Campus Master Plan. Three distinct public engagement periods occurred over the course of the planning process: first to determine the Plan's Vision, Objectives

and Design approach, second to review the direction of the planning Frameworks, and third, to review the draft of the Campus Master Plan. The engagement process is

described in greater detail in Chapter 5, Public Engagement.

1.2 Planning Context

The development of the University of Northern British Columbia's campus is under the purview of the Government of British Columbia and City of Prince George's planning and regulatory context. The University's Board of Governors operates within this context to manage and administer the campus property, business and revenue. Their decision making is informed by a series of Plans and Strategies, including the Campus Master Plan. Greater detail of the provincial, municipal, and institutional planning context is provided on the following pages.

1.2.1 British Columbia Regulatory Context

The University Act governs how all British Columbian universities operate. The Act provides broad powers to universities to acquire property and construct buildings in order to achieve the mandates of the University. Additionally, the provincial government sends a yearly mandate letter to guide decision making by the University's Board of Governors. Among other areas, the annual mandate letter can influence capital projects, academic programming, and research focus areas.

64% of UNBC's operating budget is provided by the Government of B.C., while approximately 24% comes from tuition and fees.

The University holds endowments of more than \$50 million, which fund items such as student awards and faculty research chairs, and cash and operating investments of almost \$50 million, which support ongoing infrastructure repair and replacements.

1.2.2 City of Prince George Context

UNBC is within the Northern British Columbian City of Prince George. The City and the University sit on the traditional lands of the Lheidli T'enneh First Nation.

The population of Prince George is approximately 74,000. The City's major employment sectors are bolstered by proximity to UNBC and include:

- Forestry;
- Professional, Scientific, and Technical Services;
- Energy and Bioenergy;
- Healthcare, Social Assistance, and Education; and,
- Tourism, Culture, And Information

Within the City of Prince George's Zoning Bylaw, UNBC's lands are designated as P4: Higher Education. The City of Prince George is responsible for the development and building permit approvals, infrastructure, and emergency services needed by the University.

1.2.3 UNBC Governance

The University of Northern British Columbia operates under the authority of the University Act of British Columbia and is governed by a Board of Governors and a Senate.

The Board of Governors is responsible for the management, administration and control of the property, revenue, business and affairs of the University.

The Senate is responsible for academic governance including matters related to admissions, faculties, libraries, courses of instruction, scholarships, student appeals and the granting of degrees.

The implementation of the Campus Master Plan is under the discretion of the Board of Governors.

1.2.4 UNBC Strategic Roadmap

The Strategic Roadmap outlines strategic priorities and action-oriented outcomes for the next three years. This establishes the vision for the University that all other plans, policy, and actions will be working towards. It is essential that present and future Strategic Roadmaps and the implementation of the Campus Master Plan are mutually reinforcing.

1.3 Regional Campuses and Affiliated Institutions

There are four additional campuses in the South Central, Northwest, and Peace River-Laird regional districts.

1.3.1 South Central

UNBC's South Central location is approximately 3km from downtown Quesnel and shares the campus with the College of New Caledonia. The Quesnel campus serves an area that stretches from 100 Mile House to Valemount to Burns Lake. It sits on the traditional territory of the Lhatko Dene (Red Bluff Band), Nazko, Lhoosk'uz Den Nation (Kluskus Band), and ?Esdilagh First Nations (formerly Alexandria Band).

While not a campus, the Quesnel River Research Centre (QRRC) is an important part of UNBC's research and pedagogical approach. The QRRC is a facility that hosts a wide range of scholars who seek to

improve the understanding of topics related to (and including interactions with) the natural environment. The centre was established in 2002 as western Canada's only field station focused on the highly interdisciplinary domain of landscape ecology.

1.3.2 Northwest

There are two campuses in the Northwest. One in Terrace (opened in 2000) and its satellite location in Prince Rupert. The Terrace location is the Northwest regional head quarters. The Terrace campus is situated on traditional Ts'msyen territory of the Kitsumkalum and Kitselas First Nations. Here, students can take courses face to face, virtually, or through field courses in the region.



Figure 1.0 UNBC Campus Locations



Figure 1.1 UNBC Celebrates 25 Years

1.3.3 Peace River-Laird

Fort St. John is home to UNBC's regional campus headquarters. Students here are able to enroll in both undergraduate and graduate programs in the areas of Social Work, Business, and Education. Through a partnership with Northern Lights College, students can take individual courses sufficient for a BA General. The campus is situated on the traditional territory of the Doig River, Blueberry, and Halfway River First Nations.

1.3.4 Affiliated Institutions

The Wilp Wilxo'oskwhl Nisga'a is an aboriginal post-secondary institute located in the Nass Valley of Northern B.C., approximately 100km northwest of Terrace. The WWNI is affiliated with the University of Northern British Columbia, Northwest Community College, and Royal Roads University for the delivery and accreditation of its courses and programs. The WWNI is a non-profit organization that serves the post-secondary needs of Nisga'a and non-Nisga'a people resident in New Aiyansh, Gitwinksihlkw, Laxgalts'ap, and Gingolx, in Nisga'a Urban Locals located in Terrace, Prince Rupert/Port Edward, and Vancouver, and attracts students from all regions of the province as well as from across Canada and internationally.

1.4 Prince George Campus History

1960s: A UNBC Dream

The dream of having a northern university goes back to the 1960s, when then-MLA Ray Williston set aside the land on which UNBC's Prince George campus is currently situated as a university reserve.

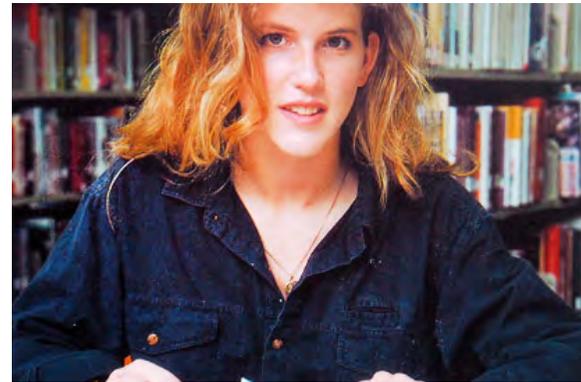
1991: The First Campus Plan

Once officially a University, UNBC needed a plan for growth. In 1991, the first campus plan, entitled the Facilities Master Plan was developed by Musson Cattell Mackey Partnership. This document is the backbone of the campus' form today.



1994 Official Opening

On August 17, 1994, Her Majesty Queen Elizabeth II visited Prince George to officially open the University.



1990: The UNBC Act

On June 22, the Provincial Legislature passed Bill 40, The UNBC Act, with all-party support. This officially created UNBC. The photo above depicts UNBC's first student.



1992: Sod Turning

April saw the official sod-turning ceremony for the Prince George campus, conducted by BC Premier Mike Harcourt. This was followed in May with the largest and most prestigious event in the UNBC's history to date - the Inaugural Convocation Ceremony, at which the formal Installation of the President and Chancellor took place.

1998: Maclean's Ranking

Not since the live, televised opening of the campus had UNBC received such important national media coverage as when Maclean's magazine included UNBC in its annual ranking of Canadian universities. UNBC debuted ninth out of 21 universities in Maclean's "primarily undergraduate" category, achieving best-in-category scores for library acquisitions and research.

2004: 10 Full Years

A decade after The Queen came to open the Prince George campus and kick-start full operations for UNBC, the total number of alumni (more than 4200) had finally surpassed the number of current students (about 3700). First Nations students made up about 10% of the student body, one of the highest percentages in Canada.

The year ended with timely validation from Maclean's, which, in 2004 for the first time, named UNBC the best small university in western Canada.



2010: First Place... With Harvard

The growing bioenergy project - and its connections with teaching, research, communities, and the local forest industry - earned UNBC the top campus sustainability award in North America, from the world's largest college/university "green" association. In fact, UNBC shared the first-place award with Harvard University.

2012: Planning for Growth

Over 20 years, the campus had grown substantially, and was quickly gaining international notoriety as a small, environmentally sustainable, research University. It was time to update the Campus Plan to reflect the growth of the University since its inception. The new Campus Master Plan created provisions for new building developments, increased enrollment, and expanding academic programs.

2007: Canada's Green University

The adoption of the trademark "Canada's Green University" in 2007 affirmed UNBC's commitment to sustainability. The Green University vision is to make UNBC a sustainable campus, to engender a 'spirit of sustainability' in the UNBC community, to make the UNBC campuses models of sustainability for communities and organizations in Northern British Columbia, to improve on our national and international reputation for excellence in teaching and research in the area of sustainability.

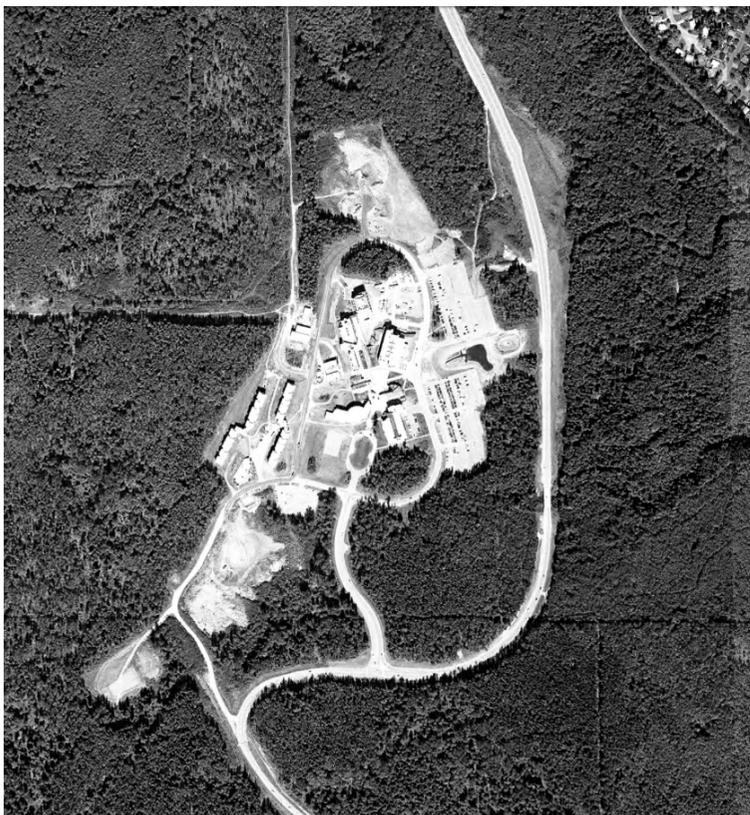


2011: The Bioenergy Plant

In 2011, Premier Christy Clark joined MP Dick Harris to officially open the University's Bioenergy Plant, which uses local sawmill residue to reduce UNBC's use of fossil fuel for campus heating by 85%. Within a few months, third-party testing revealed the emissions from the Plant to be lower than natural gas, making it one of the cleanest bioenergy plants in North America.

Continued support for innovation with wood led to a Government announcement later in the year that it would construct a Wood Innovation Centre in downtown Prince George that would also house an expansion of UNBC engineering programs.

The following aerals depict the development of campus over time. Large additions such as the Charles Jago Northern Sport Centre and Teaching and Learning Centre can be seen.



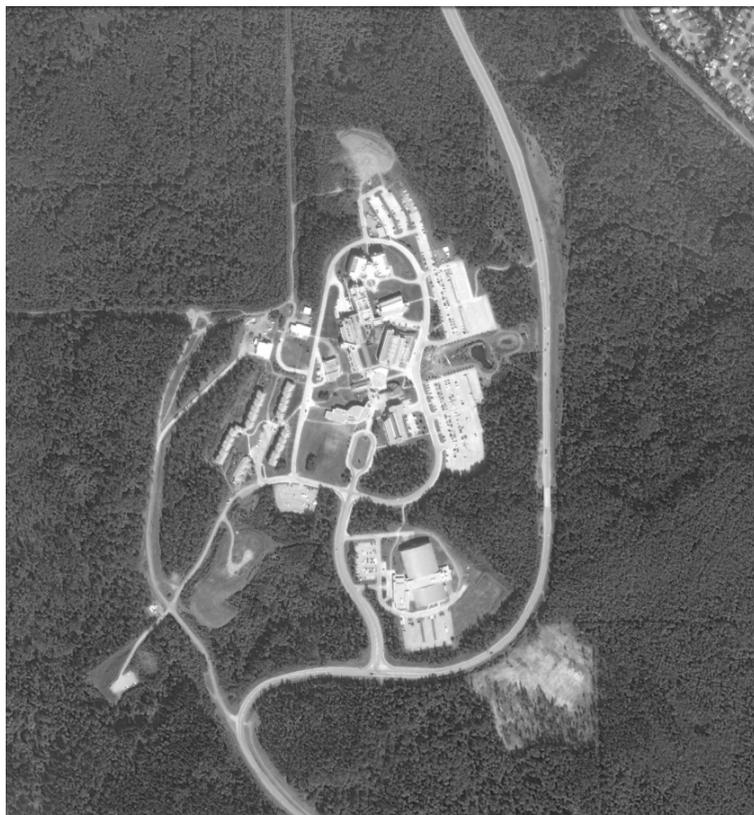
2002



2011



2011



2016



2018



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2.0 Existing Conditions

2.1 Prince George Context

2.1.1 Location

The Prince George campus is on Cranbrook Hill, just west of the neighbourhoods of Westwood and the emerging University Heights neighbourhood within the City of Prince George. West Bowl is a well-established residential neighbourhood just east of campus that hosts much of Prince George's apartment complexes and rental homes. The University Heights neighbourhood is a future development that will encompass 674 hectares of land immediately east and south of UNBC. This neighbourhood will likely be very influential on future development at UNBC and should be considered as this Plan is implemented.

West of campus is an extensive forest. UNBC sits at a frontier between the City, and the forest. Presently multi-use, equestrian, and mountain bike trails act as non-road connections between the forest, UNBC, and the rest of the City.

UNBC also has two satellite locations in downtown Prince George at The Wood Innovation and Design Centre and the Wood Innovation Research Laboratory.

2.1.2 Climate

UNBC's experiences all four seasons in full. The climate is classified as humid continental with warm to hot summers and cold winters. The average summer temperature is 16 degrees Celsius, peaking in the low 30s. In winter, the average temperature is -6 degrees Celsius, ranging from above zero to thirty below. The area experiences precipitation distributed fairly evenly throughout the year.

The most extreme cold temperatures take place during the academic year. This has a significant effect on how people move around the campus and therefore is a primary consideration in the Plan of open spaces and active transportation networks.

With a climate of relatively hot summers and cold winters, and with an expansive interface large stands of conifer forest, UNBC must be mindful of wildfire. The Prince George Wildland Interface Wildfire Management Plan (2005) identified the forested area to the west of the campus as a significant wildfire risk due to the presence of coniferous fuels that may be difficult to suppress.

The management plan provides several land use planning strategies to help reduce wildfire risk. As one example, modification of the fuels profile can help reduce fire behaviour potential by changing the stand structure and/or species composition. To reduce fire hazards, UNBC has already removed a five-hectare portion of Lodgepole

Pine trees to the south of the campus that were killed by Mountain Pine Beetle between 2004 and 2005.

The management plan does not provide specific setback requirements for developments adjacent to forests, however the location of future buildings on the UNBC campus should be evaluated in relation to potential wildfire hazards as outlined in [policy XX](#).

2.1.3 Biogeoclimatic Zone

UNBC is located in the Sub-Boreal Spruce biogeoclimatic zone (Meidinger and Pojar 1991). Some of the native species to the area are: Hybrid white spruce, Douglas-fir, Lodgepole pine, Oak Fern, Blueberries, Devil's club, and High-bush cranberry.

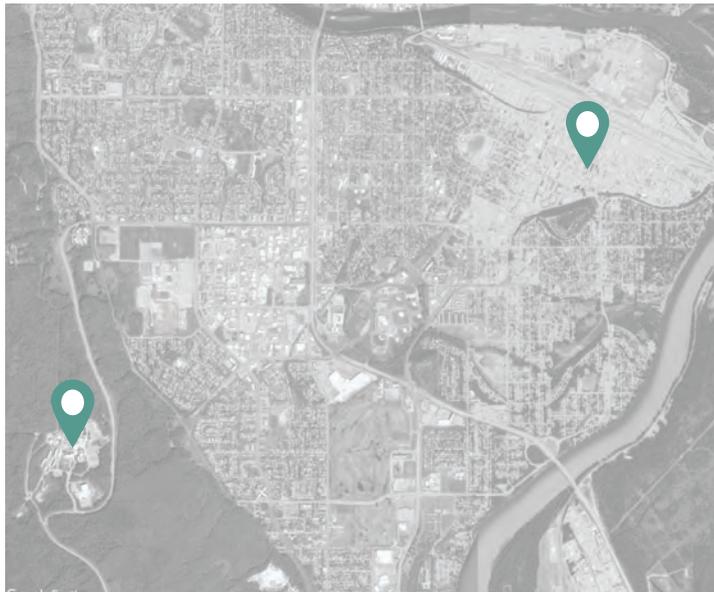


Figure 2.0 Prince George Downtown Campuses

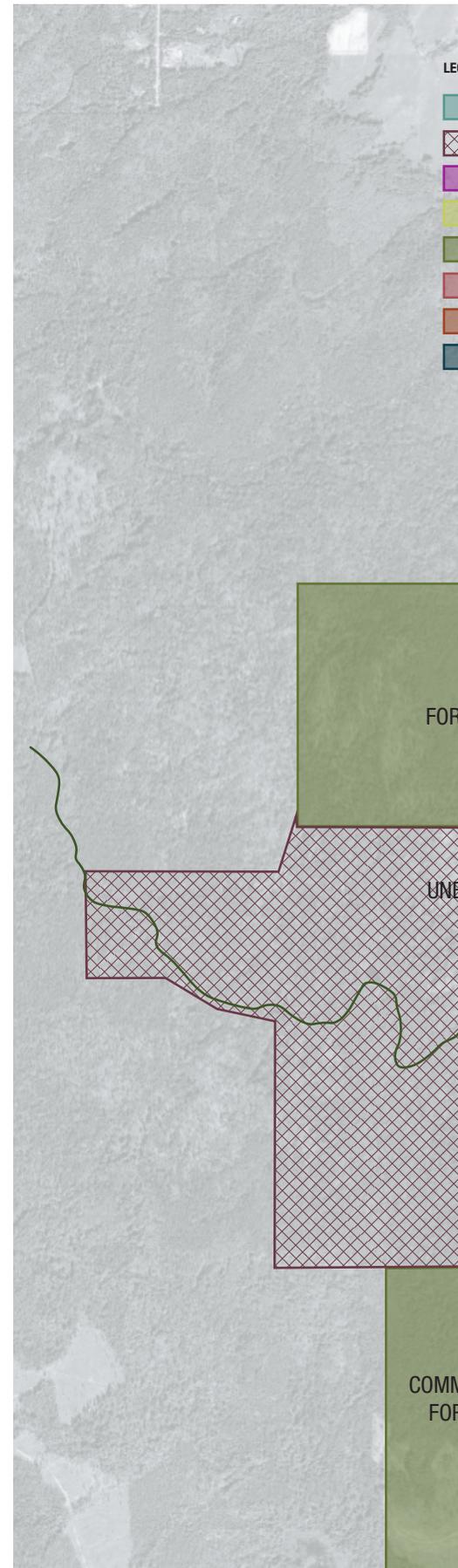
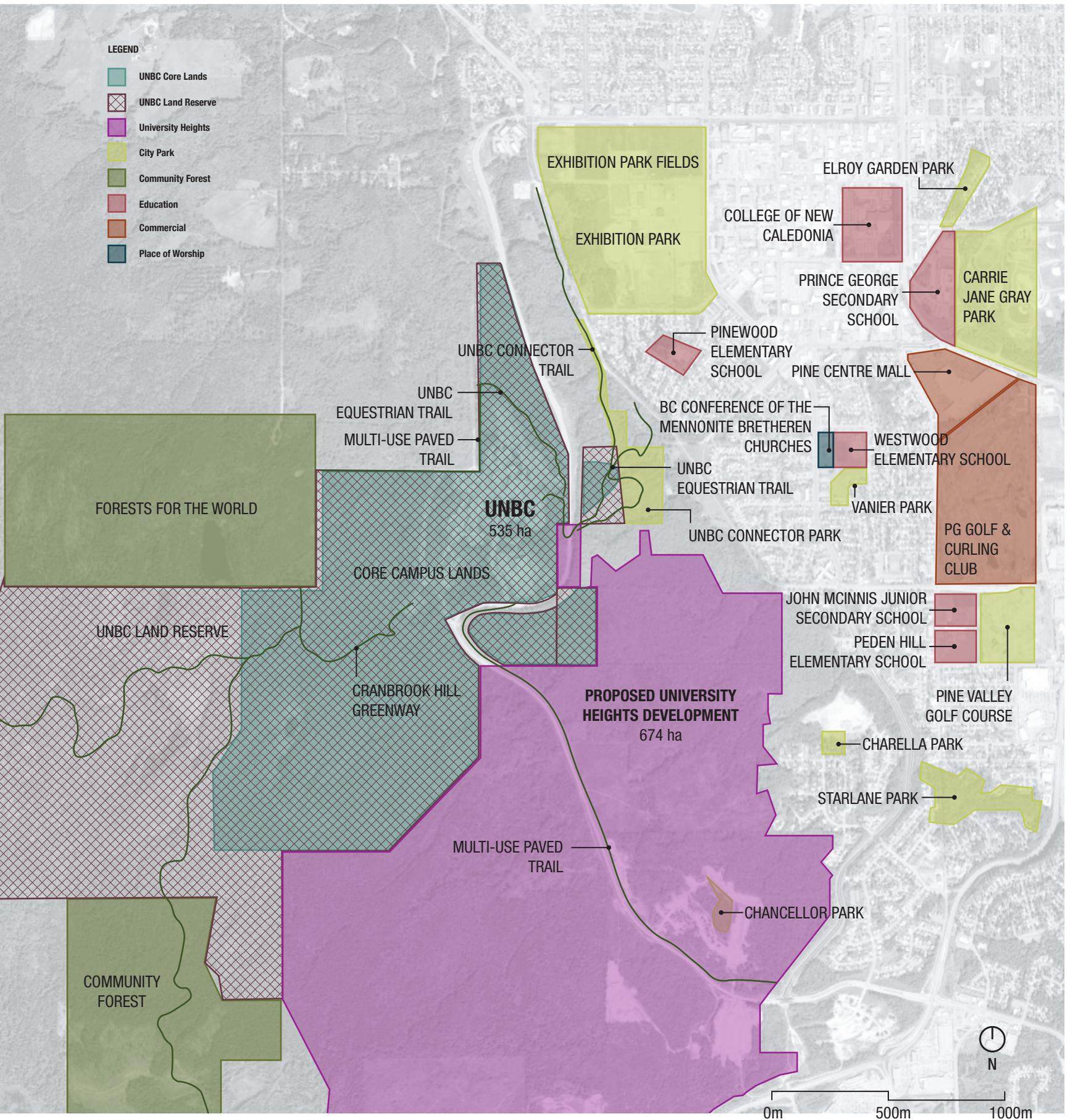


Figure 2.1 Prince George Campus Context



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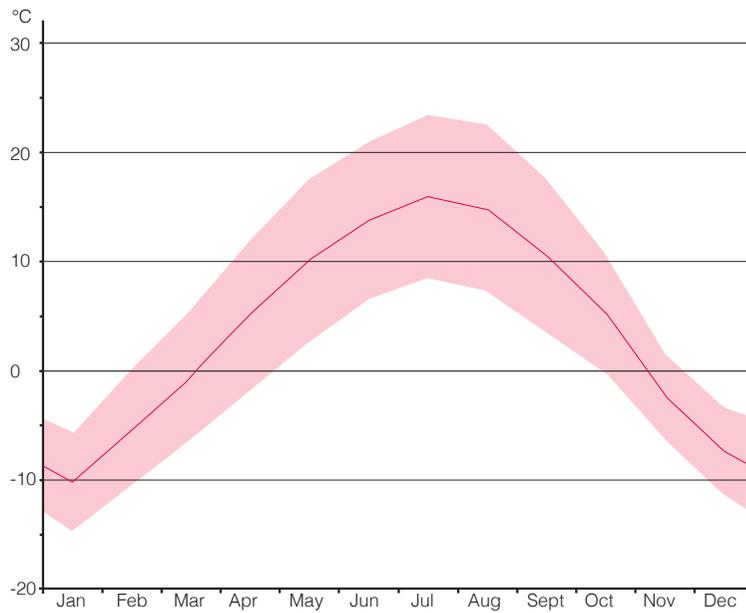


Figure 2.2 Prince George Average Climate

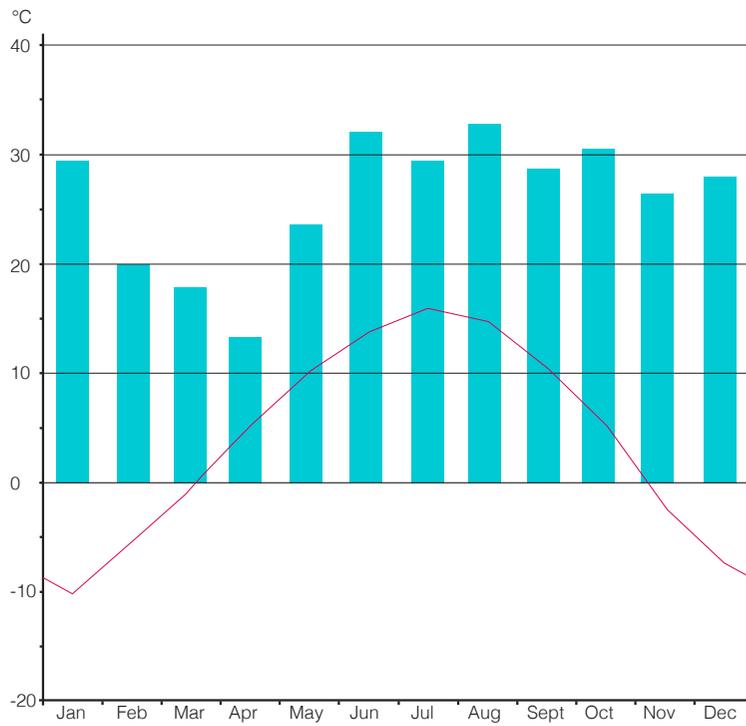


Figure 2.3 Prince George Average Precipitation

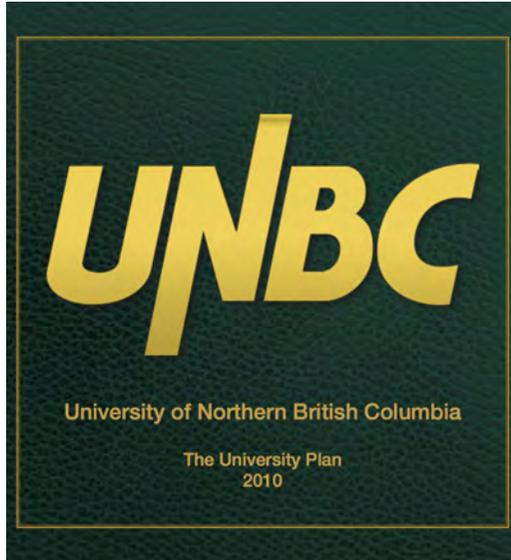


Figure 2.4 The University Plan

2.2 Existing Plans and Strategies

The Campus Master Plan builds upon and is in support of UNBC's existing planning and strategic Frameworks.

2.2.5 The University Plan

The University Plan is a representative summary of all UNBC planning documents that have come to effect since 1989. It describes UNBC's Values, Vision, and Mission, and goals. This summary is intended to serve as a touchstone for ongoing discussions for future development and updating the UNBC Plan.

2.2.6 Strategic Roadmap (2018-2021)

The Strategic Roadmap outlines strategic priorities and action-oriented outcomes for the next three years. This establishes the vision for the University that all other plans, policy, and actions should be working

towards.

2.2.7 Academic Action Plan

The Academic Action Plan outlines UNBC's academic goals and a long-term Framework for their achievement. The Framework is made up of subsidiary themes which include:

- Academic Structure;
- Academic Administrative Organizational Structure;
- Student Experience and Pedagogy;
- Enrollment Initiatives; and,
- Faculty Renewal and Development.

2.2.8 Strategic Research Plan

The Strategic Research Plan provides six major Objectives for the future of research at UNBC These are:

- To strengthen research at UNBC that is of outstanding quality and pioneering in its innovation, especially in strategic interdisciplinary research areas that are of marked importance to our region and similar areas;
- To enhance the training of researchers, by increasing the number of graduate students and by providing a highly stimulating research environment for all of our students (undergraduate and graduate) that establishes UNBC as a leader in the integration of research and teaching;
- To guarantee our researchers access to superior research resources and infrastructure, and to manage these to ensure their effective and efficient use;
- To develop new research relations with communities, businesses, industries, other academic institutions and other partners, regionally, nationally, and internationally;
- To enhance access to the results of our research, through improved knowledge translation, transfer and application, in order to maximize their benefits to society in Northern British Columbia and beyond; and,
- To maximize the potential for research to enhance faculty recruitment to UNBC, by promoting research dissemination and by the strategic allocation of Research Chairs.

2.2.9 Aboriginal Services Plan

The Aboriginal Service Plan contains a range of initiatives to attract Aboriginal students to post-secondary studies, assist with transitions out of university, and enhance holistic cultural support while at UNBC.

2.2.10 UNBC Green Strategy (2009-2011)

The UNBC Green Strategy is out of date, but still serves as an overarching document to guide sustainability policy and action at UNBC. The Strategy sets forth series of Objectives and action-oriented strategies to achieve UNBC's Green University Vision.

2.2.11 5-Year Capital Plan (2018-2023)

The 5-year Capital Plan outlines the University's plans for the next five years for the planning and construction of new facilities, the re-purposing of current facilities and the expansion of others. These projects include academic space re-purposing, energy management and facilities construction, housing planning and research infrastructure.

There are four categories of capital projects:

- New projects driven by the need to accommodate growth and provide labour market demand-driven capacity.
- Whole asset replacement and renewal projects driven by the need to improve the physical asset condition and to reduce maintenance backlog.
- Student housing.
- Other: research facilities.

The five priority projects are:

- Engineering building renovations;
- A new engineering building;
- A health sciences building;
- A facilities and maintenance building; and,
- Renewal of the Agora

2.3 Campus Community Demographics

The present five year enrollment projection envisions 5,100 enrolled students by 2023, with FTE students making up 80% of that number. About 1000 students will be Indigenous descent, and about 800 will be international. Of the remainder, half

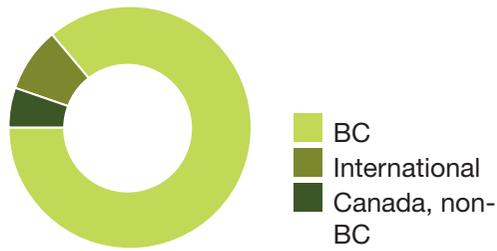
will be students arriving to UNBC straight from high school, and the other half will be transfers and/or returning mature students (approximately 1700 each). About 20% of the student population will be graduate students.



Over 4,000 students, faculty, and staff make up the campus community.



Of the students, 82% are in undergraduate, 16% are in graduate, and 2% are in PhD programs.



The majority of UNBC's students come from BC. 9% are international students.



UNBC has a gender ration of 1:1.6 male to female.

392 students have self-declared as Aboriginal.

Figure 2.5 Campus Community Demographics





2.4 Existing Open Space Conditions

2.4.1 Outdoor Open Space

At present, the UNBC Prince George campus is interior-facing. Most of the open outdoor space is lawn or paved, with small stands of trees. As the majority of outdoor space is covered in snow during the academic year, indoor public realm amenities appear to have been prioritized in both design and campus operations.

2.4.2 Ecological Conditions

UNBC is located in the Sub-Boreal Spruce Dry Warm biogeoclimatic zone. Some of the native species to the area are: Hybrid white spruce & Engelmann spruce, Sub-alpine fir, Black spruce, Lodgepole pine, Occasionally Douglas-fir, Trembling aspen, Paper birch, Black cottonwood, Lilies, Ferns, Bunchberry, Blueberries, Devil's club, Black huckleberry, High-bush cranberry, Sitka alder, and Black gooseberry. Species that thrive post-forest fire include: Fireweed, Thimble berry, Lodgepole pine, Aspen, and Paper birch.

2.4.3 David Douglas Botanical Garden

The David Douglas Botanical Garden at UNBC is maintained by the David Douglas Botanical Garden Society and has a collection of flora native to northern British Columbia. The garden is solely volunteer run, and provides a number of horticultural and arboricultural education events year-round.

The David Douglas Botanical Garden is one of the few areas on campus with plant diversity. Unsurprisingly this makes it quite popular to the campus community, and provides a place of respite outdoors.

The David Douglas Botanical Society is working on an expanded Botanical Garden located to the south of the Student Residences.

3.3.4 Centres of Activity

The centres of activity on campus are the Canfor Winter Garden, Telus Student Street, and The Thirsty Moose Pub. These areas have been identified as popular by both students, academic and administrative staff.



Figure 2.6 Existing Secure Bicycle Storage



Figure 2.7 Pedestrian Movement Through the Agora

2.5 Existing Movement Conditions

2.5.1 Walking

The Ring Road encircles the built campus creating a vehicle-free Academic core. The resulting pedestrian circulation network is comprised of outdoor walkways, the interior connection system, and connection to regional trails. Given the cold climate, the fully enclosed interior connection system is the primary pedestrian link to buildings in the campus core. Regardless of whether they are indoor or outdoor, all pedestrian walkways are designed to be at 5% grade or below to ensure accessibility for all.

Presently, sidewalks are not present throughout campus streets. Instead, they mainly serve to connect large parking lots to the campus. The Ring Road is primarily used by vehicles due to the lack of multi-modal design treatment: sidewalks are discontinuous and lack a landscape buffer to separate them from the street, and there are no provisions for cyclists on the road.

2.5.2 Cycling

While a separated cycling facility is not present on campus, the use of bicycles is encouraged through provision of extra

width in roads and walkways, storage racks at designated building entries, a bike maintenance stand, and two on-campus end-of-trip facilities.

The campus is also adjacent to three UNBC Connectors. These multi-use trails support walking, cycling and cross-country skiing and connect UNBC to the surrounding community.

2.5.3 Transit

UNBC is the second most popular origin and destination for transit users after Downtown Prince George. The 15-bus route has the highest ridership across all City bus routes during the weekdays, and maintains relatively high ridership into the weekend. Both the 15 and the 16 are two of the City's most popular bus routes. In the Prince George Transit Future Plan and the University's Academic Action Plan explore transitioning the 15-bus route to an express route to the campus during peak travel hours.

2.5.4 Vehicles

Presently, personal vehicle travel is the primary method by which the majority of

Student FTE	Ratio/Students	No. of Spaces
2000	1:2	1000
4000	1:2.5	1600
6000	1:2.7	2200
12000	1:3	4000

Figure 2.8 Parking Allotment

people arrive to campus. Once parked, campus is primarily traversed on foot through indoor connections between campus buildings.

The Campus Ring Road is the primary method of vehicular circulation and most people arrive to campus by way of Ceremonial Way.

2.5.5 Parking

The primary parking facilities are located east of the campus, in close proximity to the Agora. Buffer strips hide parking lots and are used as snow storage throughout the winter. In addition to the main parking facilities, smaller lots are distributed throughout the campus to support primarily non-academic usage.

The present parking allotment criteria is summarized in Figure 2.8, depicting the targeted parking to student ratio in response to enrollment.

Figure 2.9 UNBC Bus Shelter Under Construction



2.5.6 Servicing And Emergency Vehicle Access System

The majority of goods are delivered to the central receiving dock in the Charles J. McCaffray Hall. From there they are unloaded, processed and either stored in the central storage area, or sent with hand trucks through the service tunnel system to the appropriate building destination.

Most delivery and waste removal activity is generated by the food service system. Waste from kitchens are placed in compactors close by for removal by truck.

To ensure emergency vehicle access, each building has at least one frontage that connects to an accessible roadway. Emergency access roadways are designed to the specifications of the City of Prince George Fire Department to meet the special requirements of large fire trucks.

Figure 2.10 Prince George Campus Parking Lots



Legend

- Showers
- Bike Storage
- Bike Maintenance Stand
- ➔ Multi Use Path

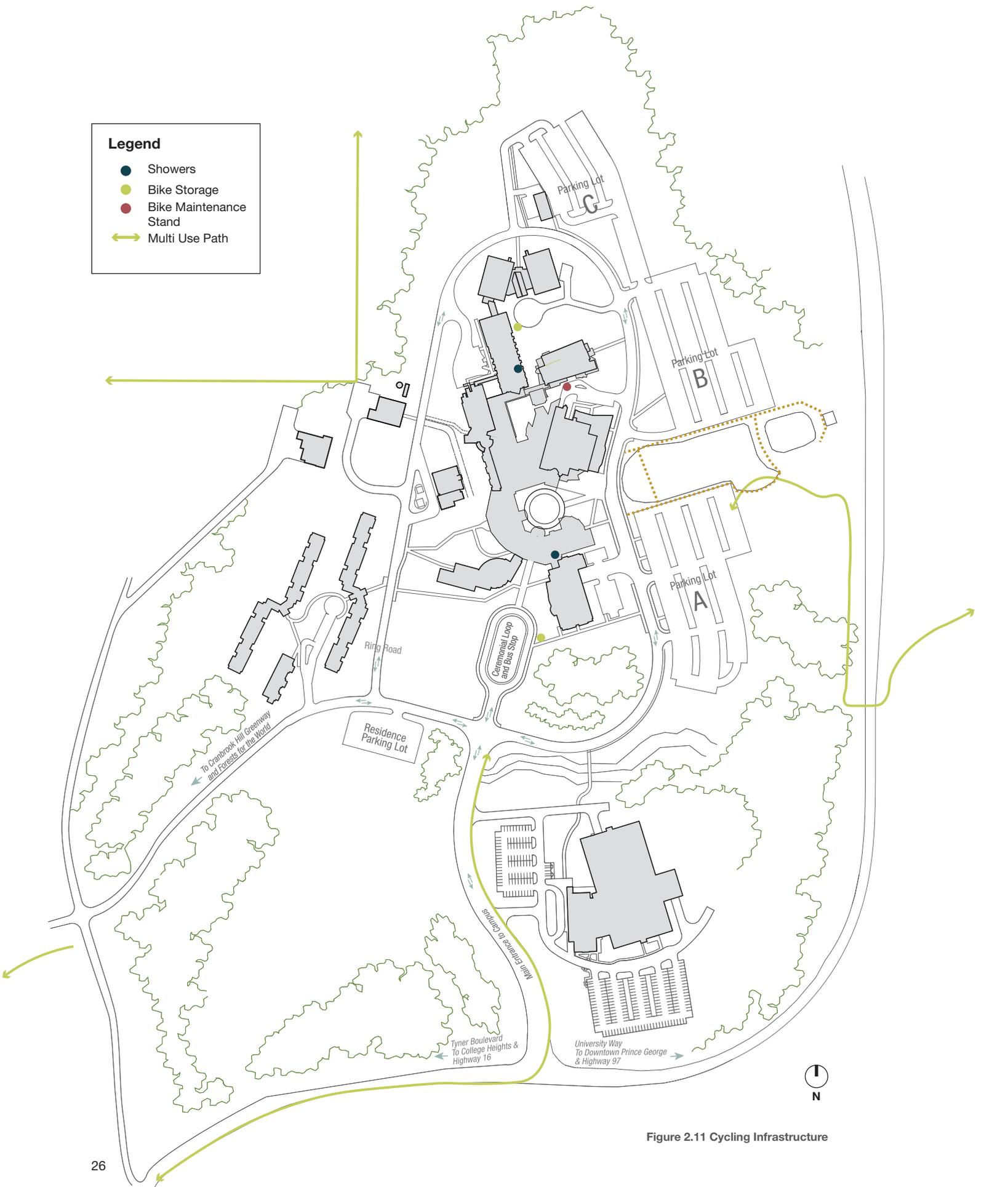


Figure 2.11 Cycling Infrastructure

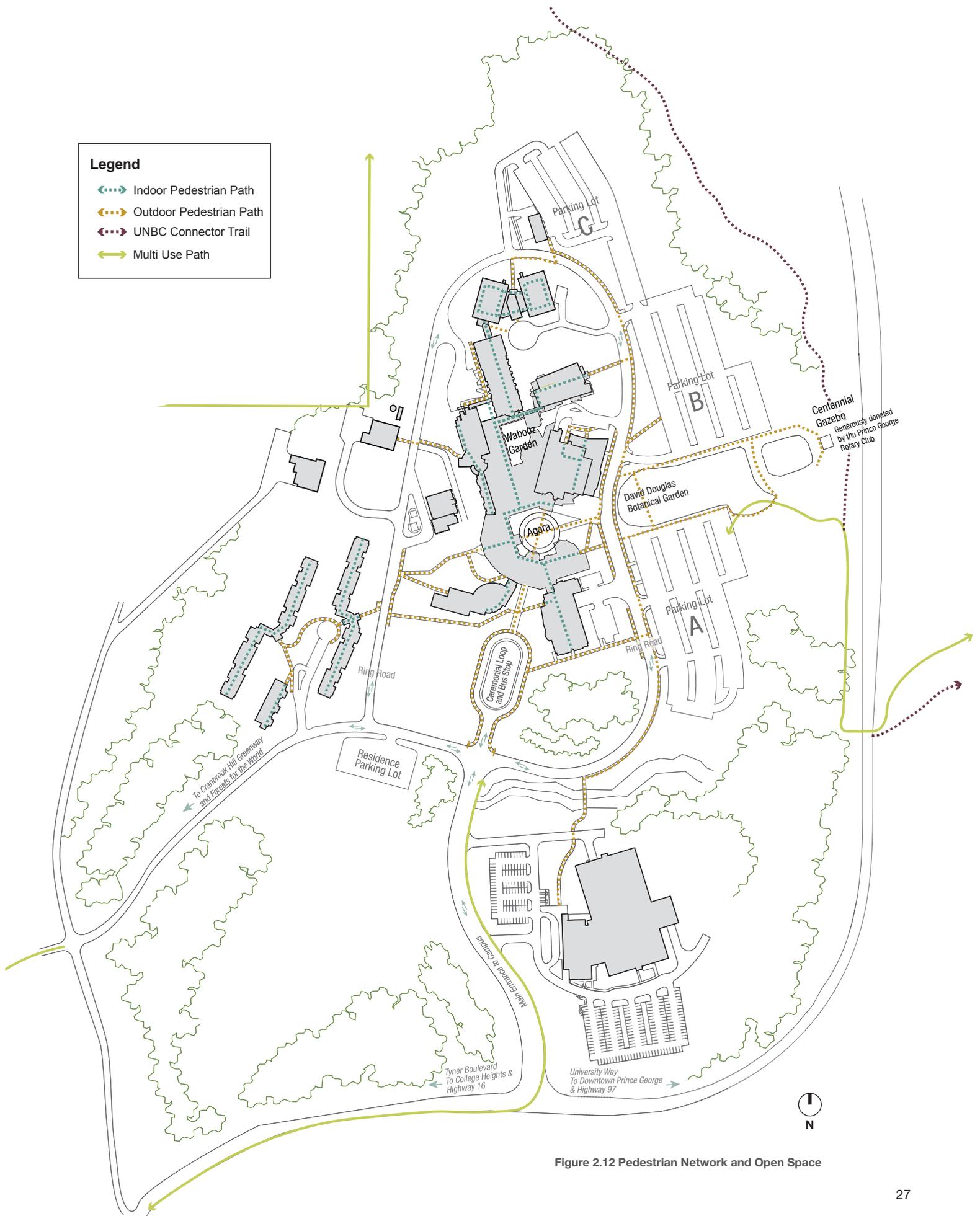


Figure 2.12 Pedestrian Network and Open Space

Legend

- XX Bus Route
- Bus Stop

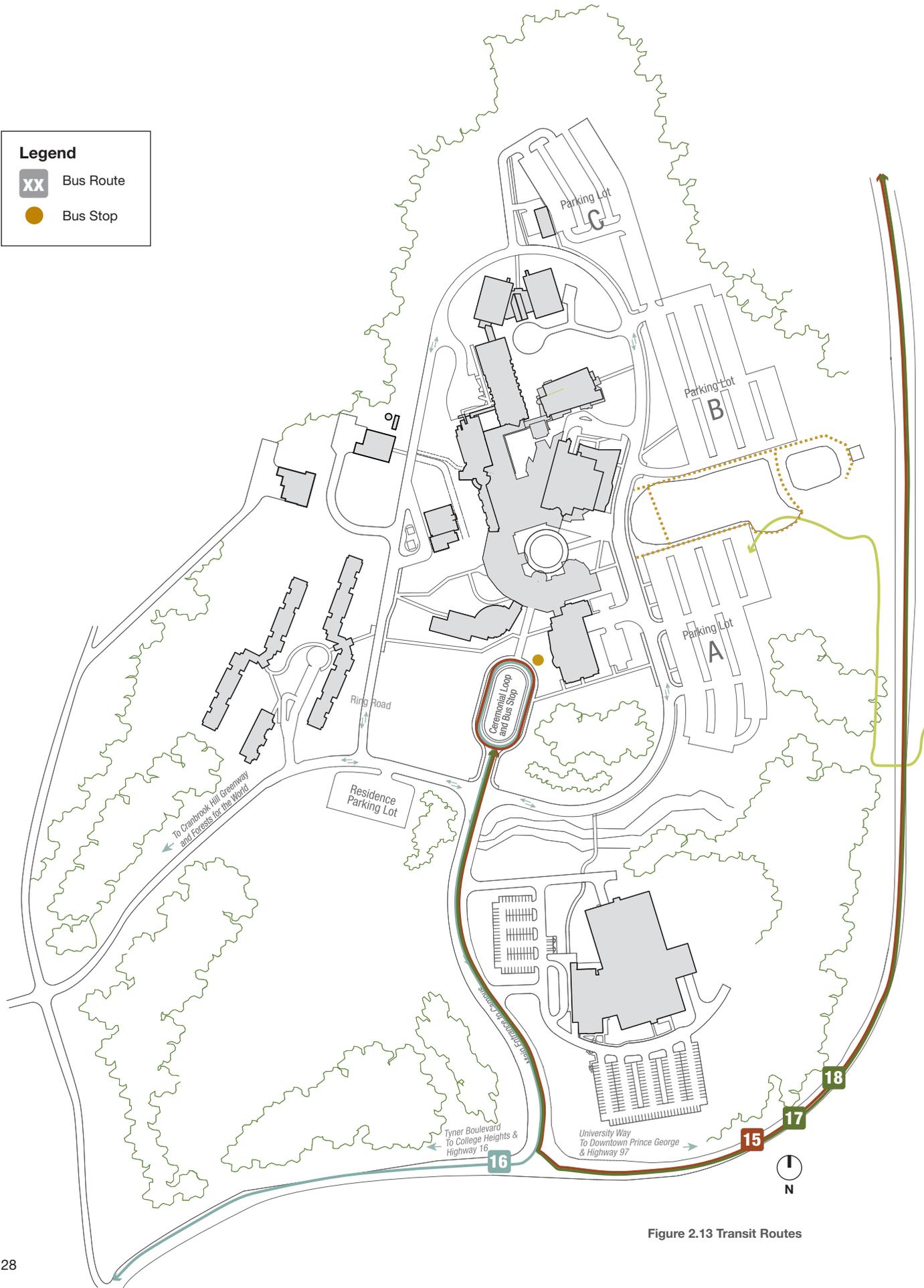


Figure 2.13 Transit Routes

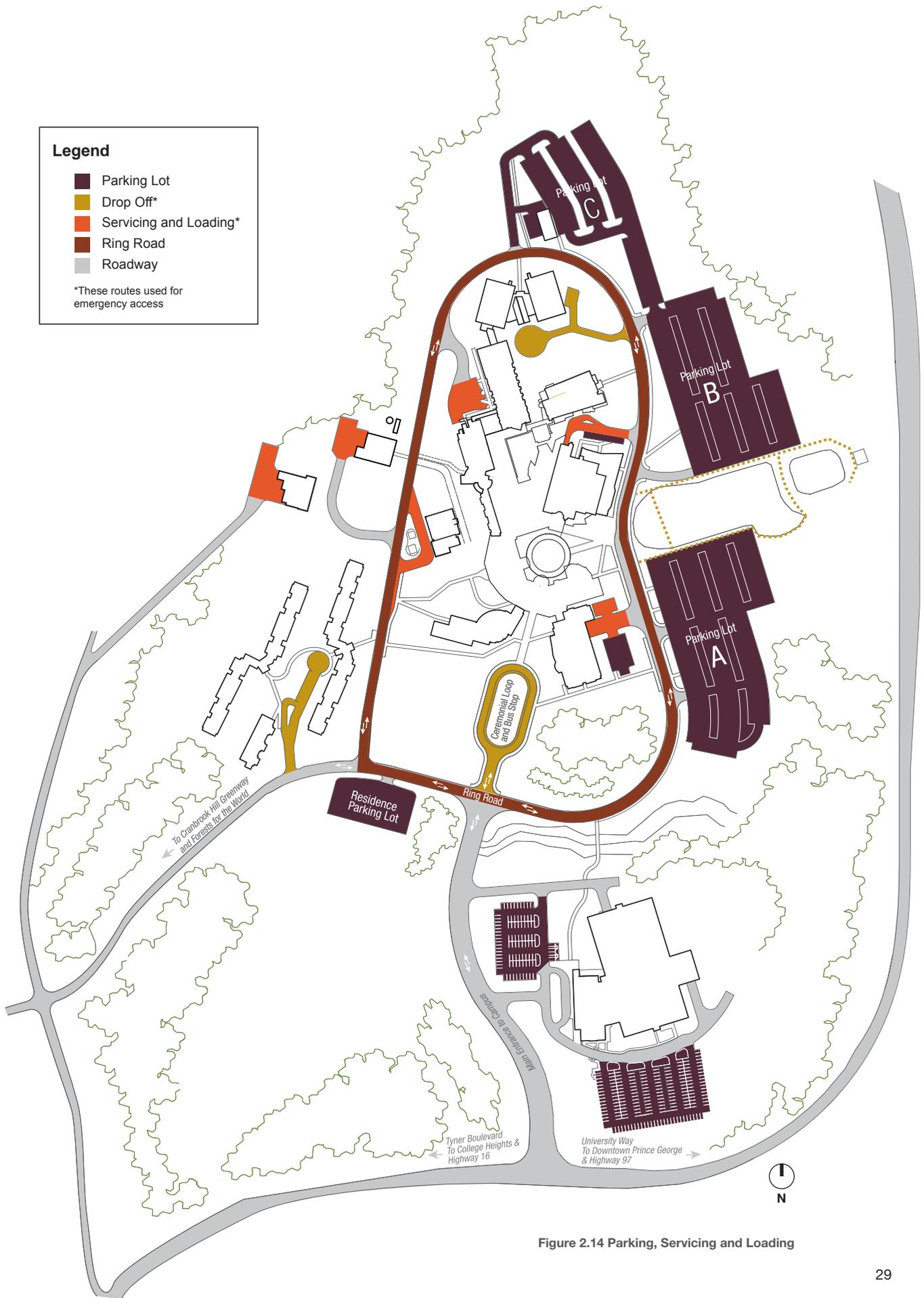


Figure 2.14 Parking, Servicing and Loading

Legend

- Student Life and Services
- Administration
- Academic
- Residences
- Operations

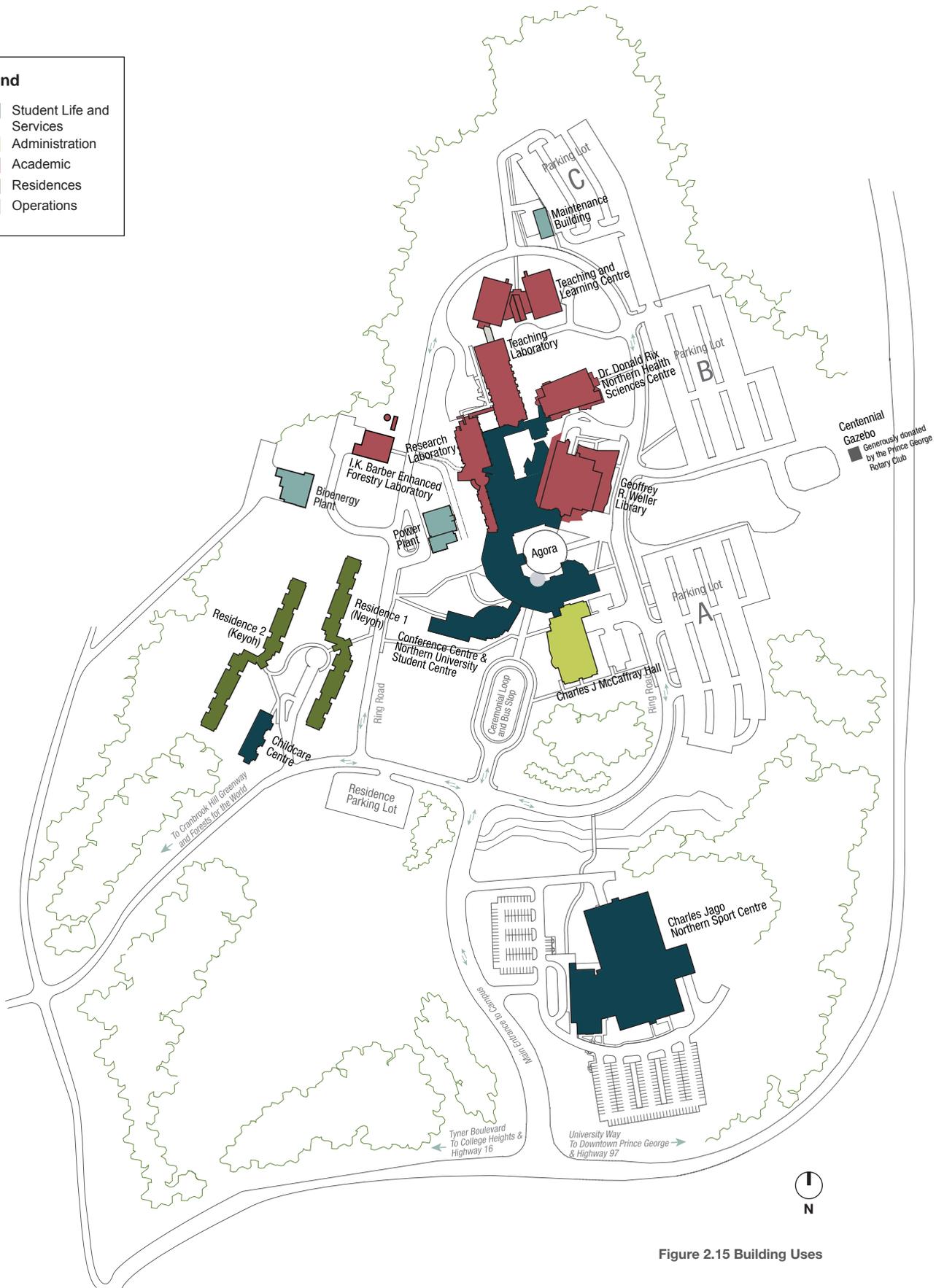


Figure 2.15 Building Uses

2.6 Existing Built Environment

2.6.1 Uses and Designation

The UNBC campus is oriented around the Agora, which provides both pedestrian circulation and space for lecture halls and other services, such as the UNBC bookstore, student services, and the cafeteria and dining hall.

Academic uses are concentrated to the north of the Agora, including both teaching and research facilities and the Geoffrey R. Weller Library. Charles J. McCaffray Hall is located to the south of the Agora along with the Conference Centre and Northern University Student Centre. Operations buildings are located separate from the academic core, although close enough to service the campus. These include the Bioenergy Plant, Power Plant, and Maintenance Shop.

The two residence buildings are positioned on a hill to the west of the academic core, elevated above the campus ring road. The campus daycare is located adjacent to the residences.

The Charles Jago Northern Sport Centre is located on the southern edge of the campus. This building requires more space for its multiple facilities, as well as public access separate from the academic core.

2.6.2 Character

UNBC's spatial hierarchy is organized by three intersecting axes (see Figure 2.16). As an organizational system, this produces unique spatial relationships within the built form which frame the northeast view of the City of Prince George and the distant

Rocky Mountains. In their linear expression, the axes create progressive sequences for moving through the campus. The Agora is centered at the intersection of the axes, the only interruption in the sequence, marking it as the heart of the campus.

2.6.3 Infrastructure and Sustainability

UNBC's reputation as Canada's Green University provides a strong foundation for sustainable development. UNBC is guided by the Green University Vision, which outlines the following Objectives:

- To make UNBC a sustainable campus.
- To engender a 'spirit of sustainability' in the UNBC community.
- To make the UNBC campuses models of sustainability for communities and organizations in Northern British Columbia.
- To improve on our national and international reputation for excellence in teaching and research in the area of sustainability.

The University is actively supported by the Green University Centre, including the Green University Planning Committee (GUPC) and Green Team. The GUPC acts as an advisory body with respect to all initiatives at UNBC and manages the Green Fund, providing funding for sustainability projects on campus. The Green Team promotes pro-environmental behaviour through engagement activities, such as Earth Hour, Earth Day, Lights Out, Sweater Day and an Energy Awareness Drop-In Day.

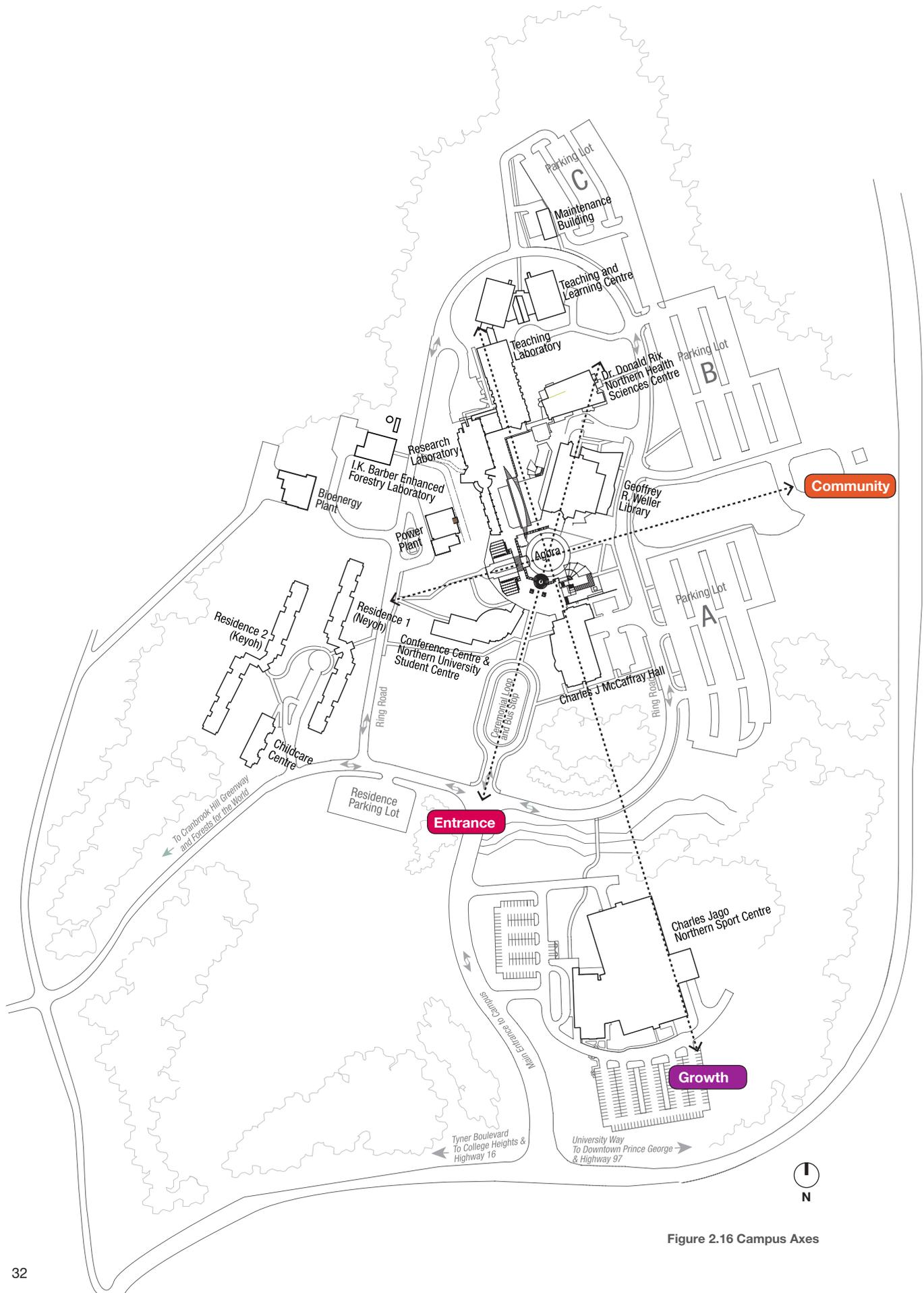


Figure 2.16 Campus Axes



Figure 2.17 Bioenergy Plant

2.6.4 Energy

Energy production on campus has been guided by the three phase UNBC Energy Initiative. Phase one involved the development of a wood pellet heating system, which provided renewable biomass heating to the Enhanced Forestry Laboratory. This demonstration project both contributed to educational and interdisciplinary research opportunities while reducing campus emissions.

Phase two expanded on the use of bioenergy with the development of a dedicated biomass gasification energy plant that transforms residual sawmill waste into a useable form of heat. The bioenergy plant was the first university building in British Columbia and the first building in the North to achieve LEED® Platinum certification.

Phase three – The Sustainable Communities Demonstration Project (SCDP) – involved the installation of a low-temperature, hot water district energy system to connect the student residences, campus daycare, and I.K. Barber Enhanced Forestry Lab

with the bioenergy and wood pellet plants. The pipeline was designed and installed with flexibility in mind, including opportunities for future expansion and the ability to use alternative heating technologies such as geothermal, solar thermal, and heat recovery.

UNBC's Energy Management Program is supported by the BC Hydro Continuous Optimization Program, which helps identify and implement energy efficiency improvements for existing buildings. These include lighting retrofits, heating, ventilation and air conditioning projects, and building systems optimization. UNBC's energy management team is helping UNBC work towards its 2020 energy targets of reducing electrical and thermal energy consumption (combined) by 25 percent, and reducing fossil fuel consumption for heating by 85 percent.

2.6.5 Building Practice

UNBC's Green Strategy provides several Objectives with respect to campus facilities:



Figure 2.18 Wood Innovation and Design Centre



Figure 2.19 Wood Innovation Research Laboratory

- To incorporate sustainability principles in all facilities decisions and operations
- To ensure all future UNBC buildings meet and exceed the LEED® Gold standard
- To become a showcase for wood and local building materials

The 2012 UNBC Master Plan requires development proposals to provide a sustainability report outlining proposed sustainable measures, with scoring based on the Leadership in Energy and Environmental Design (LEED®) Framework.

The newly completed Wood Innovation Research Lab (WIRL) is a building that demonstrates UNBC's commitment to continuously advance sustainability measures, while integrating active research within the campus' built environment. This Passive House certified building both helps reduce campus emissions and supports the advancement of integrated wood design.

2.6.6 Waste Management

UNBC's Green Strategy outlines two Objectives for waste management:

- To strive toward building a campus-wide system of reducing, reusing, recy-

- To reduce, reuse, and recycle in a sustainable context

Waste management on campus is supported by the UNBC Composting Program, which collects organic waste from bins located across campus and processes it within an on-campus compost garden. The compost program is organized by the Prince George Public Interest Research Group and is available to the entire University community. Organic waste diversion is also supported by other initiatives, such as the Food Recovery project, which collects surplus food from UNBC's Dining Hall for the Society of St. Vincent de Paul Prince George.

Recycling at UNBC is facilitated by 4-tier recycling bins located throughout the campus, as well as the Recycling Room and Green Centre. These two spaces allow students and faculty to recycle everyday items, such as plastic jugs and glass jars, as well as more difficult to recycle materials, such as batteries and electronics.

Legend

- Buildings Heated by Low-Temperature District Heating Loop
- Buildings Heated by Core Campus Heat Water Loop
- Low-Temperature District Heating Loop
- Core Campus Hot Water Loop



Figure 2.20 Energy Systems



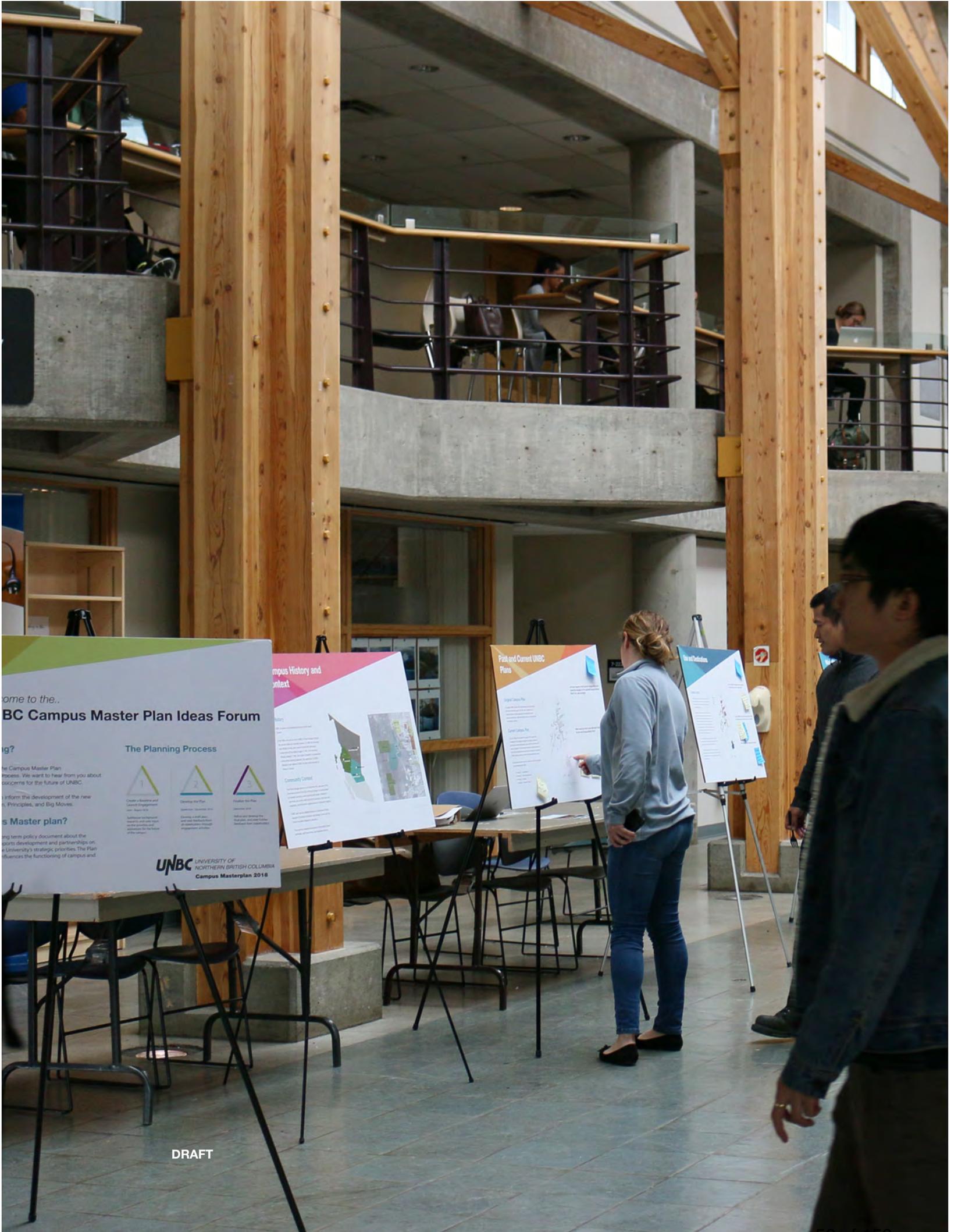
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Image of the WIDC by Ema Peter

3.0 Drivers for Change

This Campus Master Plan responds to a variety of factors that have changed in the larger academic context since the 2012 UNBC Campus Master Plan. These shifts have been part of the impetus for a new Campus Master Plan.

- **Social** – Demographic shifts have occurred within the student population, including the internationalization of student bodies. Traditional understandings of gender, family and identity have forced reconsideration of some approaches to physical space.
- **Technological** – Rapid advances in technology have shifted the way that students learn, how classes are taught and how people socialize. This has shifted approaches to pedagogy and how regional campuses might communicate amongst themselves.
- **Economic** – This Campus Master Plan looks to support UNBC to continue the work to develop strong relationships with local industry. This has included looking to support traditional northern industries, such as lumber, as they modernize. Education funding models have also shifted, increasing the impetus for partnerships and innovative approaches to funding and capital development.
- **Environmental** – The day-to-day realities of climate change and global warming have become harder to ignore. UNBC has identified as Canada's Green University, and this Campus Master Plan seeks to imagine what this might mean in the year 2040.
- **Psychological and Cultural** – Greater awareness of cognitive overload and mental health has shaped approaches to physical spaces on Campus. A renewed and increased commitment to reconciliation on campus has informed a commitment throughout the life of this plan to identifying ways in which to meaningfully incorporate indigenous cultural values in the physical form of campus.



come to the..
BC Campus Master Plan Ideas Forum

g?
 he Campus Master Plan
 process. We want to hear from you about
 concerns for the future of UNBC.

inform the development of the new
 Plan, Principles, and Big Moves.

s Master plan?
 ing term policy document about the
 campus development and partnerships on
 the University's strategic priorities. The Plan
 influences the functioning of campus and

The Planning Process

1. **Clarify the Business and
 General Engagement**
 June - August 2015
2. **Develop the Plan**
 September - November 2015
3. **Finalize the Plan**
 December 2015

**UNBC UNIVERSITY OF
 NORTHERN BRITISH COLUMBIA
 Campus Masterplan 2016**

**Campus History and
 Context**

History

Community Context

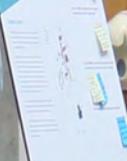


**Past and Current UNBC
 Plans**

Digital Campus Plan

Green Campus Plan

Visual Guidelines



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4.0 Public Engagement

4.1 Engagement Summary

4.1.1 Why We Engage

The overarching purpose of the engagement process was to foster dialogue with campus stakeholders to assist in creating a Vision, Objectives, and policies for this Campus Master Plan.

A robust engagement process ensures that the Plan is informed by the experience of the stakeholders who will directly feel the effects of the Plan's implementation. Moreover, if stakeholders are directly involved in the development of the Plan they will have a sense of ownership over its outcomes. This is a key component in ensuring this Plan's successful implementation.

4.1.2 Engagement Process

Over the course of the campus master planning process, we have had hundreds of conversations with campus community members who shared their vision for

UNBC in 2040. Staff, students and faculty expressed their view of what makes UNBC's campus great, their big ideas for the future and their present day challenges. They provided direction on the planning Frameworks presented in this document and their priorities for implementation.

Throughout the Campus Master Plan's development we hosted: an Ideas Forum, a Mobile Booth, a Speakers Event, two Stakeholder Workshops, drop-ins at the First Nations Centre, an Open House, and multiple face to face conversations with stakeholder groups. This vast wealth of experience and campus expertise was essential in forming the directives that will guide the growth of the campus over the next 22 years.

These engagement activities provided opportunity for both broad engagement for general input on priorities for the Prince George and Regional Campuses, and

focused engagement for use in policy and design development.

The wide variety of engagement activities led to hundreds of conversations with stakeholders and comments on sticky

notes. Eight major themes emerged from the engagement process and have been summarized in Figure 4.2. These themes directly informed the Vision, Objectives and Design Approach of this Campus Master Plan.



Figure 4.0 Engagement Process



Figure 4.1 Engagement Events

The Plan should support opportunities for sustainable modes of transportation, including transit, walking, cycling, and reduced car-dependency.



Outdoor spaces should be maintained and programmed all year round.

The campus should be accessible to all.

The campus should enable active and passive recreation throughout the seasons.

The campus should be a destination for all residents of Prince George.



Informal social and learning spaces should be enhanced as a place to stay on campus when class is over.

There is a desire for increased amenities on campus including: food outlets, grocery store(s), convenience store(s), and housing.

The campus core should provide places for Indigenous ceremony.

Figure 4.2 Key Engagement Themes

Part 2:

The Campus Master Plan

DRAFT

VISION

away from home

INTER CAMPUS

walkable

open

Campus

↳ impromptu meeting

2017

endowment opportunity



diverse housing
7 → 75 yrs

get over the hill

community services + conn

+ SP

↳ gondola
↳ wheelchair
↳ shuttle



Classes in the forest

inclusive TO ALL living things

NESS CENTRE

action green spaces

Living Lab

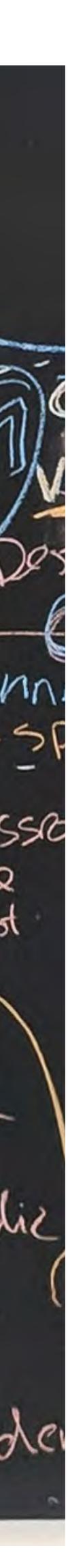


Better Food Services



Recreational Enhancement
Delightful Public Realm
all year round
Every Student

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5.0 Vision, Objectives and Design Approach

5.1 UNBC Destination 2040

The Campus Master Plan is a strategic approach to realizing the goals and priorities outlined in UNBC's existing planning work and strategic roadmap as they pertain to campus lands. The Plan guides the growth and evolution of UNBC to a destination of 2040, and beyond.

The Plan is made up of three sections. First, the Vision, Objectives, Design Approach, provide a high-level overview of the intent of the Plan and create a concept for what UNBC's campuses will look like in 2040. Then, the Planning Frameworks drill down into policy, and present a series of recom-

mendations that will bring that concept to life. Lastly, the implementation section provides a toolkit of additional studies that will strengthen the recommendations of the Plan, provide guidance the governance, administration, and phasing of the Plan, and highlight opportunities for partnerships.

The Campus Master Plan is a living document. Over the course of the next 22 years, the Plan should be reviewed and amended to respond to emergent challenges and opportunities.



5.2 Campus Vision

The University of Northern British Columbia builds on its roots as “the university in the North – for the North” by celebrating its northern environs with a campus that is inviting and inclusive through the seasons. UNBC functions like a dynamic neighbourhood, with diverse destinations, housing choices, and connections to the wider community. Its recreational opportunities, spectacular views, and cultural events further establish this unique place as a destination for students, faculty, staff, and the broader community alike.

The campus demonstrates leadership in sustainability through its high-performance infrastructure and buildings, and its focus on active modes of transportation. It embraces a holistic approach to well-being through indoor and outdoor active living, and in creating spaces for both active social exchange and quiet respite. The campus enhances and supports UNBC's core academic and research Objectives, providing flexible and adaptable spaces for learning and discovery.



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5.3 Objectives

The Campus Master Plan creates an action-orientated Framework to achieve the following Objectives:

Nurture excellence in academia and research

A campus that supports the highest standards of teaching, learning, and research.

Attaining the highest standards of teaching, learning, and research is at the core of UNBC's Mission. The campus supports the physical directions of the Academic Action Plan and Strategic Research Plan by planning for research spaces support innovation, collaboration and the advancement of knowledge, and teaching spaces are highly flexible, allowing adaptability to changing advancements in pedagogy.

Partner with First Nations to identify ways to apply Indigenous perspectives to the continual design of the campus

'En Cha Hunà

The campus embodies UNBC's motto 'En Cha Hunà, from the Dakelh Elders, which represents a spirit of academic freedom, respect for others and a willingness to recognize different perspectives. UNBC engages with First Nations in meaningful ways, identifying ways throughout campus to celebrate and support past and current First Nations presence. The Campus Master Plan reflects this commitment in policy and design directions.

Celebrate our unique location in northern B.C. and our multi-campus identity

One campus, many doorways

The Campus Master Plan outlines strategies for celebrating Prince George's winter climate, rural and industrious economic base, the vast expanse of northern B.C., and UNBC's multi-campus footprint.

Embody leadership in sustainability and resilience

Re-imagining Canada's Green University

UNBC embodies leadership in an approach to sustainability that considers social, economic and environmental factors.

Engage meaningfully through the campus planning process and through its implementation

A vision created - and implemented - together

Includes providing a diversity of mechanisms for the internal and extended UNBC community to participate in the creation and ongoing implementation of the campus plan.

Foster and enhance a sense of community

A welcoming and accessible campus

UNBC has a strong internal community that supports purposeful growth. The Campus Master Plan includes strategies for inclusivity, diversity, safety, housing, support services and amenities, and health services. The campus welcomes members of the surrounding communities, attracts esteemed scholars, researchers and students, has a strong international reputation and provides partnership opportunities.

Support holistic health and well-being

A vital campus life

The campus supports access to, and the 4-season enjoyment of, open spaces, trails, paths, and a diversity of opportunities for learning, social gathering, and recreation. The Campus Master Plan includes strategies to address the combination of social, economic, environmental, cultural, and political conditions identified by individuals and their communities as essential for them to flourish and fulfill their potential.

5.4 Design Approach

The Campus Master Plan’s conceptual Frameworks are informed by the following physical planning design approaches.



A Campus of Scholarship

A Campus of Scholarship

The campus is a tool for teaching, learning, and research. It provides opportunities and inspiration for applied research, immersive learning experiences, informal educational moments, and thought-provoking ideas, indoors and outdoors, all year round.



A Winter Campus

A Winter Campus

The campus is enjoyed in all seasons. Winter is embraced as a cause of celebration and inspiration in approaches to open space, landscape design, building connections, transportation and public realm programming.



A Connected Campus

A Connected Campus

The campus is connected at all scales. Pedestrian connections are improved within the core campus; surrounding residential development is connected to UNBC through ‘magnet’ destinations like amenities, services, and attractions; and UNBC is better connected to downtown Prince George through an increase in all-season active transportation networks and public transit service.



A Campus Village

A Campus Village

The campus is a complete community that provides amenities and activities for residents, students and employees. The campus also serves as an attraction for the broader community through the provision of cultural and recreational opportunities.



A Sustainable Campus

A Sustainable Campus

The physical campus embodies sustainability leadership through the commitment to becoming a Carbon Neutral Campus. Growth of campus is compact, with minimal building footprints and designed around existing infrastructure, with provision for amenities and active transportation facilities. The public realm is designed with nature and features native and/or drought tolerant plantings, supports biodiversity, considers wildfire implications, and takes a natural systems approach to storm water management.





6.0 Planning Frameworks

6.1 Introducing the Concept Plan

The Campus Master Plan Vision, Objectives and Design Approaches culminate into the UNBC Concept Plan which integrate Open Space, Built Form and Movement Frameworks.

Each of these Frameworks is further developed through more detailed policy directions that are outlined in following pages of this plan.



4

7

6

1

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2



6.2 Destination 2040 Concept Plan

- 1 The Agora is reinforced as the symbolic heart of the campus. As the primary open space it is open year-round. A strong connection to the David Douglas Botanical Garden to the east along the Community Axis is enhanced and strengthened.
- 2 The campus quadrangle is a modern interpretation of a classic campus form. It serves as a permeable central open space which can be used both formally and informally.
- 3 Two potential building sites are identified within a student life precinct as potential student residences. Development on campus will be compact to create centres of activity and synergistic uses.
- 4 Connections with surrounding multi-use trails are enhanced and strengthened to encourage health and wellness on campus. The natural Northern environs are celebrated as a character defining feature.
- 5 A potential future building site is placed along the Community Axis, and could become a centre of student services - connecting the academic core of campus with the student life precinct.
- 6 A public space unifying two potential future building sites is imagined. This space will also serve to strengthen the Community Axis.
- 7 The Ring Road is re-imagined as a place for people. Multiple modes of transportation, including active modes, are welcome and safe.



Figure 6.2 Open Space Framework



6.3 Open Space Framework

The Plan sets forth a Vision of an Open Space network that supports UNBC's core academic and research Objectives. It celebrates its northern environs with a campus that is inviting and inclusive through the seasons. The Open Space Framework helps achieve this Vision through improving existing open spaces with strategies such as prioritizing native plantings that are indicative of the sub-boreal character of the surrounding campus lands, and creating memorable public spaces that bring people together to recreate, linger and enjoy the outdoors, year-round. Policy pertaining to the open space also includes recommendations for wildfire prevention, outdoor learning opportunities, and incorporating traditional uses on campus land.

6.3.1 A Diversity of Open Spaces

The Framework encourages the interplay and connectedness of buildings and open spaces, within a robust forested setting. The strategy is based on building upon the original natural setting, and recognizing the wide variety and density of use by students, faculty, staff, and visitors, during different times of the day, week, and year. The strategy focuses on six key moves:

- supporting a forested character, by conserving the existing forested setting and by extending elements of the character to permeate the core of the campus;
- conserving and commemorating the cultural heritage of the campus, including land-based traditional knowledge and the more recent establishment of UNBC's campus;
- enabling opportunities for research and learning throughout the campus lands, including for leading sustainability practices;

- enhancing the pedestrian experience throughout campus, including along major pedestrian circulation corridors by connecting them to significant existing and new destinations, having regard for cold-climate conditions, animation, and safety;
- developing a wide range of open spaces that accommodate a range of formal and informal uses, throughout campus; and,
- an intricate placemaking strategy, that seeks to enhance the delight and enjoyment of being on campus, with beautifully designed landscapes that incorporate views, opportunities for active and passive recreation, and public art.

6.3.2 Forested Lands

UNBC's forested setting should be one of its most prominent characteristic. The proximity to the forest is often cited as one of the most cherished features of the campus – supporting the wellbeing of UNBC's internal and external communities. Further, the relationship with the land itself is a fundamental opportunity for pedagogy and research, including traditional-knowledge sharing.

Recommendations for these areas include:

- existing forested areas shall be conserved and enhanced where possible;
- the conservation of forested areas, as well as the design of new landscaped areas, shall seek to support a forested character;
- the conservation of forested areas shall acknowledge and incorporate elements of traditional land-based knowledge and use; and,
- the use of campus lands shall offer opportunities for research, learning, and interpretative landscapes and signage.

6.3.3 Natural Heritage Conservation

The campus includes extensive lands that showcase a sub-boreal forest ecosystem, including a number of ecosystem services, such as creeks and drainage corridors, as well as a wildlife population. Recommendations include:

- the extent and ecological function of the different parts of the UNBC campus shall be the subject of further research, including academic research and pedagogy;
- areas or natural systems that are found through research to be essential to the function of the overall forest and the subsistence of wildlife should be conserved and enhanced, or in the case of development or encroachment, mitigation strategies should be developed accordingly; and,
- the conservation of natural areas and systems shall seek to balance the parallel objectives of: conserving the indigenous ecology of the campus; building resilience for an evolving ecology due to climate change; enabling research and pedagogy; and enabling the use of natural settings by the community for learning and for recreation.

6.3.3.1 Wildfire Prevention

Wildfire prevention should be prioritized in the design of all open spaces on campus. Wildfire spread is dependent on abundance of fuel. Forests with large conifers and an abundance of under-story vegetation are a potential catalyst for large-scale wildfires.

Designing for wildfire prevention requires careful considerations around spacing of trees, and species used.

The following policies are included for reference. However, when designing for wildfire

prevention, the latest policies and recommendations by BC Firesmart and the City of Prince George's Wildfire Management Plan should prevail.

All open spaces must be designed in accordance to three priority areas categorized as listed. Recommendations for each priority area follow.

- First priority: within 10 meters of a building
- Second priority: 10-30 meters from a building structure
- Third priority >30 meters from any structure and extending to a distance of 100 meters and beyond

First Priority Area:

- limit shrubs, trees, dead fall or wood-piles;
- do not include evergreen shrubs and coniferous evergreen hedges;
- grasses should be kept watered and mowed;
- no tree limbs should be within 3 meters of a building; and,
- any landscaping mulches used should be non-combustible.

Second Priority Area:

- space trees so individual tree crowns are 3-6 meters apart;
- remove or reduce the number of evergreens in the area;
- prioritize aspen, poplar, and birch as these have very low flammability rates;
- Remove dead fall, thick shrubbery and mature trees;
- prune tree limbs so that they are at least 2 meters above ground; and
- note that fires spread more easily uphill and extend the second priority zone guidelines further on downhill slopes and windward exposures.



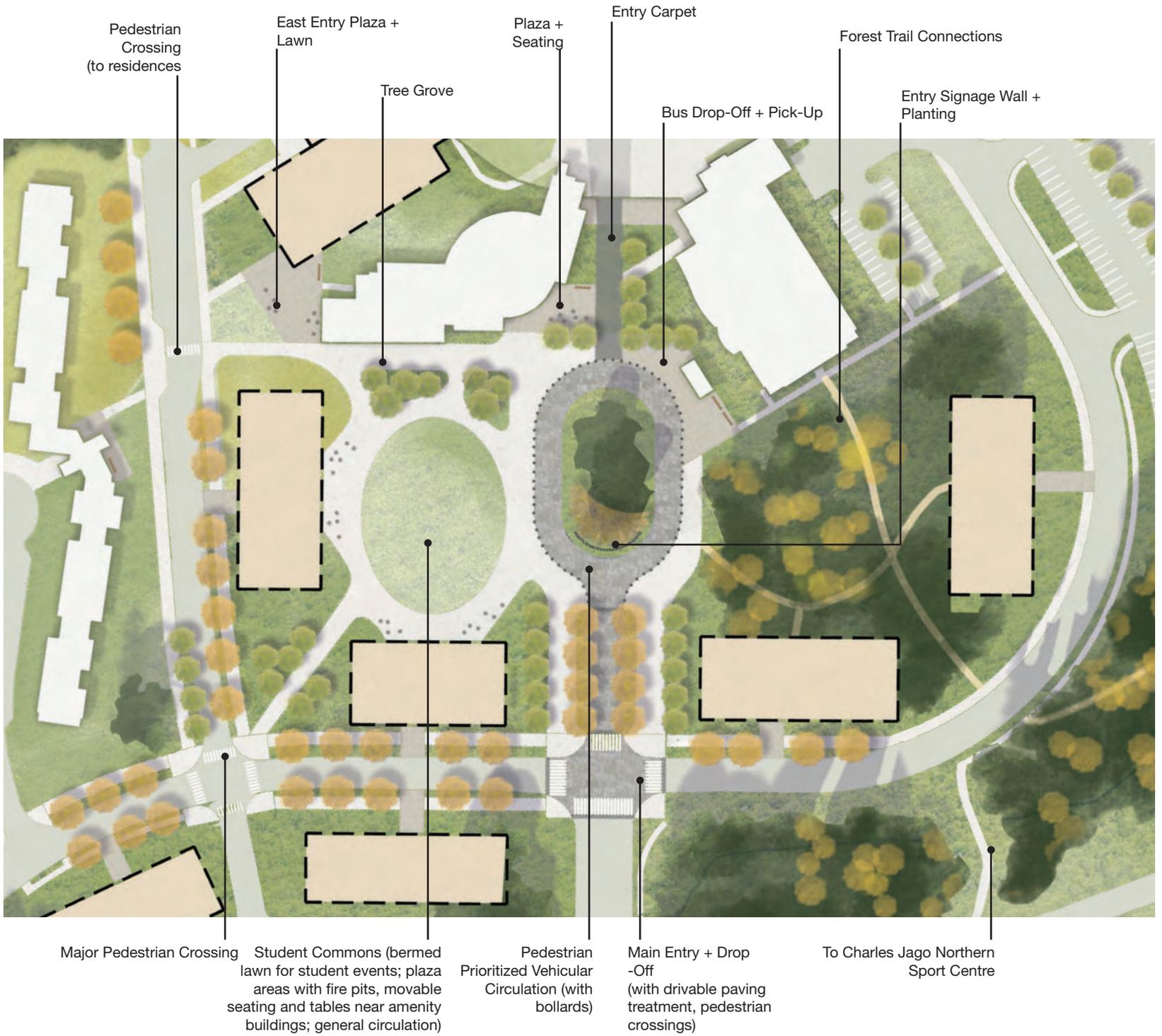


Figure 6.3 The Quadrangle

Third Priority Area:

- Thin or reduce shrubs and trees that make up the under story, retain fire resistant deciduous trees, space trees 3-6 meters between crowns to reduce the potential for a crowning fire.
- Shane Creek, including potential fish habitat impacts;
- traditional road salt (sodium chloride) shall not be used to deice streets and sidewalks; and,
- preserve and enhance existing water-courses, creeks, and ponds on campus.

6.3.3.2 Climate Adaptation

Changes in temperature and precipitation levels may alter where plants and animals can thrive.

- Ensure plantings are resilient to a changing climate including to emerging patterns of migrating wildlife, insects, and diseases, as well as to extreme weather events (flash floods, droughts, and increased wildfire events).

6.3.3.3 Water and Hydrology

Acknowledging that much of Prince George relies on groundwater for its water supply, protecting local rivers is an essential component of community stewardship. All creeks and drainage ditches within Prince George are part of the Nechako and Fraser River watershed. This plan sets forth a commitment to sustainable water management, including the improvement of the quality of stormwater runoff leaving the core campus. Recommendations include:

- review and enhance irrigation strategies for landscaped areas to improve water conservation;
- new buildings should strive to reduce water consumption and should be designed to collect, use, and then restore all needed water;
- new buildings should be designed to reduce stormwater impacts, and could incorporate, or contribute to, rainwater capture and re-use systems;
- existing drainage systems should be assessed to determine the impact to

6.3.4 Cultural Heritage

The campus Open Space Framework honours the history of the site - both since time immemorial and more recent history. The following policies identify ways to incorporate Cultural Heritage into the public realm to meaningfully.

6.3.4.1 Traditional Uses

The campus as a whole has the potential to help raise awareness of past and present cultures, offering opportunities for knowledge sharing and generation. In particular, the campus should serve to commemorate, and raise awareness for, traditional land-based knowledge. Policies include:

- explore partnership with the Lheidli T'enneh and other Indigenous peoples to create opportunities for land-based learning and stewardship;
- explore opportunities for the provision of places for ceremony close to the core of campus; and,
- explore opportunities to embed interpretative elements throughout the campus that raise awareness for traditional uses.

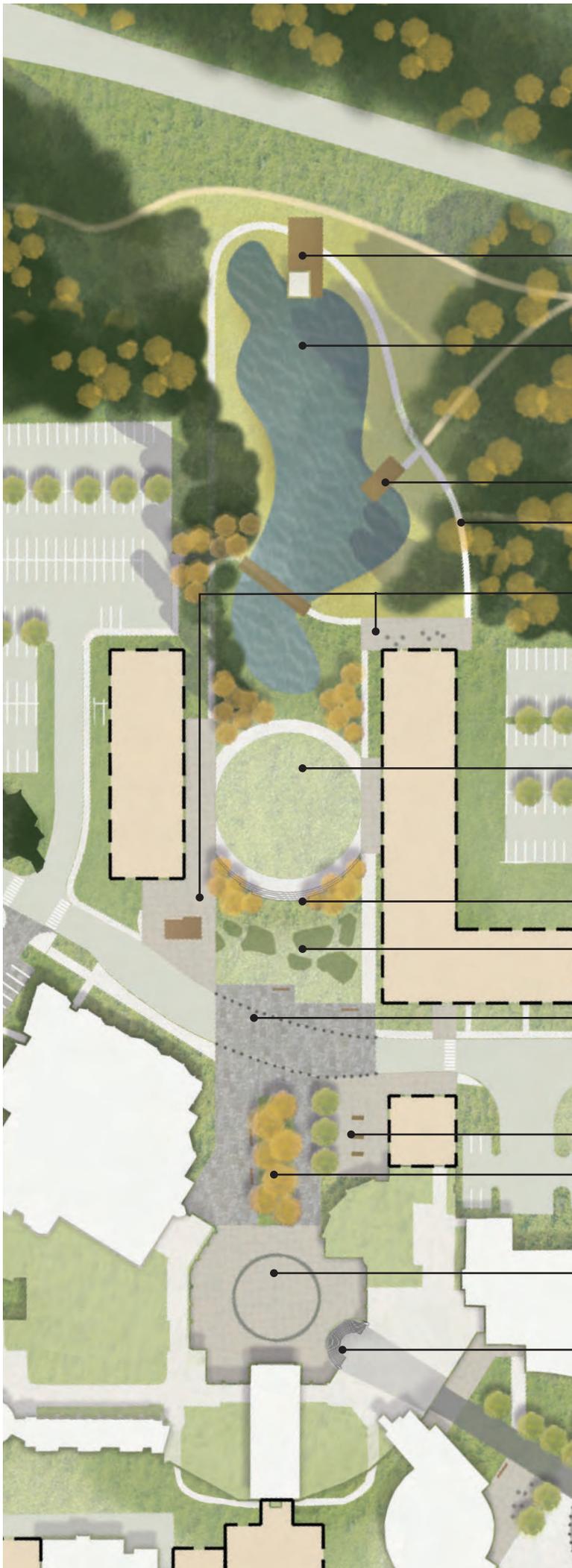
6.3.4.2 Campus Axes

The axes are foundational components of the Campus Master Plan. Open space and landscape should enforce these as unifying features. The campus axes are identified in Figure 6.5.

- The design of public spaces, views,



Figure 6.4 The Agora Walk



Gazebo and View Deck

Detention Pond
(existing detention pond
relocated)

Seating Deck

Trail Connections
(in meadow planting)

Plazas and Circulation

UNBC Bowl
(lawn for unprogrammed activities,
potential winter ice rink)

Amphitheater Seating

Existing Botanical Gardens

Pedestrian Prioritized Crossing + Plazas
(bollards and paving indicating
pedestrian zones)

Outdoor Communal Tables

Tree Grove
(deciduous trees in raised planter)

Existing Plaza

Stair Entry (from Main Entry
Loop)

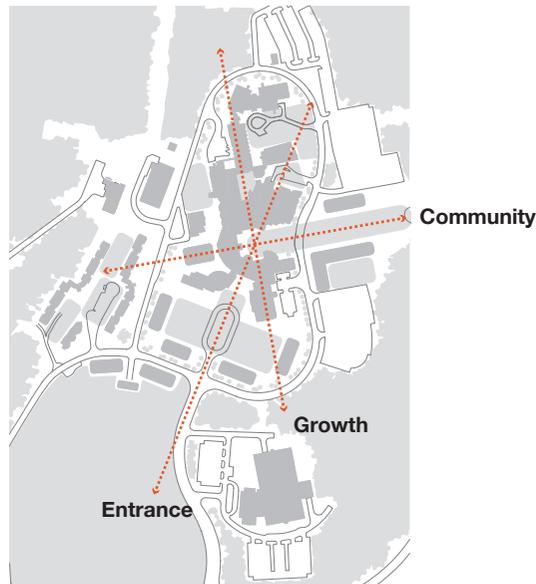


Figure 6.5 Campus Axes

and circulation should recognize and seek to emphasize and render visible the campus axes.

- The campus axes should remain free of visual and physical obstructions.
- A plaque or interpretative element should be installed to record and communicate the symbolism of the axes.

6.3.4.3 Views

Views are an important component of the UNBC experience and can be used in open space design as a way to create visual interest, build a sense of place, and support wayfinding. Open views along streets, paths and trails, also provide a means of wayfinding and making visual connections to key places and destinations.

- Views along all the Axis, where they exist, shall be preserved.
- View corridors along major streets or walking paths should be preserved to support intuitive wayfinding.
- Views to prominent view termini (iconic buildings, structures, or landscapes)

within the campus should be preserved.

- Signature views to the valley and city should be preserved.

6.3.5 Enhancing the Pedestrian Experience

A key priority of the Plan is delivering a great pedestrian experience – for people walking between classes, going back and forth to the residences, looking for something to eat, enjoying a leisure lunchtime stroll, undertaking research in the woods, or hiking in from one of the adjacent neighbourhoods. In most cases, the experience of the campus will be defined by the experience of walking around the campus. And, given the prominence of winter throughout the academic year, the pedestrian experience can often include snow, ice, chilling winds, and reduced daylight hours.

Recommendations include:

- the term “pedestrian” shall be deemed to include people of different mobility abilities, including those requiring wheelchairs, walkers, scooters, other personal mobility devices, as well as



Figure 6.6 North Lawn and Plaza

- the visually impaired;
- in the design of open spaces, buildings, and transportation systems the priority shall be given to pedestrian circulation;
- major pedestrian crossings should be designed as raised intersections to prioritize pedestrians and serve as traffic calming. An example is the intersection of the Ring Road and the southern gateway;
- clear and direct pedestrian pathways shall connect all buildings and destinations such as transit facilities, and these shall include proper lighting, furnishings, and shall be cleared of ice and snow during the winter;
- pathways or sidewalks should be included on both sides of streets and along the entire perimeter of buildings;
- primary pedestrian corridors should have regard for wind mitigation features;
- pedestrian corridors should incorporate public art, commemorative or interpretive features; and,
- key decision-making moments (typically at intersecting paths or at gateways) should incorporate wayfinding elements.

6.3.6 Distinct Landscaped Areas

Distinct landscape areas have been identified in the Open Space Framework and are identified in Figure 6.7. These are areas of significant importance to the campus that have unique characteristics. Specific considerations are outlined below.

6.3.6.1 Ring Road

The Ring Road is both the primary method of circulation around campus for all modes of transportation and a key Open Space where people can linger, socialize and recreate. Strategies include:

- a continuous sidewalk will be added for pedestrian enjoyment and safety

- among streets;
- additional street trees will be added along streets, including Ring Road to provide shade and a sense of rhythm; and,
- street furnishings should be used to create a cohesive identity and sense of place, including without limitation a continuous placement of street lighting and the place-specific introduction of benches, wayfinding elements, waste receptacles, bike facilities, and public art.

6.3.6.2 The Quadrangle

The quadrangle is a large open space located at the entry to campus, depicted in Figure 6.3. This space serves as a central open space on campus and welcomes people as they arrive to campus. It can be used for a range of activities including campus-wide events, informal recreation, and formal ceremonies. The existing stand of trees east of the existing ceremonial loop highlights the natural character the UNBC Prince George campus lands. To the west, a more formally landscaped area is conducive to large gatherings, informal recreation, and campus-wide programming. Strategies include:

- the tree stand to the east of the existing ceremonial loop shall be preserved;
- additional tree planting shall be introduced to create a gradient from the formal landscaped area into the existing stand of trees;
- buildings that front onto the Quadrangle shall include a high degree of transparency, encouraging a strong relationship between indoor and outdoor activity; and,
- the Quadrangle shall be designed to accommodate year-round formal programming, as well as day-to-day informal use.



Figure 6.7 Distinct Landscape Areas



6.3.6.3 The Agora Walk

The Agora is the heart of campus. As such, it should be enjoyed year-round. Further, the pedestrian linkages from the Agora to the David Douglas Botanical Garden shall be strengthened to help create a sense of cohesion and unity of public realm along the Community Axis. This area is depicted in Figure 6.1. Strengthen the quality of this space by:

- ensuring snow clearing to allow the Agora to be enjoyed year-round;
- establishing weather protected seating;
- creating a program of use for year-round activities;
- improving the pedestrian connections between the Agora and the David Douglas Botanical Garden through improved crosswalks or other methods of visually demarcating this area as a pedestrian priority area;
- support the activation of this area by situating new buildings to defining the edge of this public space, and positioning active programs (food outlets, study spaces, social areas e.g.) at the ground-level of new buildings to encourage a strong indoor-outdoor relationship; and,
- ensure that this area is well connected to the pedestrian network, as depicted in Figure XX.

6.3.6.4 The Residence Commons

The student residence commons is a sloped open space that helps to unify the residence buildings and to enhance and build a sense of community in this area. Enhance the character and make better use of the underutilized space through the following strategies:

- provide weather protected seating and places to gather; and,
- provide well-lit pedestrian connections

year-round through the Residence Commons.

6.3.6.5 Courtyards

Courtyards are relatively small outdoor open spaces that are generally enclosed in the centres of larger buildings or surrounded by multiple building facades, and that have a semi-private character. Enhance the safety and quality of these spaces by:

- ensuring they are well lit and there is the provision for weather protected seating;
- providing clear wayfinding to help people orient themselves through these spaces; and,
- linking courtyards to the broader pedestrian network.

6.3.6.6 Meadows

Meadows are informal open spaces that incorporate both lawn and native plantings to support wildlife, reduce maintenance requirements and provide a more naturalized aesthetic. These areas are referenced in Figure 6.7. Maintain and continue developing meadows in open spaces that do not have formal landscaped areas or programming opportunities.

6.3.6.7 Plazas

Plazas are medium sized hard-surfaced areas that are able to accommodate a higher degree of foot traffic. These plazas are associated with main entrances of buildings and can be seen as a wayfinding tool to denote a strong sense of arrival.

6.3.7 Public Art and Cultural Expression

Public Art and Cultural Expression: Public art can help to strengthen a sense of campus identity and to assist with orientation and wayfinding around campus. Strategies include:

- public art should be sited to help define the public realm, support wayfinding or help to create a sense of entry on campus;
 - public art can also act as a point of interest that anchors the termination points of the campus axes, namely the northern ends of the growth and entry axes as depicted in Figure 6.5;
 - public art should be selected to help represent UNBC's unique identity and location and should also support commemoration or interpretation opportunities; and,
 - selection of public art in collaboration with the First Nations Centre is encouraged.
- could include winter festivals, concerts, theatre, outdoor movies etc.
 - Passive Recreation: Make provision for weather protected public spaces that encourage passive recreational activities such as socializing, lingering, reading and studying.
 - Active Recreation: Strengthen connections and accessibility to surrounding trails and existing active recreational spaces such as the Charles Jago Northern Sports Centre.
 - Living Laboratory: Support the entire campus as a living laboratory through the incorporation of places for learning throughout the open spaces on campus. Opportunities might include community gardens, outdoor classrooms, and knowledge walks. These opportunities also allow UNBC to highlight their commitment and leadership to sustainability.

6.3.8 Programming Opportunities

The Plan supports an active and inclusive campus year-round. Programming supports UNBC values of sustainability and wellness. Policies are as follows:

- Events: Host special events in open spaces at a variety of scales. These



Figure 6.8 Programming Opportunities: Outdoor Fire Pit



Figure 6.9 Programming Opportunities: X-country Skiing

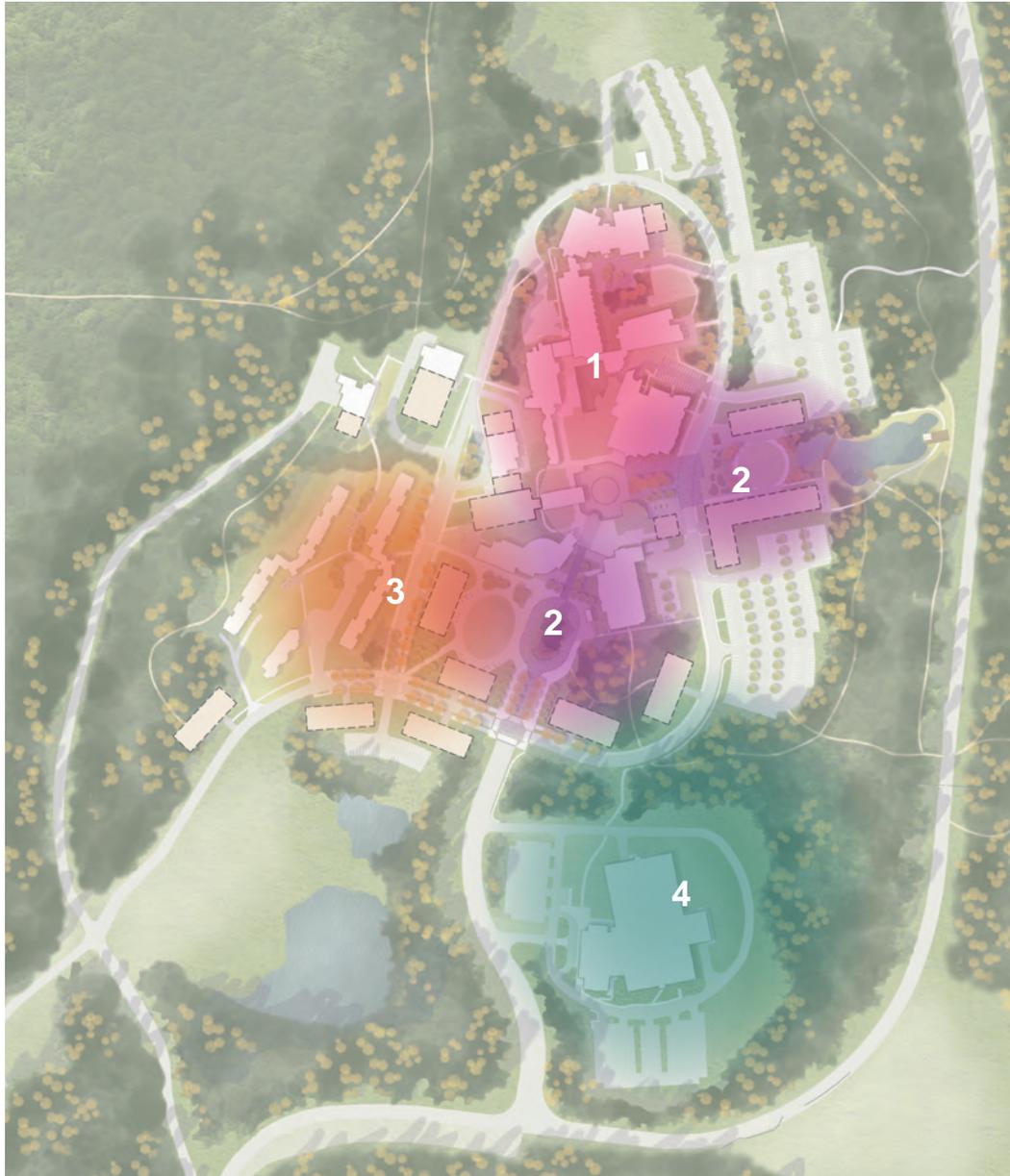


Figure 6.10 Campus Districts

Legend

- ① Academic Focus
- ② Academic Mixed Use
- ③ Student Life
- ④ Wellness

6.4 Built Form Framework

The Plan sets forth a vision for a campus that functions like a dynamic neighbourhood, with diverse destinations, housing choices and connections to the wider community. The Built Form Framework identifies potential future development sites on the Prince George campus that would support this overall vision of the Campus Master Plan including clustered uses and strong connections to Open Space. These sites were identified to help create a strong sense of entry, to strengthen and build upon the existing campus Axes and to reinforce open spaces on campus. Policy pertaining to Built Form includes potential future building sites and uses and Built Form Guidelines.

6.4.1 Campus Districts

The Campus Master plan is defined by four districts as outlined in Figure 6.10: Academic Focus, Academic Mixed Use, Student Life, and Wellness. Each of these districts has a unique character, however the boundaries of each of these districts are porous. Each works together in concert to provide a complete community where people can live, work, recreate, study and play.

- **Academic Focus:** The Academic Focus district is primarily academic and research based in nature. New development would include upgrades and replacement when necessary and be of a primarily academic nature.
- **Academic Mixed Use:** The Academic Mixed Use district contains a mix of uses including academic, residences, student-oriented services and other amenities. Buildings have animated

frontages with orientation to the street. These districts include significant opportunity for partnership as the potential future building sites located within these areas are high visibility and located near gateway conditions.

- **Student Life:** The Student Life district is comprised predominantly of student residences and supporting services. The clustering of student residences and services will help to build a sense of community and activity for those who live on campus.
- **Wellness:** The Wellness districts focused upon the existing Charles Jago Northern Sport Centre, but makes provision for expansion or additional playfields.

6.4.2 A Compact Campus

Future growth at UNBC should occur in a compact manner, not only to reinforce the vision for the campus shaped by the original Campus Master Plan, but also in order to create a highly walkable campus. This is especially relevant for a winter campus, where short distances in between buildings can help to make going outside more palatable.

6.4.3 Retrofitting and Re-purposing Existing Buildings

Priority should be given to reuse and re-purpose of existing buildings prior to building new buildings. Reuse of existing built form should incorporate the following strategies:

- large blank walls or uninterrupted building masses should be avoided;

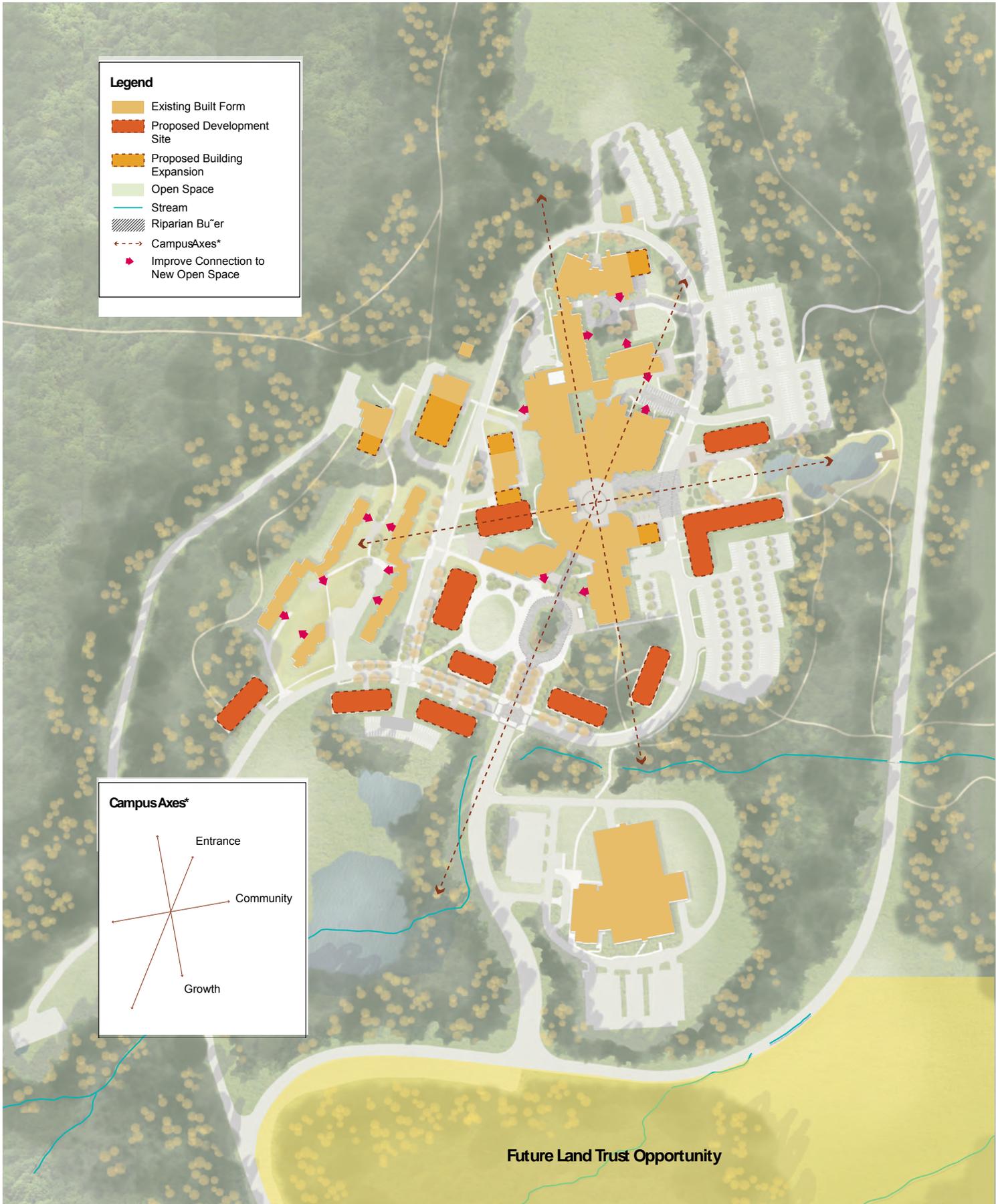


Figure 6.11 Built Form Framework



Figure 6.12 Northern Architectural Character

- where possible, enhance permeability through the increase of transparent facades; and,
- provide flexibility to respond to changing needs, trends and future opportunities

6.4.4 Future Building Sites and Uses

6.4.4.1 Potential Future Building Sites

Locate future development on the sites identified in Figure 6.11. This figure indicates the general location of the proposed new buildings, but specific footprints and orientation would be determined through further detailed design work. However, consideration for frontages and relationships to open spaces should be honoured. Considerations for selection of the potential future building sites included:

- those that do not encroach upon existing natural spaces;
- those that improve the sense of entry to campus;
- those that build upon the existing activity in and around the residence buildings;
- reinforce the Ring Road; and,
- where synergies between existing buildings and the campus axis exist

6.4.4.2 Future Building Expansions

Potential building expansions have been identified as per Figure 6.11 to accommodate future growth as needed. The expansion opportunity identified in the Enhanced Forestry Lab would not impact solar access for existing Greenhouse facilities.

6.4.4.3 Active Uses

Position uses that will bring a sense of activity, such as food services and student support services, on the ground floor and/or along active pedestrian corridors. These areas should be designed to interface with open spaces and should have a high degree of transparency and accessibility.

6.4.4.4 Land Trust

In Figure 6.11, a potential location for a future Land Trust has been identified. This site has been suggested for its proximity to the core campus, its strategic location in between the future University Heights development and the campus, and its highly accessible location. The future Land Trust should take the following into consideration when identifying a location:

- connections to existing surrounding trails;
- be comprised of a mix of residential typologies;
- when possible, blocks shall be 80m providing efficiency and flexibility;
- serve as a link between UNBC, the emerging University Heights neighbourhood, and the City of Prince George;
- incorporate open space and parks;
- respect and incorporate natural features into community design; and
- provision for an amenity retail node that would benefit the University community

6.4.5 Built Form Guidelines

The following guidelines serve to inform the overall character of new buildings on campus.

6.4.5.1 Articulated Frontages

Should have articulated frontages on all sides in order to address, and provide an attractive face to, the surrounding public realm and open spaces, with clearly defined entry points that directly access the sidewalk and pathways.

6.4.5.2 Transparency and Views

Should encourage a high degree of transparency and respect of existing views.

6.4.5.3 Orientation

Building shall be oriented in accordance with the following principles:

- provide well defined entrances that connect well to existing pedestrian networks and facilitate short walking times between buildings;
- buildings should provide a frontage and entrances onto open spaces to create meaningful people oriented places;
- reduce setbacks between new buildings and the Ring Road, so as to create a strong relationship between buildings and the public realm;
- avoid large massing, using building entrances, windows and other architectural features to create fine grained rhythm; and,
- corner buildings should address both street frontages.

6.4.5.4 Human Scale

The “human scale” makes reference to the experience of the building mass in relation to the size of its users. Scale and massing of buildings must be designed so as to create strong relationships to surrounding buildings and open spaces. Strategies include:

- transition building heights to be respectful of the scale of adjacent buildings and prominent existing buildings;
- massing should consider the shadow impacts on the public realm; and,
- setbacks and stepbacks should be considered so as to allow maximum solar penetration into the public realm

6.4.5.5 Building Heights

As a general rule, building heights within the core campus shall remain between 4-6 stories to encourage efficient use of space, minimal building foot prints and strong relationships with open space. Additional heights would be considered within the future Land Trust development.

6.4.5.6 Materials and Character

The Northern character of the University shall be enhanced and maintained in future development. Strategies include:

- be responsive to natural form and environmental considerations;
- be comprised of visually coherent materials that reflect the northern environs in which UNBC is located. Materials should be highly durable and sustainable;
- shall encourage the incorporate of indigenous cultural values into the built form and site design; and,
- should incorporate materials that resist the spread of wildfire.

6.4.7 Priority Amenity Areas

Figure 6.13 identifies areas for amenity improvement. These have been identified through synergy with existing and potential future uses. Priority should be given to those identified within existing areas, followed by other areas as built form and critical mass is developed.

6.4.8 Views

The campus has several spectacular views, and the built form should look to preserve and enhance these to support a sense of campus identity and wayfinding. The orientation of buildings should consider and strengthen view opportunities such as gateway moments, symbolic landmarks, terminus views, and focal points.

6.4.9 Gateway Sites

Gateway sites are those that are located within proximity to major points of entry to campus, creating a strong sense of welcome, assist with wayfinding and present the character of the campus. Landmark forms at gateways help to build a sense of identity, assist in wayfinding and anchor key intersections. Gateway sites are identified in Figure 6.14.



Figure 6.13 Amenity Areas



Figure 6.14 Gateway Sites

6.5 Mobility Framework: Active Transportation

The Plan sets forth a vision for a campus that supports wellness through indoor and outdoor active living. The Active Transportation Framework (Figure 6.17) encourages active modes of transportation and looks to make arriving to, and moving around, campus in these methods delightful year round. Specific interventions include expansion of the pedestrian network internal to the Ring Road, provision for marked cycling routes, and expanded public transit stops to ensure safety and accessibility. Policies include approaches to topics such as safety, accessibility, and wayfinding to help support the vision for the campus of a highly accessible campus for all modes of transportation.

6.5.1 Trails and Paths

Continue to maintain the existence of trails and paths throughout campus, including connections to surrounding multi-use trails. These trails encourage the continued enjoyment of UNBC's spectacular location and should be maintained through the winter. Explore didactic opportunities to share history, sustainability leadership, and to encourage stewardship.

6.5.2 Safety

Enhance a sense of safety and security on campus all-day long through the following strategies:

- encourage transparency in building design, particularly at ground level, to help create a feeling of "eyes on the street";
- provide pedestrian oriented lighting along pedestrian routes especially at building entrances, parking lots, and

through treed areas. Ensure that this lighting is dark sky-friendly to reduce light pollution; and,

- apply core CPTED (Crime Prevention Through Environmental Design) principles in the design of open space, mobility networks and built form.

6.5.4 Wayfinding

The Plan supports all users, including those new or visiting campus, in navigating their way through campus. Priority is given to intuitive wayfinding strategies such as clear sight lines and sense of place. Strategies include:

- develop a comprehensive signage and wayfinding strategy that sets a clear hierarchy of wayfinding approaches;
- provide distinct and memorable places on campus through public art, special treatments or other distinct elements so that visitors can create landmarks as they make their way through campus;
- provide transparent pedestrian routes along the perimeter of buildings so that pedestrians can have a strong sense of connection between indoor and outdoor spaces and orient themselves;
- use wayfinding elements to create a greater sense of arrival at both the entrance at Ceremonial Way and the main entry to campus at the University Ring Road; and,
- use landscape features and/ or public art as a wayfinding element.

6.5.5 Gateways and Entrances

The primary gateway to campus is at the intersection of Ceremonial Way and the Ring Road. A secondary gateway is planned



Figure

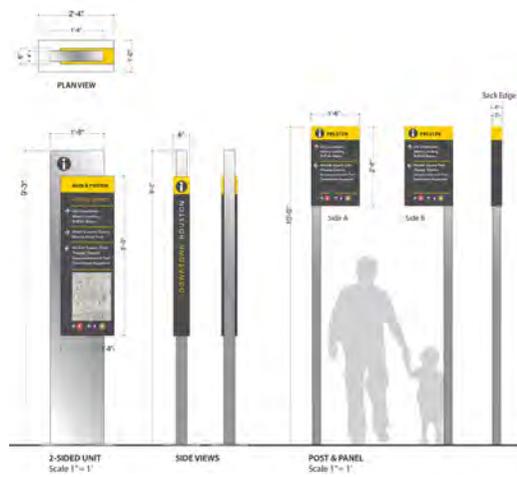


Figure 6.15 Wayfinding Hierarchy



Figure 6.16 Secure Bike Storage

along the community axis at the Agora. These gateways should be supported with:

- seating and bike racks;
- wayfinding signage;
- traffic slowing measures to indicate to vehicles that they are entering a pedestrian first environment;
- drop-off zones with appropriate signage, traffic slowing measures, and crossings; and,
- gateway features such as signage, planting, or public art.

6.5.6 Cycling

The Plan supports those arriving to campus via cycling and aims increase the number of people who chose this as a viable option by increasing the sense of comfort, safety and convenience of cycling. Both on-road and off-road facilities are mapped in Figure 6.17. Policies are as follows:

- ensure that there are strong cycling connections between surrounding multi-modal trails and on campus cycling paths;
- establish a continuous cycling path around Ring Road with shared lane markings to assist in cyclist safety; and,
- provide bicycle parking in convenient and high visibility locations throughout campus near building entrances. Ensure that they are covered and well lit to enable multi-season use. Ensure that new development, especially student residences, include end of trip facilities.

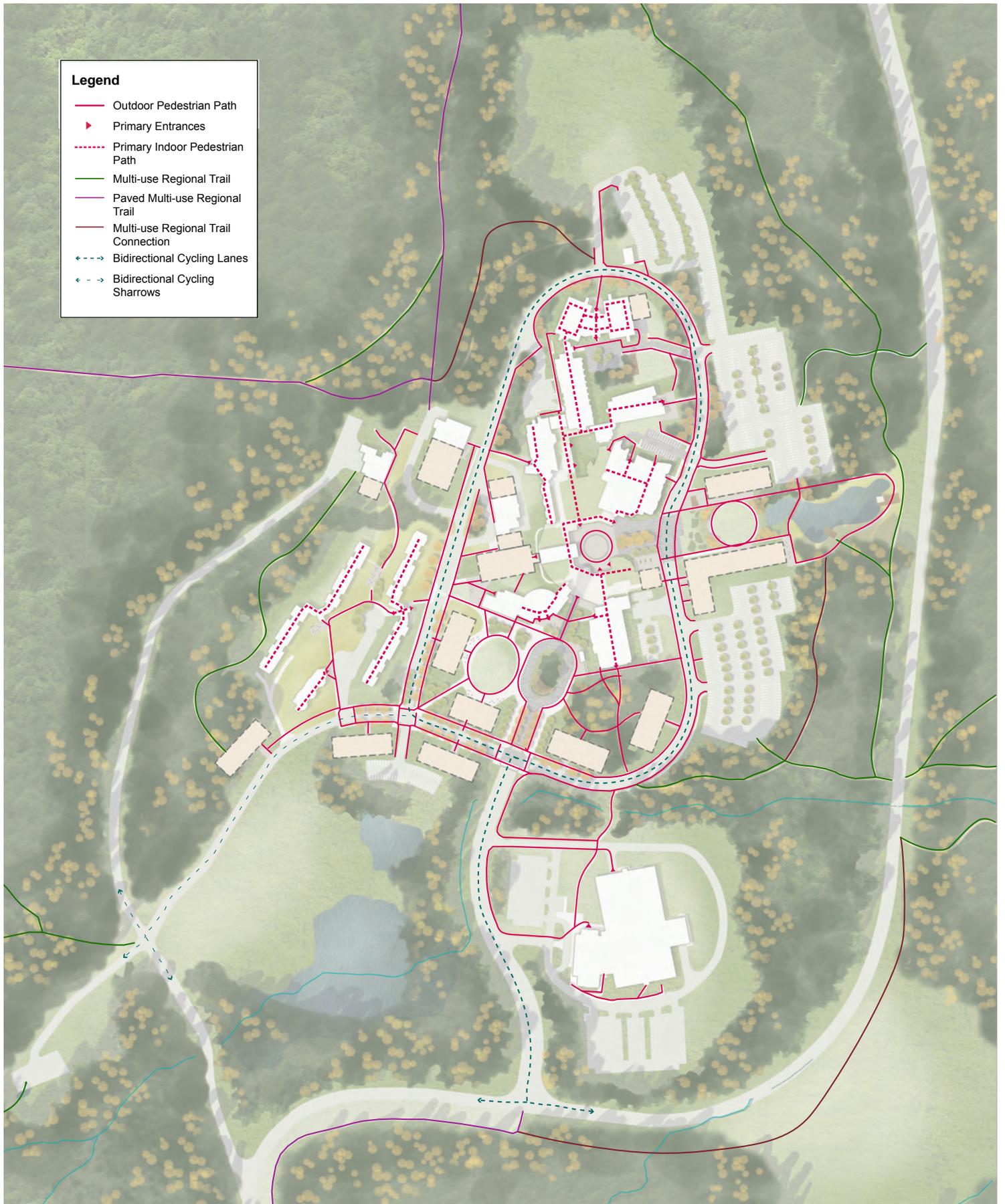


Figure 6.17 Active Transportation Framework

6.6 Mobility Framework: Vehicular Transportation

This Plan acknowledges that presently the primary current mode of transportation is vehicular but seeks to increase the prevalence of alternate modes, including public transportation through the Vehicular Transportation Framework (Figure 6.18). The aim is to create a viable and attractive option to reduce GHG emissions and respond to changing technology. A shift away from private vehicles also enhances the quality and character of campus life. It also provides opportunities for socialization and improves wellbeing.

6.6.1 Public Transportation

The Plan encourages the use of public transportation and looks to make it a viable, safe and convenient mode of public transportation for all visitors to campus. Policies are as follows:

6.6.1.1 Public Transportation Stops and Circulation

In the near term, the primary public transportation stop will be in the Ceremonial Loop, adjacent to Charles J. McCaffray Hall as shown in Figure 6.18. In the longer term, UNBC shall work with the City of Prince George to develop a Transit Memorandum of Understanding that will explore public transportation routing around Ring Road to facilitate additional stops to improve convenience and safety for students, as shown in Figure 6.18. Strategies include:

- priority additional public transportation stops should be located in a place that is convenient, close to the centre of campus or student residences, and weather protected; and,
- public transportation stops should be

well lit, have adequate signage and provide seating.

6.6.2 Vehicles

6.6.2.1 Vehicular Access to Campus

The primary vehicular point of access for the campus will continue to be the Ring Road accessed via Ceremonial Way. While this is a vehicular route, there shall be provisions for the comfort and safety of cyclists and pedestrians such as highly visible cross walks and visual demarcations that the road should be shared with cyclists.

6.6.2.2 Drop Off

The primary area for drop off to campus shall be in the Ceremonial Loop. Drop Off for residences shall continue in Residence Court. Future development, especially student residences, shall consider the need for additional drop off. A second drop off shall be located next to the Agora.

6.6.2.3 Autonomous Vehicles

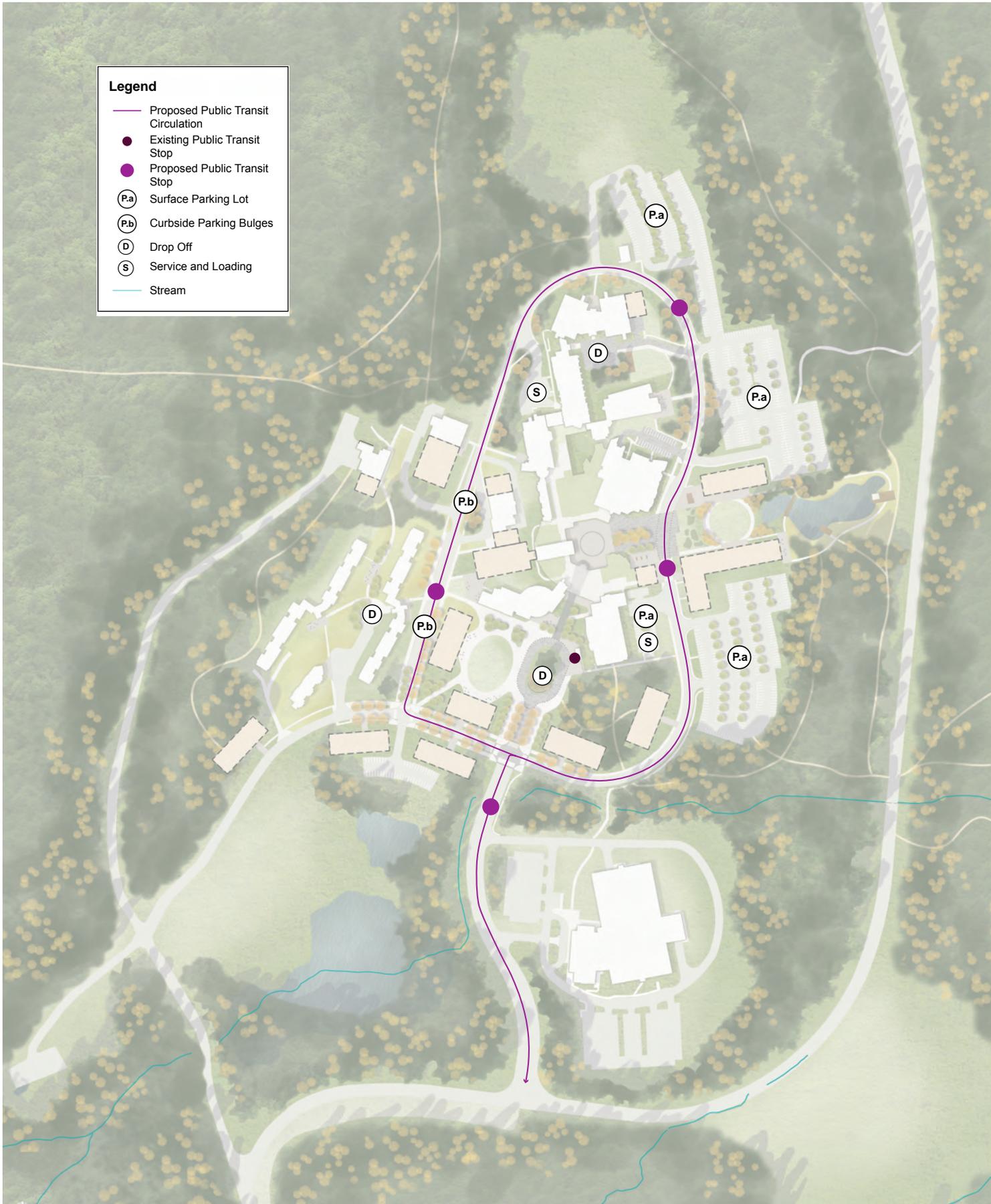
As driver-less technology advances, revisit parking and drop off strategies to ensure safe and efficient vehicular circulation.

6.6.3 Parking

Parking supply on campus should be reviewed within the context of a Transportation Demand Management (TDM) Study. Additional parking will be part of any additional student residence development.

6.6.3.1 Parking Criteria

As UNBC increases its strategies for



- Legend**
- Proposed Public Transit Circulation
 - Existing Public Transit Stop
 - Proposed Public Transit Stop
 - ⓐ Surface Parking Lot
 - ⓑ Curbside Parking Bulges
 - ⓓ Drop Off
 - Ⓢ Service and Loading
 - Stream

Figure 6.18 Vehicular Transportation Framework



managing the demand for single-occupancy vehicles arriving on campus and actively managing its supply of parking, dispensations from minimum municipal parking standards may be realized, allowing UNBC to make better use of land and support sustainability strategies. Policies include:

- UNBC shall monitor the use of parking areas during typical and peak periods;
- UNBC shall establish TDM policies to reduce demand for parking; and,
- with future development, UNBC will seek dispensation from municipal parking requirements.

6.6.3.2 Parking Design

Reduce the negative visual impacts of parking through:

- not providing a net increase in parking;
- using planting as a way of reducing the impact of surface parking lots, with consideration for CPTED principles;
- the two new building sites identified to the south west of Ring Road, as per Figure 6.18, will consider at grade or below grade parking integrated into the development; and,
- parking bulges for short term parking will be added on the western section of Ring Road as per Figure 6.18.

6.6.4 Servicing

Servicing and loading access are critical to the successful operation of the campus, and as such, deserve special consideration. Policies include:

- garbage, loading, servicing, and utility functions should be designed to work as part of adjacent open spaces;
- where there are no rear lanes, particularly for blocks with internal green corridors, parking and servicing access

points should be located within the side façade of buildings along side streets so as not to obstruct the pedestrian circulation;

- servicing and loading access should be located in a coordinated manner within buildings rather than in adjacent structures or in outdoor areas; and,
- building servicing design should be coordinated with waste reduction strategies to provide adequate space for innovative strategies.

6.6.5 Transportation Demand Management

The Plan supports the reduction of single occupancy vehicles through Transportation Demand Management (TDM) strategies. A more comprehensive Transportation Management Strategy is recommended as part of the Further Studies and Plans in Section 7.0. Strategies include:

- set 5 year mode targets;
- increase parking fees, with additional revenue directed towards the implementation of TDM measures;
- allow for shared parking for pass holders;
- support car share, carpooling and ride share by providing priority parking for those who participate and commit to reducing single occupancy vehicle use;
- work with the City of Prince George to ensure that bus scheduling works with class schedules and to explore the option of a route expansion around Ring Road; and,
- improve pedestrian and cycling connections.

6.6.7 Ring Road

The Plan imagines and improved character for the Ring Road. It is imagined as a lively place that is enjoyable for those

moving around campus. Future development strengthens the relationship between built form and Ring Road. Policies are as follows:

- encourage the placement of active uses, such as food services or student services, at the ground floor along Ring Road; and,
- new buildings shall be sited so as to create an intimate relationships with the Ring Road, as per Figure 6.11. This can

be accomplished through entrances and forecourts oriented towards the street.

6.6.8 Typical Sections

The following sections depict representations of the proposed typical Ring Road condition and the Ring Road condition with parking bulges.



Figure 6.19 Typical Ring Road Section

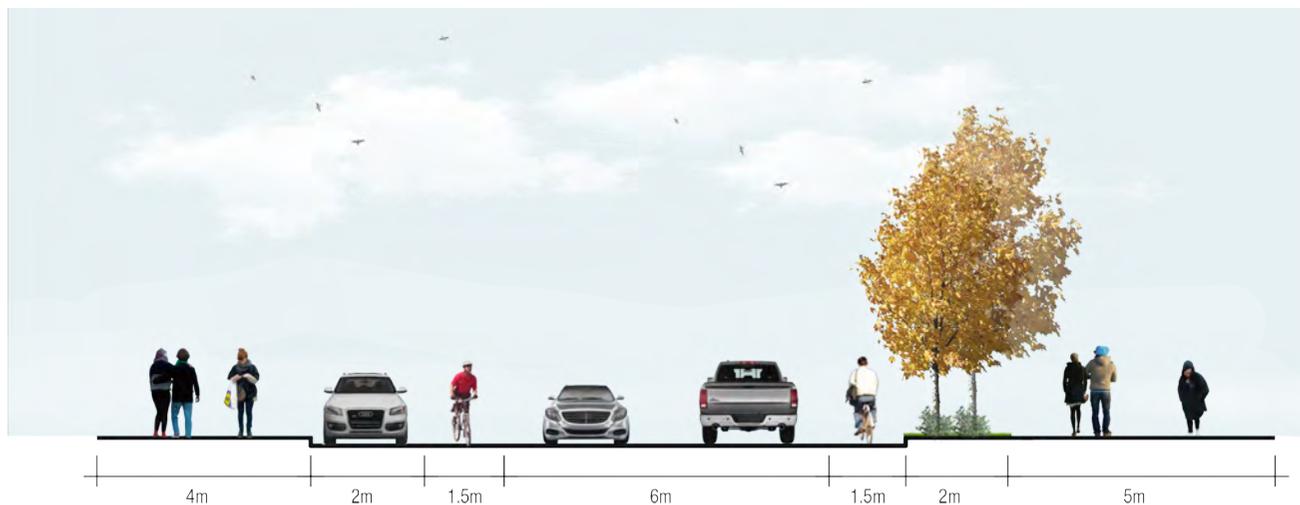


Figure 6.20 Typical Ring Road Section With Parking Bulge

6.7 Winter Design

“Our perpetual summer state of mind has been a serious impediment to the development of meaningful solutions to comfortable winter living... We must discover a ‘sense of place’ with climate being one of the primary sources of inspiration in the decision making process” – Pressman, Norman (2004) *Shaping Cities for Winter: Climatic Comfort and Sustainable Design*. Prince George, BC: Winter Cities Association.

The Plan sets forth a direction to make the Prince George campus delightful, safe, interesting and enjoyable year round. This requires winter design consideration for the open space, built form and mobility Frameworks. Importantly, this Plan has the goal of celebrating winter as opposed to designing “against” winter; UNBC has a great opportunity to become a leader in winter campus planning.

6.7.1 Open Space

The goal of the winter design approach to open space is to make it fun and comfortable to be outside year round.

Policies include:

- ensure that the Agora and stairs leading to the Agora, and other prominent hardscaped open spaces, are cleared and accessible throughout the winter months;
- create year-round patios that are comfortable throughout the seasons;
- plant deciduous tree adjacent to buildings and exterior public spaces to allow the sun to shine during the winter;
- plant trees near large building walls to help reduce the severity of the wind tunnel;
- foster synergistic relationships between winter operational maintenance and public space activation: - create snow

mounds in public spaces to help block winds and create a place to play outside;

- when planning for new development, maximize south-facing exposure of open spaces;
- explore the feasibility of providing an ice rink on the Agora or Quadrangle during winter months;
- pilot a program that explores the use of snow to build points of interest in open spaces around campus;
- use lighting design as a way of bringing interest and wayfinding into open spaces; and,
- explore opportunities to include didactic materials relating to how people have lived and thrived in northern climates.

6.7.2 Built Form

The goal of the winter design strategy for built form is to ensure that future built form is designed to have minimal impact on public open spaces and the year round enjoyment of outdoors. Strategies include:

- buildings shall be sited and designed to maximize solar gain and reduce shadows on public open spaces and other building elevations;
- align building entrances to reduce distance of exterior travel between buildings;
- maximize solar access through roof orientation and the use of light wells;

- maximize solar access through roof orientation and the use of light wells;
- buildings shall be sited with consideration for blocking winds at the ground plane– with particular consideration for prevailing winds and downdrafts;
- design buildings with breaks in front-ages to provide shelter from the wind;
- buildings shall also be designed so as to provide better micro-climates in open space and encourage outdoor enjoyment; and,
- make use of colour on outdoor design to help enliven the campus during winter months.

6.7.3 Mobility

The goal of the winter design approach is to make active modes of transit a viable and safe option throughout the winter months. Policies include:

- ensure that snow removal does not compromise the functionality of trail connections to campus;
- ensure that main pedestrian walkways are cleared;
- future public transportation shelters shall be ‘winter friendly’ meaning that they will be covered, heated and provide seating for those waiting;
- limit the use of chemical de-icers; and,
- create a “white-way” trail system so that those using the broader trail network with snowshoes or skis can arrive onto campus.



Figure 6.21 Colour and Light Enhance the Winter Experience



Figure 6.23 Cleared pedestrian walkways

6.8 Net Zero Campus

UNBC is known as Canada's Green University. The Plan calls for the continuation of sustainability leadership at UNBC across multiple domains, including social, economic, and environmental initiatives. Although principles of sustainability permeate the entire Campus Plan, this section focuses on greenhouse gas (GHG) emissions reductions associated with UNBC's built form and explores the possibility of achieving a net-zero campus.

6.8.1 Net-Zero

Net-zero is often associated with net-zero carbon, or carbon neutrality. Net-zero carbon refers to achieving a balance of carbon dioxide emissions released with an equivalent amount of carbon dioxide sequestered or offset. Since 2010, UNBC has offset all of its operational emissions as part of the Carbon Neutral Government program. In 2016, stationary fuel combustion (building heating and generators) and electricity accounted for 98.6% of UNBC's greenhouse gas emissions.

To solidify UNBC's commitment to the environment and to minimize the impact of the campus, the University should adopt a net-zero framework that targets zero emissions associated with campus operations. Although a comprehensive assessment of UNBC's greenhouse gas emissions portfolio has not been completed, below is a list of potential strategies to further reduce carbon emissions.

6.8.2 Operational Emissions

6.8.2.1 Retrofitting Existing Buildings

- Continue optimizing existing building performance through BC Hydro's Energy Manager program Utilize the Real Time Energy Monitor to identify further opportunities for reduced operational energy usage
- Continue engaging and educating occupants to identify positive behaviour changes

6.8.2.2 Performance Requirements for New Buildings

- Prioritize a Passive-First Approach
 - Mandate high-performance, air tight building envelopes
 - Require high-performance glazing with an appropriate window-to-wall ratio
 - Prioritize natural ventilation with heat recovery
 - Design solar shading specific to each façade's orientation
 - Maximize daylight penetration and views for occupants
- Optimize Building Orientation
 - Orient buildings to optimize solar gain in the wintertime
 - Design glazing that responds to each façade's orientation
 - Balance solar radiation with internal heat loads and space programming
- Optimize Building Form and Massing
 - Prioritize compact building forms with decreased enve-

- lope to volume ratio
 - Minimize the number of junctions, indents, and intersections in the building envelope
 - Prioritize Integrated Design
 - Pursue an integrated design approach that promotes mutualistic strategies across disciplines, scales, and use types
 - Engage students and staff within the design process to better align building design with occupant behaviour.
 - Energy Systems
 - Continue expanding renewable energy generation on campus
 - Explore options for fuel switching of existing natural gas Power Plant to a renewable energy source
- engagement programs
 - Minimize food waste on campus and expand formal composting capacity
 - Explore a campus-wide strategy to reduce packaging waste, such as water bottles and coffee cups
 - Support a circular economy on campus: explore the creation of a lending library – through which students and staff can borrow durable goods that would otherwise be purchased

6.8.4 Next Steps and Additional Studies

- Develop a net-zero campus framework, exploring opportunities to include other resources such as water
- Establish clear GHG emissions reductions targets and mechanisms for ongoing monitoring
- Develop a climate change adaptation and resilience plan
- Identify further opportunities to integrate sustainability leadership within UNBC's pedagogy

6.8.3 Waste and Materials

To fully account for greenhouse gas emissions associated with the built environment, UNBC should also consider the entire life-cycle of carbon, including embodied energy.

- Require life-cycle assessments (LCA) as part of the building design and construction process - embodied emissions of materials could be offset as part of the campus' carbon neutrality
- LCAs could be completed through course curriculum or other University

6.9 Community Well-being

Health and well-being emerged as a central theme during the engagement process. The link between how we plan and design communities and the wellbeing of people and the environment is increasingly recognized. In fact, well-being is quickly becoming a ‘common-ground’ motivator – a vision shared by residents, municipal officials, developers, and investors – that inspires action.

This Campus Master Plan has been written through the lens of a community well-being framework. Community well-being is broad and to ensure implementation, it is necessary to filter the Plan’s approach through the specific domains of social, political, cultural, economic, and environmental well-being. Together, these domains form a more thorough understanding of community well-being.

Specific policies are outlined in more detail throughout the document, but the following strategies provide an overview of how the Plan will foster greater community well-being throughout its implementation.

The **social domain** comprises the social conditions that enable individuals and their communities to flourish and fulfill their potential. Policy that supports social well-being may connect and strengthen the campus community and enhance community health and well-being through their impact on socialization, support systems, a sense of welcoming, and community safety. Strategies included in the Plan that support social wellbeing include:

- public realm improvements in the form of beautification, increased accessi-

bility, adoption of CPTED principles, ensuring views on to public spaces, and creating opportunities for public art and cultural expression;

- potential building sites that create opportunity for more amenity spaces and programmatic activity that encourages social mixing;
- synergistic relationships between open spaces and potential building sites to improve safety, generate activity, and ensure ease of accessibility as the campus develops;
- design guidelines that reinforce a sense of safety by recommending transparent materials at the ground-level to ensure ‘eyes on the street’;
- universal accessibility improvements through operational recommendations, well-connected pathways, and rerouted transit stops;
- active transportation improvements that make it easier for pedestrians and cyclists to access the campus which improves physical health; and,
- lighting recommendations to ensure a sense of safety, campus vitality through the seasons, and ease of wayfinding.

The **political domain** considers, in part, how people are included in planning processes. Through purposeful engagement, the implementation of the Plan can provide meaningful opportunities for individuals and the campus community as a whole to contribute to their wellbeing through integration, collaboration and a sense of ownership and stewardship. Strategies in the Plan that support political wellbeing include:

- ongoing engagement activities as the

- Plan's policy is implemented; and,
- ongoing evaluations of the physical campus (housing, cycling facilities, charging stations, open spaces, etc.) to ensure their success.

The **cultural domain** considers how the Plan can support cultural activity, create opportunity for cultural programming, and/or promote recreational activities by providing spaces for cultural interpretation, activity, art, and recreation. The cultural domain considers how people learn, play, have a sense of cultural vitality and a sense of belonging within the Built Form, Open Space and Mobility Frameworks. Strategies in the Plan that support cultural wellbeing include:

- recommendations for traditional uses, public art, and cultural expression within the open space framework;
- support for programming opportunities that activate open spaces year-round; and,
- additional trails that connect the surrounding regional trails with the pedestrian network on campus and encourage participation in outdoor recreation year-round.

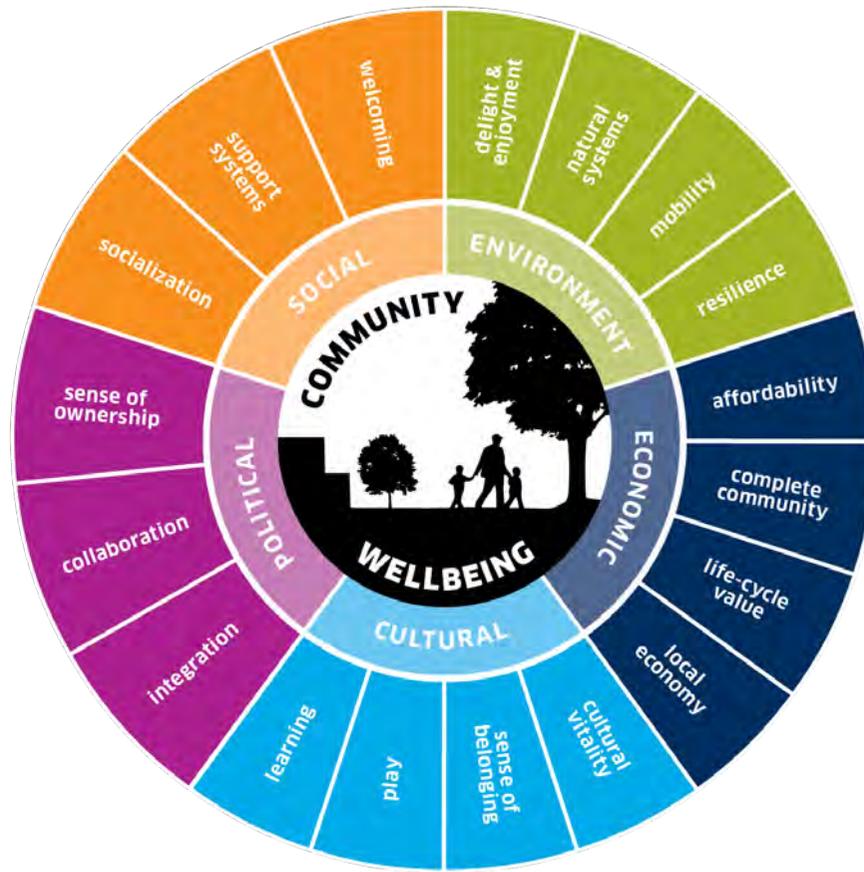
The **economic domain** considers how the built environment can contribute to more socially and economically equitable and sustainable communities. Strategies included in the Plan that support economic wellbeing include:

- exploration of partnership opportunities to implement the Built Form Framework and create synergies between the research action plan and industry trends; and,

- proposal of a land trust on campus to grow the University's endowment, provide necessary community amenities to the growing campus population, and develop market housing in close proximity to where people work, play, and study.

The wellbeing of the environment and of natural systems is intricately linked to the wellbeing of people. This domain considers delight and enjoyment in the environment, natural systems, and resilience. The **environmental domain** is supported in this Plan through the following strategies:

- recommendation of plant species that are adaptable to a changing climate;
- priority given to replanting open spaces that are currently planted with lawn grass with plants that are native sub-boreal spruce biogeoclimatic zone of the campus;
- improved active transportation circulation to reduce reliance on GHG emitting vehicles;
- introduction of plants such as trees and shrubs that can ample ecosystem services such as carbon sequestration, animal habitat, sun-shading, weather protection and beautification;
- protection of riparian areas; and,
- recommendation of additional studies to evaluate the ecological impact of future development.



6.23 Community Well-being Wheel



DRAFT



7.0 Implementation

7.1 Implementation

This Campus Master Plan articulates the shared collective vision for the future of UNBC and is to be used as a Framework for future decision making about development on campus. This vision was shaped through collaboration – extensive engagement with both internal and external stakeholders was an integral part of the Plan process. As such, this plan is owned by the broader campus community. It will take a collective effort to see the vision articulated in these pages become reality.

7.1.1 Governance

This plan will be implemented by Facilities Management and Capital Planning. Oversight will be provided by the Executive Steering Committee comprised of the President, Provost & VP Academic, VP Finance and Business Operations, VP Research and Graduate Programs, the VP University Advancement, First Nations Advisor and the Deans. Land Use approvals related to

zoning will be governed through the City of Prince George.

7.1.2 Using this Plan

The Plan is an integral document in shaping the future of UNBC, in concert with the Strategic road Map that reflects UNBC's "Signature Areas" (Environment and Natural Resources; First Nations and Indigenous priorities; Health and Quality of Life; Northern Community Sustainability and Development; Innovative and Quality Distributed Delivery Programs) and the Academic Plan. Together, these three documents will inform future decision making.

Each new planning or development project should be informed by the Plan and should support the overall vision articulated in these pages. This document should be widely distributed to Board Members, members of the executive, students, staff and other community members.

7.1.3 Measuring Success

This Plan was designed to be implementable. At the beginning of the project, a strong physical baseline assessment was generated to act as a benchmark from which success can be measured. The implementation of this plan should be evaluated annually, and a methodology for this evaluation should be generated.

This plan should be revised in the year 2029, and updated every ten years subsequently.

7.1.4 Phasing

The phasing of the implementation of the Campus Master Plan is subject to the University's priorities as described in UNBC's Strategic Roadmap, Academic Action Plan, Strategic Research Plan, Aboriginal Service Plan, and 5-year Capital Plan, all of which work together to achieve UNBC's Mission. Some of the recommendations outlined in the Plan have already been initiated, others require some supporting studies. All of them will require future consultation, coordination and funding.

The following outlines the general phasing of the Plan recommendations and the supporting and additional studies that will complement the Plan. These have been grouped into three areas: high priority projects, ongoing project initiatives, and short- and mid-term initiatives.

Approved in Principle - Awaiting Funding

These projects currently have budget allocation and include:

- Student Residence location analysis
- Engineering building renovations
- A new engineering building
- A health sciences building
- A facilities and maintenance building
- Renewal of the Agora

- Student Housing
- David Douglas Botanical Garden Expansion
- Land Trust Planning
- Prince George campus enrollment projections

Immediate Initiatives

These projects and initiatives should be prioritized next as soon as funding becomes available. Immediate Priority projects prioritize use analysis and operational plans that will set the foundation for implementing the Campus Master Plan. These include:

- Feasibility Study of 2018-2023 Capital Plan projects
- Snow management operations plan
- Sustainability strategy
- Regional enrollment projects and growth strategy
- Space needs analysis
- Transportation survey
- Wayfinding strategy
- Net-Zero Campus Strategy
- Landscape Master Plan
- Public Art Strategy
- Joint Memorandum of Understanding between BC Transit, and the City of Prince George to ensure optimal scheduling, route patterns, and incentivization of transit use

Priority Projects

Priority projects relate to the improvement of the campus public realm as it relates to beautification, naturalization, safety, and transit access. They should be addressed within the context of a Landscape and Public Realm Plan and include:

- Replanting the lawn in any areas designated as "Natural Area" by the Open Space Framework as a meadow with native plantings (see figure xx)
- Implementing the design of the Special

- Landscaped Areas
- Implementing a design of the Frontage Plaza
- Streetscape improvements to the Ring Road
 - Planting street tree clusters internal to the Ring Road
 - Installing a sidewalk internal to the Ring Road
- Creating pedestrian-prioritized street crossings
- Rerouting public transit
- Creating parking bulges
- Implement CPTED principles
- Universal accessibility
- Improving and creating multi-use trails

Long-Term Projects

Long-term projects include the development of infill buildings on the Prince George campus and will be undertaken as space needs warrant and as funding becomes available. Proposed building sites in close proximity to existing buildings should be prioritized to ensure compact growth of the campus.

- Expansion of existing buildings where appropriate
- Infilling on suggested development sites
- Expanding physical presence in Downtown Prince George

Ongoing Initiatives

Throughout the life of the Plan, the University will continually need to pursue and update the following initiatives:

- Ongoing Student housing needs assessments
- Space needs analysis updates
- Feasibility study of ongoing Capital Plans
- Enrollment projections for the Prince George and Regional campuses

- Transportation survey
- Communication and engagement of the Plan's initiatives with stakeholders including the City of Prince George, BC Transit, BC Hydro, local businesses and organizations, the David Douglas Botanical Garden Society, and of course, the campus community comprised of students, faculty, staff, and alumni.

7.1.4 Ongoing Engagement

Importantly, the implementation of this plan will require continuous and meaningful collaboration and engagement with stakeholders over the life of this plan. If the plan is amended, it should be done so after a thorough consultation process.

7.1.5 The Regional Campuses

The Regional Campuses enable UNBC to deliver on northern, regional and First Nations mandates. As part of the implementation of the Vision and Objectives set forth in this Plan, which relate to UNBC as a whole, additional studies and planning work will need to be undertaken on the Regional Campuses. The information included in these additional studies would inform any strategic decision making about the physical locations of the regional campuses. These might include:

- Student enrollment projections
- Identification of potential future programs
- Space Utilization analysis
- Strategic assessment of Community College co-location

Agenda Item:	4.b. Academic Restructuring – D. Ryan
Material:	<ol style="list-style-type: none"> 1. Academic Re-Structuring – Senate Motion #S-201811.17 with schedules - CARRIED 31-6 2. Academic Action Plan – Academic Restructuring Engagement Update – Calendar of Engagement Events updated November 28, 2018 3. Excerpt from Senate Public Session Minutes – November 28, 2018 Minutes approved as amended, January 23, 2019
Motion:	<p><i>That, on the recommendation of the UNBC Senate (Motion #S-201811.17), the Board of Governors approves the establishment of five (5) Faculties, conceptually aligned as follows, but subject to the discussions and decisions with respect to naming and affiliation outlined in the Senate motion referenced herein, and subject to the approval by the Board of a budget that supports the establishment of five (5) Faculties:</i></p> <ul style="list-style-type: none"> - <i>Physical and Applied Sciences</i> - <i>Humanities, Social & Indigenous Studies</i> - <i>Natural Resources & Environmental Studies</i> - <i>Health & Human Sciences</i> - <i>Business & Economics</i> <p><i>And, be it further resolved that, on the recommendation of the UNBC Senate (Motion #S-201811.17), and subject to the conditions outlined above, that the Board approves the dissolution of the existing Colleges; upon the establishment of the five (5) Faculties:</i></p> <p style="text-align: center;"><i>The College of Science and Management</i> <i>The College of Arts, Social and Health Sciences</i></p>

ACADEMIC RE-STRUCTURING

MOTIONS - for recommendation to SENATE - November 2018

PREAMBLE

Whereas s. 37(1)(i) of the *University Act* of British Columbia (“the Act”) grants Senate the power:

“to recommend to the board the establishment or discontinuance of any faculty, department, course of instruction ...”

And s. 27(2)(j) of the Act grants the Board of Governors the power:

“subject to section 29 and with the approval of senate, to provide for the establishment of faculties and departments the board considers necessary”

And whereas the UNBC Senate though an extensive and consultative Academic Planning exercise, which included:

Phase I – Planning Framework (2015-2016)

In this Phase an Academic Planning Committee with the following Membership:

Provost
Vice-Provost, Student Engagement
Dean Regional Programs
Director CTLT
University Librarian
University Registrar
Dean CASHS
Assistant Dean NMP
Dean Graduate Programs
Chief Information Officer

4 Faculty Members

Senior Advisor to the President on Aboriginal Relations

Student Society Presidents

Alumni Representative

Community Engagement Coordinator (faculty member)

And five Academic Collaborative Teams:

- Faculty Renewal and Development
- Academic Structure
- Academic Administrative Organization
- Enrolment Initiatives
- Student Experience and Pedagogy

Through collaboration, data collection and research, and extensive consultation, developed an **Academic Planning, Phase I Framework Report** for presentation to the UNBC Senate and Board of Governors.

Phase II – Developing a New Academic Plan (2016-2017)

In Phase II, based on the direction and principles outlined in the *Phase I Framework Report*, five (5) Academic Planning Working Groups were formed with the following membership:

Academic Structure

2 Faculty

1 Senator

2 Students

Enrolment Initiatives

2 Faculty

1 Senator

2 Students

1 Provost Appointee (Faculty)

Faculty Renewal & Development

2 Faculty
1 Senator
2 Students

Student Experience & Pedagogy

2 Faculty
1 Senator
2 Student
1 Provost Appointee (Director CTLT)

Academic Administrative Organization

2 Faculty
1 Senator
2 Students
1 Provost Appointee (Faculty)
1 VP Finance Appointee (HR)

Through collaboration, data collection and research, and extensive consultations, these groups developed an **Academic Action Plan FINAL June 28, 2017 1.7** which was endorsed by the UNBC Senate on June 28th, 2017 (Senate Motion #S-201706.03) “the Academic Action Plan”.

Phase III – Responding to and Implementing the Academic Action Plan (2017-2018)

In Phase III a Provost’s Advisory Committee on the Academic Action Plan with the following membership:

1 Faculty
1 Staff
2 Students
Representatives from the Phase II Working Groups (1 Staff, 3 Faculty)
Provost
Director of Integrated Planning

to support and advise on implementation of the Plan.

And whereas Goal 2.3.1 of the Academic Action Plan provides:

The goal is to have organizational structures that enhance opportunities for academic programs to be supported, to grow, to function efficiently, and to enable effective leadership. The goal is also to have an organizational structure that supports creativity flexibility, and the interdisciplinary dialogue and collaboration that will allow UNBC to respond to opportunities that fit our unique skills and assets.

And whereas Recommendation 2.3.1a of the Plan provides:

This recommendation has been put forward to begin the dialogue about the college structure and therefore, as an initial starting point for discussion, we identified that five Faculties could be created, in addition to the Faculty of Graduate and Postdoctoral Studies:

*Faculty of Business or Faculty of Business and Economics
Faculty of Natural Resources and Environmental Studies
Faculty of Health and Human Sciences
Faculty of Humanities, Social and Indigenous Studies
Faculty of Physical and Applied Sciences*

And whereas the following discussions and consultations occurred over the seventeen (17) month period from July 2017 to November 2018:

*[Detailed list attached as Schedule A] *This schedule to be up-dated just prior to distribution of the November Senate package*

And whereas, as a result of the consultations and the feedback received and, respecting the principles and goals outlined in the Academic Action Plan, an academic structure with “Five Divisions of the Whole” [Schematic attached as Schedule B] is presented to Senate for consideration.

And whereas the implementation of the recommendation and the establishment of five Faculties and the dissolution of the two Colleges requires:

- *further consultations, discussions and decisions by and among faculty and Programs with respect to alignment, affiliations and naming;*
- *a series of actions and additional approvals by Senate and the Board, beyond the approval to establish the Faculties and dissolve the Colleges, summarized below with a projected timeline:*
 - o *Discussions by and among faculty and Programs re: alignment, affiliations and naming November 2018 through 2019, which will inform the usual decision making and approval processes within Programs, and approvals by Senate and the Board in accordance with the Act.*

- *Board approval of a budget in March 2019 that reflects planning and allocation of resources for the implementation of the recommendation and the establishment of five Faculties, and for the recruitment of Deans*
- *Recruitment and hiring of Deans and ongoing consultations and planning for implementation, through 2019*
- *Targeted activation and implementation, no earlier than January 2020*

And whereas Senate recognizes that the consultations, planning and actions outlined above represent the expenditure and redirection of considerable time, effort and resources to achieve, and Senate desires to provide authorization and clarity with respect to the support of Senate for the establishment of Faculties and dissolution of the Colleges:

And whereas the anticipated alignment, affiliations and naming of Faculties at the time of presentation of these Motions is outlined below and in Schedule C, but remains subject to the further discussions, decisions and approvals outlined above:

MOTIONS

Now therefore be it resolved that Senate recommends that the UNBC Board of Governors establish five (5) Faculties, conceptually aligned as follows, but subject to the discussions and decisions with respect to naming and affiliation outlined above:

- ***Physical and Applied Sciences***
- ***Humanities, Social & Indigenous Studies***
- ***Natural Resources & Environmental Studies***
- ***Health & Human Sciences***
- ***Business & Economics***

And, be it further resolved that Senate recommends that the Board dissolve the existing Colleges:

**The College of Science and Management
The College of Arts, Social and Health Sciences**

For reference – Excerpt from UNBC Senate Minutes – January, 1997

S-199701.28

Revised Academic Structure

Poff/Keener

That Senate approve the revised Academic structure as proposed in Recommendation F1 of the University Plan (1997).

Amendment to Recommendation F1 to include the list of the four UNBC existing Faculties (excluding the Faculty of Research and Graduate Studies): "Recommendation F1 Senate and Board approve that, effective July 1, 1997, the existing Faculties of Arts & Science, Health & Human Sciences, Management & Administration, Natural Resources and Environmental Studies be dissolved; that two new Colleges be created..."

CARRIED 1 Abstention

The President defined the new structure as follows:

The new structure includes new units which are the Colleges. Within the two Colleges are the Faculties. Faculties are natural groupings of disciplines that in many cases have established academic patterns of interaction and cooperation.

The intent of the new structure is to retain those Faculties and to provide means of fostering those interrelationships through committees of chairs, etc.

The formal structure is the College which replaces the existing structures of the Faculties. The budgetary and administrative authority resides with the College Dean.

S-199701.29

Positions of College Dean

Poff/Keener

That Senate endorse the positions of College Dean as proposed in Recommendation F2 of the University Plan (1997).

CARRIED

DATE: November 23, 2018

PROJECT: Academic Action Plan – Academic Restructuring Engagement Update

TOPIC: Calendar of Engagement Events

2015- 2017	UNBC Community Engagement
June 2017	Academic Action Plan Endorsement
Fall 2017	Provost’s Advisory Committee on the Academic Action Plan
Fall 2017	Provost’s Advisory Committee on the Academic Action Plan meetings (Orientation, Terms of Reference, Review of Academic Action Plan, etc.)
January - February 2018	Evidence-informed analysis and comparison of current Academic Structure and Academic Action Plan – Seven Dean Structure
March – April 2018	Provost’s Advisory Committee on the Academic Action Plan discuss the Academic Action Plan restructuring concept and develop engagement approach
March – June 2018	Provost’s Advisory Committee on the Academic Action Plan, and diverse group of faculty deconstruct and reconstruct concepts Provost meets with individual faculty to gather input on the initial concepts emerging to inform discussions with Provost’s Advisory Committee
September 2018	Provost’s Advisory Committee on the Academic Action Plan review draft Academic restructuring diagrams, Town Hall presentation, and engagement approach

September 2018 Provost and Integrated Planning Team Engagement Sessions	
Number of Sessions	Number of Participants
12 Sessions	520

October 2018	Provost’s Advisory Committee on the Academic Action Plan Review of preliminary feedback Provost’s Advisory Committee on the Academic Action Plan Review of FAQ, feedback and draft motion
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October 2018 Provost and Integrated Planning Team Engagement Sessions	
Number of Sessions	Number of Participants
26 Sessions	241

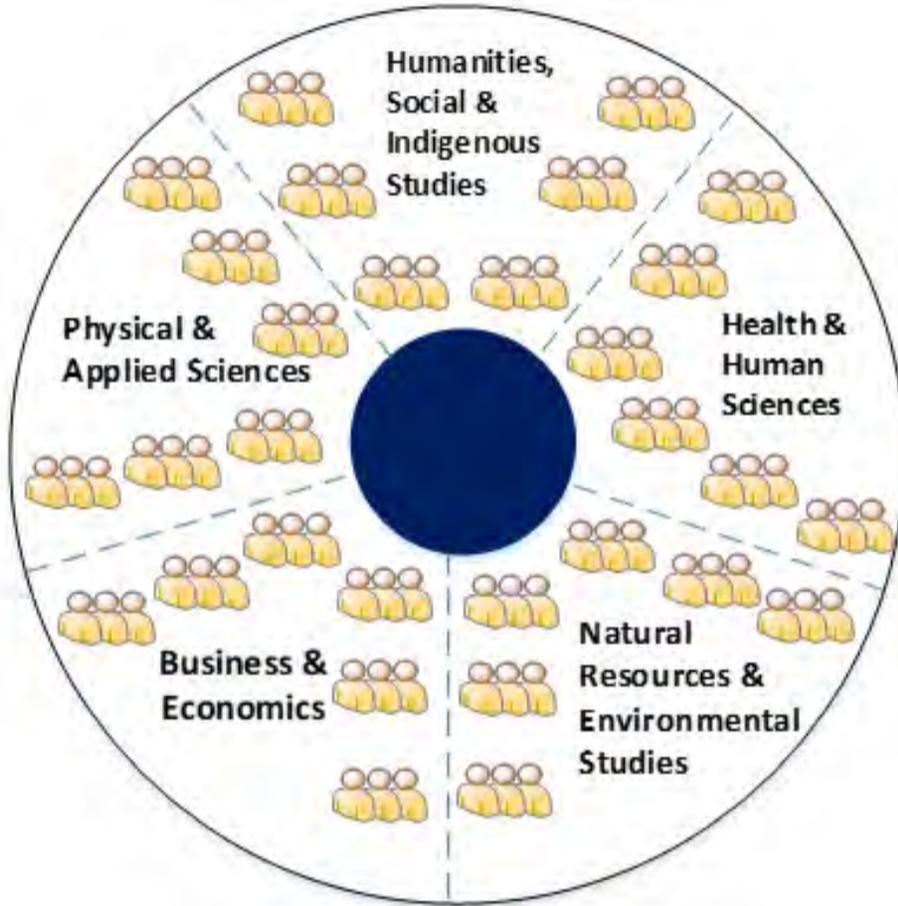
November 2018	Provost’s Advisory Committee on the Academic Action Plan Review of feedback, revised draft motion, and preparation of Town Hall Presentation
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November 2018 Provost and Integrated Planning Team Engagement Sessions	
Number of Sessions	Number of Participants
17 Sessions	343
Note: The above numbers will be adjusted to reflect the additional sessions are planned for the week of November 26, 2018.	

Total sessions and participants as of November 23, 2018	
Number of Sessions	Number of Participants
55 Sessions	1,104

PROJECT: Academic Action Plan – Academic Restructuring Engagement Update

TOPIC: Proposed Academic Restructuring Visual Diagram



TO: Senate
FROM: Dan Ryan, Provost and Vice-President Academic
DATE: October 24, 2018
TOPIC: INITIAL DRAFT OF POTENTIAL PROGRAM ALIGNMENT – 5 DEAN CONCEPT

Physical and Applied Sciences Division

Chemistry
Environmental Science
Engineering (Integrated Engineering)
Environmental Engineering
Computer Science
Mathematics and Statistics
Physics
Mathematical, Computer, Physical and Molecular Studies

Health and Human Sciences

Education
Health Sciences
Northern Medical Program
Physiotherapy
Nursing
Psychology
Social Work
Social Work Langara

Natural Resources and Environmental Studies

Environmental Planning
Biology (*ESM*)
Forestry (*ESM*)
Geography
GIS
Outdoor Recreation, Tourism and Community Development (*ESM*)
Environmental Studies (*ESM*)
Natural Resources and Env Studies
Natural Resources Management

Business and Economics

Business
MBA
Economics

Humanities, Social and Indigenous Studies

Anthropology
English
First Nations Studies
History
International Studies
Political Science
Northern Studies
Philosophy
Women's Studies/Gender Studies

DATE: November 28, 2018

PROJECT: Academic Action Plan – Academic Restructuring Engagement Update

TOPIC: Calendar of Engagement Events

2015- 2017	UNBC Community Engagement
June 2017	Academic Action Plan Endorsement
Fall 2017	Provost’s Advisory Committee on the Academic Action Plan
Fall 2017	Provost’s Advisory Committee on the Academic Action Plan meetings (Orientation, Terms of Reference, Review of Academic Action Plan, etc.)
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October 2018	Provost’s Advisory Committee on the Academic Action Plan Review of preliminary feedback Provost’s Advisory Committee on the Academic Action Plan Review of FAQ, feedback and draft motion
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October 2018 Provost and Integrated Planning Team Engagement Sessions	
Number of Sessions	Number of Participants
26 Sessions	241

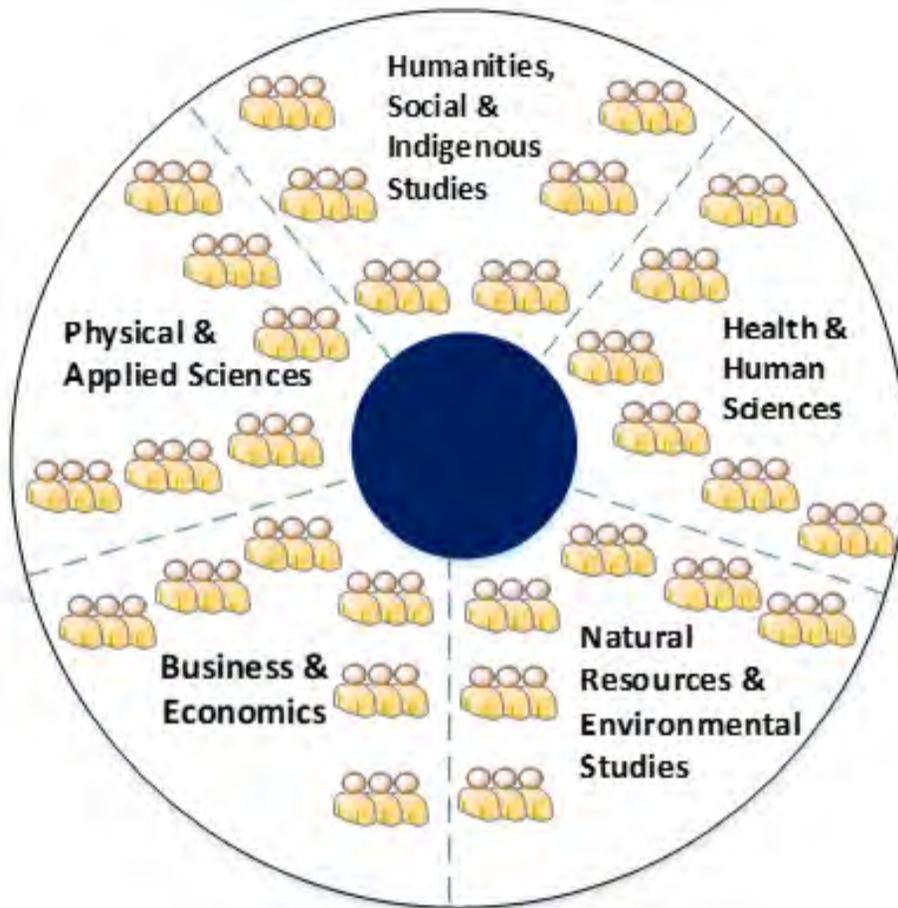
November 2018	Provost’s Advisory Committee on the Academic Action Plan Review of feedback, revised draft motion, and preparation of Town Hall Presentation
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November 2018 Provost and Integrated Planning Team Engagement Sessions	
Number of Sessions	Number of Participants
20 Sessions	399

Total sessions and participants as of November 23, 2018	
Number of Sessions	Number of Participants
58 Sessions	1,116

PROJECT: Academic Action Plan – Academic Restructuring Engagement Update

TOPIC: Proposed Academic Restructuring Visual Diagram



11.0 Academic Re-Structuring (30 minutes)
**Preamble and Motion (Schedules - attached)*

Dr. Ryan

PREAMBLE

Whereas s. 37(1)(i) of the *University Act* of British Columbia (“the Act”) grants Senate the power:

“to recommend to the board the establishment or discontinuance of any faculty, department, course of instruction ...”

And s. 27(2)(j) of the Act grants the Board of Governors the power:

“subject to section 29 and with the approval of senate, to provide for the establishment of faculties and departments the board considers necessary”

And whereas the UNBC Senate though an extensive and consultative Academic Planning exercise, which included:

Phase I – Planning Framework (2015-2016)

In this Phase an Academic Planning Committee with the following Membership:

Provost
Vice-Provost, Student Engagement
Dean Regional Programs
Director CTLT
University Librarian
University Registrar
Dean CASHS
Assistant Dean NMP
Dean Graduate Programs
Chief Information Officer
4 Faculty Members
Senior Advisor to the President on Aboriginal Relations
Student Society Presidents
Alumni Representative
Community Engagement Coordinator (faculty member)

And five Academic Collaborative Teams:

- Faculty Renewal and Development
- Academic Structure
- Academic Administrative Organization
- Enrolment Initiatives
- Student Experience and Pedagogy

Through collaboration, data collection and research, and extensive consultation, developed an **Academic Planning, Phase I Framework Report** for presentation to the UNBC Senate and Board of Governors.

Phase II – Developing a New Academic Plan (2016-2017)

In Phase II, based on the direction and principles outlined in the *Phase I Framework Report*, five (5) Academic Planning Working Groups were formed with the following membership:

Academic Structure

2 Faculty
1 Senator
2 Students

Enrolment Initiatives

2 Faculty
1 Senator
2 Students
1 Provost Appointee (Faculty)

Faculty Renewal & Development

2 Faculty
1 Senator
2 Students

Student Experience & Pedagogy

2 Faculty
1 Senator
2 Student
1 Provost Appointee (Director CTLT)

Academic Administrative Organization

2 Faculty
1 Senator
2 Students
1 Provost Appointee (Faculty)
1 VP Finance Appointee (HR)

Through collaboration, data collection and research, and extensive consultations, these groups developed an **Academic Action Plan FINAL June 28, 2017 1.7** which was endorsed by the UNBC Senate on June 28th, 2017 (Senate Motion #S-201706.03) “the Academic Action Plan”.

Phase III – Responding to and Implementing the Academic Action Plan (2017-2018)

In Phase III a Provost’s Advisory Committee on the Academic Action Plan with the following membership:

1 Faculty
1 Staff
2 Students
Representatives from the Phase II Working Groups (1 Staff, 3 Faculty)
Provost
Director of Integrated Planning

to support and advise on implementation of the Plan.

And whereas *Goal 2.3.1 of the Academic Action Plan provides:*

The goal is to have organizational structures that enhance opportunities for academic programs to be supported, to grow, to function efficiently, and to enable effective leadership. The goal is also to have an organizational structure that supports creativity flexibility, and the interdisciplinary dialogue and collaboration that will allow UNBC to respond to opportunities that fit our unique skills and assets.

And whereas Recommendation 2.3.1a of the Plan provides:

This recommendation has been put forward to begin the dialogue about the college structure and therefore, as an initial starting point for discussion, we identified that five Faculties could be created, in addition to the Faculty of Graduate and Postdoctoral Studies:

*Faculty of Business or Faculty of Business and Economics
Faculty of Natural Resources and Environmental Studies
Faculty of Health and Human Sciences
Faculty of Humanities, Social and Indigenous Studies
Faculty of Physical and Applied Sciences*

And whereas the following discussions and consultations occurred over the seventeen (17) month period from July 2017 to November 2018:

*[Detailed list attached as Schedule A] **

And whereas, as a result of the consultations and the feedback received and, respecting the principles and goals outlined in the Academic Action Plan, an academic structure with “Five Divisions of the Whole” [Schematic attached as Schedule B] is presented to Senate for consideration.

And whereas the implementation of the recommendation and the establishment of five Faculties and the dissolution of the two Colleges requires:

- further consultations, discussions and decisions by and among faculty and Programs with respect to alignment, affiliations and naming;
- a series of actions and additional approvals by Senate and the Board, beyond the approval to establish the Faculties and dissolve the Colleges, summarized below with a projected timeline:
 - o Discussions by and among faculty and Programs re: alignment, affiliations and naming November 2018 through 2019, which will inform the usual decision making and approval processes within Programs, and approvals by Senate and the Board in accordance with the Act.
 - o Board approval of a budget in March 2019 that reflects planning and allocation of resources for the implementation of the recommendation and the establishment of five Faculties, and for the recruitment of Deans
 - o Recruitment and hiring of Deans and ongoing consultations and planning for implementation, through 2019
 - o Targeted activation and implementation, no earlier than January 2020

And whereas Senate recognizes that the consultations, planning and actions outlined above represent the expenditure and redirection of considerable time, effort and resources to achieve, and Senate desires to provide authorization and clarity with respect to the support of Senate for the establishment of Faculties and dissolution of the Colleges:

And whereas the anticipated alignment, affiliations and naming of Faculties at the time of presentation of these Motions is outlined below and in Schedule C, but remains subject to the further discussions, decisions and approvals outlined above:

“For Approval” Items:

S-201811.17

Ryan

Now therefore be it resolved that Senate recommends that the UNBC Board of Governors establish five (5) Faculties, conceptually aligned as follows, but subject to the discussions and decisions with respect to naming and affiliation outlined above:

- Physical and Applied Sciences
- Humanities, Social & Indigenous Studies
- Natural Resources & Environmental Studies
- Health & Human Sciences
- Business & Economics

And, be it further resolved that Senate recommends that the Board dissolve the existing Colleges:

The College of Science and Management
The College of Arts, Social and Health Sciences

Motion

Casperson

That the vote on motion S-201811.17 be held by secret ballot.

CARRIED

The Provost was thanked for circulating the letter signed by nine of the CASHS Chairs and was asked to address the concerns raised in the letter.

The Provost responded there it the following commitments:

- Council of Deans will be working with the Office of the Provost to maintain collegiality among the Colleges.
- College programs will transfer with their budgets from the two to five Colleges model.
- Naming and affiliations will occur through conversations with the faculty.

Motion Committee of the Whole

Casperson

That Senate move into Committee of the Whole for having a broad discussion about the Academic Re-structuring.

CARRIED

Discussion

Motion Move Out of Committee of the Whole

Casperson

That Senate move out of Committee of the Whole.

CARRIED

Senator Khan asked for reassurance from the President that the costs associated with the re-structuring would not be paid for by students, either nor indirectly. President Week stated that, that is not the intention and gave the assurance that if there were to be future costs associated with the re-structuring that were to impact students there would be conversations with students and input with regards to any changes in fees or services.

Amendment 1

Murphy

And whereas, Senate endorses and encourages the principle of decision making by consensus regarding internal structure, affiliations, and naming of Faculties. We expect there to be demonstrative evidence that these efforts are made.

CARRIED

Amendment 2

Murphy

And whereas, Senate recommends to the Board, that the Board ~~consider~~ make demonstrative efforts to ensure the adequate resourcing of all Faculties.

CARRIED

Amendment 3

Casperson

And whereas, Senate understands that the creation of five (5) Faculties will happen no earlier than January 2020 and by January 2021

CARRIED

S-201811.29

General Consent

Motion to Destroy the Ballots

CARRIED

For reference – Excerpt from UNBC Senate Minutes – January, 1997

S-199701.28

Revised Academic Structure

Poff/Keener

That Senate approve the revised Academic structure as proposed in Recommendation F1 of the University Plan (1997).

Amendment to Recommendation F1 to include the list of the four UNBC existing Faculties (excluding the Faculty of Research and Graduate Studies): "Recommendation F1 Senate and Board approve that, effective July 1, 1997, the existing Faculties of Arts & Science, Health & Human Sciences, Management & Administration, Natural Resources and Environmental Studies be dissolved; that two new Colleges be created..."

CARRIED 1 Abstention

The President defined the new structure as follows:

The new structure includes new units which are the Colleges. Within the two Colleges are the Faculties. Faculties are natural groupings of disciplines that in many cases have established academic patterns of interaction and cooperation.

The intent of the new structure is to retain those Faculties and to provide means of fostering those interrelationships through committees of chairs, etc.

The formal structure is the College which replaces the existing structures of the Faculties. The budgetary and administrative authority resides with the College Dean.

S-199701.29

Positions of College Dean

Poff/Keener

That Senate endorse the positions of College Dean as proposed in Recommendation F2 of the University Plan (1997).

CARRIED

Agenda Item:	4.c. 2019/2020 UNBC Tuition Fees – D. Ryan
Material:	<ol style="list-style-type: none"> 1. 2019/2020 Tuition Fee Schedule 2. Province of British Columbia, Tuition Limit Policy 3. UNBC 2018-2019 Mandate Letter
Motion:	<p><i>Whereas s.27(2) of the University Act grants the Board the authority to set, determine and collect fees;</i></p> <p><i>And Whereas the Government of British Columbia’s Tuition Limit Policy, limits domestic tuition and mandatory fee increases to the rate of inflation (2%);</i></p> <p><i>And Whereas the Tuition Limit Policy does not apply to the setting of International student tuition and mandatory fees;</i></p> <p><i>Now therefore, on the recommendation of the President, and in compliance with the Government of British Columbia’s Tuition Limit Policy the Board approves the 2019/2020 Tuition Fee Schedule for the University of Northern British Columbia as presented, and further, approves the adjustment of the multiplier used for the calculation of International Tuition Fees from 3.5 to 3.98, for all new International undergraduate student applicants registering for the Fall 2019 semester and thereafter, as presented in the 2019/2020 Tuition Fee Schedule.</i></p> <p><i>Effective on approval of the Board.</i></p>

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
2019/20 Proposed Tuition fees

	2018/19	2019/20	Change (\$)	Change (%)
UNDERGRADUATE				
Basic Tuition Per Credit Hour				
- Domestic	177.26	180.81	3.55	2.0%
- International				
▪ Commencing Studies Between May 1, 2005 and August 31, 2019	620.39	632.80	12.41	2.0%
▪ Commencing Studies September 1, 2019 Onward	620.39	705.49	85.10	13.7%
Post Baccalaureate Diploma Tuition Per Credit Hour	260.66	265.87	5.21	2.0%
Other Undergraduate Tuition Related Charges and Information				
- Registration Deposit (Per Semester)	100.00	100.00	0.00	0.0%
- Course Challenge Fee	88.63	90.40	1.77	2.0%
- Co-operative Education Work Term Fees	531.75	542.39	10.64	2.0%
- BC Residents 65 and older				
▪ BC residents aged 65 or older eligible for admission, receive a waiver of tuition, subject to space availability				
- Withdrawal & Tuition Refund				
▪ 50% of tuition up to the date of withdrawal without academic penalty				
GRADUATE				
Minimum Program Fees				
Unless otherwise noted, the minimum total program fee for Masters level programs is:				
▪ For full -time studies, 6 (six) full-time tuition fee units				
▪ For part -time studies, 12 (twelve) part-time tuition fee units				
International students				
Unless otherwise noted, the rate for international students is the same as domestic students				
- All Masters level programs not specifically noted				
▪ Full-time unit	1,648.56	1,681.53	32.97	2.0%
▪ Part-time unit	871.38	888.81	17.43	2.0%
- Master of Arts in Disability Management				
▪ Full-time unit	2,091.27	2,133.10	41.83	2.0%
▪ Part-time unit	1,097.91	1,119.87	21.96	2.0%
- Master of Education				
▪ Full-time unit	2,252.13	2,297.17	45.04	2.0%
▪ Part-time unit	1,182.37	1,206.02	23.65	2.0%
- Master of Engineering in Integrated Wood Design				
▪ Full-time unit	7,301.11	7,447.13	146.02	2.0%
▪ Part-time unit	n/a	n/a	n/a	n/a
This program is full-time, commencing January each year, with a minimum program fee of 3 (three) full-time units; increase is effective January				
- Master of Science in Community Health				
▪ Full-time unit	2,091.27	2,133.10	41.83	2.0%
▪ Part-time unit	1,097.91	1,119.87	21.96	2.0%
- Master of Science in Nursing				
▪ Full-time unit	2,091.27	2,133.10	41.83	2.0%
▪ Part-time unit	1,097.91	1,119.87	21.96	2.0%

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
2019/20 Proposed Tuition fees

	2018/19	2019/20	Change (\$)	Change (%)
- Master of Science - Engineering				
▪ Full-time unit	1,648.56	1,681.53	32.97	2.0%
▪ Part-time unit	n/a	n/a	n/a	n/a
- Master of Social Work				
▪ Full-time unit	1,930.40	1,969.01	38.61	2.0%
▪ Part-time unit	1,013.46	1,033.73	20.27	2.0%
- Special Education Graduate Certificate				
▪ Full-time unit	2,318.38	2,364.75	46.37	2.0%
▪ Part-time unit	n/a	n/a	n/a	n/a
This certificate program is full-time, with a minimum program fee of 3 (three) full-time units				
- Master of Business Administration				

NOTE: The tuition fees for the Masters of Business Administration program are currently under review. Final information will be brought forward to the Board of Governors for approval at the March 2019 meeting.

Masters Time Extension - Per Semester

- All Masters level programs not specifically noted	1,648.56	1,681.53	32.97	2.0%
- Master of Arts in Disability Management	2,091.27	2,133.10	41.83	2.0%
- Master of Education	2,252.13	2,297.17	45.04	2.0%
- Master of Science in Community Health	2,091.27	2,133.10	41.83	2.0%
- Master of Science in Nursing	2,091.27	2,133.10	41.83	2.0%
- Master of Social Work	1,930.40	1,969.01	38.61	2.0%

Other Graduate Tuition Related Charges and Information

- Continuing Registration Fee	580.58	592.19	11.61	2.0%
- Non-Degree Graduate Students	916.95	935.29	18.34	2.0%
- Graduate - Late Registration Fee	100.00	100.00	0.00	0.0%
- BC Residents 65 and older				
▪ BC residents aged 65 or older eligible for admission, receive a waiver of tuition, subject to space availability				

DOCTORAL

Minimum Program Fees

- Unless otherwise noted, the minimum total program fee for PhD level programs is 9 (nine) full-time units

- PhD basic full-time unit	1,648.56	1,681.53	32.97	2.0%
- PhD Time Extension - per semester	1,648.56	1,681.53	32.97	2.0%

Other Doctoral Tuition Related Charges and Information

- Continuing Registration Fee	1,648.56	1,681.53	32.97	2.0%
- Graduate - Late Registration Fee	100.00	100.00	0.00	0.0%

Tuition Limit Policy

Government has taken action to limit tuition and mandatory fee increases to the rate of inflation. The limit for tuition and mandatory fees is 2%.

The tuition limit applies to:	<ul style="list-style-type: none"> • Professional programs. • Cost recovery/continuing education credentialed programs. • All other credentialed and open enrolment programs. • Mandatory fees, including capital construction support (e.g., building fees), consumable fees (e.g., fees charged for field trips and consumable supplies) and other mandatory fees (e.g., application fees and technology fees).
The tuition limit does not apply to:	<ul style="list-style-type: none"> • International student tuition and mandatory fees. • Third-party contracts. • New programming (first year). Institutions may set the initial tuition and mandatory fee rate for new instructional programs (not amendments to existing programs). After the first year, tuition and mandatory fees will be subject to the tuition limit policy. • Community/continuing education non-credentialed courses. Most of these are short-term courses offered in the evening or on the weekend (e.g., first aid, photography). • Mandatory fees for student association or society fees (collected on behalf of student associations).

Tuition Limit Policy Application

Government introduced the tuition limit policy in 2005. In 2007, the policy was extended to include institutional and program mandatory fees.

Public post-secondary institutions are expected to ensure programs and courses are affordable and accessible for students. In accordance with applicable legislation, post-secondary boards (Boards) are responsible for setting, determining, and collecting tuition and mandatory fees within the tuition limit policy.

The following provides clarification on the application of the tuition limit policy as it relates to both new and existing programs and fees.

Existing programs	<ul style="list-style-type: none"> • Tuition and fees for existing programs and services must not increase more than the rate set by the policy.
Updates to Existing programs	<ul style="list-style-type: none"> • Post-secondary institutions are expected to keep programs current. Updates to existing programs are considered part of this ongoing process and are expected to be achieved within the tuition limit policy.
Revised programs¹	<ul style="list-style-type: none"> • It is recognized that, at times, substantial changes to a program may be necessary. • An existing program that is substantially revised may be submitted to the Ministry for determination as to whether the program is new for the purposes of the tuition limit policy. • Prior to introducing a new level of tuition, institutions must submit a written request to the Ministry for review,

outlining the revisions that led to new or changed objectives, goals, learning competencies and outcomes for the program and students. Written request to include the following information on the understanding that additional information may be required.

1. Rationale for the program change (include any changes that result from new requirements of regulatory or licensing bodies).
2. Outline of the main program changes (e.g. new or changed objectives, goals and learning competencies for the program and students).
3. Provide a “course mapping” (i.e. listing out existing courses besides a listing of new ones, including associated changes).
4. Outline the tuition and mandatory fees (please list mandatory fees individually) for the revised program and how they compare to the current program. Outline how the tuition and mandatory fees for the revised program compare to similar programs in British Columbia (or outside of British Columbia, if there are no similar programs in British Columbia).
5. Whether tuition and mandatory fees for courses that form part of other existing programs are being kept consistent to ensure students attending the same course in a different program are not paying a differential tuition and mandatory fee.
6. The number of credits, hours and program length of the revised program and how it compares to the current program.
7. Whether the revised program will be offered if it is not considered new under the tuition limit policy. Include the start date of the revised program.
8. Impact the revised program would have on existing students (i.e. would the revisions cause any existing students to face a tuition fee increase part way through the program).
9. Comparison of current and revised program changes (e.g. admission requirements, delivery method and other program requirements).
10. If the revised program requires the hiring of new staff and faculty.
11. Whether the revised program has been approved by the Education Council and Board of Governors.
12. Outline the labour market demands for graduates of the revised program, how the program aligns with industry and student demand. Would the revised program create new employment opportunities? Would graduates have knowledge/technical skills that employers require in order to hire?
13. When the former program was last revised.
14. Other applicable information.
 - Revised programs are evaluated by the Ministry and an independent third party reviewer to determine whether they are new for the purpose of the tuition limit policy.
 - When a revised program qualifies as a new program for the purpose of the tuition limit policy, the institution may establish tuition and mandatory fees for the first year that the program is offered and must apply government's tuition policy in subsequent years.
 - Specifically, the institution may establish tuition and mandatory fees for courses that form part of the new program and not part of any other existing program. Tuition and mandatory fee increases for any courses in the new program that form part of other existing programs must be kept within the rate set by the tuition limit policy. This ensures that students attending the same course in different programs are not paying a differential fee based on their program, reflecting the spirit of the tuition limit policy by keeping tuition and mandatory fees for existing programs to a minimum.

New programs	<ul style="list-style-type: none"> • Boards establish the tuition amount for the first year, and the rate increase set by the policy applies thereafter.
New mandatory fees^{2,3,4}	<ul style="list-style-type: none"> • New mandatory fees may be introduced for new services if there is a clear benefit to students. • Proactive consultation and engagement with students should be undertaken prior to Board review and approval. • Institutions should also consult with the Ministry early in the process when new fees are being considered. • BC public post-secondary institutions are required to report details on any new mandatory fees to the Ministry as part of the annual tuition and fees reporting requirements. The report needs to be signed by the Vice President of Finance and/or Academics.

Boards are responsible for ensuring that all requirements have been met before approving new tuition or mandatory fee amounts.

¹ Institutions are to ensure that revised programs go through the PSIPS and/or Degree Quality Assessment Board (DQAB) process as appropriate.

² Applies to any new mandatory fees that bring the total tuition and mandatory increase above the 2% rate set by the tuition limit policy.

³ Mandatory fees are defined as those fees a student must pay to the institution in order to complete a program.

⁴ Optional fees do not need to be reported.

Related Links

- [Data & Research](#)
- [Budget Letters](#)
- [Mandate Letters](#)



February 1, 2018

Our Ref. 111878

Ms. Tracey Wolsey
Chair of the Board
University of Northern British Columbia
3333 University Way
Prince George BC V2N 4Z9

Dear Ms. Wolsey:

On behalf of Premier Horgan, thank you for your service to the people of British Columbia. The government remains committed to working with public post-secondary institutions to deliver on government's commitments to British Columbians: to help make life more affordable for people, invest in services and build a strong, sustainable economy.

This Mandate Letter outlines the guiding principles of the government, which should inform the preparation of your 2018/19 Institutional Accountability Plan and Report (IAPR). This Mandate Letter also confirms your institution's mandate under the *University Act*, provides government's annual strategic direction and sets out key performance expectations for the 2018/19 fiscal year.

The government made three key commitments to British Columbians. All ministries and public sector organizations are expected to work together to help government achieve these commitments.

Our first commitment is to make life more affordable. We look forward to working with you to support government's agenda to help manage the daily cost of living for British Columbians.

Our second commitment is to deliver the services that people count on. Many of the programs and services that British Columbians access on a regular basis are delivered by public sector organizations. We want to build on programs that are working well, and make improvements where needed, to ensure British Columbians get quality and timely customer service from public sector organizations across the province.

Our third key commitment is to build a strong, sustainable, innovative economy that works for

Page 1 of 8

everyone. The government believes that public sector organizations have a key role to play in supporting broad-based economic growth in every region of the province.

To support true and lasting reconciliation with Indigenous Peoples in British Columbia, our government is fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission (TRC). As you know there are a number of Calls to Action directed at post-secondary institutions. I ask that going forward your institution incorporates the UNDRIP and TRC Calls to Action, given the specific mandate and context of your institution.

As Minister of Advanced Education, Skills and Training, I am focused on ensuring every citizen in British Columbia can access quality, affordable and relevant education, so they can benefit from the opportunities our strong, sustainable and innovative economy provides. I was inspired after speaking with students, faculty and staff during my tour of all 25 public post-secondary institutions. The tour confirmed the importance of our robust post-secondary system and the partnerships between institutions, communities and our Ministry. But I also heard from students about the challenges they are facing – access and affordability; student housing; and mental health/sexual violence. We need to continue to work together to address these issues and create a strong and inclusive society and lift each other up.

While we have already made some progress, in order to support government's key commitments, I ask that University of Northern British Columbia:

1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UNDRIP.
2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in my mandate letter (attached). Specific actions include, but are not limited to:
 - a. Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.
 - b. Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.
 - c. Expand technology-related programming and other programs that align with the growing knowledge-based economy.
3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports;
4. Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education;
5. Work closely with my Ministry to develop a balanced approach to international education.
6. Comply with government's two percent cap on tuition and mandatory fee increases.

Consistent with the Accountability Framework for British Columbia's Post-Secondary Education System, University of Northern British Columbia will report publicly on efforts to fulfil this mandate direction and achieve targeted results and the outcomes of those efforts.

The Crown Agencies and Board Resourcing Office (CABRO) at the Ministry of Finance has lead responsibility for overseeing and maintaining the Public Sector Organizations Governance Framework, and provides leadership for the merit based appointment of qualified and competent individuals to the boards of public sector organizations.

University of Northern British Columbia is asked to work closely with CABRO through your ministry contact on board appointments, all governance matters including orientation and training of board members, and meeting public sector reporting requirements under the *Budget Transparency and Accountability Act*.

I would ask that each board member acknowledge the direction provided in this Mandate Letter by signing this letter. The Mandate Letter is to be posted publicly on your institution's website on Budget Day on February 20, 2018.

I have appreciated your support as Board Chair to me as Minister responsible in the first few months of our government's term in office. I look forward to ongoing dialogue and engagement going forward through our scheduled meetings and other communication channels between my ministry and your organization.

Once again, thanks to you and your Board of Governors for your commitment to public service. Together, we will work to build a better B.C.

Sincerely,



Melanie Mark
Hli Haykwhl Wíi Xsgaak
Minister

Date: February 1, 2018

Attachments: Signature page template
Minister's Mandate Letter

cc: Honourable John Horgan
Premier

Don Wright
Deputy Minister to the Premier and Cabinet Secretary

Lori Wanamaker
Deputy Minister
Ministry of Finance

David Galbraith
Associate Deputy Minister and Secretary to Treasury Board
Ministry of Finance

Shannon Baskerville
Deputy Minister
Ministry of Advanced Education, Skills and Training

Daniel Weeks
President
University of Northern British Columbia

Original signed by members of the University of Northern British Columbia Board of Governors:

Board Member

Tracey Wolsey (Board Chair)

Simon Sing-yau Yu

Julie B. T. Ziebart

Katherine Ann LaForge

C.E. Lee Ongman

Sean C. Simmons

Timothy E.M. Carmack

Kathy Lewis

Karin Beeler

Arctica Cunningham

Amelia Kaiser

Mark Barnes

James Moore

Daniel Weeks

March 23, 2018 _____

Date Signed



July 18, 2017

Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
Parliament Buildings
Victoria, British Columbia V8V 1X4

Dear Minister Mark:

Congratulations on your new appointment as Minister of Advanced Education, Skills and Training.

It has never been more important for new leadership that works for ordinary people, not just those at the top.

It is your job to deliver that leadership in your ministry.

Our government made three key commitments to British Columbians.

Our first commitment is to make life more affordable. Too many families were left behind for too long by the previous government. They are counting on you to do your part to make their lives easier.

Our second commitment is to deliver the services that people count on. Together, we can ensure that children get access to the quality public education they need to succeed, that families can get timely medical attention, and that our senior citizens are able to live their final years with dignity.

These and other government services touch the lives of British Columbians every day. It is your job as minister to work within your budget to deliver quality services that are available and effective.

Our third key commitment is to build a strong, sustainable, innovative economy that works for everyone, not just the wealthy and the well-connected. Together, we are going to tackle poverty and inequality, create good-paying jobs in every corner of the province, and ensure people from every background have the opportunity to reach their full potential.

**Office of the
Premier**

Web Site:
www.gov.bc.ca

Mailing Address:
PO Box 9041 Stn Prov Govt
Victoria BC V8W 9E1

Location:
Parliament Buildings
Victoria

These three commitments along with your specific ministerial objectives should guide your work and shape your priorities from day to day. I expect you to work with the skilled professionals in the public service to deliver on this mandate.

As you are aware, we have set up a *Confidence and Supply Agreement* with the B.C. Green caucus. This agreement is critical to the success of our government. Accordingly, the principles of “good faith and no surprises” set out in that document should also guide your work going forward.

As minister, you are responsible for ensuring members of the B.C. Green caucus are appropriately consulted on major policy issues, budgets, legislation and other matters as outlined in our agreement. This consultation should be coordinated through the Confidence and Supply Agreement Secretariat in the Premier’s Office. The secretariat is charged with ensuring that members of the B.C. Green caucus are provided access to key documents and officials as set out in the agreement. This consultation and information sharing will occur in accordance with protocols established jointly by government and the B.C. Green caucus, and in accordance with relevant legislation.

British Columbians expect our government to work together to advance the public good. That means seeking out, fostering, and advancing good ideas regardless of which side of the house they come from.

Our government put forward a progressive vision for a Better B.C. that has won broad support with all members of the legislature. There is consensus on the need to address many pressing issues such as reducing health-care wait times, addressing overcrowded and under-supported classrooms, taking action on climate change, tackling the opioid crisis, and delivering safe, quality, affordable child care for all. As one of my ministers, I expect you to build on and expand that consensus to help us better deliver new leadership for British Columbians.

As part of our commitment to true, lasting reconciliation with First Nations in British Columbia our government will be fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission. As minister, you are responsible for moving forward on the calls to action and reviewing policies, programs, and legislation to determine how to bring the principles of the declaration into action in British Columbia.

In your role as Minister of Advanced Education, Skills and Training I expect that you will make substantive progress on the following priorities:

- Provide greater access to adult basic education and English-language learning programs by eliminating fees.
- Reduce the financial burden on students by eliminating interest on B.C. government student loans and establish a \$1,000 completion grant program to provide debt relief to B.C. graduates.

- Encourage excellence in B.C.'s graduate school programs by introducing a new graduate student scholarship fund.
- Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students.
- Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce.
- Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program.
- Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy.
- Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector.

All members of Cabinet are expected to review, understand and act according to the *Members Conflict of Interest Act* and to conduct themselves with the highest level of integrity. Remember, as a minister of the Crown, the way you conduct yourself will reflect not only on yourself, but on your Cabinet colleagues and our government as a whole.

I look forward to working with you in the coming weeks and months ahead.

It will take dedication, hard work, and a real commitment to working for people to make it happen, but I know you're up to the challenge.

Sincerely,

A handwritten signature in black ink that reads "John Horgan". The signature is written in a cursive, flowing style.

John Horgan
Premier

Agenda Item:	4.d. Agreements, Scholarships, Bursaries and Awards – D. Ryan
Material:	Agreements, Scholarships, Bursaries and Awards as recommended by the Senate for the period of November 2018 to January 2019.
Motion:	<i>That, the Board of Governors approves the agreements, scholarships, bursaries and awards as recommended by the Senate, for the period November 2018 to January 2019, as presented.</i>



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Auxiliary to UHNBC 100th Anniversary Scholarship be approved.

Effective Date: 2019-2020 Academic Year

Rationale: To activate the Auxiliary to UHNBC 100th Anniversary Scholarship commencing the 2018-2019 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: October 15, 2018

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20181024.03

Moved by: Jensen

Seconded by: Mayes

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 24, 2018

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: One-time renewable In-course

Award Name: Auxiliary to UHNBC 100th Anniversary Scholarship

Awards Guide Description/Intent: The Auxiliary to the University Hospital of Northern BC has provided financial assistance and support to the hospital since 1919. Approximately 30,000 volunteer hours are performed each year in twenty-three service areas.

This award has been established to celebrate the 100th Anniversary of the Auxiliary. They are pleased to provide this support to a student in the medical field who plans to remain in Prince George or Northern BC.

Donor: Auxiliary to University Hospital of Northern BC

Value: One award at \$5,000 in 2019/20 renewed at \$5,000 in 2020/21 for a total of \$10,000

Number: One

Award Type: Scholarship

Eligibility: Available to a full time undergraduate student who has completed 60 credit hours towards a degree with a declared major in Nursing, Biomedical Studies, Biochemistry or Molecular Biology. The recipient must be a resident of Northern BC.

Criteria: Academic proficiency.

Application Instructions: Students must submit an essay outlining their intention to work in the health or medical field in Northern British Columbia following their studies. This award is renewable for one year.

Effective Date: Established 2018

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the MBA Alumni Award be approved.

Effective Date: 2018-2019 Academic Year

Rationale: To activate the MBA Alumni Award commencing the 2018-2019 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: April 19, 2018

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20181024.04

Moved by: Dale

Seconded by: Abass

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: October 24, 2018

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Graduate

Award Name: MBA Alumni Award

Awards Guide Description/Intent: This award is being established by the MBA Program at UNBC as a thank you to MBA Alumni that make referrals resulting in new students joining the Program. The MBA Program recognizes that alumni are extremely important ambassadors for attracting future students, and that they contribute to the success of the Program by sharing their experiences with others. MBA Alumni are welcome to make charitable donations to UNBC to help grow the fund and the impact of this award. The award is intended to help promising MBA students that are encountering financial barriers.

Donor: MBA Program and MBA Alumni

Value: \$500

Number: Two

Award Type: Award

Eligibility:

Award #1 - Available to a domestic graduate student entering into the UNBC Prince George Campus Cohort of the MBA Program that is encountering financial barriers. If there are no eligible applicants within the UNBC Prince George Campus Cohort the award may be offered to a student in the UNBC Vancouver Campus Cohort.

Award #2 - Available to a domestic graduate student entering into the UNBC Vancouver Campus Cohort of the MBA Program that is encountering financial barriers. If there are no eligible applicants within the UNBC Vancouver Campus Cohort the award may be offered to a student in the UNBC Prince George Campus Cohort.

Criteria: Academic proficiency with consideration of financial barriers.

Conditions: Students who are sponsored by their employers are ineligible to receive this award except in specific circumstances.

Note: The funds for the award will be allocated to the student in the January semester. One award is preferred to be awarded to each campus.

Effective Date: Established 2018

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the MBA Program.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the IWAW Award (Quesnel Campus) be approved.

Effective Date: 2019-2020 Academic Year

Rationale: To revise the IWAW Award (Quesnel Campus) commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: November 1, 2018

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20181128.05

Moved by: Hartley

Seconded by: Chowdhury

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: November 28, 2018

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: Inspiring Women Among Us (IWAU) Award – Quesnel Campus

Awards Guide Description/Intent: Education through UNBC has the power to change lives through the experiences that being a student provides. A better job, more self-confidence, financial independence, greater engagement in the community, a positive peer group – all are direct impacts of engaging with professors, students and the opportunities that campus life provides while achieving their goals. This award was established to assist women who are facing barriers in pursuing an education through UNBC.

Donor: Quesnel Campus Inspiring Women Among Us (IWAU) Committee and community donors

Value: ~~\$250~~500

Number: Variable (Pending fund availability)

Award Type: Award

Eligibility: Available to a full or part time undergraduate or graduate student who identifies as female and who is facing significant challenges and/or financial barriers, studying at the Quesnel Campus.

Criteria: Satisfactory academic standing ~~& demonstrated financial need.~~

Note: There is no application deadline, however; all applicants must provide a statement outlining why they feel they are eligible for this award.

Effective Date: Established 2017

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the UNBC Awards Office.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the Northern Pathways to Medicine Bursary be approved.

Effective Date: 2019-2020 Academic Year

Rationale: To revise the Northern Pathways to Medicine Bursary commencing the 2019-2020 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: November 16, 2018

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20181128.06

Moved by: Jensen

Seconded by: Dale

Committee Decision: CARRIED

Attachments: 2 Pages

Approved by SCSB: November 28, 2018

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Renewable General

Award Name: Northern Pathways to Medicine Bursary

Awards Guide Description/Intent: This bursary ~~has been established for high school graduates of schools within NMP Trust communities is open to residents of North Central Local Government Association (NCLGA) communities (<http://www.nclga.ca/>), whose long term goal is to attend medical school, but the pathway is not open to them because of financial challenges. In addition to financial support for undergraduate course work leading to admission to the Northern Medical Program offered at UNBC, award recipients will be enrolled in the NMP's Northern Pathways to Medicine Program (scheduled to begin in September 2018) or other health professions programs in Northern BC. This program will provide financial and enrichment support, intended to strengthen student applications. In addition to financial support for undergraduate course work, recipients will be joining the Northern Pathways to Medicine Program. For more information, refer to the Northern Pathways to Medicine website and [Application Manual](#).~~

Donor: Northern Medical Programs Trust

Value: Up to \$10,000

Number: ~~One~~Three

Award Type: Bursary

Eligibility: Available to a full-time student who has independently applied ~~to for~~ and been accepted into ~~their~~UNBC undergraduate degree program of their choice ~~for study at UNBC independently~~. Applicants must intend to apply for the UBC Northern Medical Program at UNBC or other health professions programs based in Northern BC. Applicants must ~~be graduates of a high school within a Northern Medical Programs Trust community~~ demonstrate residency in a NCLGA community and have demonstrated academic ability.

Criteria: ~~Students from low socioeconomic backgrounds are eligible. Applicants must complete the student loan application with Student Aid BC and show need above maximum student loan allocation. Academic record will also be taken into account.~~

This is a two-step process.

- Step 1: Apply through UNBC financial aid and awards office. Candidates will be selected and notified to move on to Step 2.
- Step 2: Completion of a secondary application with pre interview questions, a one page declaration of income, and two reference letters (one academic, one community) to be provided when an interview is scheduled.

~~————~~Bursary recipients will be notified by the awards office.

Conditions: This award is renewable for up to three (3) additional years based on the student maintaining good academic standing and a minimum cumulative yearly GPA of 3.33 (B+; 77%+) ~~throughout their undergraduate studies (at the discretion of the Selection Committee).~~

Recipients must ~~also continue to be enrolled in the NMP Northern Pathway to Medicine Program~~ participate fully in the Northern Pathways to Medicine Program.

~~**Note:** Applicants must complete the on-line UNBC awards application including the financial need and career goals sections. The career goals section must include: a stated intent to enter the Northern Medical Program at UNBC, why they are interested in that program and how they hope to achieve their goal, in 200 words or more. Applicants must submit high school and post-secondary transcripts, if applicable. Applicants must submit three (3) letters of reference and provide a copy of the previous three years' parental/personal income tax assessment(s).~~

Students with 30 credits or less of post-secondary may apply. If all bursaries are not awarded via the first round of applications, late applications will be accepted and reviewed according to the discretion of the Steering Committee

Effective Date: Established 2016, Revised 2017 & 2018

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by a Committee comprised of: The Associate Vice-President, Northern Medical Program; a faculty member of the Northern Medical Program selected by the Associate Vice-President, Northern Medical Program; a faculty member of the College of Science and Management, selected by the College Dean; and a faculty member of the College of Arts, Social and Health Sciences, selected by the College Dean.



Motion Number (assigned by SCS): _____

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Tom Dielissen Memorial Award be approved.

Effective Date: 2018-2019 Academic Year

Rationale: To activate the Tom Dielissen Memorial Award commencing the 2018-2019 Academic Year.

Proposed By: Tara Mayes, Development Officer – Donor Relations

Advancement Contact: Tara Mayes, Development Officer – Donor Relations

Faculty/Academic Department: N/A

Date: November 30, 2018

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The Committee endorsed the motion.

Motion No.: SCSB20181212.03

Moved by: Hartley

Seconded by: Chowdhury

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: December 12, 2018

Date

Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Athletic

Award Name: Tom Dielissen Memorial Award

Awards Guide Description/Intent: This award has been established to honour the memory of Tom Dielissen, a quiet champion, well-known for volunteering his time unselfishly.

Tom was a Registered Professional Forester and his career with B.C. Lands led him to Prince George in 1972, a city and community he quickly embraced. Tom devoted over 40 years of his life to volunteering and helped shape the community of Prince George through his remarkable commitment serving both its organizations and its citizens. Tom made a difference - the breadth and diversity of Tom's contributions touched and changed the areas of arts, culture, sports, science, history, government and the vulnerable. In May of 2016, Tom's extensive volunteer work was recognized with a BC Community Achievement Award. Later that year, then Governor-General David Johnston presented Tom with the Governor General's Sovereign's Medal for Volunteers in recognition of Tom's significant contributions to his community.

Tom was known for his generosity of spirit and taking a genuine interest in others. He truly believed that Prince George was a wonderful community to volunteer in and inspired others to volunteer. He felt others should look at the positives of volunteering. Among Tom's many joys was supporting the growth of student athletes at UNBC. To honour his passion for youth and his commitment to volunteerism, this award supports UNBC student athletes who exemplify the values of leadership and community service.

Donor: UNBC Athletics and Friends and Family of Tom Dielissen

Value: \$1,000

Number: One

Award Type: Award

Eligibility: Available to a full time undergraduate UNBC Timberwolves athlete. First preference will be given to a resident of Northern British Columbia who plays on a varsity basketball team.

Criteria: Demonstrated financial need and academic proficiency.

Effective Date: Established 2018

Recipient Selection: Senate Committee on Scholarships and Bursaries with nomination by the UNBC Athletics Department. Consultation prior to recipient selection may occur between the UNBC Athletics Department and Roberta Dielissen or her named designate.

Agenda Item:	5.a.(i) Reports of the Vice-Presidents – Provost & Vice-President Academic – Recruitment & Enrolment Report
Material:	Recruitment & Enrolment Report

The following summary compares Winter 2017 to 2019 Full Time Equivalents (FTE) and headcounts as of January 1, 2019. Fall 2019 application numbers are also compared to Fall 2018 numbers as of the January 1st snapshots.

Executive Summary:

Winter 2019 FTE summary:

FTE change from last year

- Total domestic tuition FTE up 0.3% (6.5)
 - At 78.4% of UNBC target (3186.0)
- Total international tuition FTE up 7.4% (10.1)
 - At 31.2% of UNBC target (468.4)

Head Count change from last year

- Total domestic tuition h.c. up 3.4% (107)
 - At 85.2% of UNBC target (3834)
- Total international tuition h.c. up 13.0% (22)
 - At 31.3% of UNBC target (610)

Fall 2019 Applications Summary:

Total applications up 21.0% (502 h.c.) from Fall 2018.

Total admissions up 2.8% (24 h.c.) from Fall 2018.

Total registrations flat n/a (0 h.c.) from Fall 2018.

Winter 2019 More Detailed:

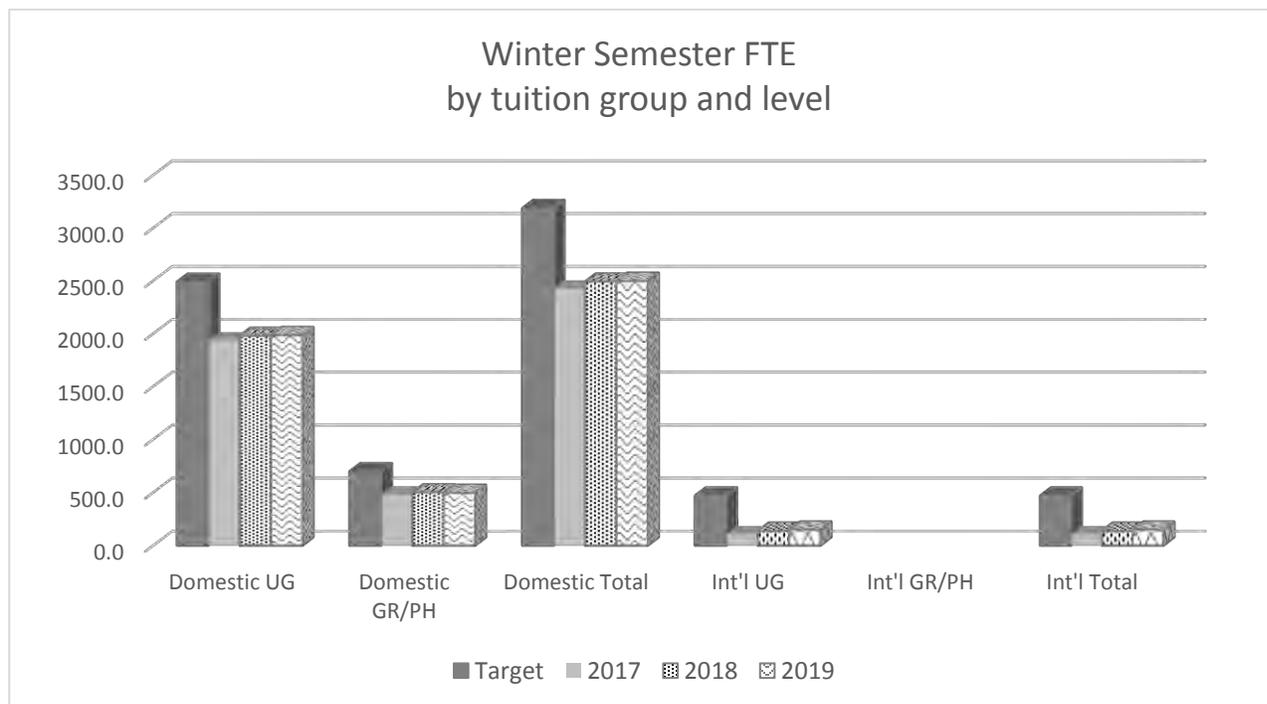
Domestic Tuition FTE

- Undergraduate FTE up 0.3% (5.6)
 - At 79.7% of UNBC target (2488.3)
- Graduate FTE down -1.1% (-5.3)
 - At 70.8% of UNBC target (697.6)
- Continuing Studies FTE up 45.6% (6.3)

International Tuition FTE

- Undergraduate FTE up 7.4% (10.1)
 - At 31.2% of UNBC target (468.4)

College breakdown (FTE)	
CASHS	<ul style="list-style-type: none"> • Overall FTE down -3.3% (-41.8) • Undergraduate down -3.6% (-35.8) • Graduate down -2.2% (-6.0)
CSAM	<ul style="list-style-type: none"> • Overall FTE up 4.4% (56.0) • Undergraduate up 5.3% (56.4) • Graduate down -0.2% (-0.3)
Cross College	<ul style="list-style-type: none"> • Overall FTE down -8.1% (-3.8) • Undergraduate down -10.8% (-4.8) • Graduate up 42.9% (1.0)
Continuing Studies	<ul style="list-style-type: none"> • Overall FTE up 45.6% (6.3)



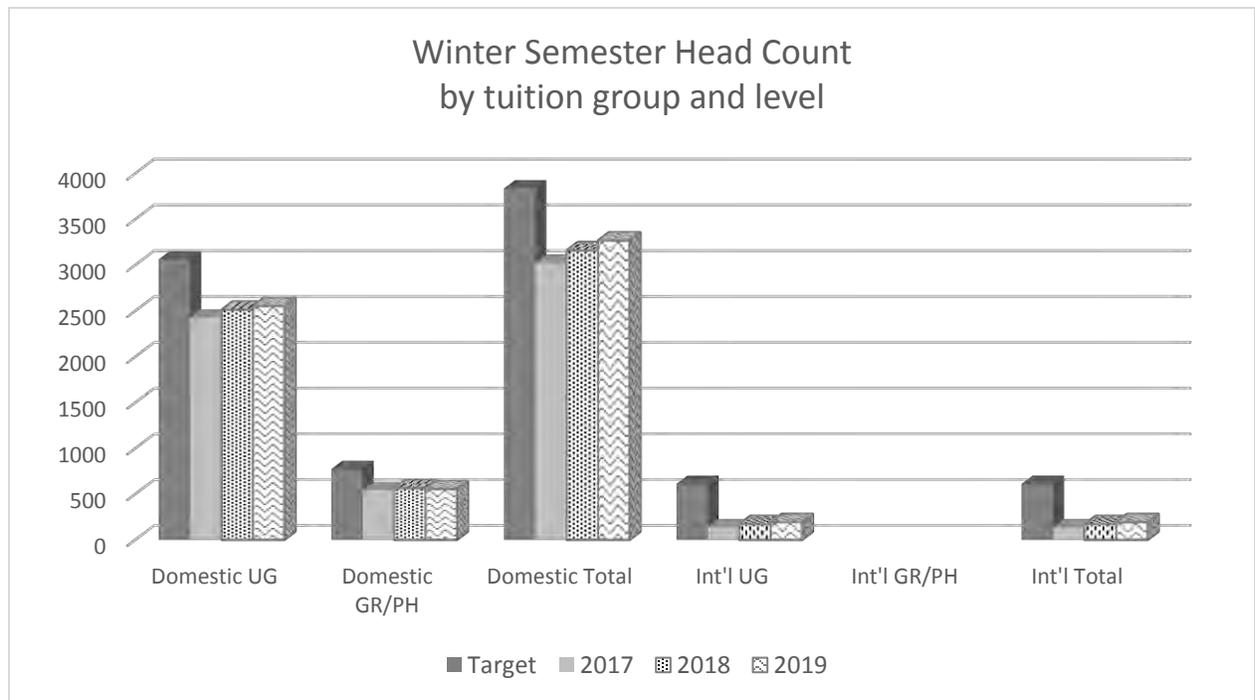
Domestic Tuition Head Count

- Undergraduate h.c. up 1.6% (40)
 - At 83.3% of UNBC target (3062)
- Graduate h.c. down -1.8% (-10)
 - At 71.4% of UNBC target (773)
- Continuing Studies h.c. up 89.5% (77)

International Tuition Head Count

- Undergraduate h.c. up 13.0% (22)
 - At 31.3% of UNBC target (610)

College Breakdown (h.c.)	
CASHS	<ul style="list-style-type: none"> • Overall h.c. down -1.5% (-25) • Undergraduate down -1.0% (-13) • Graduate down -3.6% (-12)
CSAM	<ul style="list-style-type: none"> • Overall h.c. up 5.7% (86) • Undergraduate up 6.8% (87) • Graduate down -0.5% (-1)
Cross College	<ul style="list-style-type: none"> • Overall h.c. down -8.8% (-9) • Undergraduate down -12.4% (-12) • Graduate up 60.0% (3)
Continuing Studies	<ul style="list-style-type: none"> • Overall h.c. up 89.5% (77)



NOTES:

The UNBC semester targets seen in this report are derived from targets set by the institution on a fiscal year bases. Ratios were calculated to determine what portion of a yearly FTE/head count total come from each semester in the year (based on a 3-year average). These ratios were then applied to the fiscal targets to generate the semester targets.

This new version of the FTE bi-weekly shows three years (up from two in the previous version) of a given term as of a given snapshot date. For example on November 15th 2017 the winter FTE report shows data for winter 2018 as of Nov 15th 2017, winter 2017 as of Nov 15th 2016 and winter 2016 as of Nov 15th 2015.

More emphasis has been placed on clearly differentiating the numbers based on a “tuition group” breakdown. This concept is important in understanding which numbers are part of the Ministry targets and which are not. When yearly FTE numbers are reported to the ministry, they only included those related to domestic tuition paying students. Numbers generated from international tuition paying students are not included.

A distinction related to the above International tuition concept is that of international residency. Numbers are provided in the report for both international tuition and international residency and it is important to understand that they are not the same thing. A student can be of international residency (not Canadian, Permanent, Landed) and still be paying domestic tuition rates, for example most GR and PH level students currently at UNBC. In these cases the FTE and headcounts of these international students would be included in total reported to the Ministry.