

**SENATE MEETING
PUBLIC SESSION
AGENDA**

December 9, 2015
3:30 – 5:30 PM

Senate Chambers (Room 1079 Administration Building)

1.0 S-201512.01

Approval of the Agenda †

Page 1 That the agenda for the December 9, 2015 Public Session of Senate be approved as presented.

† **NOTE:** *The Senate Agenda for the public session consists of two parts, a consent agenda and a regular agenda. The consent agenda contains items that are deemed to be routine or noncontroversial and are approved by the Steering Committee of Senate for placement on that agenda. Any Senator wishing to discuss any item on the consent agenda may ask the Chair of Senate that the item be removed from the consent agenda and placed on the regular agenda. Items removed from the consent agenda will be placed on the regular agenda and dealt with in the order in which they appear on the full agenda. Senators wishing to ask a question regarding an item on the consent agenda, without necessarily removing that item from the consent agenda, are strongly encouraged to direct questions to the Secretary of Senate in advance of the meeting.*

2.0 S-201512.02

Approval of Senate Minutes

Page 6 That the minutes of the November 25, 2015 Public Session of Senate be approved as presented.

3.0 Business Arising from Previous Minutes of Senate

3.1 Appointment of Chancellor

Dr. Weeks

3.2 Senate Committee on Academic Affairs

Dr. Ryan

“For Approval” Items:

Consent

S-201511.03

Changes to Program Calendar Description - Aboriginal Community Resource Planning Certificate

Page 11

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to certificate description for Aboriginal Community Resource Planning on page 129 of the 2015/2016 undergraduate calendar, be approved as proposed. Effective date: January 2016

Consent

S-201511.04

Changes to Course Prerequisite - FNST 302-3 First Nations Health and Healing

Page 14

That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to course prerequisite for FNST 302-3 First Nations Health and Healing on page 342 of the 2015/2016 undergraduate calendar, be approved as proposed. Effective date: January 2016

3.2.1 Discussion on the Presentation of the Phase I Academic Planning Report Dr. Ryan

Page 16 The Phase I Academic Planning Report has been included in the meeting package for review.

Regular **S-201511.05**
Approval of the Recommendations made within the document “Developing a New Academic Plan – Phase I”

Page 62 That, on the recommendation of the Senate Committee on Academic Affairs, Senate approve the Recommendations made within the document “Developing a New Academic Plan – Phase I”
Effective Date: Upon Approval by Senate

3.3 Senate Committee on Scholarships and Bursaries Dr. Owen

“For Information” Items:

Page 63 **SCSB20151028.03**
Revision to Helen Thurwell Scholarship
That the revised Award Guide Description for the Helen Thurwell Scholarship be approved.
Effective Date: 2016-2017 Academic Year

3.4 Senate Committee on Nominations (SCN) Dr. Koehn

“For Information” Items:

Faculty Senator Elected to Senate for position beginning immediately:

Faculty Senator – CSAM (until March 31, 2017) Dr. David Casperson

Faculty Senator Elected to Senate by acclamation for position beginning immediately:

Faculty Senator – CASHS (until March 31, 2018) Dr. Stan Beeler

Faculty Senator Elected to Senate by acclamation for position beginning January 1, 2016:

Faculty Senator – CASHS (until March 31, 2018) Ms. Rheanna Robinson

4.0 Report of the Provost Dr. Ryan

5.0 Report of the Registrar Mr. Hanschen

6.0 Question Period Dr. Weeks

7.0 Removal of Motions from the Consent Agenda Dr. Weeks

8.0 Committee Reports

8.1 Senate Committee on Academic Affairs Dr. Ryan

“For Approval” Items:

Regular **S-201512.03**
New Course Approval - FNST 430-3 Mentorship with a Traditional Knowledge Holder
Page 65 That, on the recommendation of the Senate Committee on Academic Affairs, the new course FNST 430-3 Mentorship with a Traditional Knowledge Holder be approved as proposed.
Proposed semester of first offering: May 2016

- Regular **S-201512.04**
Certificate and Course Deletions - Post-Baccalaureate Aboriginal Child and Youth Mental Health Certificate
Page 70 That, on the recommendation of the Senate Committee on Academic Affairs, the post-baccalaureate Aboriginal Child and Youth Mental Health Certificate and all related courses be deleted from the undergraduate calendar.
Effective date: January 2016
- Regular **S-201512.05**
Changes to Degree Requirements - BA Major in Environmental Studies
Page 74 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the requirements to complete the BA Major in Environmental Studies (Okanagan Diploma in Environmental Studies Degree Completion), on page 120 (in the print or PDF calendar accessible on the UNBC web page) of the 2014/2015 undergraduate calendar, be approved as proposed.
Effective date: September 2016
- Regular **S-201512.06**
Course Deletion - NRES 805-3 Environmental Research Methods
Page 78 That, on the recommendation of the Senate Committee on Academic Affairs, the NRES 805-3 Environmental Research Methods course on page 138 of the 2015/2016 graduate calendar, be deleted as proposed.
Effective date: May 2016
- Regular **S-201512.07**
New Course Approval - NRES 698 Special Topics in Natural Resources and Environmental Studies
Page 80 That, on the recommendation of the Senate Committee on Academic Affairs, the new course NRES 698 (Special Topics in Natural Resources and Environmental Studies) be approved as follows.
Proposed semester of first offering: Fall 2016
- Regular **S-201512.08**
New Course Approval - NRES 498 Special Topics in Natural Resources and Environmental Studies
Page 84 That, on the recommendation of the Senate Committee on Academic Affairs, the new course NRES 498 (Special Topics in Natural Resources and Environmental Studies) be approved as follows.
Proposed semester of first offering: Fall 2016
- Consent **S-201512.09**
Changes to Course Description - NRES 899-(1-3) Independent Research
Page 88 That, on the recommendation to the Senate Committee on Academic Affairs, the change to the course description for NRES 899-(1-3) Independent Research, on page 138 of the 2015/2016 graduate calendar, be approved as proposed.
Effective date: May 2016
- Consent **S-201512.10**
Changes to Course Description - NRES 799-(1-6) Independent Study
Page 90 That, on the recommendation of the Senate Committee on Academic Affairs, the course description for NRES 799-(1-6) Independent Study, on page 137 of the 2015/2016 graduate calendar, be approved as proposed.
Effective date: May 2016
- Regular **S-201512.11**
Changes to Specific Regulations - Graduate Calendar
Page 92 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to specific regulations of graduate calendar, be approved as proposed.
Effective date: As soon as approved by Senate

“For Information” Item:

Consent **SCAAF201512.15**
Approval of 2014 Annual Report
Page 94 That the 2015 Annual Report (September 1, 2014 to August 31, 2015) from the Senate Committee on Academic Affairs be approved by the Committee and forwarded to Senate for information.
Effective date: December 2, 2015

- | | | |
|------------|-----------------------------------------------------------------|------------------|
| 8.2 | Senate Committee on First Nations and Aboriginal Peoples | Dr. Ryan |
| 8.3 | Senate Committee on Scholarships and Bursaries | Dr. Owen |
| 8.4 | Senate Committee on Nominations (SCN) | Dr. Koehn |

“For Approval” Item:

Regular **S-201512.12**
Membership Changes to Senate
That, on the recommendation of the Senate Committee on Nominations, and barring further nominations from the floor of Senate, the following candidates, who have met all eligibility requirements to serve on Senate, be elected to Senate in accordance with Section 3(q)(i) of the Senate Handbook.
Effective date: Immediately upon approval by Senate

SENATE POSITION TO BE FILLED
(except when otherwise noted, all terms begin immediately)

CANDIDATE

Senate

Regional Representative — Northwest (March 31, 2018) Mr. Michael Prevost

Regional Representative — Aboriginal / First Nations Communities (March 31, 2018) Mr. Andrew Robinson

“For Information” Item:

Senator Appointed for Term of Office Commencing January 1, 2016:

Lay Senator (until March 31, 2018) Mr. Mike Peterson

“For Approval” Item:

Regular **S-201512.13**
Membership Changes to Senate Committees
That, on the recommendation of the Senate Committee on Nominations, and barring further nominations from the floor of Senate, the following candidate, who has met all eligibility requirements to serve on Senate committees as indicated, be appointed as proposed.
Effective date: Immediately upon approval by Senate

SENATE COMMITTEE POSITION TO BE FILLED
(except as otherwise noted, all terms begin immediately)

CANDIDATE

SENATE COMMITTEE ON NOMINATIONS

Faculty Senator (03/31/2018) Dr. David Casperson

SENATE COMMITTEE ON THE UNIVERSITY BUDGET

Graduate Student (03/31/2016) Mr. Kirk Walker

“For Information” Item:

Appointment of CSAM Faculty Senator by Acclamation to the University Promotion and Tenure Committee

CSAM Faculty Senator

Dr. Todd Whitcombe

- 8.5 Senate Committee on the University Budget** **Dr. Whitcombe**
- 9.0 S-201512.14**
Approval of Motions on the Consent Agenda **Dr. Weeks**
That the motions on the consent agenda, except for those removed for placement on the regular agenda, be approved as presented.
- 10.0 Other Business** (*no material*)
- 11.0 Information** (*no material*)
- 12.0 S-201512.15**
Move to In Camera Session
That the meeting move In Camera.
- 13.0 S-201512.19**
Adjournment
That the Senate meeting be adjourned.

Motion Number (assigned by
Steering Committee of Senate): S-201511.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to certificate description for Aboriginal Community Resource Planning on page 129 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** January 2016
2. **Rationale for the proposed revisions:**
Correction of name used to describe Environmental Planning.
3. **Implications of the changes for other programs, etc., if applicable:**
None
4. **Reproduction of current Calendar entry for the item to be revised:**

**Aboriginal Community Resource
Planning**

The Aboriginal Community Resource Planning Certificate (ACP) consists of 10 courses (minimum 30 credit hours) drawn primarily from First Nations Studies and Environmental Studies, with offerings from Geography, Commerce, Resource Recreation and Tourism, and Natural Resources and Environmental Management. The courses from First Nations Studies provide students with foundations in First Nations in Canada, cultures and languages, internal and external issues, First Nations environmental philosophies, and the courses from Environmental Studies provide foundations in the principles of traditional planning. The program is generic in nature so that the knowledge can be transferred to different community settings, as well as to the variety of situations that students will encounter throughout their lives.

Two important purposes of the Certificate are, first, to provide requisite education to assist individuals involved in the resource planning in First Nations communities and, second, to provide expanded educational opportunities at the university level for students who are not in a position to commit to a four year program of study. Students must meet with a First Nations Studies undergraduate student advisor prior to starting this program.

5. **Proposed revision with changes underlined and deletions indicated clearly using “~~strikethrough~~”:**
**Aboriginal Community Resource
Planning**

The Aboriginal Community Resource Planning Certificate (ACP) consists of 10 courses (minimum 30 credit hours) drawn primarily from First Nations Studies and Environmental ~~Studies~~ Planning, with offerings

from Geography, Commerce, ~~Resource~~ **Outdoor** Recreation and Tourism, and Natural Resources and Environmental Management. The courses from First Nations Studies provide students with foundations in First Nations in Canada, cultures and languages, internal and external issues, **and** First Nations environmental philosophies, ~~and the~~ **The** courses from Environmental ~~Studies~~ **Planning** provide foundations in the principles of traditional planning. The program is generic in nature so that the knowledge can be transferred to different community settings, as well as to the variety of situations that students will encounter throughout their lives.

Two important purposes of the ~~C~~certificate are, first, to provide requisite education to assist individuals involved in the resource planning in First Nations communities and, second, to provide expanded educational opportunities at the university level for students who are not in a position to commit to a four-year program of study. Students must meet with a First Nations Studies undergraduate student advisor prior to starting this program.

6. Authorization: (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: FNST

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2015.10.15.04

College Council Approval Date: October 15, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: n/a

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: n/a

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201511.03

Moved by: D. Wessel Lightfoot

Seconded by: S. Chen

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: November 4, 2015



Date

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

First Nations Studies (FNST) Proposed Changes to Calendar

Executive Summary

Aboriginal Community Resource Planning Certificate

The label “Environmental Studies” is incorrect. It should read “Environmental Planning.”

FNST 302

FNST 100 is being added as a pre-requisite to this course. We believe an understanding of the foundational knowledge presented in FNST 100 is an essential basis on which to build an understanding of First Nations Health and Healing.

Motion Number (assigned by
Steering Committee of Senate): S-201511.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to course prerequisite for FNST 302-3 First Nations Health and Healing on page 342 of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** January 2016

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

FNST 100 is a foundational course that provides necessary background knowledge for this course.

3. **Implications of the changes for other programs, etc., if applicable:**

None

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

FNST 302-3 First Nations Health and Healing This is a seminar on the concepts of health and healing including a review of major published materials. Representatives of First Nations communities and organizations participate in the seminar.

Prerequisites: Upper-division standing

Precluded: NURS 205-3

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

FNST 302-3 First Nations Health and Healing This ~~is a seminar~~ focuses on the concepts of health and healing ~~and includes including~~ a review of major published materials. Representatives of First Nations communities and organizations participate in the seminar.

Prerequisites: Upper-division standing and FNST 100-3 or permission of chair

Precluded: NURS 205-3

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: FNST

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2015.10.15.03

College Council Approval Date: October 15, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: n/a

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: n/a

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201511.04

Moved by: K. Smith

Seconded by: B. Owen

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: November 4, 2015
Date



Chair's Signature

For recommendation to ✓, or information of _____ Senate.



DEVELOPING A NEW ACADEMIC PLAN – PHASE I “PLANNING FRAMEWORK”

NOVEMBER 16, 2015

DRAFT

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Towards Developing A New Academic Plan

1. Introduction

In its first 25 years of existence, the University of Northern British Columbia has emerged as a national leader; a research-intensive University that excels in its teaching and service to the communities it serves. Our students and faculty are actively researching and learning about sustainable resource development, energy production and export, health-care delivery, climate change, First Nations communities and cultures, international trade, economic development, biodiversity, food security, and more. These complex issues are important for Canada and the world, and UNBC is uniquely positioned in the heart of where these conversations are taking place.

UNBC enters its second quarter century having achieved significant national recognition. It was recently named the #1 University in its category in the annual Maclean's Magazine university rankings. With a student population of approximately 4,000 and an alumni community almost 12,000 strong, UNBC is helping transform Northern BC – we are creating graduates who are the leaders, entrepreneurs, health care workers, teachers and all manner of professionals who are reshaping this critical part of the province.

Now is the time to prepare for our next quarter century. We face some challenges, including a declining student population and decreasing resources. Therefore, it is critical we identify strengths and priorities in order to take advantage of the opportunities available in our vast region and begin now to plan for a sustainable future. We must maintain and enhance UNBC's reputation not only as an institution of distinction, but as a distinct institution of higher learning, research, teaching, and student experience.

2. UNBC Community Engagement – Overview of Process

A robust, UNBC community engagement plan was developed and implemented to ensure that everyone in the UNBC community who wished to be involved could be meaningfully involved. A number of groups were identified who needed to be specifically engaged: faculty, CUPE staff, exempt staff, Graduate students, Undergraduate students, all levels of UNBC administration, post-doctoral fellows, research managers, research associates and both governance bodies (Board of Governors and Senate). It was determined that students, staff and faculty at all regional campuses (Quesnel, Terrace, Prince Rupert, Fort St. John and the Wilp Wilxo'oskwahl Nisga'a (WWNI)) would specifically be engaged face-to-face on their campuses.

To ensure that people could fully participate, a number of different engagement techniques were utilized. Seven Prince George campus graffiti wall engagements were organized; some open sessions, and others specifically for the groups mentioned above. Every member of the UNBC community had opportunities to participate in graffiti walls on the Mission, Mandate, Values and Goal statements. A graffiti wall event was held in each regional campus. In addition, faculty, CUPE, exempt staff and administrators had opportunities to provide feedback via e-mail or hard copy responses.

To begin the overall engagement strategy, we involved the community around the subject of UNBC's various Mission, Mandate, Values and Goal statements, as this was a subject on which all members of the UNBC community could offer feedback. In addition, two engagement sessions were held to collect ideas around the Collaborative Team subjects: Student Experience and Pedagogy, Academic Structure, Enrollment Initiatives, and Academic Administrative Organization Structure. These employed a combination of graffiti walls, dotmocracies, and mental maps to elicit ideas.

Additionally the collaborative teams utilized surveys to target populations on a variety of questions. Each Collaborative Team sent out preliminary surveys to test their questions employing randomly selected members of the UNBC community, followed by a larger round of surveys to the community as a whole. The data from all of the surveys, along with relevant materials from the engagement around Mission, Mandate, Values and Goals, were utilized by the collaborative teams in preparing their overarching recommendations.

The overall engagements and surveys were envisioned as an iterative process: all raw data collected has been made available to the UNBC community for review and evaluation. All draft recommendations have also been returned as drafts for review by the community through various targeted meetings (President's Executive Council, President's Council, joint College Council meeting) and a graffiti wall open to all members of the community.

One of the areas identified to include in the external community engagement for UNBC Academic Planning are the Aboriginal communities and Nations within the UNBC region. Due to the scope and time requirements needed to achieve this, discussions with Aboriginal communities about the Mission, Mandate, Values and Goals for UNBC has already begun. To date, visits with the Northwest, Central,

and South Central communities have been initiated and as the Academic Planning process moves forward more completely in Phase II, visits to Aboriginal communities with Nation representatives will continue. These important and necessary engagements will make marked contributions to the future planning of UNBC for the region, communities, and people the institution serves.

The APC strived to ensure that all members of the UNBC community wishing to participate have had the opportunity to participate.

3. Phase I “Planning Framework”

In June of 2015, our Provost initiated the development of a new Academic Plan to be created in two phases. The first phase, now complete, included a review of previous UNBC Academic Plans, and engagement with the UNBC community to create a planning framework. This framework is our “plan to plan” or “road map” to guide the development of our new Academic Plan. It also recognizes that research is an important component of our Academic Mission and thus implies it is included in the Academic Planning process. Additionally, the refreshing of the Strategic Research Framework will dovetail with Phase II of the Academic Plan as part of the University’s integrated planning.

During Phase I, the Academic Planning Committee (APC) engaged with the institutional community. We sought and received extensive input on process and best-planning practices from all sectors: faculty, staff, students, community members from Prince George, from the Regions, and from Aboriginal groups. This input and the resulting recommendations will inform and guide the substantive planning activities in Phase II.

In brief, the APC identified two necessary core components for success in Phase II:

1. Recognition that the Phase I action planning groups were assembled with functionality as the key consideration, to accomplish necessary background work. During Phase II, the action planning groups established by the Senate Committee on Academic Affairs (SCAAF) will need to reflect a more integrated selection process that ensures full and rich consideration of both general and specific proposals.
2. All sub committees tasked with developing components of the Plan in Phase II, must be guided by the voice of the community throughout the planning process.

The following are the overarching recommendations to Senate in the establishment of Phase II:

Recommendation 1:

The Academic Planning Committee recommends that Senate adopt the following core principles in the creation of the UNBC Academic Plan.

R1.1 Adopting and exemplifying the core principles:

- **En cha huná**
At the core of UNBC is our motto “*En cha huná*” – “everything lives” or “respect for all forms of life” - which speaks to the relationships of people and recognizes dignity and respect for all (ourselves and our community);
- **Respect**
UNBC strives to be a respectful working and learning environment for all members of the University community and beyond;
- **Diversity**
UNBC serves the North, which includes a diversity of people, cultures, learning styles, and

places. We embrace this diversity and support it by seeking out opportunities to serve all Northern communities, and by expanding our awareness, acceptance and inclusiveness of Indigenization, Aboriginal cultures and communities, our rural communities, and our global community;

- **Student experience**

UNBC provides an environment in which students, Undergraduate and Graduate, have opportunities to learn from top rated faculty in excellent programs, engaging in experiential learning within a global perspective;

- **Innovation and research**

Innovation and research drives our University. We strive to provide an environment that promotes and celebrates innovation that is vibrant, cutting-edge, curiosity driven and contributes to important research;

- **Quality of teaching, research, student support and service**

UNBC strives to be the best in teaching, research and service and to differentiate ourselves from other institutions based on these core values;

- **Internationalization**

UNBC embraces diversity by celebrating and welcoming the international community; this facilitates the growth of our students, faculty and staff, and helps to bring a true global perspective to the North; and

- **Sustainability**

UNBC is a leader in sustainability.

Recommendation 2:

That Senate directs SCAAF to establish appropriate action planning groups by January 27, 2016. These action planning groups consist of elected and appointed representatives with due consideration to the skills and knowledge required to complete the task.

R2.1 Task the action planning groups:

- to develop actionable recommendations and measures of success that provide guidance to the UNBC community, administration, faculty and staff to fulfill the UNBC Academic planning process and create a long-term sustainable future for the University;
- to mobilize interest and expertise from the University community;
- to work towards a draft report by September 2016 in which all recommendations by the action planning groups have been considered for their budget impact in order to inform the 2017/18 budget;
- to prepare Action Plans that:
 - are considerate of and informed by the community input and data;
 - are concise with definite goals and priorities that are achievable and support the

Academic Mission of UNBC;

- clearly document objectives and actionable outcomes with measurable standards for success;
- identify timelines, future needs, define short- and longer-term institutional academic priorities, and develop a strategic plan for implementing and supporting the UNBC Academic Plan;

R.2.2 Establish the need for the action planning groups to report to SCAAF on a monthly basis on progress and meeting milestones, beginning with a draft Terms of Reference for each committee and the proposed work plan, for presentation in the first month;

- SCAAF to report to Senate at each meeting on the progress toward meeting identified milestones;

R.2.3 Clarify the need to continue to deliver transparent information and communications that:

- engage the UNBC community and its Regions through continuous access to information, updates and reports;
- invite the UNBC community and its Regions to provide feedback throughout the development of the Phase II Academic Plan;
- continue to communicate on a regular basis on progress to the UNBC community through multiple channels, including the APC SharePoint site;

R.2.4 The action planning groups need to collaborate and determine the priority sequence of planning and timelines in discussions with SCAAF;

R.2.5 The action planning groups should draw on the data from Phase I consultation but also identify gaps where further consultation is required;

R.2.6 The need to develop actionable recommendations, based on input from all phases of the Academic Planning process, consisting of academic priorities and measures of success for approval by Senate; and

R.2.7 The need to identify resources (people, finances and data) that are required to complete the planning within the established timeframe. These resources could include research assistants, analysts, project manager, IT support, etc.

4. UNBC Academic Planning Committee Report Recommendations

The following recommendations reflect common and recurrent themes that the committee heard during consultation with the University community. The committee believes that our findings and recommendations derived from the feedback data represent the voice of constituents who chose to participate in Phase I data gathering.

4.1. Academic Structure Collaborative Team

Scope:

The Academic Structure of UNBC is complex, in part because it exists at a number of levels. There are academic departments, such as English and Chemistry, and academic programs such as Integrated Analytical Skills and Knowledge (IASK) and Biochemistry and Molecular Biology. Additionally many programs do not map neatly onto departments. The overall academic and administrative organizational structure has significant impact on the delivery of programs to students for faculty, staff, and students alike.

Consultation:

We have engaged in a number of activities including a pre-test survey to randomly selected faculty and staff members, a broader survey to everyone at UNBC, consultations with various groups, and through the public engagement sessions conducted on campus and throughout the Regions.

What we heard:

The UNBC community engagement sessions provided a number of important points for consideration. A synopsis of the major themes regarding academic structure is as follows:

- the need for clarity of academic structure in order to best present and promote UNBC as an organization to the world and to support faculty, staff and students;
- identifying the appropriate degree of change necessary to meet our commitment to quality;
- the importance of addressing confusion between formal academic structure and academic administrative organizational structure;
- the need to address the prevalence in the present model of many smaller units;
- the need to address a lack of intersection between research / teaching interests;
- the need to integrate the Northern Medical Program in a meaningful way into the overall academic structure;

- the need to integrate the regional campuses and programs into the academic structure more fully and meaningfully;
- the importance of the integration of teaching and research across programmatic boundaries as exemplified by the original founding faculties;
- the importance of cultivating interdisciplinarity that differentiates UNBC from other institutions, as originally envisaged;
- the importance of integrating professional programs (e.g. Business, Education, Nursing, Social Work) in recognition of their unique needs and attributes; and
- the need for a logical, functional academic structure that can promote programs/degrees in order to attract and retain students.

Recommendations:

Given what the Academic Structure Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions and surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 3:

That Senate consider the Academic Structure of UNBC with respect to the college, program, and academic unit or department level, and determine if changes to the present structure are warranted.

R3.1 Assess what is and what is not currently working in the Academic structure and determine whether further investigation into alternative models is required:

- Create an inventory of academic structures and/or models of comparator institutions;

R3.2 Work in collaboration with the Academic Administrative Organization Collaborative Team in order to accommodate intersecting teaching and research priorities; and

R3.3 Through University-wide consultation, construct possible models for Academic Structure to be used as the basis for further dialogue.

Relevant Materials:

1. APPENDIX A: Report of Sub-Committee of the SCAAF Extraordinary Meeting (Sept 2014)

<https://our.unbc.ca/sites/IntegratedPlanning/iup/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/OtherReports/2014%20September%20SCAAF%20Extraordinary%20Meeting%20Package.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FOtherReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1>

2. APPENDIX B: UNBC Community Engagement Feedback (Phase I) Summary

<https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/ layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/2015%20October%2023%20Academic%20Structure%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1>

4.2. Enrolment Initiatives Collaborative Team

Scope:

The Enrolment Initiatives Collaborative Team addressed the issue of enrolment planning which includes recruitment, retention and completion. We understand enrolment to be a multifaceted and complex task that addresses the full range of student participation at the University from prospects to alumni.

Consultation:

The consultation was conducted using the following methods:

- Multiple survey questionnaires that were distributed to the University community; and
- A number of graffiti wall engagements to collect feedback from Undergraduate students, Graduate students, faculty, and staff.

What we heard:

Our approach yielded results on the profile of the student population and the following themes emerged from our community engagement:

- the majority of respondents felt the University should increase its student population at both the Undergraduate and Graduate level, and particularly our regional presence;
- the importance of not only recruiting new students but retaining students through degree completion;
- the importance of addressing issues of degree completion both in terms of numbers and time relative to our current record which is below national norms;
- that when considering the international market, the importance of being cognizant of issues such as visa applications which can often make it difficult to attract good students, particularly at the Graduate level;
- the need to address our admission processes, which are perceived to be both slow and cumbersome, particularly at the Graduate level;
- the need to address a sense of isolation and a lack of support for students, staff, and faculty at regional campuses;
- the need to review the University's marketing plan to suit our diverse population;
- the importance of recognizing the unique needs of Undergraduate, Graduate, and other diverse student groups; and
- the need for more instructional options to enhance degree completion.

Recommendations:

Given what the Enrolment Initiatives Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 4:

That UNBC develop an enrolment plan as a document to be updated periodically taking into account strategies for recruitment, retention and completion. This plan will be part of the overall University Academic Plan but will need to be updated annually to reflect changing circumstances.

R4.1 Identify the key stakeholders responsible for implementing, maintaining and reporting on an enrolment plan;

R4.2 Provide historical and current data on issues related to enrolments, including existing patterns in courses and degrees (both majors and minors):

- Create an institution-wide searchable database of historical enrolments and develop appropriate analytical summaries from which Senate will be able to make recommendations to the Board of Governors regarding our student profile (e.g. domestic, international, Aboriginal, regional, Undergraduate and Graduate enrolments);
- Develop and utilize this database and statistical modeling to manage current data and future enrolments and set appropriate admission levels;
- Develop such models to allow an effective ongoing enrolment and marketing plan;
- Develop better metrics for regional and international students;

R4.3 Evaluate all stages of enrolment – recruitment, retention and completion – within the institution (in its broadest sense) and determine the efficacy of present strategies;

R4.4 Assist academic units in managing their teaching resources to better align course offerings with enrolment demands and targets and to meet student expectations;

R4.5 Develop processes by which measurements of both retention and completion can be made within degree programs;

R4.6 Create regular reports on the effectiveness of the all of the University's enrolment strategies:

- recruitment of new students at both Undergraduate and Graduate level;
- recruitment of international, of regional, and of Aboriginal students;
- retention of students at all levels and throughout the University;
- completion of students within their degree programs;
- building and maintaining relationships with Alumni; and

R4.7 Explore how the recommendations of any enrolment plan could be appropriately funded.

Relevant Materials:

1. APPENDIX A: UNBC Community Engagement Feedback

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/EPWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/EPWG/Shared%20Documents/2015%20October%2023%20Enrolment%20Initiatives%20Collaborative%20Team%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsite%2FIntegratedPlanning%2Facademicplanning%2FEPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

2. APPENDIX B: Hanover Report 2008 - 2010

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/StudentReports/2015%20May%20Student%20Pathways%20Analysis%20-%20University%20of%20Northern%20British%20Columbia.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FStudentReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/StudentReports/2015%20August%20Student%20Pathways%20Cohort%20Analysis%20-%20University%20of%20Northern%20British%20Columbia.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FStudentReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4.3. Faculty Renewal and Development Collaborative Team

Scope:

The term Faculty is used here to denote all the groups covered under the UNBC Faculty Agreement. The Faculty Renewal and Development Collaborative Team worked to understand issues of Faculty renewal, development, replacement and retention at UNBC. Here, the term renewal refers to the replacement of faculty that have retired from or left UNBC, but also speaks to the rejuvenation and reinvigoration of faculty members.

Consultation:

The consultation was conducted using the following methods:

- A review of UNBC's internal documents;
- A survey of strategies used by selected universities (e.g. Memorial, Lakehead, SFU) and some companies (e.g. Apple, Google, Facebook) to develop and replace faculty / employees; and
- A survey questionnaire that was distributed first to a pre-test group and subsequently in a modified form to all current faculty at UNBC.

What we heard:

The responses received through the review process and in the survey feedback identified a number of issues related to Faculty Renewal and Development:

- the need to address concerns that faculty might have in engaging in the wider Academic Planning processes;
- the need to recognize the contribution that faculty have made in creating the success of the University to date, and to reassure faculty that current faculty will be retained if the configuration of the University changes in implementing the Academic Plan;
- the need to develop an organizational structure that supports and promotes the development of our faculty in the areas of teaching, research and leadership;
- the need to address concerns related to the amount of teaching done by sessional versus appointed faculty;
- the need for renewal planning (with regard to retirements) that supports the overall UNBC Academic Plan, and have this updated regularly as the plan evolves;
- the need to ensure smooth transitions and mentoring opportunities between retiring and replacement faculty members;
- the various supports for development that are currently offered to faculty are spread over many units and can be difficult for faculty to discover or keep track of;

- the need to find ways to support “wellness” and work-life balance initiatives for faculty; and
- the need to provide more health and wellness opportunities for faculty.

Recommendations:

Given what the Faculty Renewal and Development Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 5:

That ongoing faculty development be given high priority as part of the overall University Plan and the UNBC Integrated Planning process. To facilitate this recommendation, any plan going forward should include a consideration of these strategies for responding to the themes that emerged from the consultation:

- R5.1** Create an institutional community in which faculty can feel respected and secure;
- R5.2** Conduct an environmental scan detailing the current faculty complement and how it is utilized for the teaching, scholarship and service needs of the University;
- R5.3** Understand current faculty workload across the institution, and consider how and where this might be modified;
- R5.4** Address concerns regarding reliance on non-tenure employed faculty;
- R5.5** Create structures to have more transparency about future directions for faculty hiring;
- R5.6** Create a transparent plan for future direction in faculty replacement and hiring trends as a living document to give strategic direction to administrators, faculty and the community;
- R5.7** Examine models for supporting faculty in career progression, in all the areas of faculty work;
- R5.8** Develop an ongoing training structure for career progression in pedagogy, scholarship and leadership as an integral part of supporting faculty in achieving their personal goals as well as the goals of the University; and
- R5.9** Align University administrative functions to better support faculty needs.

Relevant Materials:

1. APPENDIX A: UNBC Faculty Renewal and Development Collaborative Team Survey Feedback Summary

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20October%2023%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4.4. Student Experience & Pedagogy Collaborative Team

Scope:

Student experience was holistically defined to include both classroom and student life issues. With the understanding that students are an essential part of UNBC as an institution of higher learning, the student experience must be a major focus in the new Academic Plan. Student experience at UNBC necessarily includes pedagogy: What are UNBC students learning and how are they learning it?

Consultation:

The Student Experience & Pedagogy Collaborative Team engaged the UNBC community using a variety of methods during August/September 2015:

- A survey questionnaire that was distributed to the Provost's Committee on Pedagogical Practices (PCPP);
- A number of graffiti wall engagements to collect feedback from Undergraduate students, Graduate students, faculty, staff and parents; and
- A number of informal one-on-one discussions with colleagues (both with members of the PCPP and more broadly).

What we heard:

The following themes emerged during our community engagement:

- the importance of the first-year experience (e.g. Orientation, IASK);
- the crucial role that experiential learning, co-op and service learning should play at UNBC;
- the importance of excellence in teaching and recognition thereof;
- the necessity of community-building;
- the need to include Graduate students and their experiences in our assessments;
- the need for flexible scheduling options;
- the need for support for innovative use of technology in the classroom along with recognition and discussion of faculty technology needs;
- the need to connect students, faculty and staff through leadership and mentorship opportunities;
- the importance of accessibility to education, to student grants, to professional development opportunities;
- the need to practice scholarly-informed teaching;
- the need for appropriate space that addresses different forms or types of teaching and learning (e.g. campus life); and
- the need to engage supports outside the classroom to enhance the learning experience (e.g. Orientation, Academic Success Centre, Access Resource Centre, etc.).

Recommendations:

Given what the Student Experience and Pedagogy Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions and surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 6:

That UNBC develop an integrated plan for learning informed by previous work done at UNBC regarding scholarship, teaching and learning.

- R6.1** Develop options for flexible scheduling that provides opportunities for learning inside and outside the classroom;
- R6.2** Evaluate the design of campus spaces for purposeful and effective learning, and prepare a space optimization report in concert with Phase II of the Academic Planning process;
- R6.3** Determine capacity to embed the full suite of student services (e.g. Academic Success Centre, Access Resource Centre, embedded librarian) into the classroom;
- R6.4** Examine options for effective, innovative and coherent use of technology; and
- R6.5** Model evidence-based decision-making and incorporation of existing research (e.g. National Survey of Student Engagement (NSSE) Report).

Recommendation 7:

That the Academic Plan contains recommendations regarding the assessment and adoption of Graduate and Undergraduate high impact teaching and learning practices, including a plan for their implementation. The plan should include, but not be limited to the following high impact practices:

- R7.1** Undergraduate and Graduate research experience;
- R7.2** Experiential learning, co-op and service learning;
- R7.3** First Year experience;
- R7.4** Mentoring, student leadership and peer support;
- R7.5** Undergraduate and Graduate professional skills development;
- R7.6** Indigenous and Aboriginal pedagogies and ways of knowing;

R7.7 Expanded support of learning options at local, regional, national and global levels;

R7.8 Promotion of high impact practices that support student retention efforts; and

R7.9 Identification and coordination of current practices and integration of existing groups addressing student experience and pedagogical issues (e.g. PCPP).

Recommendation 8:

That the Academic Plan holistically addresses academic, social and personal development and well-being for students, faculty and staff with a focus on community and capacity building.

R8.1 Include whole-of-University and whole-of-student perspectives (faculty, students and staff - inside and outside the classroom);

R8.2 Ensure that the academic support for students, faculty and staff be an integral part of the Academic Plan, and be equitably distributed across the Regions;

R8.3 Ensure that the student support initiatives increase both physical and virtual accessibility in Prince George and in the Regions;

R8.4 Ensure that during Phase II, the Academic Planning process undertakes an assessment of UNBC's recognition and support of teaching relative to comparator institutions;

R8.5 Ensure that the Academic Planning process considers spatial constraints and options for living and learning;

R8.6 Develop an Academic Plan that ensures as an integral goal the employment of good communication strategies regarding academic, social and personal development of faculty, students, alumni and staff; and

R8.7 Build a common understanding and unity in diversity.

Relevant Materials:

1. APPENDIX A: Community Engagement data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/2015%20October%2023%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&

[DefaultItemOpen=1](#)

2. APPENDIX B: NSSE Report

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/FacultyReports/2014%20NSSE%20FSSE%20Report.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FFacultyReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

3. APPENDIX C: High impact practices link

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/FacultyReports/2008%20High%20Impact%20Educational%20Practices.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FFacultyReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4. APPENDIX D: PCPP Survey executive summary

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/FacultyReports/2014%20December%20Provost%27s%20Committee%20on%20Pedagogical%20Practices%20Survey%20Results.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FFacultyReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

4.5. Academic Administrative Organization Collaborative Team

Scope:

The Academic Administrative Organization (AAO) Collaborative Team was established to focus on the activities delivered by the administrative units that are under the purview of the Vice-President Academic and Provost and that are in place to provide support to the students and academic units of the University (*refer to Appendix A – Academic Administrative Organization Organizational Chart*).

This Committee began as the Administrative Support and Organization Collaborative Team; however, the members of the team felt this did not reflect the intent of the committee and subsequently changed the name to the Academic Administrative Organization Collaborative Team.

Consultation:

The AAO engaged with the Deans and Directors who report to the Vice-President Academic & Provost through a series of survey questions about their units. The team used the information gathered to illustrate the current academic administrative organization of the University through organizational charts, including diagrams of the University's current Senate and Senate Committee structure (*refer to Appendix A - Academic Administrative Organization Organizational Chart and Appendix B – UNBC Senate and Senate Committee Structure Diagrams*).

The AAO Team also participated in the University-wide academic planning engagement sessions to gather feedback on the University community's perceptions of our current academic administrative organization, to elicit feedback from all of our constituencies, and to identify gaps that may be considered in our current organizational structure.

What we heard:

A number of themes arose during the consultation process with the University community:

- the need to develop an organizational structure that supports and promotes the development of our faculty in both teaching and research;
- the need to provide central points of contact and enhanced services for our students;
- the need to develop, support and integrate employees into the academic structure in order to ensure collaborative approaches to services;
- the need to build an organizational structure that promotes open, inclusive and timely communication and decision making at all levels;
- the need to examine a variety of models of academic advising and / or academic support for their fit within the University's structure;

- the need to have better accessibility to data to make informed decisions for planning, research and marketing at all levels;
- the strengthening (or rebuilding) of the relationship and communication between all levels; and
- the need to re-establish an effective co-op program with the introduction of courses relevant to employers' needs and enhanced career services for our students.

Recommendations:

Given what the Academic Administrative Organization Collaborative Team has heard, we recommend that further decision-making processes use the feedback gathered during the UNBC community engagement sessions and surveys (Phase I). The themes presented should inform any decisions in formulating the Academic Plan in Phase II, and we should continue to gather feedback to address specific questions.

Recommendation 9:

That UNBC determine the appropriate Academic Administrative Organization that must be in place to support the goals of a comprehensive UNBC Academic Plan.

R9.1 Create an open and transparent process to develop an academic administrative structure;

R9.2 Ensure the right positions are in the right place at the right time to achieve the goals of a UNBC Academic Plan;

R9.3 Ensure any plan put in place for the Academic / Administrative structure enhances and provides appropriate support for our students;

R9.4 Evaluate the Academic governance structures (e.g. Senate committees, College Councils) to determine whether the current structure is appropriate to achieve the goals of a UNBC Academic Plan in an efficient and effective manner; and

R9.5 Use University-agreed-upon metrics within an Academic Plan to measure the effectiveness of organizational realignment.

Relevant Materials:

1. APPENDIX A: UNBC Academic Administrative Organization Organizational Charts

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/UNBCReports/2014%20-%202015%20Draft%20UNBC%20Org%20Charts%20-%20Currently%20under%20Review.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FUNBCReports%2FForms%2FAllItems%2Easpx%3F%26%26p%5FSortBehavior%3D0%26p%5FFileLeafRef%3D2014%2520Initiatives%2520Prince%2520George%2520Workforce%2520Intelligence%2520Study%2520Final%2520ReportV2%252epdf%26%26PageFirstRow%3D1%26%26View%3D%7B813E19A5%2D343C%2D4BA9%2DA5FF%2D5E55D3AE66E5%7D&DefaultItemOpen=1&DefaultItemOpen=1

2. APPENDIX B: UNBC Senate & Senate Committee Structure Diagrams

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/OtherReports/2015%20UNBC%20Senate%20and%20Senate%20Committees.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FOtherReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

https://our.unbc.ca/sites/IntegratedPlanning/iup/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/iup/OtherReports/2015%20Diagram%20-%20UNBC%20Senate%20and%20Senate%20Committees.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Fiup%2FOtherReports%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

3. APPENDIX C: UNBC Community Engagement Feedback Summary

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/Academic%20Administrative%20Organization%20Structure%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

5. Phase II “Action in Planning”

Phase II will review the breadth of input from the community and the recommendations that are the result of Phase I, as well as obtain additional information as required and develop Academic priorities with actionable goals and measures of success. These will guide UNBC’s activities in subsequent years, while supporting a successful second quarter century and a long-term sustainable future.

6. Plan Accountability

Planning accountability is the responsibility of all University members who are involved in the planning process and delivering the outcomes. Buy-in from the UNBC community is and continues to be critical to the development and successful implementation of the next Academic Plan. In particular, the need to ensure the transparency of process and engagement of the UNBC community in Phase II continues.

7. Plan Approval

The Academic Plan priorities, actionable recommendations and measurable outcomes are the responsibility of Senate. The financial/budgetary responsibility is the responsibility of the Board of Governors.

8. Next Steps – Integrated University Planning Process

While this document deals mostly with the strategic plan for our academic endeavors, the plan will become the overarching strategy for the next phase of integrating the Administrative Plan and Research Plan. In other words, the Administrative and Research Plans will respond to the Academic Plan and become part of the long-term unified approach to UNBC's sustainability in the future. This integrated planning process will inform the budget process in 2016/17 and beyond.

It is critical that we move forward and focus on building and leading the cultural change over time. We invite the UNBC community to participate in the Academic Planning process and implementation of decisions that will help create a sustainable environment in which the University can continue to excel.

9. Academic Planning Phase I Acknowledgements

It is important to acknowledge and celebrate the hard work and significant effort that was expended by the Academic Planning Committee:

- Bill Krane, Vice-President Academic and Provost
- Dan Ryan, Acting Vice-President Academic and Provost
- Greg Condon, Chief Information Officer
- Mark Dale, Dean, Regional Programs
- Tina Fraser, Associate Professor, EDUC (CASHS)
- Erik Jensen, Acting Dean, College of Science and Management
- Troy Hanschen, University Registrar
- Angela Kehler, Northern Undergraduate Student Society
- Bill Owen, Vice-Provost, Student Engagement
- Andrea Palmer, UNBC Alumni
- Geoff Payne, Interim Vice-President Research
- Jessy Rajan, President, Graduate Student Society
- Roy Rea, Senior Lab Instructor, Ecosystem Science and Management, College of Science and Management
- Rheanna Robinson, Senior Advisor to the President
- Blanca Schorcht, Dean, College of Arts, Social and Health Sciences
- Heather Smith, Director, Centre for Teaching, Learning and Technology
- Kevin Smith, Dean, Graduate Programs
- Shannon Wagner, Professor, School of Health Sciences
- Todd Whitcombe, Associate Professor, Chemistry, Environmental Science, and Environmental Engineering
- Allan Wilson, University Librarian

Contributing Members:

- Amy Blanding, Research Assistant
- Brooke Boswell, Research Assistant
- Barb Daigle, Interim Vice-President Administration and Finance and Director of Human Resources
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- Pamela Flagel, Associate Registrar Enrolment Services
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- Heidi Lawson, Assistant Registrar Records/Operations
- Tracy Summerville, Associate Professor, POLS (CASHS)
- Gary Wilson, Professor, POLS (CASHS)
- Matt Wood, Manager Communications and Media Relations
- Provost's Committee on Pedagogical Practices

Community Engagement Coordinator:
Annie Booth, Professor, ENVS (CSAM)

Project Manager:
Bernadette Patenaude, Director, Integrated University Planning

Project Support:
Brenda Sitter, Executive Assistant, Vice-President Academic and Provost

Appendix 1 Academic Planning Committee (APC) Terms of Reference

The Academic Planning Committee Terms of Reference are located in the Academic Planning Committee SharePoint site:

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?source=/sites/IntegratedPlanning/academicplanning/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic%20Planning%20Committee%20version%202.2.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 2 Academic Planning Committee Phase I and II High Level Timeline

The Academic Planning Process High Level Timeline is located in Academic Planning Committee SharePoint site:

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?source=/sites/IntegratedPlanning/academicplanning/Shared%20Documents/2015%20July%2028%20Academic%20Planning%20Process%20High%20Level%20Time%20Line%20Final%20v1.4.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 3 Academic Planning Committee Detailed Phase I Schedule

The detailed Phase I Schedule of the Academic Planning Committee deliverables, presentations and UNBC community engagements are located in the Academic Planning Committee SharePoint site:

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Shared%20Documents/2015%20October%2019%20Calendar%20style%20timeline%201.10.xlsx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 4 Academic Planning Committee Background Reports and Documentation

The following list of reports and documentation provided the Academic Planning Committee with a comprehensive database of work that had already been completed since 1988. This background information is available to the University of Northern British Columbia's community for current and future planning. It will continue to be updated as new reports become available.

<https://our.unbc.ca/sites/IntegratedPlanning/iup/SitePages/Home.aspx>

Appendix 5 Academic Structure Collaborative Team

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic%20Structure%20Collaborative%20Team%20Final%201.3.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/2015%20August%2027%20Draft%20Academic%20Structure%20Collaborative%20Team%20Draft%20Questions%20Survey%201.1.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – UNBC Community

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ASWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ASWG/Shared%20Documents/September%202015%20Academic%20Structure%20Collaborative%20Team%20Final%20Survey%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FASWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/Academic%20Structure%20Collaborative%20Team%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 6 Enrolment Initiatives Collaborative Team

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/EPWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/EPWG/Shared%20Documents/Enrolment%20Initiative%20Questions%20for%20Initial%20Engagement%20August%202021,%202015.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FEPWG%2FSitePages%2FHome%2Easpx%3FInitialTabId%3DRibbon%252EDocument%26VisibilityContext%3DWSSTabPersistence&DefaultItemOpen=1&DefaultItemOpen=1

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/EPWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/EPWG/Shared%20Documents/Enrolment%20Initiative%20Questions%20for%20Initial%20Engagement%20August%202021,%202015.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FEPWG%2FSitePages%2FHome%2Easpx%3FInitialTabId%3DRibbon%252EDocument%26VisibilityContext%3DWSSTabPersistence&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/Enrolment%20Initiatives%20Collaborative%20Team%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 7 Faculty Renewal and Development Collaborative Team

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/Terms%20of%20Reference%20-%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Final%20v%201.5.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20September%2013%20Email%20Communciations%20Final%20Questions%20for%20Faculty%20Renewal%20and%20Development%20Initial%20Engagement%20Process%20v%201.1.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – UNBC Community

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20September%2013%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Final%20Survey%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ARWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ARWG/Shared%20Documents/2015%20October%2023%20Faculty%20Renewal%20and%20Development%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FARWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 8 Student Experience and Pedagogy

Terms of Reference

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/Terms%20of%20Reference%20-%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Final%202.0.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – UNBC Community

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/2015%20August%2028%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Survey%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FShared%2520Documents%2FForms%2FAllItems%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/PWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/PWG/Shared%20Documents/2015%20October%2023%20Student%20Experience%20and%20Pedagogy%20Collaborative%20Team%20Survey%20Responses.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FPWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 9 Academic Administrative Organization Collaborative Team

Terms of Reference

[https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic-Administrative%20Organization%20Collaborative%20Team%20\(Final%20v%203\).docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1](https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20July%2028%20Terms%20of%20Reference%20-%20Academic-Administrative%20Organization%20Collaborative%20Team%20(Final%20v%203).docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1)

Draft Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/August%20202015%20Academic%20Administrative%20Organization%20Collaborative%20Team%20Draft%20Questions.docx&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Final Survey Questions – Test Group

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20September%20Academic%20Administrative%20Organization%20Ven%20Diagram%20for%20Public%20Engagement.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Survey Results – Raw Data

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/ADMSWG/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/ADMSWG/Shared%20Documents/2015%20October%2025%20Academic%20Administrative%20Organization%20Structure%20Survey%20Responses%2020151023.01.pdf&action=default&Source=https%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FADMSWG%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Appendix 10 UNBC Community Engagement Process

A summary of the UNBC Community Engagement sessions follows:

- August 24, 2015 (1-3 pm) - CUPE Graffiti Wall
- August 25, 2015 (1-3 pm) – Faculty/Post-Doctoral Fellows/Research Managers Graffiti Wall
- August 26, 2015 (9-11 am) – CUPE Graffiti Wall
- September 1, 2015 (1-3 pm) – Exempt/Administration Graffiti Wall
- September 2, 2015 (1-3 pm) – CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt Graffiti Wall
- September 3, 2015 (9-11 am) – Faculty Graffiti Wall
- September 8, 2015 (11 – 1 pm) – Student Orientation Graffiti Wall
- September 9, 2015 (1-3 pm) – Student Graffiti Wall
- September 11, 2015 (7:45 – 8 am) – Board of Governors Modified Graffiti Wall (Travel to Fort St. John)
- September 11, 2015 (12 – 1:30 pm) – UNBC/Northern Lights College Campus
- September 16, 2015 (3:30 – 5 pm) – Extraordinary Senate Engagement Graffiti Wall
- September 17, 2015 (2:30 – 4 pm) – CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt Graffiti Wall
- September 21, 2015 (9-11 am) - CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt Graffiti Wall
- September 21, 2015 (12 – 1 pm) – Northern Medical Student Graffiti Wall
- September 23, 2015 (9 – 10 am) – North Cariboo Community College Graffiti Wall
- September 24, 2015 (11 am – 1 pm) – UNBC Prince Rupert Campus/Northwest Community College
- September 25, 2015 (11:30 am – 1:30 pm) – UNBC Terrace Campus/Northwest Community College
- September 28, 2015 (9:30 – 11:30 am) – New Aiyansh WWN Graffiti Wall
- October 30, 2015 (11 – 1 pm) - CUPE/Faculty/Post-Doctoral Fellows/Research Managers/Exempt World Cafe – Phase I Draft Report

What we heard:

Members of the UNBC community indicated their preferred choice of sharing feedback is in an open environment (e.g. Graffiti Wall, World Café).

A summary of the total number of unique participants follows:

Open UNBC Community engagement sessions	Summary of unique participants
UNBC Prince George - Mission, Mandate, Values and Goals and APC Collaborative Team Questions	218
UNBC Quesnel, Prince Rupert, Terrace, Fort St. John and Wilp Wilxo'oskwhl Nisga'a (WWNI) - Mission, Mandate, Values and Goals and	86

APC Collaborative Team Questions	
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The following surveys were circulated via email to the UNBC Community and posted to the Academic Planning Website and SharePoint Site for general accessibility. In addition, the surveys were sent to specific UNBC Community members for response.

Surveys	Summary of unique responses received
UNBC Mission, Mandate Values and Goals Survey	27
Academic Structure Collaborative Team Survey	33
Faculty Renewal and Development Collaborative Team Survey Distributed via email to Tenure and Tenure-Track Faculty, Librarians and SLIs (approximately 79).	27
Academic Administrative Collaborative Team Survey Distributed via email to Administrative Academic Leads of units reporting directly to the Vice-President Academic and Provost (e.g. Student Success Centre, Information Technology and Services)	11
Enrolment Initiatives Collaborative Team Survey Distributed via email to the Office of the Registrar and the Student Recruitment and Conversion Advisory Committee (approximately 39)	9
Student Experience and Pedagogy Survey Distributed via email to the Provost’s Committee on Pedagogical Practices (approximately 70)	37

Mission, Mandate, Values and Goals – UNBC Community Responses (Raw Data)

https://our.unbc.ca/sites/IntegratedPlanning/academicplanning/_layouts/WopiFrame.aspx?sourcedoc=/sites/IntegratedPlanning/academicplanning/Meeting%20Packages/October%2023%202015%20Draft%20UNBC%20Community%20Responses%20-%20Consolidated%20Mission%20Vision%20Values%20Version%201.1.pdf&action=default&Source=http%3A%2F%2Four%2Eunbc%2Eca%2Fsites%2FIntegratedPlanning%2Facademicplanning%2FSitePages%2FHome%2Easpx&DefaultItemOpen=1&DefaultItemOpen=1

Mission, Mandate, Values and Goals – UNBC Community Statements

Mission, Vision, Values and Goals Statements	
<p>Question 1: We excel in our teaching, our research and our service as well as in the management of the university. We are innovative in all of these efforts. We aspire to the highest standards in all that we do. (Value)</p> <p>UNBC champions intellectual freedom, academic inquiry, learning for its own sake, access to information, learning through applied learning initiatives and the development of new knowledge. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 2: UNBC aspires to intellectual and moral leadership in society. This is a role, which the university must earn through the rigorous development of its ideas, through the integrity of its actions, through the trust merited by its officials, through the effectiveness of the services it provides, and through the institutional respect, it commands within the community. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 3: The mission of the University of Northern British Columbia is to provide excellent academic programs and services for its undergraduate, professional, and graduate students so that they are prepared for roles that will improve the quality of life for the peoples of Northern British Columbia, the rest of the province, Canada, and beyond. The university’s core academic values of excellence, inclusiveness, curiosity and creativity, and responsiveness underpin its mission. (Mission-AVI)</p> <p>To be a student-centered, research-intensive university uniquely Northern and personal in character, responsive to the region it serves, of national and international acclaim. (Vision)</p> <p>Is the still who we are at UNBC? Why?</p>	
<p>Question 4: We will develop our community of graduate students and postdoctoral fellows. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 5: UNBC’s program and course offerings are based on the needs and preferences of students, the community and society. (Values)</p> <p>Students will be provided an educational environment marked by its student centeredness, relevance, and pedagogy that optimizes learning. (Mission – AVI)</p>	

<p>Is this still who we are at UNBC? Why?</p>	
<p>Question 6: Teaching excellence is a critical factor in effective student learning and in the transmission of knowledge to the next generation. The quality of the teaching and learning environment is essential to the continuing strength and growth of UNBC. Excellence in teaching requires a university environment that fosters and facilitates teaching and acknowledges and rewards success. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 7: We value our community. We care passionately for the people that make up the UNBC community. We aspire to sustain our culture of mutual respect. We strive to engage students, faculty and staff in all aspects of university life. (Value)</p> <p>The university is committed to promoting and increasing diversity among its students, staff, and faculty...UNBC is also committed to ensuring fairness in matters relating to gender and social equity, particularly with respect to academic opportunity. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 8: What are we missing? What should be added?</p>	
<p>Question 9: We are an active community of scholars, diverse in interests and outstanding in achievement. Creating knowledge and applying it to the needs of our communities are equally important. (Mission)</p> <p>Knowledge creation is central to the mission and mandate of a university. Excellence in knowledge creation requires a university environment that fosters and facilitates research and scholarship and appropriately acknowledges and rewards success. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 10: We exercise good governance in the management of the university. In our practices, we are effective, transparent and compassionate. (Value)</p> <p>UNBC is also committed to exemplary standards in service quality, operating effectiveness and public accountability. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 11: As Canada's Green University, to be a leader in renewable energy. (Goal)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 12: We will strengthen our support to our alumni around the world. We engage</p>	

<p>alumni in meaningful ways, informing them of university affairs. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 13: “We support the success of our researchers. We provide the best possible infrastructure and support for our researchers. (Mission)</p> <p>Success in research is integral to the personal and professional satisfaction of being part of a research-intensive university. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 14: The University of Northern British Columbia is unique in its northern and regional mandate. It is a university “in and for the north” and it is committed to serve the needs of northern people and significantly amongst northern people, First Nations people. (Vision)</p> <p>In particular, the university is committed to providing regional students with a standard of educational and student services equivalent to that of its central campus. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 15 Assist in the transition of the northern economy. Support the economic, cultural, social and environmental evolution of the north. (Mission)</p> <p>We are relevant to northern British Columbia and other like regions in the world. (Value)</p> <p>We value the contribution of indigenous peoples in British Columbia and around the world. (Value)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 16: Building on our successes, we will be among the best in the following areas: Environment and Natural Resources; First Nations and Indigenous Issues, Health, and Quality of Life; Northern community Sustainability and Development. (Mission)</p> <p>Is this still who we are at UNBC? Why?</p>	
<p>Question 17 UNBC Faculty/Staff: How does being a regional campus affect your UNBC experience?</p>	
<p>Question 18: Students: How does being a regional campus affect your UNBC experience?</p>	
<p>Question 19 How do we best engage with our regional campuses at UNBC? What would work for you?</p>	

Question 20 What do you want from your UNBC experience?	
Question 21: How do we best engage with our UNBC students? What would work for you?	
Question 22: How does being at a regional campus affect UNBC experience?	

Motion Number (assigned by
Steering Committee of Senate): S-201511.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That, on the recommendation of the Senate Committee on Academic Affairs, Senate approve the Recommendations made within the document “Developing a New Academic Plan – Phase I”

Effective Date: Upon Approval by Senate

Rationale: In June of 2015, the Vice-President Academic & Provost initiated the development of a new Academic Plan that is to be created in two phases. The first phase, which has reached completion, includes a series of recommendations that are designed to create a planning framework for Phase II of the planning process. This framework is our “road map” to guide the development of our new Academic Plan. Phase II of the academic planning process will begin upon approval by Senate of the Phase I recommendations that are included within the attached document.

Motion proposed by: Dr. Dan Ryan, Chair – Senate Committee on Academic Affairs

Academic Program: Not Applicable

Implications for Other Programs / Faculties? Yes

College: Not Applicable

College Council / Committee Motion Number: Not Applicable

College Council / Committee Approval Date: Not Applicable

Attachment Pages (if applicable): 46 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF20151116.03

Moved by: M. Dale

Seconded by: K. Smith

Committee Decision: CARRIED as amended.

Approved by SCAAF: November 16, 2015

Date


Chair's Signature

For recommendation to , or information of _____ Senate.



Motion Number (assigned by SCS): SCSB20151028.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Awards Guide Description for the Helen Thurwell Scholarship be approved.

Effective Date: 2016-2017 Academic Year

Rationale: To revise the Helen Thurwell Scholarship commencing the 2016-2017 Academic Year with alterations to the Value section as follows:

Value: ~~\$20,000~~ ~~\$25,000~~ ~~(\$5,000~~ \$6,250 per year x 4 years. This award is renewable for three (3) years, subject to the recipient maintaining academic proficiency.)

Proposed By: Jennifer Hicke, Administrator - Development Awards

External Relations Contact: Jennifer Hicke, Administrator - Development Awards

Faculty/Academic Department: N/A

Date: October 28, 2015

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate:

Motion No.: SCSB20151028.03

Moved by: Erasmus

Seconded by: Palmer

Committee Decision: CARRIED

Attachments: 1 page

Approved by SCSB: October 28, 2015
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: Entrance

Award Name: Helen Thurwell Scholarship

Awards Guide Description/Intent:

Donor: Vernon and Jacqueline Forster

Value: ~~\$20,000~~ \$25,000 (~~\$5,000~~ \$6,250 per year x 4 years. This award is renewable for three (3) years, subject to the recipient maintaining academic proficiency.)

Number: One

Award Type: Scholarship

Eligibility: Available to a full time undergraduate female student with demonstrated school/community involvement and proven academic excellence. Recipient must be a resident of northern British Columbia.

Application Instructions: Fill out all sections of the Awards Application form and attach your Resume and a letter outlining your school/community involvement.

Effective Date: Endowed 1993

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

Motion Number (assigned by
Steering Committee of Senate): S-201512.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course FNST 430-3 Mentorship with a Traditional Knowledge Holder be approved as proposed.

A. Description of the Course This course enables a student to be mentored by a Traditional Knowledge Holder in order to increase his/her understanding of a specific aspect of Indigenous Knowledge and practices, e.g. language, ceremony, the Feast System, a subsistence activity, etc. This course takes place in a community or land-based setting. A learning contract will be established in collaboration with a faculty member, student and the Traditional Knowledge Holder.

1. **Proposed semester of first offering:** May 2016
2. **Academic Program: First Nations Studies**
3. **Course Subject, Number*, and Credit hours (e.g. CHEM 210-3):** FNST 430-3
4. **Course Title:** Mentorship with a Traditional Knowledge Holder
5. **Goal(s) of Course:**

To facilitate a deeper understanding of a specific aspect of Indigenous Knowledge within an appropriate cultural context.

For Aboriginal students, this course will allow them to initiate and/or maintain a cultural connection while continuing to pursue their academic degree.

6. Calendar Course Description:

This course facilitates the mentorship of the student by a Traditional Knowledge Holder in order to increase his/her understanding of a specific aspect of Indigenous Knowledge. Topics may include, but are not limited to, language, ceremony, the Feast System, or a subsistence activity. This course takes place in a community or land-based setting.

This course may be repeated to a maximum of 6 credit hours if the material is substantially different.

7. Credit Hours: 3

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

Yes* X No _____

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 6

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

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

8. Contact Hours :

Lecture _____
Laboratory _____
Seminar _____

Other This is an experientially-based learning course that will be a minimum of 140 hours total for 3 credits or 280 hours for 6 credits.

9. Prerequisites (taken prior): FNST 100 and permission from the Department Chair.

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

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

12. Preclusions: None

13. Course Equivalencies: None

14. Grade Mode: PASS/FAIL

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

16. Proposed text / readings: None

B. Significance Within Academic Program

Indigenous Knowledges are an important aspect of the discipline of First Nations Studies. The best place to learn traditional knowledge is in community-based, experiential learning contexts Traditional Knowledge Holders.

1. Anticipated enrolment 1

2. If there is a proposed enrolment limit, state the limit and explain: 1 – This is a mentorship between an individual student and a Traditional Knowledge Holder.

3. Required for: Major: _____ Minor: _____ Other: _____

4. Elective in: Major: _____ Minor: _____ Other: _____
5. Course required by another major/minor:
6. Course required or recommended by an accrediting agency: No
7. Toward what degrees will the course be accepted for credit? BA in First Nations Studies
8. What other courses are being proposed within the Program this year? None
9. What courses are being deleted from the Program this year? None

C. Relation to Other Program Areas

This course relates to all other Program areas within First Nations Studies.

1. Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance: None
2. Is a preclusion required? Yes _____ No X
3. If there is an overlap, and no preclusion is required, please explain why not:
4. Has this overlap been discussed with the Program concerned? Yes _____ No _____
5. In offering this course, will UNBC require facilities or staff at other institutions?
Yes _____ No X

If yes, please describe requirements:

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

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

D. Resources required None

1. Please describe ADDITIONAL resources required over the next five years to offer this course.
- i. College Staffing: None
 - ii. Space (classroom, laboratory, storage, etc.): None
 - iii. Library Holdings: None
 - iv. Computer (time, hardware, software): None

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

PROPOSED NEW COURSE: FNST 430-(3-6) Mentorship with a Traditional Knowledge Holder

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

- a) Are current library holdings adequate? Yes ✓ No _____
- b) If no to a), what monographs / periodicals / E-resources will be needed, and at what estimated cost?
-
-
-
-
-
-
-
-
-
-
- c) If no to a), what is the proposed funding source?



University Librarian (or designate) signature
E. Annis.

2nd NOV 15

Date

Motion Number (assigned by
Steering Committee of Senate): S-201512.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the post-baccalaureate Aboriginal Child and Youth Mental Health Certificate and all related courses be deleted from the undergraduate calendar.

1. **Effective date:** January 2016
2. **Rationale for the proposed revisions:** We are proposing that this certificate be deleted from the undergraduate social work program and moved to the graduate social work program.
3. **Implications of the changes for other programs, etc., if applicable:** This program is made up of 6 on-line courses which will be available as electives to all graduate students.
4. **Reproduction of current Calendar entry for the item to be revised:**

From page 184 of undergraduate calendar:

Social Work (Post Baccalaureate Certificates)

- Aboriginal Child and Youth Mental Health Certificate (ACYMHC)
- Child Welfare Certificate (CWC)

From page 187 of undergraduate calendar:

Aboriginal Child and Youth Mental Health Certificate

The Aboriginal Child and Youth Mental Health Certificate program is open to Bachelor of Social Work and Bachelor of Child and Youth Care graduates. Those with related Bachelor-level degrees may also be eligible to apply, subject to the approval of the Chair of the School of Social Work. Those with a Master of Social Work or related Masters-level degree are also eligible to apply. The Certificate is designed for students who seek to practice in the area of Aboriginal child and youth mental health with a focus on working in northern and remote communities. In particular, this Certificate will provide the education and skills necessary to work with children and youth who are experiencing significant mental health issues or are at high risk. The certificate consists of 18 credit hours of 500-level course work. Admission into the Certificate program is limited and requires approval of the Chair of the School of Social Work. Students must establish their course of study with approval from the Chair of the School of Social

Work.

Students wishing to audit coursework in the Certificate program may do so subject to the approval of the Chair of the School of Social Work and to UNBC admitting and auditing regulations and policies set out in the undergraduate academic calendar. Note: Courses taken for audit only do not earn academic credit.

Students are required to undergo a criminal records search prior to being admitted. (Refer to Academic Regulation 20.)

Standards of Professional Conduct

All students are expected to abide by professional standards as set forth by the Canadian Association of Schools of Social Work (CASSW) and the relevant Social Work Codes of Ethics. Violation of professional standards may result in suspension or dismissal from the program or the educational institution.

Qualification for Certificate

To fulfill the requirements of graduation, the student must:

- attain a minimum cumulative GPA of 2.33 (C+) on courses for credit towards the Certificate
- complete all course requirements for the Certificate

Certificate Requirements

SOCW 501-3 Aboriginal Peoples in Canada: Past/Present/Future

SOCW 502-3 Reflections on Practice: Child/Youth Mental Health

SOCW 503-3 Social Work/Counselling Skills with Children/Youth

SOCW 504-3 Mental Illness and Addictions Among Children/
Youth

SOCW 505-3 Crisis Work With Children/Youth: Restoring Balance

SOCW 506-3 Community-based Prevention: Creating Balance

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

From page 184 of undergraduate calendar:

Social Work (Post Baccalaureate Certificates)

- ~~Aboriginal Child and Youth Mental Health Certificate (ACYMHC)~~
- Child Welfare Certificate (CWC)

From page 187 of undergraduate calendar:

~~Aboriginal Child and Youth Mental Health Certificate~~

The Aboriginal Child and Youth Mental Health Certificate program is open to Bachelor of Social Work and Bachelor of Child and Youth Care graduates. Those with related Bachelor-level degrees may also be eligible to apply, subject to the approval of the Chair of the School of Social Work. Those with a Master of Social Work or related Masters-level degree are also eligible to apply. The Certificate is designed for students who seek to practice in the area of Aboriginal child and youth mental health with a focus on working in northern and remote communities. In particular, this Certificate will provide the education and skills necessary to work with children and youth who are experiencing significant mental health issues or are at high risk. The certificate consists of 18 credit hours of 500-level course work. Admission into the Certificate program is limited and requires approval of the Chair of the School of Social Work. Students must establish their course of study with approval from the Chair of the School of Social Work.

Students wishing to audit coursework in the Certificate program may do so subject to the approval of the Chair of the School of Social Work and to UNBC admitting and auditing regulations and policies set out in the undergraduate academic calendar. Note: Courses taken for audit only do not earn academic credit.

Students are required to undergo a criminal records search prior to being admitted. (Refer to Academic Regulation 20.)

Standards of Professional Conduct

All students are expected to abide by professional standards as set forth by the Canadian Association of Schools of Social Work (CASSW) and the relevant Social Work Codes of Ethics. Violation of professional standards may result in suspension or dismissal from the program or the educational institution.

Qualification for Certificate

To fulfill the requirements of graduation, the student must:

- attain a minimum cumulative GPA of 2.33 (C+) on courses for credit towards the Certificate
- complete all course requirements for the Certificate

Certificate Requirements

SOCW 501-3 Aboriginal Peoples in Canada: Past/Present/Future

SOCW 502-3 Reflections on Practice: Child/Youth Mental Health

SOCW 503-3 Social Work/Counselling Skills with Children/Youth

SOCW 504-3 Mental Illness and Addictions Among Children/Youth

SOCW 505-3 Crisis Work With Children/Youth: Restoring Balance

SOCW 506-3 Community-based Prevention: Creating Balance

Motion Number (assigned by
Steering Committee of Senate): S-201512.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the requirements to complete the BA Major in Environmental Studies (Okanagan Diploma in Environmental Studies Degree Completion), on page 120 (in the print or PDF calendar accessible on the UNBC web page) of the 2015/2016 undergraduate calendar, be approved as proposed.

1. **Effective date:** September 2016
2. **Rationale for the proposed revisions:** Okanagan College has made changes to their degrees which are accepted for transfer purposes into the BA Major in Environmental Studies. These are reflected in the new requirements of the last 60 credit hours at UNBC. The UNBC Geography course requirement was deleted as the College now requires an equivalent course.
3. **Implications of the changes for other programs, etc., if applicable:** None.
4. **Reproduction of current Calendar entry for the item to be revised:**
Major in Environmental Studies (Okanagan Diploma in Environmental Studies Degree Completion)

This 60 credit-hour program of study is available only to students from Okanagan College with a diploma in Environmental Studies (Environmental Management Option or Interdisciplinary Environmental Arts Option).

Degree requirements: Diploma in Environmental Studies from Okanagan College,
minimum Cumulative GPA of 2.5, plus 33 credit hours

Area of focus: 24 to 29 credit hours

Elective credit hours in any subject as necessary to ensure completion of a minimum of 60 credit hours at UNBC.

Lower-Division Requirement

BIOL 110-3 * Introductory Ecology
or POLS 100-3 Contemporary Political Issues

ENPL 104-3 Introduction to Planning

ENVS 101-3 Introduction to Environmental Citizenship

ENVS 225-3 Global Environmental Change: Science and Policy

* Students who completed the Interdisciplinary Arts diploma option should take BIOL 110-3, and students who completed the Environmental Management diploma option should take POLS 100-

Upper-Division Requirement

300 Level GEOG 300-3 Geographic Information Systems
ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement
NREM 303-3 First Nations' Approaches to Resource Management
or FNST 304-3 First Nations Environmental Philosophy and Knowledge
or ENPL 208-3 First Nations Community and Environmental Planning

400 Level

ENPL 401-3 Environmental Law
ENVS 440-3 Internship
GEOG 401-3 Resource Geography
GEOG 424-3 Social Geography of Northern Communities

Total: 33 credit hours

Area of Specialization

Students must choose an area of specialization, as described above, in one of the following five areas of specialization:

Global Environmental Studies
Communities and Environmental Citizenship
Natural Resource Management
Science, Technology and Society
First Nation.

Courses used to fulfill major requirements above may not be used to fulfill an Area of Specialization requirement

5. Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":

This 60 credit-hour program of study is available only to students from Okanagan College with a diploma in Environmental Studies (Environmental Management Option or Interdisciplinary Environmental Arts Option).

If the Diploma in Environmental Studies is completed, with the course choices noted*, the completion of the following courses through UNBC will result in the completion of the BA in Environmental Studies.

*NOTE: Students must take Okanagan College's PHIL 251 Environmental Ethics, WMST 222 Ecofeminism and GEOG 210 Introduction to Environmental Issues as part of their course choices at Okanagan College or additional UNBC courses meeting these requirements will be required.

Degree requirements: Diploma in Environmental Studies from Okanagan College,
minimum Cumulative GPA of ~~2.5~~, 2.00 plus ~~33~~ 36 credit hours
Area of focus: 24 to 29 credit hours

Elective credit hours in any subject as necessary to ensure completion of a minimum of 60 credit hours at UNBC.

Lower Division Requirement

BIOL 110-3 Introductory Ecology
ENPL 104-3 Introduction to Planning
ENVS 101-3 Introduction to Environmental Citizenship
POLS 100-3 Contemporary Political Issues

ENVS 225-3 Global Environmental Change: Science and Policy
GEOG 204-3 ~~GIS for the Social Sciences~~
or GEOG 300-3 ~~Geographic Information Systems~~

*Students who have completed the Interdisciplinary Arts diploma option should take BIOL 110-3, and students who have completed the Environmental Management diploma option should take POLS 100-3

Upper Division Requirement

300 Level

ENVS 326-3 Natural Resources, Environmental Issues and Public Engagement
NREM 303-3 First Nations' Approaches to Resource Management
or FNST 304-3 First Nations Environmental Philosophy and Knowledge
or ENPL 208-3 First Nations Community and Environmental Planning

400 Level

ENPL 401-3 Environmental Law
ENVS 440-3 Internship
GEOG 401-3 Tenure, Conflict and Resource Geography
GEOG 424-3 Social Geography of Northern Communities

Total: 33 credit hours

Students must complete an Area of Specialization. Based on what has been completed through the Diploma, required Area of Specialization credits may be reduced by six credit hours (with the exception of the Natural Resource Management Area of Specialization).

Areas of Specialization

Students must choose one of the following areas of specialization. ~~Courses used to fulfill major requirements above may not be used to fulfill an area of specialization requirement.~~

1. Global Environmental Studies
2. Communities and Environmental Citizenship
3. Natural Resource Management
4. Science, Technology and Society

5. First Nations

Courses used to fulfill major requirements above may not be used to fulfill an Area of Specialization requirement.

1. Rationale for the proposed revisions

As noted above, changes to the Okanagan College degree are accommodated in the revision.

6. Authorization: (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: Environmental Studies

College: College of Science & Management

College Council Motion Number: CSAMCC 2015:11:12:04

College Council Approval Date: November 12, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not Applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not Applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.06

Moved by: I. Hartley

Seconded by: E. Jensen

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: December 2, 2015

Date



Chair's Signature

For recommendation to , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201512.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the NRES 805-3 Environmental Research Methods course on page 138 of the 2015/2016 graduate calendar, be deleted as proposed.

1. **Effective date:** May 2016
2. **Rationale for the proposed revisions:**

This course has never been offered. It was set as an elective course at the outset of the PhD degree being initially offered in 1998. The content of NRES 805 is covered in the required NRES doctoral courses (NRES 801, 802 and 803).

3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

(Not required, at the discretion of PhD committee) This course is designed to introduce students to the philosophy of science, and the range of methods that are of increasing importance in environmental research and practice. The first part of the course will focus on scientific methods and design, and the use, function, interpretation, and misuse of biostatistics. The second half of the course will examine the growing use of qualitative methodologies, including focus groups, oral interviews, ethnographic techniques, including their uses, functions and misuse.

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

Course Deletion

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: NRES Graduate Program Committee
CSAM NRES 2015:10:20:05

College: College of Science and Management

College Council Motion Number: CSAMCC CONSENT 2015:11:12:03

College Council Approval Date: November 12, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not Applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not Applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.08

Moved by: T. Whitcombe

Seconded by: B. Owen

Committee Decision: CARRIED.



Approved by SCAAF: December 2, 2015
Date

Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201512.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course NRES 698 (Special Topics in Natural Resources and environmental Studies) be approved as follows:

A. Description of the Course This course covers selected topics related to Natural Resources and Environmental Studies.

1. **Proposed semester of first offering:** Fall 2016
2. **Academic Program:** Natural Resources and Environmental Studies Graduate Program
3. **Course Subject, Number*, and Credit hours:** NRES 698 - (3-6)
4. **Course Title:** Special Topics in Natural Resources and Environmental Studies
5. **Goal(s) of Course:** To provide an opportunity for special topics courses that due to their interdisciplinary nature, do not fit existing special topics courses.
6. **Calendar Course Description:** This course covers selected topics related to Natural Resources and Environmental Studies. This course may be repeated to a maximum of 6 credit hours if the material is substantially different.
7. **Credit Hours:** 3-6 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* X No _____

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 6

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

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

Variable credit is denoted by the following examples:

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

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

8. Contact Hours (per week):

Lecture 3-6

Seminar

Laboratory 0-6

Other (please specify) _____

9. Prerequisites (taken prior): none

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

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

12. Preclusions: none

13. Course Equivalencies: none

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

15. Course to be offered: each semester _____

each year _____

alternating years x when appropriate

16. Proposed text / readings: none

B. Significance Within Academic Program Occasionally there is an opportunity to make a course available to students that is either a one-time special opportunity, or is a trial run for a future regularly scheduled course. Interdisciplinary special topics courses currently have no appropriate prefix, and several undergraduate academic programs may be interested in offering such a course and making it available to graduate students.

1. Anticipated enrolment 10-15

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

3. Required for: Major: _____ Minor: _____ Other: _____

4. Elective in: Major: several Minor: _____ Other: _____

5. Course required by another major/minor: not applicable

6. **Course required or recommended by an accrediting agency:** no
7. **Toward what degrees will the course be accepted for credit?** As an elective in any major
8. **What other courses are being proposed within the Program this year?** None
9. **What courses are being deleted from the Program this year?** none

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** There is no overlap. Other special topics courses exist, but in more disciplinary areas.
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____
inapplicable
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
Yes _____ No x

If yes, please describe requirements:

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

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

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
 - i. **College Staffing:** none
 - ii. **Space (classroom, laboratory, storage, etc.):** none
 - iii. **Library Holdings:** See attached form
 - iv. **Computer (time, hardware, software):** will depend on the topic offered, normally will be none

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*:

Will depend on the specific topic offered.

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

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

2. Other Information: Chairs of Environmental Science, Environmental Planning and Geography have been consulted and are in favour of this course. These programs may make use of the course as well as ESM

3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages 0

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

1. College(s): College of Science & Management

2. College Council Motion Number(s): CSAMCC CONSENT 2015:11:12:03

3. College Council Approval Date(s): November 12, 2015

4. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not Applicable

5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not Applicable

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.09

Moved by: T. Whitcombe

Seconded by: B. Owen

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.



Approved by SCAAF: December 2, 2015
Date

Chair’s Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201512.08

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW COURSE APPROVAL MOTION FORM

Motion: That the new course NRES 498 (Special Topics in Natural Resources and Environmental Studies) be approved as follows:

A. Description of the Course This course covers selected topics related to Natural Resources and Environmental Studies.

1. **Proposed semester of first offering:** Fall 2016

2. **Academic Program:** Ecosystem Science and Management, Geography, Environmental Science, Environmental Planning

3. **Course Subject, Number*, and Credit hours:** NRES 498 - (3-6)

4. **Course Title:** Special Topics in Natural Resources and Environmental Studies

5. **Goal(s) of Course:** To provide an opportunity for special topics courses that due to their interdisciplinary nature, do not fit existing special topics courses.

6. **Calendar Course Description:** This course covers selected topics related to Natural Resources and Environmental Studies. This course may be repeated to a maximum of 6 credit hours if the material is substantially different.

7. **Credit Hours:** 3-6 credit hours (Normally, UNBC courses are 3 credit hours and may not be repeated for additional credit. If this course falls outside the norm, please complete sections "a)" and "b)" below).

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

Yes* No

* If "yes," please indicate the maximum number** of credit hours which may be applied to a student's degree using this course: 6

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

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

Variable credit is denoted by the following examples:

6. **Course required or recommended by an accrediting agency:** no
7. **Toward what degrees will the course be accepted for credit?** As an elective in any major
8. **What other courses are being proposed within the Program this year?** None
9. **What courses are being deleted from the Program this year?** none

C. Relation to Other Program Areas

1. **Identify courses in other UNBC Programs that overlap with this course; describe the overlap and comment on its significance:** There is no overlap. Other special topics courses exist, but in more disciplinary areas.
2. **Is a preclusion required?** Yes _____ No X
3. **If there is an overlap, and no preclusion is required, please explain why not:**
4. **Has this overlap been discussed with the Program concerned?** Yes _____ No _____
inapplicable
5. **In offering this course, will UNBC require facilities or staff at other institutions?**
Yes _____ No x

If yes, please describe requirements:

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

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

D. Resources required

1. **Please describe ADDITIONAL resources required over the next five years to offer this course.**
 - i. **College Staffing:** none
 - ii. **Space (classroom, laboratory, storage, etc.):** none
 - iii: **Library Holdings:** See attached form
 - iv. **Computer (time, hardware, software):** will depend on the topic offered, normally will be none

E. Additional Attached Materials

F. Other Considerations

1. First Nations Content*:

Will depend on the specific topic offered.

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

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

2. Other Information: Chairs of Environmental Science, Environmental Planning and Geography have been consulted and are in favour of this course. These programs may make use of the course as well as ESM

3. Attachment Pages (in addition to required “Library Holdings” Form): 0 pages 0

G. Authorization (Please ignore — Section to be completed by Committee Recording Secretaries)

1. College(s): College of Science & Management

2. College Council Motion Number(s): CSAMCC CONSENT 2015:11:12:03

3. College Council Approval Date(s): November 12, 2015

4. Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not Applicable

5. Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not Applicable

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

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.10

Moved by: T. Whitcombe **Seconded by:** B. Owen

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.



Approved by SCAAF: December 2, 2015
Date

Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201512.09

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change to the course description for NRES 899-(1-3) Independent Research, on page 138 of the 2015/2016 graduate calendar, be approved as proposed.

1. **Effective date:** May 2016

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

There is currently no calendar description for this course in the Calendar; however, there is a short description in the Banner system that students will read if they query the course. This motion adds the proper description into the Calendar along with proper prerequisites. The “admission into the PhD NRES program” prerequisite allows for only doctoral students to enroll in the course (Senate motion S-2001 11.175).

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

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

There is currently no description in the Calendar for this course.

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

This course allows a student to conduct non-thesis research on topics under the supervision of a member of the faculty in the NRES Graduate Program. This course may be repeated to a maximum of 3 credit hours, if the material is substantially different.

Prerequisites: Permission of the instructor and Chair of the NRES Graduate Program Committee and admission into the PhD NRES program

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: NRES Graduate Program / CSAM NRES 2015:10:20:04

College: College of Science and Management

College Council Motion Number: CSAMCC CONSENT 2015:11:12:03

College Council Approval Date: November 12, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not Applicable

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.11

Moved by: T. Whitcombe

Seconded by: B. Owen

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.



Approved by SCAAF: December 2, 2015
Date

Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201512.10

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the course description for NRES 799-(1-6) Independent Study, on page 137 of the 2015/2016 graduate calendar, be approved as proposed.

1. **Effective date:** May 2016
2. **Rationale for the proposed revisions:** There is currently no description in the Calendar for this course. The description is similar to other Independent Studies course at UNBC. The prerequisites are clearly described.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

There is currently no description in the Calendar for this course.

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

This course provides a concentration on a particular topic or topics agreed upon by the student and a member of the faculty in the NRES Graduate Program. This course may be repeated to a maximum of 6 credit hours, if the material is substantially different.

Prerequisites: Permission of the instructor and Chair, NRES Graduate Program Committee
Precluded: BIOL 799-3, ENVS 799-3, GEOG 799-3, NREM 799-3

6. **Authorization:** (Please ignore — Section to be completed by Committee Recording Secretaries)

Program / Academic / Administrative Unit: NRES Graduate Program
CSAM NRES 2015:10:20:03

College: College of Science and Management

College Council Motion Number: CSAMCC CONSENT 2015:11:12:03

College Council Approval Date: November 12, 2015

Senate Committee on First Nations and Aboriginal Peoples Motion Number: Not Applicable

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: Not Applicable

7. **Other Information**

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.12

Moved by: T. Whitcombe **Seconded by:** B. Owen

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: December 2, 2015
Date



Chair's Signature

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



Motion Number (assigned by Steering Committee of Senate): S-201512.11

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to specific regulations of graduate calendar, be approved as proposed.

1. **Effective date:** As soon as approved by Senate

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

To do some general housekeeping in order to ensure that the regulations for the admission of doctoral students are consistent with the equivalent Master's regulation by giving individual doctoral programs the option to increase the minimum cumulative GPA requirements for all applicants to the doctoral programs at UNBC. If adopted, the higher GPA requirement will be formally stated in all recruitment literature and will be applied universally and consistently to all applicants

3. **Implications of the changes for other programs, etc., if applicable:**

The proposed changes will affect all doctoral graduate students on the doctoral graduate programs at UNBC.

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

7.1 Admission

7.1.1 Admission to a Doctoral program normally requires a Master's degree or equivalent from a recognized institution. Admission to a Doctoral degree program requires evidence that the applicant is capable of undertaking substantial original research. Such capability will be judged partly by means of three external assessment reports sent directly to the Office of the Registrar by qualified referees.

7.1.2 Admission to a Doctoral program will require a cumulative grade point average of 3.33 (B+) from the Baccalaureate and Master's degree, to be calculated over the last 30 credit hours of graded academic coursework.

5. **Proposed revision with changes underlined and deletions indicated clearly:**

7.1 Admission to Doctoral Degrees

7.1.1 Admission to a Doctoral program normally requires a Master's degree or equivalent from a recognized institution. Admission to a Doctoral degree program requires evidence that the applicant is capable of undertaking substantial original research. Such capability will be judged partly by means of three external assessment reports sent directly to the Office of the Registrar by qualified referees.

7.1.2 Admission to a Doctoral program will require a ~~e~~Cumulative ~~grade point average~~ GPA of 3.33 (B+) from the Baccalaureate and Master's degree, to be calculated over the last 30 credit hours of graded academic coursework.

Note: Higher entrance standards than those outlined in this section may be set by individual

doctoral programs.

6. Authorization:

Program / Academic / Administrative Unit: Dean of Graduate Programs

Other Committee Motion Number: N/A

Other Committee Approval Date: N/A

College:

College Council Motion Number: N/A

College Council Approval Date: N/A

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.13

Moved by: K. Smith

Seconded by: B. Schorcht

Committee Decision: CARRIED, with editorial revisions as recommended by the SCCC.

Approved by SCAAF: December 2, 2015
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.



Motion Number (assigned by SCS): SCAAF201512.15

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the 2015 Annual Report (September 1, 2014 to August 31, 2015) from the Senate Committee on Academic Affairs be approved by the Committee and forwarded to Senate for information.

Effective Date: December 2, 2015

Rationale: The reporting month for the Senate Committee on Academic Affairs is the month of September.

Implications for Other Programs/Faculties: N/A

Made by: Dr. Dan Ryan, Chair, Senate Committee on Academic Affairs
Dr. Geoff Payne, Vice Chair, Senate Committee on Academic Affairs

Faculty/Academic Dept: N/A

College Council Motion: N/A

Date: November 19, 2015

Attachments: 164 pages

TO BE COMPLETED AFTER SCAAF MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201512.15

Moved by: G. Payne

Seconded by: K. Smith

Committee Decision: CARRIED.

Attachments: 164 pages

Approved by SCAAF: December 2, 2015

Date

Chair's Signature

For recommendation to _____, or information of Senate.

Senate Committee on Academic Affairs Annual Report 2015

September 1, 2014 to August 31, 2015

The Senate Committee on Academic Affairs (SCAAF) is responsible for the following matters, as outlined in the Committee's terms of reference in the Senate Handbook:

- To be responsible for advising Senate on academic planning at UNBC.
- To consider and make recommendations to Senate on new undergraduate and graduate programs and major modifications to existing undergraduate and graduate programs.
- To consider and make recommendations to Senate on course additions or deletions.
- To receive and evaluate recommendations from the SCAAF Continuing Studies Credit Committee and to forward recommendations concerning the recommended courses to Senate for approval
- To consider and make recommendations to Senate on new and revised Undergraduate and Graduate Academic Regulations.
- To review periodically the activities of the Centre for Teaching and Learning and make recommendations on the Centre to Senate and to address any other Senate related teaching matter.
- To be responsible for the development and implementation of a program review process, and to make recommendations to Senate relating to the outcome of reviews.
- To review, for approval or recommendation as appropriate, affiliation agreements with other institutions.
- To review and make recommendations to Senate on existing undergraduate and graduate programs for purposes of assessment and possible expansion, curtailment, or discontinuance.
- To recommend to Senate graduate courses which are cross-listed with undergraduate courses.
- To advise on enrolment management issues.
- To consider and advise Senate on matters relating to the internationalization of the University community.
- To facilitate the development of academic agreements between UNBC and various international partners.
- To review and advise Senate on current international agreements and exchanges and make recommendations regarding their renewal.
- To approve, in exceptional and extraordinary circumstances, external international proposals; and to report to Senate as soon as practicable such approvals and the justification for them.
- To review from time to time the operation of the Library, for report to Senate.
- To establish policies regarding the conservation of heritage objects and collections that are owned by or in the possession of the university or any of its faculties, divisions, departments or other agencies.

- To advise Senate on all matters concerning undergraduate and graduate research and research policy at the University
- To recommend to Senate the establishment of Research Chairs

SCAAF has seven subcommittees, as noted in the following list:

- 1) SCAAF Art Acquisition Subcommittee (SAAS)
- 2) SCAAF Continuing Studies Credit Committee (CSCC)
- 3) SCAAF Subcommittee on Academic Scheduling (SSAS)
- 4) SCAAF Subcommittee on Curriculum and Calendar (SCCC)
- 5) SCAAF Subcommittee on Animal Care and Use (ACUC) (operates under the direction of the Office of Research)
- 6) SCAAF Research Ethics Board (REB) (operates under the direction of the Office of Research)
- 7) Biohazards Committee (SSCB) (operates under the direction of the Office of Research)

The Senate Committee on Academic Affairs met 16 times from September 1, 2014 to August 31, 2015, which included three extraordinary meetings, one special meeting, and one meeting that did not achieve quorum.

One of SCAAF's major responsibilities lies with making recommendations to Senate with regard to the approval of new undergraduate and graduate programs and courses, and the deletion of graduate and undergraduate courses. This year 4 new Programs was approved (2 undergraduate and 2 graduate), 55 new courses were approved (26 undergraduate and 29 graduate), while 18 courses (18 undergraduate and 0 graduate) were deleted.

SCAAF also recommends to Senate revisions to program and degree requirements, and has the authority to approve some revisions (to prerequisites, preclusions, course titles, and such) to existing courses. In addition to the aforementioned matters, other major items approved by SCAAF (or recommended to Senate by SCAAF as appropriate), as well as matters discussed by SCAAF, are contained in the list below:

- Deletion of BA Honours – International Studies
- Formation of Working Group regarding student evaluations; the working group provided a report to SCAAF; and SCAAF approved Guidelines for Administering Teaching Evaluations
- A report from the Special Sub-Committee of the SCAAF Extra-ordinary Meetings regarding whether UNBC is a teaching-focussed institution or a research-focussed institution and a discussion.
- Identification of “Minimum” Path for Each Degree Stream or Program; SCAAF approved a motion that asked each academic unit at the University to identify the “minimum path” for each degree stream or program within its purview
- Approval of the Master’s Academic Preparation Program (MAPP) and 10 new 400 level courses; Senate referred the program proposal and the accompanying courses back to SCAAF where the motions were withdrawn for revision (the initial approval of the MAPP Program and courses are not included in the Program and Course summary in the previous paragraph).
- Extension of Strategic Research Plan End Date to March 31, 2017
- Discussion and approval on two potential options for the 2015/16 academic dates based on whether Family Day be incorporated with the reading break. The two options were forwarded to Senate for approval.

- Approval of the changes to Academic Breadth Requirements, Sciences Quadrant — Addition of Astronomy (ASTR)
- Dual University/High School Credit Memorandum of Understanding between the University of Northern British Columbia and School District 57.
- Approval of the Letter of Agreement between the College of New Caledonia and UNBC
- Approval of Establishment of Hybrid Structures Engineering Research Chair
- Approval of the Establishment of the (NH-UNBC) Knowledge Mobilization Research Chair
- Approval of the Memorandum of Understanding between the University of Northern British Columbia (UNBC), Tahltan Central Council (TCC), Northern Lights College, and Northwest Community College to support the TahltanWorks strategy
- Approval of Memorandum of Understanding between Chonnam National University (CNU) and UNBC
- Approval of Memorandum of Understanding between Geumgang University (GGU) and UNBC
- Approval of Memorandum of Understanding between Hankyong National University and UNBC
- Approval of Memorandum of Understanding between Kangwon National University (KNU) and UNBC
- Approval of Memorandum of Understanding between Beijing Academy and UNBC
- Approval of Memorandum of Understanding between Kyungil University and UNBC
- Approval of Memorandum of Understanding between The University of International Business and Economics (UIBE) and UNBC
- Approval of Memorandum of Understanding between Yeungnam University and UNBC
- Approval of Memorandum of Understanding between Hanbat National University (HNU) and UNBC
- Approval of Exchange Agreement Between Chonnam National University and the University of Northern British Columbia
- Approval of the new bilateral exchange agreement between Kangwon National University, Republic of South Korea
- Approval of Renewal of the Bilateral Exchange Agreement between University of Northern British Columbia and PSB Paris School of Business, France
- Approval of Renewal of the Exchange Agreement between University of Northern British Columbia and Hebei University, China
- Approval of Draft Exchange Agreement between Hankyong National University (HKNU), Korea and UNBC
- Approval of Updated language for the approved 1+1 Master of Science Degree with Wenzhou University and UNBC
- Approval of Memorandum of Understanding between University of Northern British Columbia and MingDao University, Taiwan
- Approval of the Memorandum of Understanding between University of Northern British Columbia and Zhengzhou University, China
- Approval of the Renewal of the Exchange Agreement between University of Northern British Columbia and University of Bonn, Germany
- Renewal of Exchange Agreement Between University of Northern British Columbia and Groupe ESC Troyes in Champagne, France

- Renewal of Exchange Agreement Between University of Northern British Columbia and University of Tasmania, Australia
- Renewal of Exchange Agreement Between University of Northern British Columbia and Kunming University of Science and Technology, Kunming, China
- Renewal of Bilateral Exchange Agreement Between Syktyvkar State University (SyktSU), Russia and the University of Northern British Columbia
- Renewal of Bilateral Exchange Agreement Between Lillehammer University College, Norway and the University of Northern British Columbia
- Renewal of Exchange Agreement Between Massey University, New Zealand and the University of Northern British Columbia
- Renewal the Bilateral Exchange Agreement between University of Northern British Columbia and ESGCV – Groupe ESG, France
- Approval of one request for a Research Grant in Lieu of Salary
- Discussions regarding definition of an adjunct faculty member, cross appointment and joint appointment; 3+10+10+3 Semester Structure; Policy on English Language Studies (ELS) for Credit Courses; Dual/double degrees; results of the National Survey of Student Engagement; Provost's Committee on Pedagogical Practices report; the Postdoctoral Fellow Guide and Intake Process; UNBC4U Portal; January 2015 semester academic dates; Academic Planning; and an Orientation Course for All Incoming First-Year Students

The following Research Centres, Institutes, and entities report to SCAAF:

1. Aleza Lake Research Forest
2. Community Development Institute
3. Health Research Institute
4. Institute for Social Research and Evaluation**
5. John Prince Research Forest
6. UNBC Landscape Ecology Research Group**
7. Natural Resources & Environmental Studies Institute
8. Quesnel River Research Centre
9. Women North Network/Northern Fire

A special thank you is extended to the faculty members who chaired Master's Defences in 2014 and 2015 at the Prince George and Regional Campuses.

As of August 31, 2015, the committee's membership consisted of the following individuals:

Daniel J. Weeks	President and Vice-Chancellor (<i>ex officio</i>)
Bill Krane	Provost (Chair)
Ranjana Bird	Vice President, Research (Vice Chair)
Allan Wilson	University Librarian
Kevin Smith	Dean, Graduate Programs
Blanca Schorcht	Dean, College of Arts, Social and Health Sciences
Daniel Ryan	Dean, College of Science and Management
Dana Wessell Lightfoot	Faculty Senator
Paul Siakaluk	Faculty Senator
Kuo-Hsing Kuo	Faculty Senator
Todd Whitcombe	Faculty Senator
Catherine Whalen	Faculty Member — CASHS
Pranesh Kumar	Faculty Member — CSAM

Titi Kunkel	Faculty Member — Regional
Ian Hartley	Faculty Member — Professional Program
Valarie Ward	Graduate Student — CASHS
Vacant	Graduate Student — CSAM
Wendel Schwab	Undergraduate Student — CASHS
Angela Kehler	Undergraduate Student — CSAM
Rheanna Robinson	Lay Senator
Moira Green	Regional Senator
William Owen	Vice Provost, Student Engagement
Aaron LeBlanc	Director, Ancillary Services and Continuing Studies
Sylvester Chen	Director, International Education
Mark Dale	Dean, Regional Programs
Troy Hanschen	Secretary of Senate (non-voting)
Kellie Howitt	Committee / Recording Secretary (non-voting)

Respectfully submitted,



Dr. Dan Ryan, Chair



Dr. Geoff Payne, Vice Chair

Reports from the following entities are attached to this report:

SCAAF Subcommittees

1. SCAAF Art Acquisition Subcommittee
2. Animal Care and Use Committee
3. Research Ethics Board

Research Centres and Institutes*

1. Aleza Lake Research Forest
2. Community Development Institute
3. Health Research Institute
4. John Prince Research Forest
5. Natural Resources & Environmental Studies Institute
6. Quesnel River Research Centre
7. Women North Network/Northern FIRE

* The UNBC Landscape Ecology Research Group and the Institute for Social Research and Evaluation have nothing to report.

2015 Annual SCAFF-SAAS Report to Senate

Respectfully submitted by the Senate Committee on Academic Affairs (SCAFF), Art Acquisition Sub-Committee, October 23, 2015

Terms of Reference SAAS Committee

- To provide support, direction and advice to the University community, Senate, and the President on issues that might impact a proposed artwork acquisition; including budgetary implications, conservation needs, appraisal and space requirements;
- To review and monitor the growth and relevance of the University's Artwork Collections as it pertains to the research needs of the University community;
- To develop appropriate relationships with persons whose expertise is relevant to the objects in the collection;
- To review and facilitate the art de-accessioning process.

II) SCAFF – SAAS Membership

Position	Incumbent	Appointment Expiry Date
Faculty Member <i>(knowledgeable in archaeology, visual arts, archives or heritage conservation)</i>	Dr. Maryna Romanets	March 31, 2018
Faculty Member <i>(knowledgeable in archaeology, visual arts, archives or heritage conservation)</i>	Dr. Sarah de Leeuw	March 31, 2017
Faculty Member <i>(with a broad interest in the arts)</i>	Dr. Dee Horne	March 31, 2017
UNBC Arts Council Faculty Representative	Dr. Zoe Meletis	March 31, 2018 <i>(pending approval of Senate)</i>
Ad hoc Expert <i>(optional)</i>	Dr. Farid Rahemtulla <i>(Archaeology)</i>	March 31, 2018
Ad hoc Expert <i>(optional)</i>	Mr. George Harris	March 31, 2018 <i>(pending approval of Senate)</i>
Committee Secretary	Ramona Rose <i>(Head, Archives & Special Collections)</i>	ongoing
Recording Secretary	Erica Hernández-Read <i>(Archivist, Access & Digital Initiatives)</i>	ongoing

III) SAAS Art Collections Policy - The Art Acquisition Policy & Guidelines are available on *UNBC SharePoint*.

IV) Exhibition: In Feb 2015 SCAFF-SAAS approved an out-going loan of The Lheidli T'enneh Cottonwood Dug-out Canoe carved by Elder Robert Frederick. The canoe was prominently displayed at the Lheidli T'enneh Pavilion during the 2015 Canada Winter Games in Prince George. The canoe was officially unveiled as part of the UNBC Artwork Collection on June 20th as part of the UNBC 25th Anniversary Celebrations and is housed in the UNBC Rotunda Gallery.

V) Acquisitions: In May 2015 SCAFF-SAAS approved the commissions of a mask, *Raven*, by Gitk'san Artist Ron Sebastian, and of Carrier birch bark baskets by Elder Edie Frederick to complement the Cottonwood Canoe installation, on the recommendation of the UNBC Arts Council. Commission funds were acquired via the Cottonwood Canoe Installation UNBC 25th Anniversary Project.

On the recommendation of SCAFF-SAAS, Senate approved the acquisition of the painting "No Easy Answer" by artist Betty Kovacic as a permanent donation to the UNBC Artwork Collection. (Sept./2014) [S-201409.04](#)

VI) Budget: In July 2014 the Provost's Office agreed to a one-time allotment of \$5000 for proposed purchase or commission for the UNBC Artwork Collection. The funds will be administered out of the Provost's office and available for SCAFF-SAAS for a future commission or purchase of artwork to augment the University Artwork holdings.

VII) Acknowledgement: Out-going Chair of SCAFF-SAAS & UNBC Arts Council Faculty Representative on SAAS, Dr. Antonia Mills retired July 1, 2015. On behalf of SAAS, its members thank Antonia for her work in supporting and promoting the acquisition of works to the UNBC Artwork Collection.



Animal Care and Use Committee

MEMORANDUM

To: Dr. Geoffrey Payne, VP Research, UNBC
From: Dr. Sarah Gray, Chair, Animal Care and Use Committee
Date: Nov 17, 2015
Re: ACUC Annual report (May 1, 2014- April 30, 2015)

Please find attached the annual report for the Animal Care and Use Committee for the period from May 1, 2014 until April 30, 2015. I have summarized the committee membership and the relevant activities of the committee. As well we have included the animal use numbers for 2014.

If any further information is required, please do not hesitate to contact me at x25442.

Sincerely,

A handwritten signature in cursive script that reads "Sarah Gray".

Sarah Gray

ACUC Committee Annual Report for May 1, 2014 to April 30, 2015

Membership of the committee (May 2014 – April 2015):

Sarah Gray, Faculty member and Chair
Kathy Parker, Faculty member
Russ Dawson, Faculty member, on sabbatical
Chris Johnson, Faculty member
Dee Jones, ARLAT
Paul Siakluk, Faculty member - non animal user
Lydia Troc, Research Facility Manager/Biosafety Officer
Heidi Sherman, Community Rep
Sandra Morrison, Community Rep
Kim Swift, Veterinarian
Aija White, PhD Student
Tracy Wilson, Research Admin Assistant
Regina Saimoto, NWCC Representative, *teleconference in*

The 2014 PAU form was completed and submitted to the CCAC in March 2014 (attached here).

The Canadian Council on Animal Care attended UNBC on March 6, 2014 for our Assessment and re-Certification visit. The report contained no major recommendations and only had 8 minor recommendations. The ACUC addressed the issues in a report submitted on October 16, 2014. Re-Certification was granted on October 17, 2014.

On September 16, 2014, a Memorandum of Understanding was signed between UNBC and Northwest Community College (NWCC) for the UNBC ACUC to review and approve all research and teaching protocols involving animals lead by NWCC faculty. This led to the development of a new position on the ACUC to include a NWCC member. The term of this Agreement is from January 1, 2015 to December 31, 2019 and is to be reviewed annually.

Between May 1, 2014 and April 30, 2015, the ACUC committee met 4 times to review teaching and research protocols (May 9, 2014, September 3, 2014, October 31, 2014 and February 21, 2015) . The committee reviewed and approved a total of:

- 19 new protocols
- 16 renewed protocols
- 2 minor amendments
- 6 Standard Operating Procedures

In February 2015, UNBC opened an aquatics facility to support fisheries research performed by Dr. Mark Shrimpton. As per the Terms of Reference, the committee toured all Animal Facilities, including the Animal Care Facility in the Northern Health Sciences Centre on October 31, 2014, the Aquatics Facility located in Building 4 on May 8, 2014. Additionally, Ms. Troc and Dr. Swift visited the Max Blouw Quesnel River Research Centre on June 24, 2014.

ANIMAL USE DATA FORM

Institution Name: University of Northern BC (VU05)
Year: 2014

A protocol may contain more than one purpose, species and/or level of invasiveness – animals used for different PAUs or at different CIs should be listed on separate lines within the same protocol. In the case of cats and dogs please also indicate source (random or purpose-bred).

For all there is to know about completing the AUDF, refer to the following document:

[Instructions for completing the CCAC animal use data form](#)

Unique Protocol Number	CI	Protocol Description	Keywords	PAU	Animal Genus and Species	Number of Animals Used	Number of Animals Re-Used	Protocol Number of First Use	Re-used from Previous Year
2012-08	C	The impact of industrial activities and environmental disturbance on the behaviour, physiology and reproductive success of bluebirds. The assessment allows for cost-effective monitoring or individual health and condition as early indicators or impacts of industrial activities on wildlife.	Field study, banding, brief restraint, food supplementation, swing door traps, nest boxes, feather and small blood sample	1	Tree Swallows	206			
					Mountain Bluebirds	206			
2012-9	C	Study the role of plumage colour and aggression in social contests and how this variation influences female mating success. Minimal physical restraint and handling for samples/banding and plumage manipulation.	Field study, banding, feather and blood sampling, trapping in nest boxes, introduction of model tree swallows to territory, plumage manipulation	1	Tree Swallows	114			
2012-10	B	Minimal restraint less than 30 minutes, determine and compare morphological and genetic differences of fish from the arctic watershed to those from the pacific watershe.	Angling using Dry Fly capture on barbless hooks, minnow trapping, tissue clips of adipose fin, weighing, photographing	1	Mountain whitefish	51			
					Rainbow trout	15			
2012-12	C	Visual searching and hand capture of amphibians to identify and take non invasive measurements. Minimal handling and restraint released in same location, no holding	Teaching, Field Study, amphibian survey methods. Identification of species and life stage, weighing, measuring, note abnormalities, recording environment data collection	5	Western toad	11			
					Spotted Frog	8			
2013-2	C	This study is to help understand early stages of human liver fibrosis and gain improvements to human therapies. Isolation of hepatic cells will be a terminal surgery. IP injections of carbon tetrachloride to induce liver fibrosis, will be given analgesics to minimise discomfort, Tissue organ collection is done after upto 8 weeks of treatments, done under anaesthesia	Cell cultures, Tissue/organ collection, IP injections, physical restraint, special diet, anaesthetic, chemical, cannulation, major surgery	2	House Mouse	30			
2013-7	C	Wolf abundance and distribution in relation to changing caribou densities. Investigate movement patterns, fecundity, pup survival and recruitment of wolves denning. Provide understanding of the role of wolves in the population dynamics of migratory caribou. Net gunning by helicopter is done under the Government of the NWT. Observations done by ground and aerial surveys. Animals are anaesthetized for collaring and blood sample again by NWT.	Field study, Observational, wildlife conservation, Blood sampling, GPS collaring (under permit of NWT Government), trapping	1	Tundra wolves	39 (observation only)			4 (wolves collared in 2013 by NWT permit)
2013-8	B	Assessing how or whether habitat alteration associated with construction and presence of the pipeline and right of way affect the aquatic ecosystem.	Field Study, acute, wildlife conservation, trapping/netting, anaesthetics	1	Burbot	11			
					Coastrange sculpin	83			
					Prickly sculpin	2			
					Cutthroat trout	313			
					Chinook salmon	8			
					Coho salmon	110			
					Dolly varden	147			
					Lamprey	6			
					Leopard dace	10			
					Longnose dace	86			
					Northern pikeminnow	18			
					Peamouth	17			
					Mountain whitefish	1			
					Rainbow trout	492			
Redside shiner	44								
Sucker	40								

2013-9	B	Studying the nutritional value of different vegetation and habitats to create lanscape maps that show areas with different levels of nutrition. Caribou have been hand raised since 2009 by University of Alaska Fairbanks. Caribou may be sedated for transportation to various locations for feeding trials only. Caribou are monitored and held in various field pens that are 1-5 ha in size, enclosed by electric wire.	Field Study, wildlife conservation, observation, sedation	1	Woodland Caribou	33				15 Caribou were hand raised since 2009
2013-12	B	Do parents or their offspring suffer from parasitic nest infections. Some nests will be microwaved to remove parasites (with birds removed) and observations will be made to assess growth, innate immunity and corticosterone levels in feathers.	Field study, behavioural, breeding, blood and feather sampling, identification/markng, Physical Restraint	1	Tree Swallows	357				
2013-14	D	Studying chronic liver disease and improvement of treatments available. Animals will either be catheterized with an intragastric tube or fed a special diet to induce liver fibrosis, IP injections of various theraputic substances, terminal surgy for blood collection and liver perfussion and harvesting	Cell cultures, tissue/organ collections, IP injections, Physical restraint, Special diet, anaesthetics, Chemicals, cannulation, Major surgery, terminal surgery, blood samples	2	House Mouse	0				
2013-15	D	Study the role of proteoglycan in modulating liver fibrosis during hepatitis infection. IP injections to induce liver fibrosis, hepatitis infection of mice. Pain medication will be provided. Weekly small blood sampling will be done. Terminal surgery to remove liver.	Acute, Cell cultures, pilot study, tissue collection, transgenic animals, blood sampling, gavaging, Identification, IP injections, physical restraint anaesthetics, chemicals, infectious material, immunogenic, inflammaroty, cannulation, terminal surgery	2	House Mouse	0				
2013-17	D	Terminal surgery, exposure of gluteus muscle to do intravital video microscopy, application of various vasoactive substances, IP injection is for anaesthesia only.	Acute, tissue/organ collection, transgenic animals, IP injections, breeding, IP injections, anaesthetics, chemicals	1	House Mouse	86				
2013-20	C	Study response of marten populations to landscape changes associated with salvage logging operations. Marten are trapped in cages, will be anaesthetized with isoflurane. Short duration of restraint to apply GPS collar for monitoring movements, inserting a PIT tag and obtain a hair sample. IM injection of sedation may be given.	Field Study, behavioural, hair sampling, wildlife conservation, identification/markng, IM injections, physical restraint, Trapping/netting, anaesthetics	1	Marten					
2014-1	B	Observational study to track the number and seasonal variation of birds roosting on Cultus Lake, BC. Weekly photographing and colony counts of birds using the dock.	Behavioural field study, pilot study, observational, Radar and visual tracking/photography.	1	Glaucous wing gulls	9,520				
					Ringed billed gulls	2,380				
					Canada geese	412				
2014-2	B	Monitoring and assessing moose activity at active and decommissioned roadside mineral licks in BC and at airports. Also monitoring/surveying distribution of moose. Vegetation study on quality and palability of roadside vegetation of moose.	Behavioural field study. Observational study, using cameras to track moose or by observing fecal pellet deposition. Feeding trials are done using moose living at the Northern lights Wildlife Shelter.	1	Deer	0				
					Moose	0				
2014-3	C	Study the consequence of constraints on incubation onset acting disproportionately on birds breeding on the mine site, even though the resulting hatching synchrony may not itself be adaptive, or whether delayed incubation and more synchronous hatching of eggs is advantageous for birds on the mine site area, and delayed incubation onset may therefore represent a strategic behaviour by female birds.	Behavioural field study. Breeding, banding, next box trapping and one time small blood/feathersamples.	1	Mountain bluebirds	358				
					Tree Swallows	451				

2014-4	D	Study of the fibrotic processes occurring around the bile ducts of the liver. Bial duct ligation surgery under isoflurane general anaesthesia.	Major survival surgery, anaesthetics and analgesia. Terminal cannulation, tissue recovery 2 weeks post op. Cell cultures, Tissue and organ collection	2	House Mouse	0			
2014-5	C	How food variances and availability affect parental quality and care.	Behaviour and breeding field study. Swing trap doors. One time blood and feather sampling, banding. Video monitoring of nests. Monitoring nestling growth.	1	Mountain bluebird	516			
2014-6	B	Collaborative field study. Determine patterns of reproductive behaviour, breeding strategies and communication patterns.	Behavioural field study. Blood sampling, banding, physical restraint, Potter traps and mist netting. One time blood (nestlings) OR feather (adults) sampling and measuring of birds. Observational. Monitoring nestling growth rates. Auditory recording and playbacks.	1	Black capped chickadees	0			
					Mountain chickadees	148			
2014-7	C	Neuropeptides and energy balance. A small breeding colony is maintained to obtain the specific knockout mice required for the study. Mice will be housed in various temperatures with the lowest at 4C. As this study looks at thermoregulation it is required to vary the temperatures. The study is Chronic as the mice are on a high fat diet for up to 16 weeks. Tissue collection is done under anaesthesia and is non-recovery. Energy expenditure will be measured using an OXYmax.	Research, Breeding colony, small sample blood collection, SQ injection, non recovery surgery and tissue collection, transgenic Animal, cold exposure, anaesthesia, special diet, chronic	1	House Mouse	604			
2014-8	D	Fish will be captured by angling or seining and will be anaesthetized(MS-222) and surgically implanted with intraperitoneal acoustic frequency tags. This will monitor physical movement and habitat used. Gastric lavage to examine stomach contents to determine dietary preferences and foraging ecology.	Field Study, behavioural, tissue collection, wildlife conservation, identification, trapping/netting/electrofishing, anaesthetics and major surgery, weighing, photo identification	1	Coastal cutthroat	101			
2014-9	B	To study the effect of oils present on the feathers in the nests of breeding birds and how it may influence the density of ectoparasites within the nests of the hosts.	Behavioural field study. Swing trap doors, minimal restraint, feather sampling, banding and measuring. Nest manipulation.	1	Tree Swallows	315			
2014-10	C	Study the dispersal behaviour of individual frogs or gene flow among populations and the effect of the proposed pipeline development.	Acute field study. Environmental protection. Trapping with soft aquarium dip nets. Short term restraint (less than 1 min including tissue collection), weighing, measuring and minor survival surgery - tail clip tissue sampling.	1	Tadpoles	903			
					Coastal tail frogs	20			
2014-11	C	Tracking colony in the Prince George region to determine if this population overwinters in California or crosses the rockies. If this colony is isolated it could represent the beginning of an allopatric population that is undergoing divergent selection.	Behavioural field study, physical restraint, trapping, attaching geolocators, banding permit, morphological measurements, feather sampling, mist netting	1	White Throated Sparrows	144			
2014-13	C	Mice are fed on a high fat diet (or regular) for 20 weeks small blood samples will be taken to test glucose, plasma insulin, lipids and other circulating endocrine factors. Study lipotoxicity as a possible mechanism for pancreatic beta cell failure in diabetes. Study the role of PPARs in a beta cell function and support the innovation of strategies to prevent diabetes.	Chronic, High fat diet, small blood sampling, infection with adenovirus, insulin tolerance tests, anaesthesia to collect tissue samples, oral gavage, 4 hour fasting	2	House Mouse	36			
2014-14	C	To determine if smolts exhibits local adaptation for populations that must migrate variable distances from freshwater rearing areas to the ocean. Effects of temperature on physiological performance in relation to migration distance to elucidate population-specific differences in smolting.	Trapping and transportation. Chronic - temperature variation study. Terminal tissue sample collection under general anaesthesia.	1	Coho salmon	0			

2014-15	C	The use of magnetic nanoparticles for targeting drug delivery to adipose tissues for potential application in the treatment of chronic metabolic diseases, such as diabetes and obesity.	IP/SQ injections, minor survival surgery, anaesthetics, analgesia, short term food deprivation (upto 4 hours), oral gavage, special diet (high fat), low dose radioactivity. Terminal tissue/organ collection. Monthly blood collections	2	House Mouse	22			
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The CCAC PAUs are divided into six specific categories:

- PAU 0: Breeding colonies
- PAU 1: Fundamental studies
- PAU 2: Medical studies, including veterinary medicine
- PAU 3: Regulatory testing
- PAU 4: Development of products
- PAU 5: Educational purposes

The CCAC CIs are divided into five specific categories:

- CI A: Procedures involving most invertebrates or live isolates
- CI B: Procedures which cause little or no discomfort or stress
- CI C: Procedures which cause minor stress or pain of short duration
- CI D: Procedures which cause severe distress or discomfort
- CI E: Procedures which cause severe pain near, at, or above the pain tolerance threshold of unanaesthetized conscious animals

RESEARCH ETHICS BOARD
Annual Report
July 1, 2014 to June 30, 2015

INTRODUCTION

The Research Ethics Board (REB) at the University of Northern British Columbia (UNBC), acts to ensure that all University research conducted involving human participants is done in accordance with the Tri-Council Policy Statement 2, based on the following core principles:

- Respect for persons;
- Concern for the welfare of persons;
- Justice.

All members of the UNBC REB devote their time and energy to uphold such principles.

COMMITTEE SUMMARY

The Office of Research and the REB would like to acknowledge the following individuals who have completed their terms on the UNBC REB:

- Dr. Ross Hoffman, Department of First Nations Studies;
- Dr. Andrew Kitchenham, School of Education.

We extend our appreciation and gratitude for the volunteer time they committed to research ethics at the University of Northern British Columbia.

At the same time, the UNBC Office of Research and REB would like to acknowledge and welcome the following incoming members:

- Mr. David Halikowski, Community Member Representative;
- Dr. Davina Banner-Lukaris, School of Nursing;
- Dr. Lantana Usman, School of Education.

The 2015/2016 Research Ethics Board Committee membership is comprised of:

NAME	TITLE	COLLEGE	TERM EXPIRES
Michael Murphy	Chair and UNBC Faculty Member	CASHS	Dec. 31, 2015
Greg Halseth	UNBC Faculty Member	CSAM	June 30, 2016
Candida Graham	UNBC Faculty Member	CASHS	June 30, 2016
Paul Siakaluk	UNBC Faculty Member	CASHS	June 30, 2016
Davina Banner-Lukaris	UNBC Faculty Member	CASHS	June 30, 2016
Lantana Usman	UNBC Faculty Member	CASHS	June 30, 2016
Shane DeMeyer	Community Member Representative		June 30, 2016
Daniela Fisher	Community Member Representative		June 30, 2016
David Halikowski	Community Member Representative		June 30, 2016

The 2015/2016 Research Ethics Board Associate membership is comprised of:

NAME	TITLE	COLLEGE	TERM EXPIRES
Dawn Hemingway	UNBC Faculty Member	CASHS	June 30, 2016
Glenda Prkachin	UNBC Faculty Member	CASHS	June 30, 2016
Russell Callaghan	UNBC Faculty Member	CASHS	June 30, 2016
Sean Maurice	UNBC Faculty Member	CASHS	June 30, 2016
Tina Fraser	UNBC Faculty Member	CASHS	June 30, 2016
Han Li	UNBC Faculty Member	CASHS	June 30, 2016
Dave Sangha	UNBC Faculty Member	CASHS	June 30, 2016
Henry Harder	UNBC Faculty Member	CASHS	June 30, 2016
Lela Zimmer	UNBC Faculty Member	CASHS	June 30, 2016
Linda Van Pelt	UNBC Faculty Member	CASHS	June 30, 2016

APPLICATION SUMMARY

During the past school year (July 1, 2014, to June 30, 2015), the following applications were submitted for review:

- 1) In Principle Applications – 9;
- 2) New Applications – 104 (approximately);
- 3) Renewal / Amendment Applications – 84 (approximately).

Of the New Applications referred to above, approximately 40 were faculty research, 50 were graduate research, 4 were undergraduate research and 8 were class projects.

DELEGATED REVIEW

The Minimal Risk application process was developed over this past year, and implemented June 15, 2015. REB Associate Members have been recruited to support the implementation and application forms have been changed to now contain a Risk Matrix in Section A. Applications meeting minimal risk criteria are to be accepted on a rolling basis for delegated review by the REB Chair and one REB Associate Member. This streaming of applications will reduce the number going forward to Full Board Review, and will increase the speed at which minimal risk applications are processed.

The [Research Risk Assessment Guidelines](#) are available on the Research Ethics and Safety: Human Subjects webpage. The review process and format for minimal risk applications are attached to this report for further information.

ONGOING INITIATIVES

BC Ethics Harmonization Initiative

UNBC continues to be an active participant with the BC Ethics Harmonization Initiative (BCEHI), funded by the Michael Smith Foundation for Health Research (MSFHR) through to March 2016. The BCEHI aims to create efficient, coordinated, and high-quality processes that support and encourage multi-jurisdictional human health research. Pilot minimal risk harmonization reviews were conducted over this

past year, and presently above minimal risk pilot reviews are being conducted (initiated June 1, 2015). The goal of this initiative is to make BC a more attractive environment for research activity.

BCEHI is a collaborative effort among British Columbia's regional health authorities and four major universities (University of British Columbia, Simon Fraser University, University of Victoria, University of Northern British Columbia), who collectively conduct more than 80 percent of the province's human subject ethics reviews.

The Senior Leaders team and Advisory Committee continue to both have a UNBC member attending, and have continued their work in developing the initiative, and supporting its implementation.

CONCLUSION

We continue to have productive collaboration with Northern Health and affiliated community organizations. The REB continues to be available to support faculty and students with research ethics applications and education at UNBC.

Review Process and Format for Minimal Risk Research

Review Process

- Researchers will submit their applications, along with a completed copy of the Risk Matrix, to the REB on a rolling basis.
- The REB Chair will review all applications against the minimal risk criteria.
- Applications deemed by the Chair to be above minimal risk will be escalated to full board review (at the next scheduled REB meeting date). Researchers will be immediately apprised of this decision.
- Applications deemed by the Chair to be minimal risk will be forwarded to one Associate REB member, who will be tasked with reviewing the application. Reviews should normally be completed **within 1 week** of receipt of the application.
- Any Associate Member who disagrees with the initial designation of an application as minimal risk shall return that application to the REB chair to discuss the option of escalating it to full board review.
- The REB Chair will also review all minimal risk applications, as well as the comments provided by the Associate REB Members.
- A summary of all delegated reviews will be appended to the minutes of regular REB meetings.

Review Format

- Comments should be provided as a series of clear and concise bullet points in the “Application Form Checklist”.
- Please identify the changes/corrections precisely as you would like to see them [See samples included with this package].
- Please return the completed “Application Form Checklist” by email to reb@unbc.ca.
- **Please be reminded that all REB-related information should be treated confidentially. Please securely store and destroy all materials as appropriate.**



Aleza Lake Research Forest

Highlights of ALRF Activities and Accomplishments,

October 1st 2014 to September 31st 2015

Aleza Field Education Centre

After about 5 years of planning, and 2 construction seasons, the Aleza Lake Research Forest Society is pleased to announce that the Aleza Field Education Centre is nearing final completion in Fall 2015.

The field centre is a 1200 square-foot log and timber building, with lots of windows and natural light, designed for field classes and workshops. It is located 60 km east of Prince George via highway access.

The building will be available for use and rental in Winter 2014/15. In conjunction with UNBC, we expect a Grand Opening and donor-appreciation event to be scheduled at the Field Centre for May 2015.



This day-use building will enhance the delivery of field-based education for diverse UNBC curricula, young people, communities, and training groups across many natural resource disciplines, and will strengthen UNBC and other post-secondary forestry programs and student recruitment efforts.

Research Projects

16 field research projects are currently active at the 9,000 hectare Aleza Lake Research Forest (or ALRF). Over 140 research projects and trials on the research forest date back almost 90 years, with the oldest established in 1926.

A research highlight was the establishment of replicated field trials at the Research Forest that used wood ash from the UNBC Bioenergy plant and the Canfor cogeneration plant, to fertilize spruce plantations. This field trial is the first of its kind in British Columbia, and is part of an ongoing collaboration between the ALRF, Canfor, and UNBC researchers including Drs. Mike Rutherford, Bill McGill, Hugues Massicotte, Steve Helle, and Kerry Reimer.

Teaching and Extension

ALRF staff contribute substantial in-kind support and professional expertise to UNBC classes and research projects, leading not only teaching in several UNBC Ecosystem Science and Management Program course, but also directly assisting and advising UNBC faculty and graduate students in the design and setup of new field research projects and trials.

ALRF staff led classes and full field lab modules in three major undergraduate courses (FSTY 209 – Forest Biology and Silvics; FSTY 305 – Silviculture; and NREM 333 Natural Resource Field Applications. ALRF contributions focused primarily on field-based experiential learning in natural environments. Numerous other field courses are hosted at the ALRF by other UNBC faculty and instructors.

In September 2015, the ALRF hosted the Fall Field Tour of the Northern Silviculture Committee. This tour included 60 to 70 foresters and silviculturists within the forest sector from around British Columbia and the BC Central Interior. This tour provided excellent exposure of the ALRF and UNBC research projects to a wide variety of industry, government, and consulting foresters, and was very well received by tour participants. We thank Dr. Hugues Massicotte, Mike Rutherford, and Che Elkin for their participation and speaking contributions during this tour, and UNBC Continuing Studies for superb planning and logistical support.

ALRF Sustainable Forest Management

The 9,000-hectare (22,250 acre) ALRF has an Annual Allowable cut (or AAC) of 19,000 cubic metres (or about 380 logging truck loads), which provide revenue for the management of the forest on a self-sustaining basis. The ALRF Society has a management agreement with Dunkley Lumber Ltd for the purchase and harvest of timber from the forest. Forest management is confined to approximately 60% of the ALRF landbase designated to sustainable timber management.

Approximately 30% of the ALRF (or 1,800 hectares) are set aside as Old-Growth Management Areas (or OGMA's) for the long-term protection of designated old-growth areas at the ALRF.

In 2015, approximately 150,000 seedlings were planted at the ALRF to reforest logged areas.

The ALRF maintains over 30 km of permanent forest roads, which are inspected annually. About 20% of this road length is maintained each year, on average.

The ALRF Society will be updating and replacing its current Management Plan, and undertaking an updated Timber Supply Analysis, in Winter 2015/16.

UNBC Forest Lands Management (Prince George Campus)

The Aleza Lake Research Forest Society continues to be contracted by the UNBC Facilities Dept. to manage UNBC Forest Lands and campus / urban interface forest issues.

In 2015, activities included:

- Removal and chipping of approximately 100 danger trees for management of public safety. Wood chips were delivered to the UNBC Bioenergy Plant.
- Beetle-kill removal of dead pine and treatments of approximately 5 hectares (12 acres) of UNBC-owned forest land on University Way.
- Delivery of 120 tonnes of non-commercial logs to the UNBC Bioenergy Plant from above operations.

Financial Statements of

ALEZA LAKE RESEARCH FOREST SOCIETY

Year ended December 31, 2014
(Unaudited)



KPMG LLP
Chartered Accountants
177 Victoria Street, Suite 400
Prince George BC V2L 5R8
Canada

Telephone (250) 563-7151
Fax (250) 563-5693
Internet www.kpmg.ca

REVIEW ENGAGEMENT REPORT

To the Members of Aleza Lake Research Forest Society

We have reviewed the statement of financial position of Aleza Lake Research Forest Society ("the Society") as at December 31, 2014 and the statements of operations, changes in net assets and cash flows for the year then ended. Our review was made in accordance with Canadian accounting standards for not-for-profit organizations and, accordingly, consisted primarily of enquiry, analytical procedures and discussion related to information supplied to us by the Society.

A review does not constitute an audit and, consequently, we do not express an audit opinion on these financial statements.

Based on our review, nothing has come to our attention that causes us to believe that these financial statements are not, in all material respects, in accordance with Canadian accounting standards for not-for-profit organizations. As required by the Society Act of the Province of British Columbia, we report that, in our opinion, these principles have been applied on a basis consistent with that of the preceding year.

Chartered Accountants

May 21, 2015

Prince George, Canada

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Financial Position

December 31, 2014, with comparative information for 2013
(Unaudited)

	2014	2013
Assets		
Current assets:		
Cash (note 3)	\$ 17,074	\$ 78,456
Accounts receivable	30,056	22,338
Investments	61,498	60,000
Prepaid expenses	3,691	3,344
	<u>112,319</u>	<u>164,138</u>
Tangible capital assets (note 4)	183,642	21,062
	<u>\$ 295,961</u>	<u>\$ 185,200</u>
Liabilities and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities (note 5)	\$ 31,603	\$ 21,188
Current portion of long-term debt (note 6)	9,500	9,500
	<u>41,103</u>	<u>30,688</u>
Long-term debt (note 6)	66,500	76,000
Reforestation liability (note 7)	158,394	120,471
Deferred contributions	-	1,632
Deferred contributions related to tangible capital assets (note 8)	71,010	7,272
	<u>337,007</u>	<u>236,063</u>
Net assets:		
Invested in tangible capital assets (note 9)	112,632	21,062
Unrestricted	(153,678)	(71,925)
	<u>(41,046)</u>	<u>(50,863)</u>
Commitments (note 10)		
	<u>\$ 295,961</u>	<u>\$ 185,200</u>

See accompanying notes to financial statements.

Approved by the Board:

_____ Director

_____ Director

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Operations

Year ended December 31, 2014, with comparative information for 2013

(Unaudited)

	2014	2013
Revenues, Schedule 1	\$ 474,591	\$ 427,677
Cost of sales:		
Resolution of current reforestation (recovery)	37,923	(17,568)
Stumpage	986	4,687
	<u>38,909</u>	<u>(12,881)</u>
Gross margin	435,682	440,558
General and administrative expenses:		
Advertising and promotion	1,833	2,033
Amortization	2,765	3,459
Automotive	27,799	33,244
Bank charges and interest	1,378	790
Contracts and agreements	30,197	7,291
Field supplies	4,763	4,663
Forest extension and research project	1,036	14,936
Insurance, licences and dues	9,023	8,412
Office	1,942	4,468
Operational planning and development	2,516	10,492
Professional fees	12,628	11,005
Road maintenance and construction	104,625	79,876
Silviculture	2,675	9,038
Telephone	1,372	1,659
Travel	2,148	2,786
Wages and benefits	219,165	200,012
	<u>425,865</u>	<u>394,164</u>
Excess of revenues over expenses	\$ 9,817	\$ 46,394

See accompanying notes to financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Changes in Net Assets

Year ended December 31, 2014, with comparative information for 2013
(Unaudited)

	Unrestricted	Invested in Tangible Capital Assets	Total 2014	Total 2013
Balance, beginning of year	\$ (71,925)	\$ 21,062	\$ (50,863)	\$ (97,258)
Excess (deficiency) of revenues over expenses	12,582	(2,765)	9,817	46,394
Interfund transfers	(94,335)	94,335	-	-
Balance, end of year	\$ (153,678)	\$ 112,632	\$ (41,046)	\$ (50,864)

See accompanying notes to financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Cash Flows

Year ended December 31, 2014, with comparative information for 2013

(Unaudited)

	2014	2013
Cash provided by (used in):		
Operations:		
Excess of revenue over expenses	\$ 9,817	\$ 46,394
Item not involving cash:		
Amortization	2,765	3,459
	<u>12,582</u>	<u>49,853</u>
Change in non-cash operating working capital:		
Accounts receivable	(7,718)	(6,889)
Prepaid expenses	(347)	1,974
Accounts payable and accrued liabilities	10,415	1,286
Reforestation liability	37,923	(23,421)
Deferred contributions	(1,632)	132
Deferred contributions related to tangible capital assets	63,738	-
	<u>114,961</u>	<u>22,935</u>
Financing:		
Repayment of long-term debt	(9,500)	(9,500)
Investing:		
Acquisition of investments	(1,498)	(60,000)
Acquisition of tangible capital assets	(165,345)	-
	<u>(166,843)</u>	<u>(60,000)</u>
Decrease in cash	(61,382)	(46,565)
Cash, beginning of year	78,456	125,021
Cash, end of year	<u>\$ 17,074</u>	<u>\$ 78,456</u>

See accompanying notes to financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements

Year ended December 31, 2014
(Unaudited)

1. Purpose of the Society:

The Aleza Lake Research Forest Society (the "Society") was incorporated under the Society Act of British Columbia and is a non-profit organization pursuant to Section 149(1)(l) of the Income Tax Act. The purposes of the Society are i) to manage and operate the Aleza Lake Research Forest (the "Forest") to promote and support education and research with respect to sustainable forest management, ecosystem management, silviculture and forest ecology; ii) to assist in the fulfilment of the educational needs of the University of Northern British Columbia ("UNBC"); and iii) to allow access and input into the management and operation of the Forest by UNBC.

2. Significant accounting policies:

The financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations in Part III of the CPA Canada Handbook. The significant policies are as follows:

(a) Revenue recognition:

The Society follows the deferral method of accounting for contributions. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Contributions for the purchase of tangible capital assets are deferred and amortized over the life of the related tangible capital asset.

The Society recognizes logging revenue upon delivery of logs to the customer. Amounts received in advance are recorded as deferred revenue.

The Society recognizes revenue from the sale of timber rights to the extent received or receivable.

(b) Investments:

Investments consist of guaranteed investment certificates and are stated at cost which approximates fair value.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2014
(Unaudited)

2. Significant accounting policies (continued):

(c) Tangible capital assets:

Tangible capital assets purchased are recorded at cost. Contributed tangible capital assets are recorded at fair market value at the date of contribution. No amortization is recorded on tangible capital assets under development until development is substantially complete and the assets are ready for use. Amortization is provided using the declining balance basis at the following annual rates:

Asset	Rate
Automotive equipment	30%
Bridge	20%
Computer software	20%
Field Education Centre under development	0%
Field equipment	100%
Office equipment	20%

Leasehold improvements are amortized using the straight-line method over five years.

Tangible capital assets are reviewed for impairment whenever events or changes in circumstances indicate that the asset no longer has any long-term service potential to the Society. Any such impairment is measured by a comparison of the carrying amount of an asset to estimated residual value.

(d) Reforestation liability:

Forestry legislation in British Columbia requires the Society to incur the cost of reforestation on its timber licences. Accordingly, the Society records the fair value of the costs of reforestation in the period in which the timber is cut. In periods subsequent to the initial measurement, changes in the liability resulting from the passage of time and revisions to fair value calculations are recognized in the statement of financial position as they occur. These costs are included in cost of sales.

(e) Contributed services:

Aleza Lake Research Forest Society staff members have volunteered their time to assist with the planning process as well as supervision of construction. Due to the difficulty of determining their fair market value, contributed services are not recognized in the financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2014
(Unaudited)

2. Significant accounting policies (continued):

(f) Use of estimates:

The preparation of the financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the year. Significant items subject to such estimates and assumptions include the carrying amounts of tangible capital assets, and the reforestation and stumpage liabilities. Actual results could differ from those estimates.

(g) Financial instruments:

Financial instruments are recorded at fair value on initial recognition. Equity instruments that are quoted in an active market are subsequently measured at fair value. All other financial instruments are subsequently recorded at cost or amortized cost, unless management has elected to carry the instruments at fair value. The Society has not elected to carry any such financial instruments at fair value.

Transaction costs incurred on the acquisition of financial instruments measured subsequently at fair value are expensed as incurred. All other financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight-line method.

Financial assets are assessed for impairment on an annual basis at the end of the fiscal year if there are indicators of impairment. If there is an indicator of impairment, the Society determines if there is a significant adverse change in the expected amount or timing of future cash flows from the financial asset. If there is a significant adverse change in the expected cash flows, the carrying value of the financial asset is reduced to the highest of the present value of the expected cash flows, the amount that could be realized from selling the financial asset or the amount the Society expects to realize by exercising its right to any collateral. If events and circumstances reverse in a future period, an impairment loss will be reversed to the extent of the improvement, not exceeding the initial carrying value.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2014
(Unaudited)

3. Cash:

The Society has an operating line of credit, authorized to \$50,000, bearing a variable interest at prime plus 3.6% (December 31, 2014 - 6.6%).

This facility was unused at December 31, 2014.

4. Tangible capital assets:

			2014	2013
	Cost	Accumulated amortization	Net book value	Net book value
Automotive equipment	\$ 1,676	\$ 1,626	\$ 50	\$ 71
Bridge	14,338	10,579	3,759	4,698
Computer software	14,777	12,742	2,035	2,544
Field Education Centre under development	172,616	-	172,616	7,272
Field equipment	34,350	30,682	3,668	4,585
Leasehold improvements	1,400	1,400	-	-
Office equipment	14,540	13,026	1,514	1,892
	\$ 253,697	\$ 70,055	\$ 183,642	\$ 21,062

The field education centre under development is not amortized because it was not available for use during the 2014 fiscal year.

5. Accounts payable and accrued liabilities:

	2014	2013
Trade payables and accrued liabilities	\$ 25,464	\$ 21,188
Sales tax payable	3,998	-
Government remittances payable	2,141	-
	\$ 31,603	\$ 21,188

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2014
(Unaudited)

6. Long-term debt:

	2014	2013
Note payable, unsecured, non-interest bearing	\$ 76,000	\$ 85,500
Less current portion of long-term debt	9,500	9,500
	<u>\$ 66,500</u>	<u>\$ 76,000</u>

Effective March 16, 2012 the Society signed a long-term agreement with the University of Northern British Columbia assigning terms over the next ten years of annual repayments of \$9,500.

Principal repayments are due as follows:

2015	\$ 9,500
2016	9,500
2017	9,500
2018	9,500
2019	9,500
Thereafter	28,500
	<u>\$ 76,000</u>

7. Reforestation liability:

In October 2011, the Society entered into a contract with a third party to sell timber rights to the third party until 2015. Under the contract, the Society is responsible for all stumpage and a portion of reforestation costs related to the timber harvested by the third party.

The Society has recorded management's estimate of the long-term reforestation liability relating to the contract above. Any change in estimate is recorded to resolution of current reforestation revenue. During the year, the Society incurred \$37,923 (2013 - recovered \$17,568) for reforestation.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2014
(Unaudited)

8. Deferred contributions related to tangible capital assets:

	2014	2013
Balance, beginning of year	\$ 7,272	\$ -
Contributions received for the acquisition of tangible capital assets	63,738	7,272
	<u>\$ 71,010</u>	<u>\$ 7,272</u>

Deferred contributions relate to the field education centre under development. The contributions have not been amortized because the field education centre is not available for use during the 2014 fiscal year.

9. Net assets invested in tangible capital assets:

Net assets invested in tangible capital assets is calculated as follows:

	2014	2013
Accounts receivable	\$ -	\$ 7,272
Tangible capital assets	183,642	21,062
	<u>183,642</u>	<u>28,334</u>
Financed by:		
Deferred contributions related to tangible capital assets	71,010	7,272
	<u>\$ 112,632</u>	<u>\$ 21,062</u>

10. Commitments:

The Society has leased two automobiles under two separate agreements expiring May 2015 and February 2016. The minimum lease payments in the next year total \$9,476.

11. Pension Plan:

The Society offers certain employees access to a defined contribution plan. Under the defined contribution plan, the Society makes annual contributions to employees' accounts which are subject to vesting. The Society's contribution expense pursuant to these plans was \$12,113 for the year ended December 31, 2014 (2013 - \$12,559).

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2014
(Unaudited)

12. Endowment held at the University of Northern British Columbia:

A fund identified as the Aleza Lake Research Forest Research Endowment Fund is maintained by UNBC. At March 31, 2014, the Endowment Fund balance was \$9,164 (March 31, 2013 - \$7,588). The funds managed by UNBC are not under the Society's control or ownership and have not been recorded in the Society's financial statements.

13. Financial risks and concentration of risk:

Financial risks:

(a) Credit risk:

Credit risk refers to the risk that a counterparty may default on its contractual obligations resulting in a financial loss. The Society deals with creditworthy counterparties to mitigate the risk of financial loss from defaults. There has been no change to the risk exposures from 2013.

(b) Liquidity risk:

Liquidity risk is the risk that the Society will be unable to fulfill its obligations on a timely basis or at a reasonable cost. The Society manages its liquidity risk by monitoring its operating requirements. The Society prepares budget and cash forecasts to ensure it has sufficient funds to fulfill its obligations. There has been no change to the risk exposures from 2013.

Concentration of risk:

(a) Industry:

The Society operates primarily in logging and reforestation and is affected by general economic trends. A decline in economic conditions, funding levels, or other adverse conditions could lead to reduced revenue and gross margin.

(b) Limited counterparties:

A substantial portion of the Society's revenue is derived from a contract with Dunkley Lumber. This one customer accounted for 97% of revenue (2013 - 95%). The loss of this relationship would have a significant impact on the Society's revenue.

14. Comparative information:

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year. The changes do not affect prior year earnings.

ALEZA LAKE RESEARCH FOREST SOCIETY

Schedule 1 - Revenues

Year ended December 31, 2014, with comparative information for 2013
(Unaudited)

	2014	2013
Conservation and restoration projects	\$ -	\$ 5,110
Forest management consulting	50,250	15,490
Intensive or post-free-growing silviculture	-	3,125
Interest	1,925	973
Employment programs and other	29,098	9,661
Timber	393,318	393,318
	<u>\$ 474,591</u>	<u>\$ 427,677</u>

ALEZA LAKE RESEARCH FOREST SOCIETY

Schedule 2 - Forest Management and Research/Education Allocation

Year ended December 31, 2014, with comparative information for 2013

(Unaudited)

	Forest Management	Research / Education	2014	2013
Revenue:				
Revenues, Schedule 3	\$ 424,341	\$ 50,250	\$ 474,591	\$ 427,677
Cost of sales:				
Resolution of current reforestation (recovery)	37,923	-	37,923	(17,568)
Stumpage	986	-	986	4,687
Gross margin	385,432	50,250	435,682	440,558
Expenses:				
Forest management and research/education expenses:				
Automotive	16,679	11,120	27,799	33,244
Contracts and agreements	18,118	12,079	30,197	7,291
Field supplies	2,858	1,905	4,763	4,663
Forest extension and research project	622	414	1,036	14,936
Operational planning and development	2,516	-	2,516	10,492
Road maintenance and construction	104,625	-	104,625	79,876
Silviculture	2,675	-	2,675	9,038
General and administrative expenses:				
Advertising and promotion	1,100	733	1,833	2,033
Amortization	1,659	1,106	2,765	3,459
Bank charges and interest	827	551	1,378	790
Insurance, licences and dues	5,414	3,609	9,023	8,412
Office	1,165	777	1,942	4,468
Professional fees	7,577	5,051	12,628	11,005
Telephone	823	549	1,372	1,659
Travel	1,289	859	2,148	2,786
Wages and benefits	131,499	87,666	219,165	200,012
	299,446	126,419	425,865	394,164
Excess (deficiency) of revenues over expenses	\$ 85,986	\$ (76,169)	\$ 9,817	\$ 46,394

ALEZA LAKE RESEARCH FOREST SOCIETY

Schedule 3 - Revenue Schedule for Forest Management and Research/Education Allocation

Year ended December 31, 2014, with comparative information for 2013
(Unaudited)

	Forest Management		Research / Education		2014	2013
Conservation and restoration projects	\$	-	\$	-	\$	5,110
Forest management consulting				50,250	50,250	15,490
Intensive or post-free-growing silviculture		-		-		3,125
Interest		1,925		-	1,925	973
Employment programs and other		29,098		-	29,098	9,661
Timber		393,318		-	393,318	393,318
	\$	424,341	\$	50,250	\$	474,591
					\$	427,677

2015 Active Research Projects

Principle Investigator	Affiliation	Study Title (short form)	Topic area
Jull	ALRF	ICH Ecological Restoration	Forest Ecology
Rylee Isitt	UNBC	Spruce beetle genetics study	Entomology
Roy Rea	UNBC	Moose foliage species preference trial	Wildlife biology
Roy Rea	UNBC	Moose diet study	Wildlife biology
Roy Rea	UNBC	Bear impacts on Moose Rearing	Wildlife biology
M. Rutherford / H. Massicote	UNBC	Bioenergy ash as a soil amendment for forested sites	Tree, soil, and ecological responses to amendment of wood ash to forest lands.
N. Gilbert	UNBC	Forest Seedling response to bioenergy ash	Soils / Silviculture
Jull	ALRF	Replicated planting trial of black spruce, tamarack, and white spruce	Long-term silviculture trial
K. Berry	UNBC	Spruce beetle cold tolerance and genetics study	Entomology
Jull	ALRF	Spruce Shelterwood study: Year 16 remeasurement and analysis of tree response and regeneration.	Long-term silviculture trial
M. Jull / B. Rogers	ALRF, MoFLNRO	Douglas-fir leave tree monitoring study	Long-term silviculture trial
Chisholm	ALRF	Replicated planting trial of western white pine	Long-term silviculture trial
Chisholm	ALRF	Replicated planting trial of western larch and hybrid white spruce	Long-term silviculture trial
Dery	UNBC	Climate Monitoring	Climate
Elkin and ALRF	UNBC/ ALRF	Shelterwood regeneration	Silviculture
Menounos, Elkin, Wheate, ALRF	UNBC/ ALRF	LiDAR Data Acquisition <i>Funded by the ALRF and UNBC Research Office (seed grant)</i>	Various, PEM/TEM, Forest Inventory, Conservation. <i>Expectation for numerous projects</i>





The Community Development Institute 2014 Annual Report

*University of Northern British Columbia
Prince George, BC*

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Introduction

Northern BC communities are experiencing a period of dynamic and unsettling change. This was the phrase that the Community Development Institute (CDI) heard throughout 2014 to portray the consequences of rapid shifts in global demand for northern BC's natural resources and the need for communities to be prepared for both upswings and downturns. While 2013 saw a positive outlook for nearly every resource sector, 2014 brought with it downturns in the price and demand for coal, minerals, gas, and oil. The optimism that characterized 2013 became mixed. While many communities continued to anticipate and prepare for growth, others experienced slow-downs and shutdowns in local operations.

Mining communities were particularly hard hit. Tumbler Ridge, at the beginning of 2014, had been anticipating that every mine in the local area would be open. By September, all but one had gone into care and maintenance. Fraser Lake saw the local Endako Mine suspend operations. Gibraltar Mine, just north of Williams Lake, also forecasted layoffs due to low copper prices.

Forestry communities saw an increase in demand for wood and wood products. At the same, however, they also began coming to grips with the reality of a severely constrained timber supply – the result of the Mountain Pine Beetle infestation. Beginning in 2015, the timber supply areas of Quesnel, Lakes District, Williams Lake, and 100 Mile House will see a significant reduction in the Allowable Annual Cut. The reduced harvest level is anticipated to persist for 50-70 years while the forest recovers.

The future of natural gas exports also began to fluctuate as global prices for liquefied natural gas (LNG) and oil declined. While several project proponents announced that the current situation may delay their final investment decision, none have indicated that they are abandoning their projects. As a result, the communities of the northwest – Prince Rupert, Kitimat, and Terrace – have a window of time in which to prepare for these possible projects. In the northeast, however, a growing concern emerged about the impact on the communities that support upstream or exploration activities.

For many communities, 2014 delivered or signaled a potential reversal of expectations. It emphasized, once again, that the global economy can shift in a matter of months. Throughout the year, the CDI focused our efforts on helping communities prepare for and adapt to the changes that they were experiencing. Our work focused on developing strategies for economic and community resilience and sustainability, workforce development, housing, workforce accommodation, fly-in/fly-out workers, and new models of service delivery. We worked with communities such as Tumbler Ridge, Fort St. James, Vanderhoof, Prince Rupert, Terrace, Kitimat, Prince George, Clearwater, Quesnel, Williams Lake, and Mackenzie. In addition, we worked with organizations and groups such as the BC Natural Gas Workforce Committee, the Premier's LNG Working Group, the Council of Forest Industries, and Community Futures, to help bring these issues into focus.

Introduction

Another key development in 2014 was the decision of the Supreme Court of Canada regarding Aboriginal title in the Tsilhqot'in case. The decision confirmed that Aboriginal title extends to all of the territory that a First Nation regularly and exclusively used when the Crown asserted sovereignty. Across BC, Aboriginal and non-Aboriginal governments and industry are now striving to understand the implications of the decision, and develop new relationships and protocols for the future. These relationships will be key to economic and community prosperity for all people of BC.

Throughout our work, we highlighted that communities concerned about long-term prosperity must be adaptive, resilient, diverse, and innovative. Investments in community development foundations are key and include those that will strengthen our people, physical infrastructure, social and community services, and economic infrastructure. Realizing lasting community development requires a focus on both economic and social development. These two work together and are mutually reinforcing. Doing one without the other will quickly limit capacity for growth.

We have also continued to emphasize the need for, and foster in our work, collaboration at all levels. The opportunities and challenges that are emerging in northern BC require a coordinated and integrated response that involves local and First Nations government, industry, business, education, health, social services, community and voluntary organizations, and senior government. Getting it right will deliver mutual and multiple benefits. Getting it wrong will mean missed opportunities for everyone.

Coordination, integration, and collaboration mean developing forums where information can be shared and discussed, and mutual understanding and trust are developed. Where aspirations can be explored and visions and strategies are developed based on realistic assessments of assets and challenges. Where taking action on the strategies that have been developed is supported and delivers real change. This is an area where the CDI sees the need for a more intentional and strategic approach for northern BC and where we will focus our attention in the coming year.

As we look ahead, we know that rapid market cycles, as well as long-term supply issues, will continue to impact northern BC communities. Our objective is to continue to build our own capacity so that the CDI remains a resource to communities as they prepare for both the opportunities and challenges of a rapidly shifting global economy.



Marleen Morris,
Co-Director
Community Development Institute at UNBC



Greg Halseth
Co-Director
Community Development Institute at UNBC

About the Community Development Institute

About the Community Development Institute

In 2014, the Community Development Institute (CDI) at the University of Northern British Columbia (UNBC) celebrated a decade of working with communities in the areas of community, regional, and economic development. Since its inception in 2004, the CDI has worked in partnership with more than 50 communities across north and central BC to develop and implement strategies for economic diversification and community resilience. The CDI is known for its high-quality research, which helps build understanding of the new non-metropolitan economy, specifically the global and local factors affecting these regions, the factors that impact their ability to respond to changes, and the options available for moving forward. It is respected as a neutral and independent facilitator, able to create a platform for dialogue, planning, and collaboration. The CDI has deeply-rooted networks and has earned a reputation as a trusted advisor.

VISION FOR THE COMMUNITY DEVELOPMENT INSTITUTE AT UNBC

The Community Development Institute at UNBC is dedicated to understanding and realizing the potential of BC's non-metropolitan communities in a changing global economy, preparing students and practitioners for leadership roles in community and economic development, and creating a body of knowledge, information, and research that will enhance our understanding and our ability to deal with the impacts of ongoing transformation.

In keeping with the vision of UNBC, the Community Development Institute is committed to working with all communities – Aboriginal and non-Aboriginal – to help them further their aspirations in community and regional development.

"Within UNBC, the CDI is a hub and connector of researchers from across the various disciplines who are working to make a difference with respect to community and economic development." – Dr. Ranjana Bird, Vice President, Research, University of Northern British Columbia

About the Community Development Institute

To realize this vision, the CDI provides programs and services in four broad areas. The 2014 annual report is organized under each of these areas.

Community Transformation and Renewal

- Work with communities, industry, business, voluntary groups, and government to identify and assess opportunities, develop strategies, and facilitate partnerships for long-term community and economic benefit in a changing global economy.

Education for Community and Economic Development

- Provide academic and professional development programs and courses, and community education opportunities, to develop knowledge, expertise, and leadership capacity in community and economic development.

Research

- Provide community-based research and information that enhance our understanding and ability to deal with the impacts of ongoing transformation.

Policy Dialogues and Advice

- Support multi-sectoral dialogue and planning and provide policy advice to prepare communities, industry, and government for future opportunities and challenges.



Community Transformation & Renewal

Natural resources produced in BC's northern and interior communities account for more than 80% of the province's export wealth. Despite rapid shifts in global demand for these resources in 2014, and perhaps precisely because of this dynamic and volatile environment, it remains that the prosperity of the province as a whole is tied to the sustainability of our rural and small town communities.

While the previous year was characterized by optimism and anticipated growth, 2014 was a time of uncertainty. Many communities continued to prepare for growth, while others experienced a downturn. Our work focused on supporting communities develop strategies for economic and community resilience and sustainability, and on helping communities understand and address issues related to workforce development, housing, workforce accommodation, fly-in/fly-out workers, and new models of service delivery. We worked with a number of communities and organizations to help bring these issues into focus. The CDI's specific projects are outlined below.

For a full listing of the reports to emerge from the projects listed, see Appendix A.

Natural resources produced in BC's northern and interior communities account for more than 80% of the province's export wealth. The prosperity of the province as a whole is tied to the health and sustainability of our rural and small town communities.



Community Transformation & Renewal

DIALOGUES ON READINESS

The CDI continued work in 2014 to help support and build community readiness in communities and regions experiencing transformation. This work was undertaken in the context of anticipated opportunities, pressure points, and processes associated with sector-wide shifts in key local industries. We initiated dialogues and research on community readiness in communities preparing for the development of large industrial projects, and also engaged with forest-dependent communities anticipating a downturn in relation to the Mountain Pine Beetle epidemic.

Assessing and enhancing a community's readiness to deal with the opportunities and the challenges that come with industrial project development, or with significant shifts in key local industries, includes exploring a wide range of community factors. Key issues to consider include capacity in workforce development, housing, education, health, community services, community amenities, the voluntary sector, transportation networks, and local economic and business development.

The CDI has designed and implemented a process and approach to this work that is flexible and adaptable, can be carried out in communities and regions of various sizes, and involve single or multiple industry partners. As well, the CDI has taken a multi-sectoral approach to involve and bring together communities, industry, business, and government in a shared effort to build economic diversity and advantage, increase community capacity, and prepare people to be successful in the new global economy.

Participating communities and regions to date include Prince Rupert, Terrace, Kitimat, Prince George, and the Cariboo Regional District.

"It is extremely important that local governments begin to develop a more strategic partnership with industry; one that is focused on resilience and sustainability for both the community and for industry. With the coming reduction in the Allowable Annual Cut, the shape of the forest industry will change. We need to start working proactively now, before the changes are upon us, to make sure our communities are as ready as possible. Partnering with industry and the CDI will provide us with the opportunity to plan together, for how and when the shifts in the forest industry can be expected, and so that we can not only identify the challenges we will face, but also the opportunities these shifts will bring. Forestry has been and will continue to be one of the most significant employers for Cariboo residents. A more strategic and proactive relationship between the industry and the communities will serve both well." – Janis Bell, Chief Administrative Officer, Cariboo Regional District

Community Transformation & Renewal

DISTRICT OF TUMBLER RIDGE SUSTAINABILITY PLAN

The CDI worked with the District of Tumbler Ridge to complete a Sustainability Plan in 2014. Initially, the impetus to develop the plan grew from recognition of the need to prepare for anticipated growth related to industry development and renewed investment in the local coal mining sector. However, with the downturn in coal prices in early 2014, the development of the plan took on added significance and reinforced the need to advance a focus on economic diversification and firmly establish Tumbler Ridge as a resilient and self-reliant community. When the downturn hit, the work done on the Sustainability Plan put Tumbler Ridge ahead of the curve in terms of their ability to proactively respond to the pressures facing the community.

The goals of the Tumbler Ridge Sustainability Plan are to help the District of Tumbler Ridge:

- Become a community that is resilient and flexible by being ready, responsive, and adaptive to change.
- Develop and maintain a quality of life that will attract and retain people and business.
- Expand and diversify the economy and population.
- Manage, protect, and leverage the community's assets.
- Develop and foster relationships and partnerships while remaining self-reliant.

The sustainability plan looked at several factors that must be considered in building community sustainability: the economy, education, housing, health and social services, sports and recreation, arts and culture, land and infrastructure, and citizen engagement. It provided a course of action that the District is pursuing in partnership with business and community groups, and senior government.

"The sustainability plan provides a foundation for us to move forward. In fact, with the report being presented and then adopted at the beginning of the new District Council's term, it helped frame our discussion and gave Council a tangible awareness of the scope of the opportunities and potential for economic diversification that will help Tumbler Ridge build a brighter future. The report will continue to be a strong guide for us. We've already used it directly to help determine the portfolio assignments for each Councilor to ensure that all of the elements in the strategies presented are captured and addressed. I see the sustainability plan as a living document that we will actively use to help us realize our vision for the future." – Mayor Don McPherson, District of Tumbler Ridge

Community Transformation & Renewal

The completed Tumbler Ridge Sustainability Plan consists of two main parts:

1. **Community Profile** – provides a statistical snapshot of the population, labour force, businesses, and industry of Tumbler Ridge.
2. **Framework for Action** – consists of a set of goals, strategies, and tactics developed by the community members of Tumbler Ridge.

The strategies and tactics that make up the *Framework for Action* were derived from hundreds of conversations and group discussions held in the community over the course of 22 months, between January 2013 and October 2014, with community organizations, industry, business, and local residents. The *Framework* outlines recommended actions to build on the community's assets and make Tumbler Ridge the community that residents envision. Work on some of the actions has already begun. Others will require preparation, coordination, and leadership to get underway.

"The planning process started a dialogue that enabled us to take action right away. As we worked with the CDI to develop the plan, they helped us to identify opportunities that translated into ideas, decisions, and actions to consider, both for operational directives and for capital expenditures. The sustainability plan will allow us to be strategic, focused, and make a more significant impact more quickly as we move forward with our work to build and strengthen the District's future." – Barry Elliott, Chief Administrative Officer / Corporate Officer, District of Tumbler Ridge

"We constantly make reference to the sustainability plan during the course of our council meetings and other discussions that take place with our residents, political representatives, and provincial cabinet ministers. The plan has become a major reference point for ideas and additional input. We are thankful to the CDI for leading a process that has provided the enthusiasm and confidence to help us see that there are other realistic options that will enable us to be viewed as a community 'on the way up'." – Mike Caisley, Councillor, District of Tumbler Ridge

Community Transformation & Renewal

DISTRICT OF CLEARWATER SENIORS MOBILITY: FROM FRONT DOOR TO GROCERY STORE: GETTING SENIORS WHERE THEY WANT TO BE

The CDI is working in partnership with the District of Clearwater, the Vancouver Foundation, and older adults and seniors in Clearwater on this Seniors Mobility project. The project aims to understand the factors that support and impede seniors' mobility in small rural communities in both summer and winter conditions so as to enhance their level of physical activity and social engagement in order to promote health, well-being, and independence, and address issues of social isolation.

The main goals of this three-year project are to:

- Develop a comprehensive understanding of the mobility needs of seniors in Clearwater, with particular focus on understanding the challenges related to income and increasing age.
- Identify the barriers and supports to mobility for seniors that currently exist in the community, with particular attention to the conditions that apply in summer and in winter.
- Determine the key features of a seniors' mobility strategy to be implemented by various government, non-profit, and for-profit organizations in the community.

In alignment with these goals, the intended long-term outcome of this project is to construct a community mobility tool kit and mobility assessment process that specifically consider the circumstances of small communities (e.g. winter climates, poor existing infrastructure, and limited services) that can be adapted for use by other rural and small towns in BC and beyond.

Work in 2014 focused on implementation of the recommendations delivered in the report, completed in 2013, from phase one of the project. The report contained 40 recommendations, 32 of which were underway even as the project progressed. The recommendations in the report were organized into the following four categories:

1. *Programming or Projects* – recommendations that involve the development of programs, committees, groups, or projects.
2. *Information* – recommendations that involve either the provision of information or the development of an information-based resource.
3. *Bylaws, Policies, or Strategies* – recommendations that involve the development of a bylaw, policy, or strategy for addressing challenges.
4. *Infrastructure or Modifications* – recommendations that involve the development of new infrastructure or the modification of existing infrastructure.

The District of Clearwater received an Age-Friendly BC Recognition Award from the Province and BC Healthy Communities for their work on the Seniors Mobility Plan.

Community Transformation & Renewal

CITY OF PRINCE GEORGE HOUSING NEED AND DEMAND STUDY AND HOUSING STRATEGY FRAMEWORK

The CDI, working with the City of Prince George, completed two complementary reports in 2014: the City of Prince George Housing Need and Demand Study and the City of Prince George Housing Strategy Framework. The purpose was to provide information for decision-making and a framework for action on housing.

The Housing Need and Demand Study was conducted to provide a comprehensive understanding of the factors that will influence housing need and demand in Prince George, including past trajectories, current status, and future trends related to population, income, households, housing stock, and neighbourhood development. Forty-one representatives, from a wide range of organizations in seven different sectors, were interviewed as part of the study. Many more participated in meetings and workshops.

The information gathered through the study shaped the development of the Housing Strategy Framework, a tool that the City can use to collect, organize, and understand information and data that can help inform the development of housing strategies. This tool can also be used to monitor the implementation and impact of housing strategies over time in order to make decisions about housing development.

The study revealed a number of key findings that will have an impact on housing, including the fact that Prince George has an aging population, smaller households than in the past, and a significant proportion of older housing stock. The report highlights opportunities for innovation to address housing needs and create new housing supply by revitalizing existing neighbourhoods and housing stock. As well, the report recommends that, as much as possible, the City consider the development of housing within the existing infrastructure envelope, for example through densification, rather than by embarking on costly development of new neighbourhoods.

"The Housing Need and Demand Study has been invaluable for the Select Committee on Homelessness and Affordable Housing. The information enabled us to develop work plans that are directly focused on Prince George's housing needs and challenges. In our strategic planning workshops, committee members and city staff have been able to use the study results to really hone in on where we should focus our energy, and to identify what our priorities should be in the short, medium and long term. Equipped with this information, the quality of the conversations we can have about housing needs and solutions in the City are now so much more robust and targeted. For example, we can provide housing developers with specific information in a Prince George context to help inform their decisions, and ensure the needs of our residents are met."
– Tiina Watt, Supervisor Community Planning, City of Prince George

Community Transformation & Renewal

SUNRISE RIDGE SENIORS HOUSING SOCIETY

The CDI designed and conducted a housing needs survey to help the Sunrise Ridge Seniors Housing Society (SRSHS) understand the need for seniors housing and services in the rural communities of Fraser-Fort George Electoral Areas D and E, specifically in the areas of Blackburn, Hixon, and Pineview. The survey explored:

- Current housing and support needs.
- Anticipated housing and support needs in five and ten years.
- Preferred housing form.
- Preferred community amenities and programs.
- Family and friend support networks.

The survey also included the development of a demographic profile, including age, marital status, household status, income, and a health self-evaluation.

The findings from the study revealed that housing needs for seniors in and around Blackburn, Hixon, and Pineview will drastically change in the next ten years with a growing increase in the need and demand for seniors housing over this period. The study recommends that this need may be managed through a mix of market and subsidized housing, as well as through the improvement of services for seniors in the area. The SRSHS is using the results of the survey to advocate and plan for the development of seniors housing and services.



Community Transformation & Renewal

DISTRICT OF FORT ST. JAMES COMMUNITY ECONOMIC DEVELOPMENT STRATEGY

The CDI is working with the District of Fort St. James to develop a community economic development strategy to enhance responsiveness, adaptiveness, and innovation, creating a more resilient community and sustainable economy. When completed, the strategy will identify opportunities for building community capacity and diversifying the economy.

Key components of the project include the development of a community profile to create an understanding of community assets, opportunities, and challenges; workshops with local business, First Nations, and community representatives; the establishment of an Economic Action Team made up of key business, industry, and community stakeholders; and, working sessions with the Action Team to discuss assets, opportunities and strategies for strengthening and diversifying the local economy. The preparation of a final report documenting the process, outcomes, and next steps, will be the final stage of the project.



Education for Community & Economic Development

In an effort to make community and economic development information and learning opportunities broadly available, the CDI is committed to sharing the results of our community development work.

In 2014, we continued to offer free public lectures through the CDI Community Speakers Series, to publish the *Community Connections* newsletter, and to maintain the CDI website with updated news, publications, and information. We were also invited to participate in and give presentations at various conferences, workshops, and webinars.

For the full list of presentations, see Appendix B.

The CDI also hosted and participated in international, national, and local conferences and events. With the aim of providing community development experience, we engaged students to work on and volunteer for several of these projects.

For the full list of conferences and events, see Appendix C.

CONFERENCE SPONSORSHIP AND ORGANIZATION

2014 International Symposium in Aging Resource Communities: Population Dynamics, Community Development and the Voluntary Sector

Under the leadership of Greg Halseth, Co-Director of the CDI, and Canada Research Chair in Rural and Small Town Studies, the CDI partnered with the Trent Centre for Aging and Society at Trent University, the District of Tumbler Ridge, and a wide variety of community groups, to host an International Symposium in Tumbler Ridge from August 23-28, 2014.

The Symposium brought 17 international experts from Australia, Canada, Ireland, New Zealand, Norway, the United Kingdom, and the United States together with community members from northern BC to exchange ideas and foster links to understand the ways in which voluntarism shapes and is shaped by the interactions among older people and their aging communities, and how resource-dependent communities are responding to the challenges and opportunities of population aging.

The Symposium program focused on the links between population aging, community development, and voluntarism. Funding for the Symposium was provided by the Social Sciences and Humanities Research Council (SSHRC) of Canada.

More information is available at: www.unbc.ca/community-development-institute

“The community of Tumbler Ridge provided the perfect venue for this symposium to showcase how academic research and community interests can benefit from the mutual exchange of ideas.” – Greg Halseth, Co-Director, CDI

Education for Community & Economic Development

New Realities, New Relationships: Canadian Rural Revitalization Foundation Conference

The CDI hosted the annual conference of the Canadian Rural Revitalization Foundation (CRRF) from September 25-27, 2014 in Prince George, BC.

The conference theme, *New Realities, New Relationships*, explored the changing relationships across industry, local and senior levels of government, and community organizations as new development opportunities and challenges emerge.

Participation numbers exceeded the conference registration target with more than 170 rural and industry leaders, community and economic development practitioners, government policy-makers, researchers, and students gathering to discuss issues at the heart of rural and resource sector development in BC and Canada.

The conference included two days of plenary sessions and workshops featuring national experts in rural and resource sector development, along with local and regional presenters. Special guest speakers included Keith Storey, Bill Reimer, Ken Shields, Jason Fisher, and Greg Halseth. Prince George-McKenzie MLA, Mike Morris, and Dr. Ranjana Bird, Vice President, Research at UNBC, also spoke at the conference. Participants had the opportunity to embark on local and regional tours exploring the innovative ways that rural BC is adapting to a changing reality.

“The New Realities, New Relationships conference was a critical gathering of community leaders, researchers, governments, businesses, and industry. The discussions in Prince George shed light on the ever-changing dynamics experienced by rural places throughout the country, and explored opportunities for building sustainable and vibrant communities. The ability to bridge conversations among local leaders, policy analysts, the business community, and researchers is all too rare. The CDI and their partners designed a platform for the sharing of knowledge that helped build new connections and ignited motivation for action to address the opportunities and challenges facing rural and northern communities. Their outstanding work has been to the benefit of all rural Canada.” – Ryan Gibson, President, CRRF

Cumulative Environmental, Community and Health Effects of Multiple Natural Resource Developments in Northern British Columbia

This two-day event, with a focus on oil and gas developments, was held at UNBC on January 10-11, 2014. Jointly hosted by three UNBC research institutes: the CDI, the Natural Resources and Environmental Studies Institute (NRESi), and the Health Research Institute (HRI), the event brought together representatives from a number of sectors to engage with community members, policy makers, and researchers around this regional concern with global importance.

The event enabled the more than 100 participants to work collectively in dialogue towards a better understanding of the integration of cumulative environmental, community, and health effects of natural resource developments.

The BC Oil and Gas Commission, through the UNBC Office of Research, provided funding support for this dialogue.

More information is available at: <http://www.unbc.ca/health-research-institute/cumulative-effects>

"We've learned that when something happens in one rural or remote community in the north – whether it is economic growth through resource development, or a mill closure or other major economic shift – the impacts are felt outside that community's borders by many of our non-metropolitan northern communities. A forum such as this gives us the chance to get together to understand why the changes are happening, learn from each other, share best practices, and proactively plan for the future so we can be prepared. The CDI's involvement in and facilitation of this event was yet another example of why they have earned a reputation for being there, with the right information and resources, when communities need them." – Stephanie Killam, Mayor (retired), District of Mackenzie

CDI COMMUNITY SPEAKERS SERIES

Fall 2014, James Gorman, President and CEO, Council of Forest Industries: Keeping the BC Interior Forest Industry Strong

This presentation discussed the state of the BC forest industry, with particular focus on the Northern Interior. James Gorman examined the relevance of the industry to British Columbia's economy and discussed some of the important changes being experienced in the industry today. His presentation addressed work being done to overcome timber supply challenges, industry actions to grow new markets for BC's forest products, new technologies being developed, challenges faced, and what can be done to improve the competitiveness of the industry. Finally, Mr. Gorman touched on what forest dependent communities should expect in the coming years.

*"The opportunity that I had – facilitated by the CDI – to speak about the transformation of BC's forest sector and the potential impact on communities was invaluable. Rather than a one-off, it was an effective way to begin a dialogue in communities that must face the realities of transition and diversification. Our industry is looking forward to supporting this dialogue going forward."
– James Gorman, President and CEO, COFI*

Education for Community & Economic Development

PRESENTATIONS

On a regular basis, The CDI is asked to make presentations at conferences, workshops, webinars, lectures, and community events. In 2014, these presentations focused on a range of issues stemming from the changes, both from economic upswings and downturns, experienced over the year in many northern BC communities. In this context, one topic of particular focus was community readiness.

In 2014, the CDI made 23 presentations across British Columbia, Canada, and internationally. Audiences included representatives of local government, senior government, First Nations, industry, business, community agencies, and public service agencies.

For the full list of presentations, see Appendix B.

NEWSLETTER

The CDI's newsletter, *Community Connections*, was published quarterly in 2014. The newsletter focused on sharing news and outcomes from CDI research and projects, as well as providing information and resources of interest, such as grants available and upcoming events. The newsletter is distributed electronically to local government, senior government, industry, business, community groups, and other educational institutions. The most current issue is also available, along with all archived versions, on the CDI website.

For a full listing of all published CDI newsletters, please visit our website:

<http://www.unbc.ca/community-development-institute/community-contact-newsletters>

STUDENT RESEARCH ASSISTANTS AND VOLUNTEERS

The CDI provides opportunities for undergraduate and graduate students to work as Student Research Assistants and volunteers in order to gain first-hand experience working on community development and research projects alongside experienced professionals. A number of former CDI research assistants are now working in positions in communities across northern BC and we have heard from many of them about the impact of their experience working with the CDI.

In 2014, the CDI provided community-based work and volunteer experience for students, including students visiting UNBC on international exchange. We were also pleased to work with a number of Northern Development Initiative Trust (NDIT) interns who volunteered to help at the Canadian Rural Revitalization Foundation Conference.

Canadian Rural Revitalization Foundation Conference Volunteers

UNBC Students

- Michala Jansa
- Alishia Lindsay
- Carling Matthews
- Kyle Mettler
- Danielle Patterson

"The CDI offered me an accessible work experience that not only worked around my schooling, but also complemented the classroom teachings with real life experiences. With the skilled guidance I received, I was able to gain confidence to work independently in different research areas. Having completed my degree, I now have resume-worthy experience and references that I hope will help me enter the workforce in my area of interest. Overall, the opportunities were greatly appreciated." – Alishia Lindsay, Public Administration and Community Development Program Graduate, 2014

UNBC International Students

- Maxwell Canaverde
- Anastasia Fediakova
- Williams Maynard

NDIT Interns

- Holly Adams
- Katy Fabris
- Jordan Hammond
- Nelson Silveira

Student Research Assistants

Erin MacQuarrie, who started as a Student Research Assistant with the CDI in 2013, was hired as a full time Research Assistant in 2014, and Danielle Patterson, who worked initially with the CDI as a volunteer for the Canadian Rural Revitalization Foundation Conference, was hired as a part-time Student Research Assistant in October of 2014. Alicia Lindsay also worked with the CDI as a Student Research Assistant from May 2013 to September 2014.

Research

Global economic transformation, and its impact on rural and small town communities, is complex. It is important to understand the diverse and myriad factors that come into play in order to gain insight into the options for moving forward. CDI research provides access to practical information, insights, and knowledge to assist communities, government, industry, business, and the non-profit sector.

In 2014, the CDI's research focused on issues related to helping communities prepare for and adapt to changes – both positive and negative – resulting from shifts in the global economy. Specific work related to anticipated industrial investment, including the impact of fly-in/fly-out workforce practices on home and host communities, workers, and their families; rotational workforce best practices; and the impact of workforce accommodation on communities. We also continued our research on the voluntary sector, aging populations, and poverty in rural and resource-based communities.

For a full listing of the CDI's 2014 research reports, see Appendix A.

ON THE MOVE: IMPACTS OF LONG DISTANCE LABOUR COMMUTING

Workforce mobility presents both opportunities and challenges for communities in rural and small town settings. Opportunities exist in terms of addressing needed services for workers, while also presenting the possibility for community growth and stability by attracting new residents and businesses. However, mobile workers can also challenge the limited service and support capacity available in rural and small town communities.

Greg Halseth, in partnership with Sean Markey at Simon Fraser University, is in the third year of a seven-year national research project: *On the Move: Employment-Related Mobility*. The aim of this research is to provide an integrative lens through which to view issues related to labour mobility, such as recruitment and retention of workers; capacity gaps in the workforce; key pressures facing the community; supports provided to long distance labour commuting workers on site and in the community; workers' experiences with commuting and being away from home; and additional investments needed to support workers, families, and community stakeholders. The research will focus on and examine differences and similarities in preparation for and management of mobile workers at mines in two communities: Williams Lake and Mackenzie.

Work on this project continued in 2014. The most recent project reports for this study were published in 2013 and include:

- A Review of Socio-Economic Characteristics in Mackenzie.
- A Review of Socio-Economic Characteristics in Williams Lake.
- On the Move: Community Impacts of Long Distance Labour Commuting Summary Report for Mackenzie.
- On the Move: Community Impacts of Long Distance Labour Commuting Summary Report for Williams Lake.
- On the Move: Mitigating Impacts – A Local Workers' Perspective.

DIMENSIONS OF VOLUNTARISM IN AGING RESOURCE TOWNS: PRELIMINARY SCAN OF QUESNEL AND TUMBLER RIDGE, BC

Many of northern BC's rural and small town communities have been experiencing an aging population since the 1980's. Voluntary organizations, community groups, and volunteers play an important role in both supporting older people and in influencing community development in aging resource communities. This research project examines this role, and also looks at the influence of seniors in volunteer organizations and community development initiatives. Reports have been completed to provide preliminary information about the dimensions of voluntarism in two pilot study towns to establish the empirical foundation for further phases of the project. These communities include Quesnel and Tumbler Ridge. Based out of the CDI, the project is being undertaken by Greg Halseth and Neil Hanlon in collaboration with Mark Skinner at Trent University and Alun Joseph at the University of Guelph.

Work on this project continued in 2014. The most recent project reports for this study were published in 2013 and include:

- The Transformative Role of Voluntarism in Aging Resource Communities: Community Report for Tumbler Ridge, BC.
- A Review of Socio-Economic Characteristics in Tumbler Ridge, BC.
- The Transformative Role of Voluntarism in Aging Resource Communities: Community Report for Quesnel, BC.
- A Review of Socio-Economic Characteristics in Quesnel, BC.



TRACKING THE SOCIAL AND ECONOMIC TRANSFORMATION PROCESS IN KITIMAT, BC

Major industrial investments and developments in small communities often result in significant and transformative social impacts at the local level. Since the early 1950s, the town of Kitimat has been an industrial centre in northwestern British Columbia. The town is currently experiencing a large number of industrial construction projects that will alter and renew the local economy. These construction projects will also impact and change the community. This research project involves a long-term tracking study of the economic and social transformation processes now underway in Kitimat, BC.

The CDI is also working with a number of local groups to help steward bi-annual local roundtable conversations among small businesses, social service providers, and economic development interests.

Work on this project continued in 2014, and an Interim Summary Report was published.

Reports published previously from this project include:

- An Inventory of Community and Economic Development Strategies and Plans in the Kitimat Area.
- A Review of Socio-Economic Characteristics in the Kitimat Area.
- Interim Summary Report.
- Methodology Report.

STUDY OF BEST PRACTICES IN ROTATIONAL WORK PRACTICES

In partnership with the BC Natural Gas Workforce Strategy Committee, the CDI is leading a research project to identify and understand best practices in rotational work practices as they may apply to the development and further diversification of the BC natural gas industry. The research will include a review of:

- Relationships between communities and workforce camps.
- Issues in construction phase accommodation.
- Issues in operational phase accommodation.

Interviews with a wide range of stakeholders, including corporations, industry associations, local government, provincial government, community service groups, health authorities, and labour, will be a key component of the research.

The report from the project will provide industry and communities with information to help minimize the potential challenges associated with all types of rotational work practices.

A report from the project will be published in 2015.

LEARNING FROM EXPERIENCE: LESSONS IN COMMUNITY READINESS FROM OTHER JURISDICTIONS

For communities in the northwest region of the province, anticipated industrial investment is an opportunity to diversify their economies and strengthen their communities for long-term benefit. The CDI has been in conversation with many communities in the region that have expressed concern about their capacity to be ready for the anticipated growth and development.

The Ministry of Community, Sport and Cultural Development (CSCD) and the Ministry of Jobs, Tourism and Skills Training (JTST) established the *Northwest Readiness Project*. The aim of this project was to bring the ministries that could have an impact on community readiness in the northwest together to understand the current and future challenges and opportunities facing these communities.

To assist in this work, the CDI was asked to research and share insight on the experience of other places and communities in being ready for this scale of industrial and resource sector investment. The objective of the CDI's research on this project was to share and help create a broad understanding of the lessons learned, both positive and negative.

A report from the project was published in 2014.

FOREST INDUSTRY HISTORY PROJECT

The CDI is working with past and present BC forest industry leaders to capture the history of forestry in BC since the 1950s. The goals of this project are to:

- Extend and make more comprehensive the record of forest industry development and transformation in BC's central interior through videotaped oral histories of companies and the industry.
- Harness the experience and expertise of industry leaders to explore opportunities and directions for the forest industry in BC's central interior into the future.
- Create a publication that would be broadly accessible to those in research, industry, government, and communities.
- Inform those involved with future industrial projects and transformations across BC more generally so that they might gain insight from lessons learned through the forest industry.

Interviews for this project will commence in 2015.

Policy Dialogues & Advice

The CDI is working to create a platform for dialogue for northern British Columbia: where knowledge is shared and information is exchanged; where networks and relationships can be built; and where the challenges and issues the region faces can be tackled. In the context of today's global and rapidly shifting environment, the need for this platform is greater than ever, and an integrated, comprehensive, and proactive approach to the development of policies, programs, and strategies is required. It is critical that this approach incorporates the interests of government, communities, and industry. It must also enable and encourage different groups to come together as partners, working collaboratively to build new understanding and new ways forward. The CDI is actively engaging key government, community, and industry stakeholders, both individually and in multi-sectoral dialogue, to increase understanding, foster collaboration, and build partnerships that will enhance synergies and increase impact.

In 2014, our policy dialogues and advice focused on readiness for anticipated industrial and resource sector investment in BC, as well as on the importance of diversification to increase community resiliency. We engaged in meetings with elected officials, senior government staff, and industry representatives to discuss a number of issues, including strategies for economic diversification, housing, population aging, the voluntary sector, and social service delivery.

GOVERNMENT DIALOGUES

In 2014, the CDI held a number of policy dialogues with provincial government representatives, including elected officials and ministry staff, and with individuals from crown corporations and agencies, and other provincial organizations. We also engaged in discussions with local government and regional district elected officials and staff. A number of these meetings focused on the opportunities and challenges associated with industrial development, and on those related to industry shutdowns and downturns.

Two examples of these dialogue sessions are highlighted below.

In preparation for a strategic planning process, the CDI was invited in February of 2014 to present to the Board of the Fraser Basin Council, an organization dedicated to advancing sustainability in the Fraser River Basin and across BC. The CDI delivered a presentation entitled 'Supporting Resilient Communities', which represented the interests, challenges, opportunities, and issues facing communities in the north, and illustrated how resilience can contribute to sustainable, smart, and inclusive communities.

In July of 2014, the CDI facilitated a two-day working session with members of the Premier's Liquefied Natural Gas (LNG) Working Group, who met at UNBC in Prince George. The intent of the meeting was to establish a common understanding of the workforce data related to the LNG opportunity and workforce challenges, agree upon and recommend a terms of reference for the Working Group moving forward, and develop an action plan to drive implementation of the Premier's LNG Working Group March 31, 2014 report.

Policy Dialogues & Advice

In 2014, the CDI met with 16 elected provincial government representatives, 9 provincial government ministries, 8 crown corporations and provincial organizations and agencies, and 25 local, regional and First Nations governments.

For the full list of government policy dialogues, see Appendix D.

INDUSTRY DIALOGUES

The CDI held dialogues with a number of corporations and with industry associations in the forestry, mining, oil, and gas sectors. These conversations highlighted the symbiotic relationship between industry and northern BC communities, and stressed the importance of ensuring communities are prepared for both upswings and downturns.

In 2014, the CDI met with 9 industry associations and 20 individual corporations in the forestry, mining, gas, and oil sectors.

For a full list of industry dialogues, see Appendix E.

COMMUNITY DIALOGUES

The CDI recognizes that different parts of the region are at different stages, and that the process of transformation is complex and requires place-based responses and solutions unique to each community. The CDI engaged in dialogues with a number of communities experiencing a time of transformation. Some communities are expecting change resulting from a 'boom' time – both opportunities and challenges – associated with anticipated industrial investment. Other communities are heading for a downturn in economic growth, such as is expected in forest communities impacted by the Mountain Pine Beetle epidemic.

In 2014, the CDI met with 42 community organizations.

For a full list of community dialogues, see Appendix F.

Funding

Funding

RESEARCH AND CONTRACT FUNDING

The following table provides a list of new and continuing research and contract funding obtained by the CDI.

Funding Agency	Subject	\$ / Year	Year	Principal Investigator	Co-Investigator(s)
Resource Training Organization	Best Practices for Long Distance Labour Commuting	\$75,000	2013	Greg Halseth	Marleen Morris
Vancouver Foundation	Healthy Aging in Rural and Small Town Places	\$76,000 per year in 3 year grant	2012-2015	Greg Halseth	Marleen Morris
District of Fort St. James	Community Economic Development Strategy	\$10,000	2013	Greg Halseth	Marleen Morris
Sunrise Ridge Seniors Housing Society	Seniors Housing Needs Assessment	\$7,500	2013	Greg Halseth	Marleen Morris
City of Prince George	Prince George Housing Strategy	\$30,000	2013	Greg Halseth	Marleen Morris
District of Tumbler Ridge	Sustainable Community Development Plan	\$94,921	2013	Greg Halseth	Marleen Morris
District of Clearwater	Healthy Aging in Rural and Small Town Places	\$3,000	2013	Greg Halseth	Marleen Morris
Thompson Nicola Regional District	Healthy Aging in Rural and Small Town Places	\$5,000	2013	Greg Halseth	Marleen Morris
Northwest Readiness Project	Learning from Experience	\$40,000	2014	Marleen Morris	Greg Halseth
Premier's LNG Working Group	Facilitation of 2014 Strategic Planning Session	\$10,000	2014	Marleen Morris	Greg Halseth

The CDI Team

The CDI Team

The CDI team brings a breadth of knowledge and experience, and shares a commitment to working with communities, all levels of government, industry, business, the non-profit and voluntary sectors, and other researchers, to understand and realize the potential of BC's non-metropolitan communities.

The core staff team at the CDI is complemented by Student Research Assistants and Volunteers, who assist the CDI while gaining community and economic development work experience; Faculty Associates, who are involved in specific projects based on their areas of expertise and research interest; and by Community Associates, who apply specialized skills and knowledge to the benefit of CDI projects.

STAFF

Greg Halseth, Co-Director

Greg Halseth is a Professor in the Geography Program at the University of Northern British Columbia, where he is also the Canada Research Chair in Rural and Small Town Studies and the Co-Director of UNBC's Community Development Institute. His research examines regional development processes, rural and small town community development, and community strategies for coping with social and economic change, all with a focus upon northern British Columbia's resource-based towns.

Marleen Morris, Co-Director

As Co-Director, Marleen's role is to develop and grow the CDI to ensure that it can continue to help build strong and resilient non-metropolitan communities and regions in BC. She brings to the CDI a wealth of experience from executive and senior management positions in the health, housing, and education sectors, and from her own consulting practice. She has worked with communities across BC helping organizations in the public, business, and non-profit sectors develop strategies for revitalization and change. Her experience in strategic and operational planning, board governance, community-based research, and facilitation add to the CDI's capacity. Marleen is also an Adjunct Professor in the Department of Geography at UNBC.

Jennifer Hall, Community Development Project Manager

Jennifer's focus as Community Development Project Manager is to develop the CDI's communications and community education program, to share broadly the CDI's research, establish opportunities for strategic and policy dialogue about the issues facing northern and rural BC, and develop programs and events for learning, information sharing, and knowledge exchange.

The CDI Team

Erin MacQuarrie, Research Assistant

As Research Assistant, Erin is a key member of the project team at the CDI. She is responsible for project logistics and coordination, and for conducting primary and secondary research. She has been involved in the CDI's work on a number of community projects, including the Prince George Housing Need and Demand Study, the Tumbler Ridge Sustainability Plan, and the Dialogues on Readiness: Preparing for Industrial Development in Northern BC Communities.

Kyle Kusch, Website and Mapping Support

Kyle maintains the CDI website and contributes graphics and statistical research to CDI projects and publications. A graduate of the Natural Resources and Environmental Studies (Geography) program at UNBC (MA, 2009), Kyle's areas of interest focus upon rural historical geography and archival studies.

STUDENT RESEARCH ASSISTANTS AND VOLUNTEERS

Danielle Patterson, Student Research Assistant

Danielle provides administrative expertise and research to support the CDI's work with communities. She brings over five years of experience working in post-secondary student services and has more than three years of experience working in the not-for-profit sector.

FACULTY ASSOCIATES AT UNBC

Neil Hanlon, Chair, Geography Department

Neil Hanlon is a Professor of Geography at UNBC, with Adjunct Faculty status in the School of Health Sciences and the Northern Medical Program. He has been at UNBC since 2001. His areas of research interests include health and social service delivery in rural and remote locations, recruitment and retention of health professionals, and community adaptations to population aging.

Dawn Hemingway, Chair, School of Social Work

Dawn Hemingway is Associate Professor and Chair of the School of Social Work at UNBC, with an Adjunct appointment in Community Health and Gender Studies. Her teaching and research interests include aging, caregiving, community-based research and policy development, and northern/rural health/quality of life – especially women's health.

Phil Mullins, Assistant Professor, Outdoor Recreation and Tourism Management

Phil Mullins is an Assistant Professor of Outdoor Recreation and Tourism Management at UNBC. He strives to encourage ecologically sustainable and socially just communities and environments through sound collaborative research and teaching, critical analysis, and innovative practice in recreation, leisure, and tourism.

The CDI Team

Scott Green, Associate Professor, Ecosystem Science and Management

Scott Green is an Associate Professor in the Ecosystem Science and Management program at UNBC. His research on plant and systems ecology focuses on forest responses to environmental change. Currently, he has several sustainability interests including sustainable forest management, local food systems, and interconnections between science and society. Scott was a founding member of, and is active with, UNBC's popular weekly Farmer's Market.

COMMUNITY ASSOCIATES

Fred Banham

Drawing on 35 years of local government experience, Fred Banham runs *Fred Banham and Associates*, which specializes in local government services, programs, planning, and governance. His career has included roles in city, municipal district, and regional district local governments in both BC and Alberta. He recently retired as the Chief Administrative Officer for the Peace River Regional District, a position he took on after being the Chief Administrative Officer for the District of Tumbler Ridge. Prior to that, Fred worked in a number of Alberta rural and urban local governments.

Clare Mochrie

Clare Mochrie specializes in strategic planning, stakeholder engagement, project management, and performance assessment. Her focus is on helping clients to define their priorities and identify opportunities to maximize their reach and positive impact. Towards this end, she facilitates strategic planning processes, analyzes and develops policy, undertakes risk and impact assessments, and conducts research and consultations. Clare has a particular interest in helping organizations and communities become more sustainable in their operations and impacts.

Appendices

Appendices

Appendix A: Reports

Appendix B: Presentations

Appendix C: Conference Organization

Appendix D: Government Dialogues

Appendix E: Industry Dialogues

Appendix F: Community Dialogues

Appendices

APPENDIX A: REPORTS

Blewett, J., MacQuarrie, E., Morris, M., and Halseth, G. 2014. *Career Training Available in Northern BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Blewett, J., Morris, M., and Halseth, G. 2014. *Front Door to Grocery Store: Getting seniors where they want to be in Clearwater: Report on seniors summer mobility in Clearwater business, service and local facilities*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Blewett, J., Morris, M., and Halseth, G. 2014. *Sunrise Ridge Senior Housing Society: Seniors housing needs assessment*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Hogan, A., Morris, M., and Halseth, G. 2014. *City of Prince George: Housing need and demand study*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Hogan, A., Morris, M., and Halseth, G. 2014. *City of Prince George: Housing strategy framework*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Mochrie, C., Morris, M., Halseth, G., and Mullins, P. 2014. *Tumbler Ridge Sustainability Plan: Strategies for resilience: Community profile*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Mochrie, C., Morris, M., Halseth, G., and Mullins, P. 2014. *Tumbler Ridge Sustainability Plan: Strategies for resilience: Executive summary*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Mochrie, C., Morris, M., Halseth, G., and Mullins, P. 2014. *Tumbler Ridge Sustainability Plan: Strategies for resilience: A framework for action*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Good, J., Morris, M., and Halseth, G. 2014. *Learning from Experience: Lessons in community readiness*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Pinchbeck, G., and Halseth, G. 2014. *Tracking the Social and Economic Transformation Process in Kitimat, BC: Interim Summary Report*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Appendices

APPENDIX B: PRESENTATIONS

Marleen Morris and Greg Halseth. Presentation Outline. Prince George Anti-Poverty Group. Prince George. December 3, 2014.

Marleen Morris and Greg Halseth. Housing in Northern BC: In and out of the spotlight. BC Non-Profit Housing Association Annual Conference. Richmond. November 17, 2014.

Greg Halseth. Keynote address: Researching like a circle: The value and importance of engaging communities from an academic perspective. Knowledge Exchange and Exploration Gathering. Prince George. October 17, 2014.

Greg Halseth. Keynote address: Closing Remarks. Canadian Rural Revitalization Foundation Annual Conference. Prince George. September 25-27, 2014

Marleen Morris and Clare Mochrie. District of Vanderhoof Housing Study and Needs Analysis Meeting. District Housing Committee. Vanderhoof. August 13, 2014.

Marleen Morris and Greg Halseth. Housing in Northern BC: Trends and trajectories. BC Housing Board of Commissioners. Prince George. July 29, 2014.

Marleen Morris and Greg Halseth. Community Perspectives. Premier's LNG Working Group. Prince George. July 3-4, 2014.

Marleen Morris and Greg Halseth. The Future of Housing in the North. "RENT BC Symposium". BC Non-Profit Housing Association. Prince George. June 19, 2014.

Greg Halseth and Marleen Morris. Keynote address: Housing Affordability – Impacts of Booms (and Busts). "RENT BC Symposium". BC Non-Profit Housing Association. Prince George. June 19, 2014.

Marleen Morris and Greg Halseth. Social Refit: Equipping our communities to support aging-in-place. BC Healthy Communities/Northern Health Citizen's Series Webinar. June 17, 2014.

Marleen Morris and Clare Mochrie. Tumbler Ridge Sustainability Plan: Education workshop. Tumbler Ridge. June 17, 2014.

Marleen Morris and Clare Mochrie. Tumbler Ridge Sustainability Plan: Economic development workshop. Tumbler Ridge. June 16, 2014.

Marleen Morris and Greg Halseth. District of Fort St. James Community Economic Development Strategy. Beyond Engagement. University of Victoria. Victoria. May 21, 2014.

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Marleen Morris. Too Much of a Good Thing. BC Healthy Communities Webinar. Prince George. May 13, 2014.

Marleen Morris and Greg Halseth. District of Fort St. James Community Economic Development Strategy: Workshop 1. Fort St. James. May 5, 2014.

Marleen Morris and Greg Halseth. Camps Are Only Half the Story: How workforce issues impact the community. North Central Local Government Association. Fort St. John. May 2014.

Marleen Morris. North Central Library Federation Community Needs Assessment. Prince George. May 2014.

Marleen Morris. Seniors Housing Needs Assessment. Sunrise Ridge Seniors Housing Society. Prince George. May 2014.

Marleen Morris and Greg Halseth. Community Readiness. 16/97 Economic Alliance. Prince George. April 30, 2014.

Greg Halseth. Myths and trajectories: Readiness in workforce transition. Initiatives Prince George Leadership Council. Prince George. February 25, 2014.

Greg Halseth and Marleen Morris. Supporting Resilient Communities. Fraser Basin Council Board meeting. Vancouver. February 13, 2014.

Greg Halseth. Reflecting on Community - Community Outreach, Local Government Leadership Academy Annual Conference. Richmond. February 6, 2014.

Marleen Morris and Jessica Blewett. Seniors Housing Needs in Electoral Areas D and E. Sunrise Ridge Seniors Housing Society. Prince George. January 2014.

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APPENDIX C: CONFERENCE ORGANIZATION

International Symposium on Aging Resource Communities: Population dynamics, community development and the voluntary sector. Community Development Institute. Moderated by Greg Halseth; funded by the Social Sciences and Humanities Research Council. Featuring speakers from Canada, Ireland, the UK, the US, Australia, New Zealand, and Norway. Tumbler Ridge. August 23-28, 2014.

Canadian Rural Revitalization Foundation Annual Conference: New Realities, new relationships. Canadian Rural Revitalization Foundation and the Community Development Institute. Moderated by Marleen Morris. Prince George. September 25-27, 2014.

Cumulative Environmental, Community and Health Effects of Multiple Natural Resource Developments in Northern British Columbia. Sponsored by the Natural Resources and Environmental Studies Institute, the Health Research Institute, and the Community Development Institute. Moderated by Marleen Morris and Greg Halseth, with Margot Parkes, Mike Gillingham, and Bill McGill. Prince George. January 10-11, 2014.

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APPENDIX D: GOVERNMENT DIALOGUES

Provincial Government: Elected Representatives

1. Honourable Amrik Virk
2. Honourable Coralee Oakes
3. Honourable John Rustad
4. Honourable Rich Coleman
5. Honourable Shirley Bond
6. Honourable Steve Thomson
7. MLA Carole James
8. MLA Doug Donaldson
9. MLA Eric Foster
10. MLA Jennifer Rice
11. MLA Mike Bernier
12. MLA Mike Farnworth
13. MLA Mike Morris
14. MLA Robin Austin

Provincial Government: Ministries

1. Ministry of Aboriginal Relations and Reconciliation
2. Ministry of Advanced Education
3. Ministry of Children and Family Development
4. Ministry of Community, Sport and Cultural Development
5. Ministry of Forests, Lands and Natural Resource Operations
6. Ministry of Jobs, Tourism and Skills Training
7. Ministry of Natural Gas Development (responsible for Housing)
8. Ministry of Social Development and Social Innovation
9. Ministry of Transportation and Infrastructure

Crown Corporations and Provincial Organizations and Agencies

1. BC Health Officers Council
2. BC Housing
3. BC Oil and Gas Commission
4. Canada Mortgage and Housing Corporation
5. Interior Health Authority
6. Northern Health Authority
7. Prince Rupert Port Authority
8. Union of BC Municipalities

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Local, Regional and First Nations Governments

1. Cariboo Regional District
2. City of Dawson Creek
3. City of Fort St. John
4. City of Prince George
5. City of Prince Rupert
6. City of Quesnel
7. City of Terrace
8. District of 100 Mile House
9. District of Clearwater
10. District of Fort St. James
11. District of Kitimat
12. District of Mackenzie
13. District of Port Edward
14. District of Tumbler Ridge
15. District of Vanderhoof
16. Metlakatla First Nation
1. Nak'adlzi First Nation
17. Northern Rockies Regional Municipality
18. Peace River Regional District
19. Regional District of Bulkley Nechako
20. Regional District of Fraser-Fort George
21. Thompson-Nicola Regional District
22. Village of Burns Lake
23. Village of Fraser Lake
24. Village of McBride
25. Village of Valemount

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APPENDIX E: INDUSTRY DIALOGUES

Industry Associations and Groups

1. Association for Mineral Exploration BC
2. BC Natural Gas Workforce Strategy Committee
3. British Columbia Mining Association
4. Canadian Association of Petroleum Producers
5. Canadian Energy Pipelines Association
6. Canadian Home Builders' Association of Northern BC
7. Council of Forest Industries
8. Enform
9. Premier's LNG Working Group

Corporations

1. Apache Canada
2. BG Canada
3. Canfor
4. Carrier Lumber
5. Conifex Timber Incorporated
6. Dalkia Canada
7. Dunkley Lumber
8. Encana Corporation
9. Imperial Metals
10. Kitimat LNG/Chevron
11. LNG Canada/Shell Canada
12. Mt. Milligan Mine (Thompson Creek Metals)
13. New Gold Inc.
14. Pacific NorthWest LNG
15. Rio Tinto Alcan
16. Sinclair Group Forest Products
17. Spectra Energy
18. TransCanada Pipelines
19. West Fraser Timber
20. Winton Homes

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APPENDIX F: COMMUNITY DIALOGUES

1. Aboriginal Business Development Centre
2. BC Construction Association
3. BC Healthy Communities
4. Board Voice
5. Clearwater Age-Friendly Advisory Committee
6. Clearwater Chamber of Commerce
7. Clearwater Hospice Society
8. Columbia Basin Trust
9. Community Futures British Columbia
10. Community Futures Fraser-Fort George
11. Community Futures Pacific Northwest
12. Construction Labour Relations Association of BC
13. Evergreen Acres Society
14. Immigrant and Multicultural Services Society of Prince George
15. Kitimat Chamber of Commerce
16. Kitimat Child Development Centre
17. North Central Library Federation
18. North Central Local Government Association
19. North East Library Federation
20. North Thompson Communities Foundation
21. Prince George Anti-Poverty Group
22. Prince George Metis Housing Society
23. Prince George Public Library
24. Rated PG Roller Girls
25. Recycling and Environmental Action Planning Society
26. Sunrise Ridge Seniors Housing Society
27. United Way of Northern BC
28. Vancouver Foundation
29. Vanderhoof District Housing Committee
30. Wells Grey Seniors Society
31. United Way: Thompson, Nicola, Cariboo
32. BC Non-Profit Housing Association
33. Planning Institute of British Columbia
34. 16/97 Economic Alliance
35. BC Healthy Communities
36. Urban Futures
37. Prince Rupert and Port Edward Economic Development Corporation
38. Health Officers Council of British Columbia
39. Initiatives Prince George Leadership Council
40. Fraser Basin Council
41. Northern Development Initiative Trust
42. Canadian Rural Revitalization Foundation

Contact Information

Contact Information

Community Development Institute

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The Community Development Institute at The University of Northern British Columbia

The Community Development Institute (CDI) at UNBC was established in 2004 with a broad mandate in the areas of community, regional, and economic development. Since its inception, the CDI has worked with communities across the northern and central regions of British Columbia to develop and implement strategies for economic diversification and community resilience.

Dedicated to understanding and realizing the potential of BC's non-metropolitan communities in a changing global economy, the CDI works to prepare students and practitioners for leadership roles in community and economic development, and to create a body of knowledge, information, and research that will enhance our understanding and our ability to deal with the impacts of ongoing transformation. The Community Development Institute is committed to working with all communities – Aboriginal and non-Aboriginal – to help them further their aspirations in community and regional development.



Addendum

Following is a summary of the CDI's activities from January 1 to March 31, 2015.

APPENDIX A: REPORTS

Ryser, L., Good, J., Morris, M., Halseth, G., and Markey, S. 2015. *Best Practices Guiding Industry-Community Relationships, Planning, and Mobile Workforces*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Good, J., Morris, M., Halseth, G., and Markey, S. 2015. *Lessons Learned in Work Camp – Community Relations: Practices Making a Positive Difference*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

APPENDIX B: PRESENTATIONS

Greg Halseth and Marleen Morris. Towards BC's New Economy: The Vital Role of Northern BC in Realizing a New Generation of Prosperity. Presentation to the BC Government Caucus. Prince George. January 19, 2015.

Greg Halseth and Marleen Morris. Building Understanding for Tomorrow: The Legacy of Tumbler Ridge. Presentation to the District of Tumbler Ridge Council. February 28, 2015.

Greg Halseth and Marleen Morris. Housing Needs in Prince George: An Opportunity for Revitalization and Innovation. Presentation to Prince George City Council. March 10, 2015.

Clare Mochrie. Workshop Report. Seniors' Mobility: Getting Around in Winter. From Front Door to Grocery Store: Getting Seniors Where They Want to be. Presentation to seniors in Clearwater. March 17, 2015.

APPENDIX D: GOVERNMENT DIALOGUES

Crown Corporations and Provincial Organizations and Agencies

1. Community Futures of the Pacific Northwest
2. Reconciliation Canada

Local, Regional, and First Nations Governments

1. Cariboo Regional District
2. City of Prince Rupert
3. City of Vancouver
4. City of Williams Lake
5. District of Tumbler Ridge
6. Gitmaxmak'ay Society

Addendum

APPENDIX E: INDUSTRY DIALOGUES

Industry Associations and Groups

1. Resource Works

Corporations

1. Aurora LNG
2. BG Group
3. Exxon/Imperial
4. LNG Canada
5. Nexen Energy

APPENDIX F: COMMUNITY DIALOGUES

1. David Suzuki Foundation
2. Hecate Straight Employment Development Society
3. Prince George Anti-Poverty Initiative
4. Prince Rupert Chamber of Commerce
5. The Minerva Foundation for BC Women

RESEARCH AND CONTRACT FUNDING

The following table provides a list of new and continuing research and contract funding obtained by the CDI.

Funding Agency	Subject	\$ / Year	Year	Principal Investigator	Co-Investigator(s)
University of Northern British Columbia	Voluntary Health and Social Service Sector in Quesnel and Williams Lake	\$14,000	2015	Neil Hanlon, Dawn Hemingway	Marleen Morris, Alina Schroeder

STUDENT RESEARCH ASSISTANTS AND VOLUNTEERS

Alina Schroeder, Student Research Assistant

Alina provides research support to the *Voluntary Health and Social Service Sector: Roles and Readiness for Community Transformation* project. Alina's contributions include focus group organization and facilitation, transcription, data analyses, and report writing. Alina completed undergraduate degrees in history and anthropology, with a minor in First Nations studies, and is presently undertaking an interdisciplinary master's degree in community health and human geography at UNBC.

UNBC Health Research Institute

Report on Activities

April 1, 2014-March 31, 2015

The UNBC Health Research Institute (HRI) is a result of ongoing actions on the part of health researchers to find ways of enhancing the creation of knowledge, the development of research capacity and the exchange of knowledge with research partners: communities, community organizations, practitioners, and most notably, Northern Health and the Provincial Health Services Authority. This report summarizes activities undertaken by the UNBC Health Research Institute for April 1, 2014-March 30, 2015.

Leadership Council

The Co-Leads are Geoff Payne (NMP) and Martha MacLeod (Nursing/Health Sciences). The *Leadership Council* consists of Henry Harder (Health Sciences), Dawn Hemingway (Social Work), Neil Hanlon (Geography), Margo Greenwood (First Nations and National Collaborating Centre on Aboriginal Health), Margot Parkes (Health Sciences). Candida Graham (NMP) is the newest member of the HRI Leadership Council as of December 2014. The Leadership Council meets at a minimum of two times each Semester to manage the affairs and contribute to the core strategic directions of the Health Research Institute.

Staff

Rachael Wells, HRI manager oversees the activities of the Institute on a part time contract, approx. 5hrs/week. Rural and Northern Practice Research Program staff (Lead PI- Martha MacLeod) has been seconded as needed to complete short term task specific deliverables.

Membership

The membership process is inclusive. The HRI is envisioned to consist of all UNBC researchers in all 4 pillars (biomedical, clinical, population health, health services), who wish to belong. Membership has been open since April 2013. To date the HRI has an est. 70 members. Please see Appendix 1 for a list of members.

Report on Activities: April 1, 2014-March 31, 2015

From April 2014 to the end of March 2015 the HRI focused on 4 main activities:

1. Strategic Development of HRI
2. Implementation of PHSA-NH-UNBC MOU activities
3. Implementation of NH-UNBC MOU and the Innovation and Development Commons (IDC) workplan
4. Tri-Institute Initiative on Cumulative Impacts

1. Strategic Development of HRI

Consultation continued with Dr. Ian Graham on April 15-17 to finalize Northern Health's Knowledge Mobilization Strategy and confirming the role of the HRI in linking to the Strategy. The HRI has acted on Ian's recommendations to confirm the themes of research occurring at UNBC. At the 2nd Annual General meeting on April 17, 2014 the HRI focused on confirming the themes of the Institute with the members. They are:

- Aboriginal Health
- Bio Medical
- Clinical
- Health Services and Policy
- Social and Environmental Determinants of Health

Processes are underway to link these health research themes to the UNBC Clusters.

In efforts to build the HRI Community at UNBC, The HRI participated in the 25th Anniversary panel series, the Human Service Side of UNBC: Energy, on February 5, 2015 in a presentation titled, Making a Difference: Partnerships and Collaboration in Health Research. Martha MacLeod, Co-Lead HRI and Rachael Wells, HRI Manager participated in the panel presentation.

The HRI has developed a website and continues to expand and develop as a resource for the HRI community.

The co-Leads, Martha MacLeod and Geoff Payne maintain their committee membership with provincial initiatives such as SPOR (Strategy for Patient Oriented Research) and BCCRIN (BC Clinical Research Infrastructure Network) to link in with upcoming opportunities for health research and infrastructure in the North.

The HRI continues to work in partnership with the UNBC Library, NMP and Office of Research to secure a Stats Can Regional Data Centre (RDC) at UNBC with the goal to have a RDC at UNBC in 2016.

2. Enhancing Research Collaboration: PHSA-NH-UNBC MOU

Working with Patricia Evans, Consultant an Environmental Scan was undertaken in the Spring of 2014 involving key information interviews with UNBC Researchers, NH decision makers and PHSA Institute Leads. Results were validated in June 2014 at the Validation Forum at UNBC. Recommendations for funding a 5 year program were presented for consideration to PHSA, NH and UNBC Presidents in September 2014.

The first phase of the funding program was approved in January 2015 in the amount of \$287,500. Phase 1 will include a Seed Grant Program, support for networking between researchers in the three organizations and operations for the Secretariat. The HRI will act as the Secretariat of the Program.

3. NH-UNBC MOU- IDC workplan

Martha MacLeod, Co-Lead HRI and Fraser Bell, NH are the co-chairs of the MOU Steering Committee and oversee the implementation of the workplan by the IDC and HRI managers. Current activities involve IDC Research Days; Strategic Dialogue Events; and Brown Bag Seminar Series.

The 4th IDC Research Days Conference, *Partners for Health: Communities, Families, Researchers and Care Providers* was held at the Civic Centre in Prince George on November 5-6, 2014. Hosted in partnership between the Innovation and Development Commons (IDC) and the Health Research Institute (HRI) and sponsored by UNBC programs (Health Sciences, Social Work, Nursing), Northern Medical Program, BC Cancer Agency, BC Nurses Union, Rural Health Services Research Network of BC, CATIE and Gilead. Approximately 120 academics, students, health care providers and community services providers attended the conference. We offered 40 paper presentations in concurrent sessions, 20 poster presentations and 6 research development workshops. We were pleased to have Dr. Gina Browne, Professor in McMaster's School of Nursing deliver a keynote address on her experience conducting social clinical trials. As well, the final day hosted a plenary session on patient engagement that was facilitated by Bev Holmes, VP Research Impact at the MSFHR and Colleen McGavin, Patient Partner. The HRI was please to offer its first student presentation award. The \$150 award was presented to Herman Johal, NMP student for his research during his clinical research practicum.

On January 22-23, 2015 in Prince George, the HRI and IDC co-hosted its first Strategic Dialogue on the topic of perinatal substance use. The purpose of Strategic Dialogues is to bring together relevant stakeholders around a particular health issue or challenge related to the improvement of health outcomes for Northerners. This event was held in partnership with Dr. Sheona Mitchell, OBGYN and Assistant Professor, NMP. In collaboration with the PG Division of Family Practice and Carrier Sekani Family Services, this invitational event was attended by approx. 40 specialists, practitioners and researchers who focus on aspects of perinatal substance abuse. The event concluded with an action plan to address three priority areas in need further research and discussion by the attendees.

The IDC Brown Bag seminar series hosted 8 presentations. The HRI presented a panel discussion on January 22, 2015 that focused on NH-UNBC partnered research. The Brown Bag series has been a successful venue for UNBC health researchers and graduate students to share their research findings with knowledge users.

4. Tri-Institute Initiative on Cumulative Effects

The BC Oil and Gas Commission provided a donation to the UNBC Office of Research, with the funds to be used for research in relation to the mandate of the OGC. The VP (Research), Dr. Ranjana Bird, dedicated a portion of those funds to a project that would allow collaboration among three research institutes at UNBC: CDI, HRI, and NRESi.

Funding to create the Cumulative and Community Impacts Research Consortium (CIRC) has been approved by PICS. PICS will provide \$75,000/yr for 3 years starting Jan 1, 2015. Partnered funding from the OGC of \$30,000 for 1 year has been received from the VPR Office. Other

partnered funding is being sought and staff is being recruited. Recruitment of a project lead is underway with the goal to begin CIRC activities in April 2015.

Academic and Research Contributions

In line with creating a record of associated ideas and insights from the public discussion on cumulative effects, the Tri-Institute Initiative is focused on developing a book proposal for submission to Springer. The conceptual work for the January 10-11th event was supported by a writing project led by Greg Halseth (CDI), Mike Gillingham (NRESi), Chris Johnson (NRESi), and Margot Parkes (HRI). The book manuscript was submitted to Springer for publication on February 1, 2015. The expected release date for the book will be in Spring 2016.

Audited Budget Report

The HRI fund has operated since January 2013. Total revenues for FY 14-15 were \$288,857 with an overall operating budget of \$377,884. The HRI received \$287,500 in funding from NH and PHSA to act as the Secretariat and implement activities related to the PHSA-NH-UNBC MOU. Total expenses incurred have been \$64,205.43 and the estimated opening balance for April 1, 2015 will be approx. \$313,678.57. See Appendix 2.

Fiscal Year: April 1, 2015-March 31, 2016 Proposed Workplan

1. Events

3rd HRI Annual General Meeting and Member's Update, May 21, 2015

HRI Theme Development Meetings, Fall 2015

PHSA-NH-UNBC 2015 Seed Grant Program, May and October Intakes

NH-UNBC MOU Workplan Implementation

IDC Brown Bag Series, runs once a month Sept-June

Note: IDC Research Days will now be held every second year. Next Research Days is scheduled for Fall 2016.

Second Strategic Dialogue: Sustainable Rural Health Services, Spring 2016

CIRC Initiative:

CIRC Launch, October 2-3, 2015 at UNBC

Published book, Spring 2016

Appendix 1: Health Research Institute Members List

Name	Title	Affiliation	Email	Research Interests
Alina Schroeder	Graduate Student	Interdisciplinary Studies	schroeda@unbc.ca	
Andrea Gingerich	Research Associate	NMP	Andrea.Gingerich@unbc.ca	Rater-based Assessments
Anne Sommerfeld	Senior Lab Instructor	Health Sciences	Anne.sommerfeld@unbc.ca	nursing palliative care; and clinical education
Blanca Schorcht	Dean	CASHS	Blanca.Schorcht@unbc.ca	First Nations and Native American literature; the interface between oral and written traditions
Candida Graham	Academic Physician - Psychiatry	NMP	cgraham@unbc.ca	Clinical Practice; and Education
Catharine Schiller	Assistant Professor; PhD Student	UNBC School of Nursing; School of Health Sciences	catharine.schiller@unbc.ca	legal education of BScN students; Ethics; Curriculum design
Chelsea Pelletier	Assistant Professor	School of Health Sciences	chelsea.pelletier@unbc.ca	community exercise programs; physical activity among adults with physical disabilities
Chow Lee	Associate Professor	Biochemistry & Molecular Biology	leec@unbc.ca	biology of gene expression
Chris Buse	Project Lead	CIRC	chris.buse@unbc.ca	health impacts of climate change
Cindy Hardy	Chair, Professor	UNBC Dept. of Psychology	cindy.hardy@unbc.ca	child and adolescent clinical psychology, and human development.
Dan Horvat	Clinical/Assistant Professor	NMP	horvat@unbc.ca	Highly Effective Healthcare Systems; Primary Care Improvement; and Shared Care
Davina Banner	Assistant Professor	UNBC School of Nursing	bannerl@unbc.ca	cardiovascular health; rural health services & knowledge mobilization
Dawn Hemingway	Associate Professor	School of Social Work	dawn.hemingway@unbc.ca	women's health, seniors care

Donna Atkinson	Manager	NCCAH	donna.atkinson@unbc.ca	
Erin Wilson	Assistant Professor; Family Nurse Practitioner; PhD Student	UNBC School of Nursing; Northern Health; UNBC Health Sciences	erin.wilson@unbc.ca	primary health care; rural health; interprofessional practice/education
Fraser Bell	VP Planning, Quality & Information Management	Northern Health	fraser.bell@northernhealth.ca	rural; knowledge translation; implementation science
Geoff Payne	Associate Professor	Northern Medical Program	geoff.payne@unbc.ca	
Glen Schmidt	Professor	UNBC School of Social Work	schmidt@unbc.ca	northern and remote social work practice; educational outcomes in remote practice locations
Glenda Prkachin	Associate Professor	UNBC Dept. of Psychology	glenda.prkachin@unbc.ca	cognitive neuroscience; the development of perception of emotion; and attention
Han Li	Professor	UNBC Dept. of Psychology	han.li@unbc.ca	cross-cultural psychology/communication; and health communication/promotion.
Henry Harder	Professor	School of Health Sciences	henry.harder@unbc.ca	aboriginal health, mental health, suicide
Indrani Margolin	Assistant Professor	UNBC School of Social Work	margolin@unbc.ca	meditation & visualization as intervention; dance as intervention; arts-based research; violence against women
Jaclyn Sawtell	Admin Assistant	Planning Quality and Information Management at Northern Health; IDC	Jaclyn.Sawtell@northernhealth.ca	
Jacqueline Pettersen	Academic Physician - Neurology	NMP		Role of Nutrition in Memory;/ Small vessel disease - impact on cognition in normal aging; Alzheimer's disease

Jalil Safaei	Associate Professor	UMNC Dept. of Economics	jalil.safaei@unbc.ca	Social determinants of health; Health inequality; Social policy; Economic evaluation of healthcare policies
Jamie Reschny	PhD Candidate; Research Manager	UNBC Dept. of Health Sciences	jreschny@unbc.ca	health and community development research in rural and remote communities in northern Canada
Janna Olynick	Grad Student	UNBC Dept. of Psychology	olynick@unbc.ca	
Jason Morris	Lecturer	UNBC Political Science	jason.morris@unbc.ca	Canadian healthcare policy process; US healthcare system; economic development through NGOs in informal settlements (slums) such as Kenya - health of orphans
Jeff Kormos	Graduate student; Research assistant	UNBC Political Science; UNBC School of Nursing	kormos@unbc.ca	northern/arctic governance & health policy; social determinants of health
Ken Prkachin	Professor	UNBC Dept. of Psychology	ken.prkachin@unbc.ca	health psychology; clinical psychology; pain expression; and the biobehavioural determinants of heart disease
Kendra Mitchell-Foster	Post-Doctoral Fellow	NMP	Kendra.Foster-Mitchell@unbc.ca	knowledge translation and knowledge to action strategies; Dengue prevention
Kevin J. Keen	Associate Professor	UNBC Department of Mathematics and Statistics	keenk@unbc.ca	rheumatic diseases; medical statistics/genetic epidemiology
Kevin Smith	Dean	Graduate Programs @ UNBC	kevin.smith@unbc.ca	
Kuo Hsing Kuo	Associate Professor	NMP - Anatomy & Histology	kkuo@unbc.ca	pathophysiological mechanism of cardiovascular diseases; ionic cycling

Leana Garraway	Research Associate	UNBC School of Nursing	Leanna.garraway@unbc.ca	Health promotion; knowledge mobilization/translation; health research; rural & remote research
Lela Zimmer	Associate Professor	UNBC School of Nursing	lela.zimmer@unbc.ca	women's health; perinatal health; interprofessional practice; experiences of embodiment; rural nursing practice; arts-based & qualitative approaches
Linda Axen	Nursing Research Facilitator	Northern Health	linda.axen@northernhealth.ca	nursing health research
Linda Van Pelt	Assistant Professor and FNP Program Chair	UNBC School of Nursing	Linda.vanpelt@unbc.ca	rural and community health care access and provision; chronic pain management in primary care setting; RN to NP role transition; and contaminants in the Inuit country food diet.
Lindsay Matthews	Research Coordinator	NMP	mathews@unbc.ca	
Margo Greenwood	Associate Professor	NCCAH, First Nation Studies	margo.greenwood@unbc.ca	indigenous health and knowledges, children's wellbeing, knowledge translation
Margot Parkes	Associate Professor	School of Health Sciences	margot.parkes@unbc.ca	ecohealth, public health, knowledge translation
Mamdouh Shubair	Assistant Professor	School of Health Sciences	shubair@unbc.ca	chronic disease epidemiology, particularly obesity, type 2 diabetes (T2D); and cardiovascular disease (CVD) in Rural/Remote and Aboriginal populations

Mark Barnes	Partnership Officer	UNBC Office of Research	Mark.barnes@unbc.ca	
Martha MacLeod	Professor	UNBC School of Nursing	martha.macleod@unbc.ca	rural and northern health services, implementation science, knowledge translation
Nadine Caron	Academic Physician, Surgery	NMP	caronn@unbc.ca	
Nadine Meroniuk	Grad Student	UNBC School of Health Sciences	mix@unbc.ca	Financial incentives for rural nursing; retention
Nancy Jokinen	Assistant Professor	UNBC School of Social Work	jokinenn@unbc.ca	aging; health; developmental disabilities; dementia care
Neil Hanlon	Associate Professor	Geography Program, UNBC	neil.hanlon@unbc.ca	community-based health service research; recruitment and retention; rural and small town places; community development
Nichole Balliet	Project Officer	Office of Research	nicole.balliet@unbc.ca	
Paul Winwood	Regional Associate Dean	NMP	Paul.Winwood@unbc.ca	Liver Fibrosis; Northern Partners in Shared Care Initiative
R. Luke Harris	Associate Professor	UNBC School of Health Sciences	rharris0@unbc.ca	how the neuromuscular system adapts to injury and exercise
Ranjana Bird	Vice President	Research	ranjana.bird@unbc.ca	Nutritional Toxicology
Rob Olson	Assistant Professor	BC Cancer Agency; UBC NMP; affiliate UNBC IDIS	rolson2@bccancer.bc.ca	cancer - rural cancer care delivery
Ross Hoffman	Associate Professor	Department of First Nations Studies	hoffmanr@unbc.ca	oral tradition with Elders and other knowledge holders

Russ Callaghan	Associate Professor	Northern Medical Program	russ.callaghan@unbc.ca	addiction & psychiatry
Saif Zahir	Professor	UNBC Dept of Computer Science	saif.zahir@unbc.ca	image processing, communications, graphics, and multimedia, and engineering education
Sarah Pyke	Grad Student	UNBC School of Nursing	pyke@unbc.ca	Rural nursing
Sarah de Leeuw	Associate Professor	NMP	deleeuws@unbc.ca	Social determinants of Indigenous health - Impact of medical programs in northern and rural geographies
Sarah Gray	Assistant Professor	UNBC, NMP	sgray0@unbc.ca	diabetes; obesity
Sarah Hanson	Manager	UNBC Wellness Centre	Sarah.Hanson@unbc.ca	
Sean Maurice	Senior Lab Instructor	NMP - Anatomy & Histology	maurice@unbc.ca	Liver Fibrosis; First Nations' Health
Shannon Freeman	Post-Doctoral Fellow	UNBC School of Health Sciences	Shannon.Freeman@unbc.ca	health and well being of vulnerable populations-specialization in the areas of aging, hospice palliative care, informal caregiving, and centenarians
Shannon Wagner	Professor and Chair	UNBC School of Health Sciences	wagners@unbc.ca	occupational health and safety, disability management, psychological assessment and methodology (e.g., statistics and epidemiology)
Shayna Dolan	Grad Student	UNBC School of Health Sciences	dolans@unbc.ca	Women's Health in Rural and Remote Resource-based Communities
Sheona Mitchell-Foster	Assistant Professor	NMP	sheona.mitchell-foster@unbc.ca	reproductive health in marginalized women, HPV, cervical cancer, perinatal substance use
Si Chava Transken	Associate Professor	UNBC School of Social Work	si@unbc.ca	Criminal Harassment, Incest, Sexual Assault Violence Against Women, Expressive Arts Therapy...

Stephen Rader	Associate Professor	UNBC Chemistry	rader@unbc.ca	biochemistry of RNA splicing
Tamara Checkley	Research and Evaluation Coordinator	Northern Health	tamara.checkley@northernhelath.ca	
Tammy Hoefler	Regional Manager IDC	Northern Health	tammy.hoefler@northernhealth.ca	
Tammy Klassen-Ross	Instructor	UNBC School of Health Sciences	Tammy.Klassen-Ross@unbc.ca	
Tammy Stublely	Assistant Professor	UNBC School of Social Work	stublely@unbc.ca	child welfare; mental health
Tanis Hampe	Regional Director, Quality & Improvement	Northern Health	Tanis.Hampe@northernhealth.ca	
Trina Fyfe	Librarian	UNBC School of Health Sciences	trina.fyfe@unbc.ca	
Waqar Haque	Professor	UNBC School of Business/Computer Science	waqar.haque@unbc.ca	Management Information Systems, e-business, business intelligence, advanced analytics, VLDBs and High Performance Computing.

Appendix 2: Budget Report- April 1, 2014-March 31, 2015

Health Research Institute

Fund 24015/9919

Revenues/Transfers		
Opening Fund Balance April 1, 2014		89,027
Commissions	Travel Office	59
Research Grant Overhead	Overhead re-direction	1,298
	Total Revenues	90,384
Expenses		
Total Personnel Salaries + Benefits	Research Manager	11,629
Consultant Fees and Expenses	PHSA-NH-UNBC Environmental Scan	48,409.40
Meeting Expenses	2 nd AGM	909.61
	PHSA-NH-UNBC Env. Scan Validation Forum and Planning meeting	722.83
Partnered Events	IDC Research Days	642.64
Travel: Conference and Meeting		1,891.95
	Total Expenses	64,205.43
Total Remaining Balance		26,178.57

PHSA-NH-UNBC MOU (Secretariat-HRI)

FUND 28579/4210

Revenues/Transfers		
Research Grants	PHSA	170,000
	NH	117,500
	Total Revenues	287,500

No expenses were incurred in FY 2014-2015. Funding was received in March 2015 and activities are planned for FY 2015/2016.

John Prince
Research Forest
(Chuzghun Resources Corporation)



Annual Report for May 1,
2014-April 30, 2015

Submitted by Susan Grainger RPF,
Research Forest Manager

Manager Summary

With improved markets for logs and lumber, base funding for JPRF operations and programs has improved by 30% over 2013 levels and appears stable for the foreseeable future.

The focus of forest management over the last year has been the preparation and sale of approximately 19,000 cubic meters of timber, the planting of some 173,500 seedlings (including 5,000 seedlings planted in honour of the UNBC 25th Anniversary) and the preparation of a timber supply analysis for the JPRF. Improvements to the JPRF facilities continued with the installation of a 40m communication tower with 1600 watt wind generator and additional 1800 watt solar panel to supplement power generation at the Cinnabar Resort. This combined with the previous installed solar panel, wood pellet heating system and boiler have greatly reduced the environmental footprint of the facility and contributed to the sustainability goals of UNBC.

With respect to programs, the JPRF, along with UNBC

and TI'azt'en Nation partners, continue developing and implementing a long-term ecological monitoring program which has formed the core of the JPRF research program. These are headed up by Dexter Hodder (Director of Research and Education Programs) and Shannon Crowley, RPBio, who with the Research Forest Manager, Susan Grainger comprise the permanent staff of the JPRF. In addition, there are six seasonal employees from the TI'azt'en communities as well as three resident graduate and undergraduate UNBC students and six high-school interns from TI'azt'en Nation

JPRF has 15 active and ongoing research projects currently. Some of these are multi-faceted and involve partners including Habitat Conservation Foundation, Ministry of Forests, Lands and Natural Resource Operations, Peace-Williston Wildlife Compensation Project, TI'azt'en and Nakazdli First Nations, Tanizul Timber Ltd., UNBC, Thompson River University and Teck-Cominco. These are largely focused on wildlife ecology and range from mink ecology to issues

facing moose populations to bark beetles in Douglas fir.

JPRF Background

The JPRF is a working forest with on-going forestry activities as well as research and educational programs. The landscape is characterised by diverse forest types and ecological conditions in addition to a wide variety of social values.

Tl'azt'en Nation and UNBC work together through the JPRF in a co-management partnership for the last 15 years with a mutual vision to improve peoples' relationship to the land. From two worldviews the partners combine their ways of knowing the land to create an understanding of the natural world that is greater than both views independently. The Tl'azt'enne bring traditional approaches to resource management as well as a valuable history with the land. The University brings scientific and technical approaches. Both are complementary and both partners benefit from each other's knowledge.

The JPRF's management mandate is to provide for the sustainable ecological function while supporting community values associated with it. It provides a variety of opportunities for natural resource research, which complements both university requirements as well as the socio-cultural needs of the communities. Research into forest, fish and wildlife management, recreation/tourism, and community values provide local communities with data from which to develop sustainable development strategies. The JPRF partners with the local communities in their resource

conservation and development projects as well as providing employment opportunities on the forest.

This unique arrangement has provided a working model of the co-management of a large working land-base.

The management of the JPRF is undertaken through a non-profit which is jointly owned by Tl'azt'en Nation and UNBC. Directors from each partner are appointed by their respective institutions.

Current Board of Directors

From UNBC:

Sean Kinsley (Co-chair)

Dr. Chris Johnson

Dr. Che Elkin

Carl Pollard – MFLNRO

From Tl'azt'en Nation:

Charlene Tom (Co-chair)

Johnny Tom

Barry Duncan

Peter Erickson – Nak'azdli First Nation

Facilities

The Cinnabar Research Station is seeing increased use every year by researchers, both from UNBC and other universities as well as increased use by the community for children and youth camps and retreats. Revenues from these sources have doubled over recent years.

While student, researcher, and community use of the site remained constant this past year, we also hosted several First Nations youth camps, a soils course, the International Forestry students, local 4-H and the Western Research Forest Manager's conference.

Education

In 2014, we again hosted the NREM 333 field school as well as hosting the UNBC Fish and Wildlife Club for their annual retreat during the reading break in February.

Active Research Projects

Currently, the JPRF has 15 independent research projects. These projects include:

1. Using otter and mink to measure mercury contamination
2. Moose population ecology
3. Lynx detection and occupancy.
4. Marten habitat selection and occupancy.
5. Mink winter ecology and occupancy patterns.
6. Long-term meso-carnivore occupancy patterns in JPRF.
7. Managing special habitat features in forest management operations (blk 67).
8. Measuring mercury contamination in Sb needles
9. Serpentine soils project
10. Otter behaviour.
11. Douglas-fir beetle research
12. Long-term monitoring and occupancy of hummingbird populations.
13. Red Squirrel food caching behaviour across a latitudinal gradient.
14. Red Squirrel and Flying Squirrel co-occurrence patterns.
15. Interactions between kokanee salmon and black and grizzly bears.

In addition, we are contributing to a large, on-going, community-based, land use planning project with Tl'azt'en Nation and have been participating in a provincial hummingbird banding program.

Some Recent Publications

Hodder D.P., C. J. Johnson, R.V. Rea, and A. Zedrosser. 2014. Application of a species distribution model to identify and manage bear denning habitat in central British Columbia, Canada. *Wildlife Biology*. 20(4): 238-245. DOI: 10.2981/wlb.00037.

Crowley, S., D.P. Hodder and K. Larsen. 2013. Patterns of Canada lynx (*Lynx canadensis*) detection and behaviour using remote cameras during the breeding season. *Canadian Field Naturalist*. 127(4):310-318.

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Directions for the coming year

With recent improvements in log prices there is increasing optimism for the expansion of JPRF programs. This core funding combined with excellent support from funding agencies, industry, and government agencies will provide for an expansion of the long-term ecological monitoring project.

** 2014-2015 Audited Financial Statements Attached.

CHUZGHUN RESOURCES CORPORATION

FINANCIAL STATEMENTS

March 31, 2015

CHUZGHUN RESOURCES CORPORATION

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March 31, 2015

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RHB SCHMITZ de GRACE

Chartered Accountants

Partners

- Lynn Ross, CPA, CA
- Norm Hildebrandt, CPA, CA
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- Denotes professional corporation

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Chuzghun Resources Corporation

We have audited the accompanying financial statements of the Chuzghun Resources Corporation, which comprise the statement of financial position as at March 31, 2015, and the statements of operations, changes in net assets and of cash flow for the year ended March 31, 2015, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Chuzghun Resources Corporation as at March 31, 2015, and its financial performance and its cash flow for the year then ended in accordance with Canadian public sector accounting standards.

Other Matter

Our audit was made for the purpose of forming an opinion on the financial statements taken as a whole. The supplementary information included in the schedules is presented for additional analysis. Such supplementary information has been subjected to the auditing procedures applied in the audit of the financial statements and in our opinion, is fairly stated in all material aspects in relation to the financial statements taken as a whole.

Prince George, BC
June 30, 2015



Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

STATEMENT OF OPERATIONS

For the year ended March 31, 2015

	<u>2015</u>	<u>2014</u>
REVENUE		
Log sales	\$ 669,333	\$ 484,939
Research projects	105,574	87,573
Cinnabar Resort	28,099	28,334
Other	19,730	30,158
	<u>822,736</u>	<u>631,004</u>
EXPENDITURES		
Administrative and Operating - Schedule 1	306,743	265,306
Pre-Harvest Forestry - Schedule 2	21,673	16,944
Harvesting - Schedule 3	475	(47)
Post-Harvest Silviculture - Schedule 4	45,743	112,439
Long-Term Planning - Schedule 5	9,070	4,185
Research Projects - Schedule 6	177,943	131,122
Cinnabar Resort - Schedule 7	50,910	57,293
	<u>612,557</u>	<u>587,242</u>
EXCESS REVENUE BEFORE OTHER ITEMS	210,179	43,762
OTHER ITEMS		
Unrealized gain on investments (Note 5)	17,005	27,036
Loss on disposal of assets	(1,445)	-
	<u>15,560</u>	<u>-</u>
EXCESS REVENUE FOR THE YEAR	<u>\$ 225,739</u>	<u>\$ 70,798</u>

RHB SCHMITZ de GRACE
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CHUZGHUN RESOURCES CORPORATION
STATEMENT OF CHANGES IN NET ASSETS

For the year ended March 31, 2015

	<u>Investment in Tangible Capital Assets</u>	<u>Internally Restricted - Reforestation Fund</u>	<u>Unrestricted</u>	<u>2015</u>	<u>2014</u>
BALANCE AT BEGINNING OF THE YEAR	\$ 585,939	\$ 211,539	\$ 250,700	\$ 1,048,178	\$ 977,380
EXCESS REVENUE (EXPENDITURES) FOR THE YEAR	(48,155)	-	273,894	225,739	70,798
INTERFUND TRANSFERS					
Reforestation obligation reallocation	-	(7,139)	7,139	-	-
Acquisition of property and equipment	77,615	-	(77,615)	-	-
BALANCE AT END OF THE YEAR	<u>\$ 615,399</u>	<u>\$ 204,400</u>	<u>\$ 454,118</u>	<u>\$ 1,273,917</u>	<u>\$ 1,048,178</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

STATEMENT OF FINANCIAL POSITION

March 31, 2015

ASSETS

	<u>2015</u>	<u>2014</u>
CURRENT ASSETS		
Cash	\$ 697,550	\$ 586,690
Accounts receivable	-	3,030
Investments (Note 5)	63,187	32,235
Prepaid expenses and deposits	<u>6,868</u>	<u>3,365</u>
	767,605	625,320
INVESTMENTS - RESTRICTED (Notes 4 and 5)	204,400	211,539
TANGIBLE CAPITAL ASSETS (Notes 3 and 6)	<u>615,399</u>	<u>585,939</u>
Approved by the Board		
_____ , Director		
_____ , Director		
	<u>\$ 1,587,404</u>	<u>\$ 1,422,798</u>

LIABILITIES

	<u>2015</u>	<u>2014</u>
CURRENT LIABILITIES		
Accounts payable and accrued liabilities	\$ 39,505	\$ 57,601
Government remittance (GST and WCB)	29,582	22,520
Deferred revenue (Note 7)	40,000	82,960
Current portion of accrued reforestation obligation (Note 3)	59,200	29,956
	<u>168,287</u>	193,037
ACCRUED REFORESTATION OBLIGATION (Note 3)	<u>145,200</u>	<u>181,583</u>
	<u>313,487</u>	<u>374,620</u>

NET ASSETS

INVESTMENT IN TANGIBLE CAPITAL ASSETS	615,399	585,939
INTERNALLY RESTRICTED		
Reforestation fund (Note 4)	204,400	211,539
UNRESTRICTED	<u>454,118</u>	<u>250,700</u>
	<u>1,273,917</u>	<u>1,048,178</u>
	<u>\$ 1,587,404</u>	<u>\$ 1,422,798</u>

CONTINGENT LIABILITY (Note 12)

CHUZGHUN RESOURCES CORPORATION

STATEMENT OF CASH FLOW

For the year ended March 31, 2015

	<u>2015</u>	<u>2014</u>
OPERATING ACTIVITIES		
Excess revenue for the year	\$ 225,739	\$ 70,798
Items not involving cash:		
Unrealized loss (gain) on investments	(17,005)	(27,036)
Amortization - tangible capital assets	46,710	29,589
Reforestation adjustment	(7,139)	75,705
Loss on disposal of assets	1,445	-
	<u>249,750</u>	149,056
Changes in non-cash working capital items (Note 11)	<u>(54,467)</u>	112,417
	<u>195,283</u>	<u>261,473</u>
INVESTING ACTIVITIES		
Investment income reinvested	(6,808)	(16,889)
Acquisition of property and equipment	<u>(77,615)</u>	<u>(99,160)</u>
	<u>(84,423)</u>	<u>(116,049)</u>
INCREASE IN CASH DURING THE YEAR	110,860	145,424
CASH AND CASH EQUIVALENTS AT BEGINNING OF THE YEAR	<u>586,690</u>	<u>441,266</u>
CASH AND CASH EQUIVALENTS AT END OF THE YEAR	<u><u>\$ 697,550</u></u>	<u><u>\$ 586,690</u></u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2015

1. DESCRIPTION OF THE SOCIETY

Chuzghun Resources Corporation (the "society") was incorporated under the Canada Corporations Act on December 13, 2000 and under the British Columbia Society Act on June 21, 2001, as a not-for-profit corporation. The society operates a research forest near Tache, British Columbia. Any surplus net assets generated by the society are used for activities related to forestry related research and education.

The research forest land area is established by a Special Use Permit issued by the Province of British Columbia. The term of the permit is twenty-five years, renewable at five year intervals, beginning on January 1, 1999.

The society applied for incorporation without share capital under Part II of the Canada Corporations Act, and as such, no share capital has been issued.

2. INITIAL CONTRIBUTION FROM MEMBER

Chuzghun Resources Corporation was operated as a division of the University of Northern British Columbia (UNBC) under the name of John Prince Research Forest prior to the commencement of operations as an incorporated entity on April 1, 2001. When the society commenced operations as an incorporated society, the surplus net assets from past operations of \$646,581 was transferred from the University of Northern British Columbia to the society. This amount consisted of \$15,595 in property and equipment and \$630,986 in working capital.

3. SIGNIFICANT ACCOUNTING POLICIES

Basis for Presentation

These financial statements are prepared in accordance with Canadian public sector accounting standards for provincial reporting entities established by the Canadian Public Sector Accounting Board.

Financial instruments

Measurement of financial instruments

The company initially measures its financial assets and financial liabilities at fair value, except for certain related party transactions that are measured at the carrying amount or exchange amount, as appropriate.

The company subsequently measures all its financial assets and financial liabilities at cost or amortized cost, except for investments in equity instruments that are quotes in an active market, which are measured at fair value. Changes in fair value of these financial instruments are recognized in net income.

Financial assets measured at amortized cost on a straight-line basis include cash, term deposits and accounts receivable.

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2015

3. SIGNIFICANT ACCOUNTING POLICIES, continued

Financial liabilities measured at amortized cost on a straight-line basis include accounts payable and long-term debt.

Financial assets measured at fair value include restricted and unrestricted investments.

Impairment

Financial assets measured at cost are tested for impairment when there are indicators of impairment. The amount of write-down is recognized in net income.

Transaction costs

The society's transaction costs related to financial instruments that will be subsequently measured at fair value are recognized in net income in the period incurred. The carrying amount of financial instruments that will not be subsequently measured at fair value is adjusted for transaction costs directly attributed to the origination, issuance or assumption of these instruments.

Revenue recognition

The society follows the deferral method of accounting for restricted contributions. These restricted contributions are recognized as revenue of the appropriate program in the year in which the related expenditures are incurred.

Unrestricted contributions are recognized as revenue of the appropriate program when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Revenue generated by log sales is recognized upon delivery.

Accrued reforestation obligation

The society occupies crown land under a Special Use Permit and harvests timber in accordance with a Licence to Cut. Under this permit, the society is responsible for future reforestation and silviculture obligations associated with the timber harvested. Estimated future reforestation and silviculture obligations are accrued and charged to production costs as each area is harvested.

Tangible capital assets

Property and equipment are recorded at cost. Amortization of property and equipment has been calculated on the declining balance basis at the following annual rates. The provision is calculated at one-half annual rates on assets acquired during the year.

Building - resort	5%
Building improvements - resort	5%
Equipment - field	20%
Equipment - resort	20%
Equipment - office	20%
Vehicles	30%
Computers	30% - 45%

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2015

3. SIGNIFICANT ACCOUNTING POLICIES, continued

Amortization of deferred costs has been calculated using the straight-line basis at the following rate. The provision is calculated at one-half the annual rate on assets acquired during the year.

Roads and bridges	10%
-------------------	-----

Measurement uncertainty

The preparation of financial statements in conformity with Canadian public sector accounting standards, requires management to make estimates and assumptions that affect the reporting amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of the revenues and expenses during the period.

4. RESTRICTED INVESTMENTS

The society has internally restricted investments of \$204,400 (2014 - \$211,539) to be used to fund future reforestation and silviculture obligations and to provide security for long-term borrowing.

5. INVESTMENTS

	2015	2014
Letko Brosseau Balanced Fund		
Balance at beginning of the year	\$ 243,774	\$ 199,850
Income reinvested, net of management fees	6,808	16,888
Unrealized gain	17,005	27,036
Balance at end of the year	267,587	243,774
Restricted Investments	204,400	211,539
Unrestricted Investments	63,187	32,235
	\$ 267,587	\$ 243,774

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2015

6. TANGIBLE CAPITAL ASSETS

	2015		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 116,500	\$ -	\$ 116,500
Building - resort	407,928	99,013	308,915
Building improvements - resort	90,256	21,056	69,200
Equipment - field	56,027	22,552	33,475
Equipment - resort	149,098	87,459	61,639
Equipment - office	12,893	10,927	1,966
Vehicles	79,353	59,696	19,657
Computers	39,448	35,401	4,047
	<u>\$ 951,503</u>	<u>\$ 336,104</u>	<u>\$ 615,399</u>

	2014		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 116,500	\$ -	\$ 116,500
Building - resort	378,186	83,537	294,649
Building improvements - resort	90,256	17,414	72,842
Equipment - field	46,150	15,417	30,733
Equipment - resort	136,379	73,639	62,740
Equipment - office	12,149	10,529	1,620
Vehicles	60,119	56,012	4,107
Computers	35,849	33,101	2,748
	<u>\$ 875,588</u>	<u>\$ 289,649</u>	<u>\$ 585,939</u>

7. DEFERRED REVENUE

	2015	2014
Co-management Project	\$ 10,000	\$ 10,000
Moose Project	30,000	55,000
Contaminants project	-	17,960
	<u>\$ 40,000</u>	<u>\$ 82,960</u>

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Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2015

8. INCOME TAXES

The society is registered as an extra-provincial society under the British Columbia Society Act. As a result, it claims exempt status under the Income Tax Act of Canada.

9. RESTRICTION ON DISTRIBUTIONS

Under the terms of the society's articles of incorporation, the society is to carry on its operation without financial gain to its members and any profits to the society are to be used in promoting its purposes on an exclusively not-for-profit basis.

In the event of dissolution or winding-up of the society, under the terms of the society's articles of incorporation, all its remaining assets after payment of its liabilities should be distributed to the Crown in Right of the Province of British Columbia or, with the advance written consent of the Crown in the Right of the Province of British Columbia, to another corporation which has substantially the same purposes and objects as the society.

10. RELATED PARTY TRANSACTIONS

During the year, the society received \$Nil (2014 - \$Nil) from UNBC for the purpose of funding research projects. This was recorded at the exchange amount as research project funding and presented on the statement of operations.

During the year, UNBC provided management services to the society amounting to \$88,083 (2014 - \$65,222). This was recorded at the exchange amount in the contract services - management component of the administrative and operating expenditures and presented on the statement of operations.

As at March 31, 2015, the society owed a net balance of \$31,554 (2014 - \$15,877) to UNBC.

During the year, the society provided contract services to the Tl'az'ten Nation amounting to \$Nil (2014 - \$Nil). This was recorded at the exchange amount as contract services and presented on the statement of operations.

As at March 31, 2015, the society owed a balance of \$Nil (2014 - \$Nil) to the Tl'az'ten Nation.

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2015

11. CHANGES IN NON-CASH WORKING CAPITAL ITEMS

	<u>2015</u>	<u>2014</u>
Accounts receivable	\$ 3,030	\$ 1,970
Prepaid expenses	(3,503)	(760)
Accounts payable and accrued liabilities	(11,034)	53,247
Deferred revenue	(42,960)	57,960
	<u>\$ (54,467)</u>	<u>\$ 112,417</u>

12. CONTINGENT LIABILITY

Certain internally restricted and unrestricted funds may be repayable to the funding authorities under specific circumstances.

13. LEASE COMMITMENTS

The Society leases an administrative office in Fort St. James expiring February 28, 2016. Future minimum lease payments are \$500 plus GST per month.

14. COMPARATIVE FIGURES

Certain of the prior year figures have been reclassified to conform to the current year's presentation.

15. FINANCIAL INSTRUMENTS

Risks and concentrations

The corporation is exposed to various risks through its financial instruments, without being exposed to concentrations of risk. The following analysis provides a measure of the corporation's risk exposure as at March 31, 2015.

Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The corporation is exposed to this risk mainly in respect to its accounts payable.

Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The corporation main credit risks relate to its accounts receivable. The corporation provides credit to its clients in the normal course of its operations. Credit risk is minimal.

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2015

15. FINANCIAL INSTRUMENTS, continued

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market price. Market risk comprises three types of risk: currency risk, interest rate risk and other price risk.

Currency risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The society is not exposed to currency risk.

Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The society is exposed to interest rate risk on its fixed and floating interest rate financial instruments. Fixed-interest instruments subject the society to a fair value risk, since fair value fluctuates inversely to changes in market interest rates. Floating rate instruments subject the society to related cash flow risk.

Other price risk

Other price risk is the risk that fair value or future cash flows of financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market. The society is exposed to other price risk related to log sales.

16. EXPENDITURE ALLOCATIONS

Allocations of expenditures to various programs have been made by management.

CHUZGHUN RESOURCES CORPORATION

Schedule 1

SCHEDULE OF EXPENDITURES

ADMINISTRATIVE AND OPERATING

For the year ended March 31, 2015

	<u>2015</u>	<u>2014</u>
EXPENDITURES		
Wages and benefits - research co-ordinator	\$ 80,326	\$ 79,259
Contract services - management	88,084	65,222
Automotive	18,213	23,529
Insurance - property and liability	12,128	10,276
Professional services	10,910	8,446
Bookkeeping services	8,697	9,049
Field equipment - repair and maintenance	8,113	5,020
Phone and internet services	8,002	9,411
Travel and meetings	6,019	1,163
Office and sundry	5,408	3,632
Books and publications	3,108	2,809
Office rental and utilities	3,078	171
Conferences and workshops	2,632	3,964
Insurance - directors' liability	1,476	1,874
Field supplies	948	2,083
Dues and memberships	941	4,098
Bank charges and interest	765	663
Mapping and GIS	729	2,885
Advertising and promotion	236	1,250
Postage and delivery (recovery)	220	351
Contract services - other	-	562
Amortization - property and equipment	46,710	29,589
	<u>\$ 306,743</u>	<u>\$ 265,306</u>

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Chartered Accountants

CHUZGHUN RESOURCES CORPORATION

SCHEDULE OF EXPENDITURES

PRE-HARVEST FORESTRY

For the year ended March 31, 2015

	<u>2015</u>	<u>2014</u>
EXPENDITURES		
Cruising	\$ 11,851	\$ -
Road and bridge maintenance	4,445	5,821
Archeology	2,837	4,943
Road and block layout	2,305	3,415
Operational plans	<u>235</u>	<u>2,765</u>
	<u>\$ 21,673</u>	<u>\$ 16,944</u>

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CHUZGHUN RESOURCES CORPORATION**SCHEDULE OF EXPENDITURES****HARVESTING**

For the year ended March 31, 2015

	<u>2015</u>	<u>2014</u>
EXPENDITURES		
Contractors - field work	\$ 475	\$ -
Stumpage (recovery)	-	(47)
	<u>\$ 475</u>	<u>\$ (47)</u>

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CHUZGHUN RESOURCES CORPORATION

SCHEDULE OF EXPENDITURES

POST-HARVEST SILVICULTURE

For the year ended March 31, 2015

	<u>2015</u>	<u>2014</u>
EXPENDITURES		
Silviculture Activities	\$ 32,912	\$ 7,765
Site preparation	10,676	-
Brushing	9,223	28,969
Slash and debris burning	71	-
Reforestation adjustment (recovery)	<u>(7,139)</u>	<u>75,705</u>
	<u>\$ 45,743</u>	<u>\$ 112,439</u>

RHB SCHMITZ de GRACE
Chartered Accountants

CHUZGHUN RESOURCES CORPORATION**SCHEDULE OF EXPENDITURES****LONG-TERM PLANNING**

For the year ended March 31, 2015

	<u>2015</u>	<u>2014</u>
EXPENDITURES		
Forest management plan	<u>\$ 9,070</u>	<u>\$ 4,185</u>

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Chartered Accountants

CHUZGHUN RESOURCES CORPORATION**SCHEDULE OF EXPENDITURES****RESEARCH PROJECTS**

For the year ended March 31, 2015

	<u>2015</u>	<u>2014</u>
EXPENDITURES		
Research project costs - external	\$ 77,626	\$ 25,191
Wages and benefits - internal research projects	69,766	68,049
Wages and benefits - external research projects	15,852	24,451
Research project costs - internal	<u>14,699</u>	<u>13,431</u>
	<u>\$ 177,943</u>	<u>\$ 131,122</u>

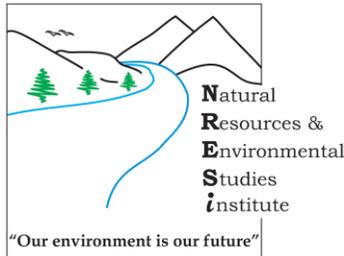
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Chartered Accountants

CHUZGHUN RESOURCES CORPORATION**SCHEDULE OF EXPENDITURES****CINNABAR RESORT**

For the year ended March 31, 2015

	<u>2015</u>	<u>2014</u>
EXPENDITURES		
Operations	\$ 41,053	\$ 31,557
Repairs and maintenance	<u>9,857</u>	<u>25,736</u>
	<u>50,910</u>	<u>57,293</u>

RHB SCHMITZ de GRACE
Chartered Accountants



UNIVERSITY OF NORTHERN BRITISH COLUMBIA

MEMORANDUM

To: Dr. Ranjana Bird, Vice President Research
Dr. John Young, Chair, Senate Committee on Academic Affairs

From: Dr. Darwyn Coxson

Date: 28 April 2015

Re: NRESi's 2014-2015 Annual Report and 2015-2016 Workplan

Dear Drs. Bird and Young,

As per UNBC's Policy and Procedures for Centres and Research Institutes, please find attached the 2014-2015 Annual Report for the Natural Resources and Environmental Studies Institute (NRESi) covering the 2014-2015 fiscal year and NRESi's workplan of activities for 2015-2016. Both have been reviewed and discussed by its members at their 2015 Annual General Meeting.

On behalf of NRESi, I would like to thank you for your ongoing support. NRESi was focused on continuing the activities and initiatives that its members and the community have come to expect, as well as exploring and expanding possible research and project opportunities for NRESi and its members. Work has been focused on providing value to members, to UNBC, and the broader community, in a number of different ways. This will be explained in detail in the accompanying 2014-2015 Annual Report. NRESi continues to work towards the goals and objectives described in its five-year Strategic Plan, while also being flexible to new opportunities and ideas as they arise, as described in the 2015-2016 workplan of activities.

NRESi had another productive year, resulting in a positive financial report and is exploring opportunities for long-term financial planning and sustainability, the continuance of ongoing activities, as well as the addition of new projects and initiatives to further support the work of NRESi's members, UNBC, and its community partners.

Enclosures: NRESi Annual Report 2014-2015

NRESi Workplan 2015-2016

cc: NRESi Steering Committee Members
Alex Koiter (NRES Graduate Student Representative)



Natural Resources & Environmental Studies Institute

2014-2015 Annual Report

Overview of NRESi

The Natural Resources & Environmental Studies Institute (NRESi) works to promote and implement integrative research to address natural resource systems and human uses of the environment, with a particular focus on northern regions and creating solutions-based approaches.

NRESi is an association of researchers from the UNBC faculty and external community that work and have interest in themes related to natural resources and the environment. This association of members have committed to learning from each other and seeing the value in collaborative initiatives that take an interdisciplinary approach. It is recognized that many, if not most themes related to this broad research area cannot be viewed or understood in isolation. Every research theme takes place in a complex world that surrounds and interacts with it, factoring into planning, management, monitoring, and policy. NRESi provides a venue and network to link together otherwise distinct research themes and topics for a broader understanding.

NRESi works towards its objectives of knowledge sharing and identification of collaborative research opportunities in a number of different ways. The most recognizable and well-known is through lectures, both in terms of its weekly colloquium series, as well as other special lectures and events that NRESi hosts. These events also provide networking opportunities between participating NRESi members and the community. In addition, through the guidance of NRESi's Steering Committee and the activities of its staff, NRESi works to support its members by identifying and pursuing possible project opportunities on behalf of its members. NRESi also has an important communications role to a range of audiences, including: within its membership, UNBC, the broader the natural resource and environment community, and the general public.

Our Mission

The focus of NRESi is to bring together members of the university and research community to promote and facilitate integrative research on natural resource and environment issues. From here, it is recognized that issues arise in northern BC and beyond that NRESi members, together with the community and partners, have the ability through expertise and experience to address and look for solutions. NRESi has an important role in helping to coordinate and be a venue for important dialogues and research projects that address natural and anthropogenic changes.

NRESi can also assist in sharing research results that can be integrated into policy and management approaches and decisions.

NRESi has important role in creating linkages between researchers. This includes communication and the opportunity for interaction among UNBC and other university faculty, graduate students, and other associated researchers and research centers. It also recognizes the importance of making knowledge sharing and project participation open to the public, creating dialogues, and building linkages across a wide range of perspectives and expertise.

As a result of this integration across expertise, information can be developed in local communities to address local issues. Research findings can also be disseminated through NRESi's channels to allow for information to be shared to other areas facing similar issues or management and planning concerns. This has taken the form of presentations and extension, through NRESi's publication series and/or sharing current events and activities through the newsletter that others may find useful in their own work. NRESi continues to engage its members in discussions about how they would like NRESi to support their work, as well as the research needs of the broader community for mutual benefit that NRESi could help address.

Governance

The NRESi is overseen by a Director, selected for a 3-year term. The 2014-2015 fiscal year saw a transition in Directors, from Dr. Bill McGill to Dr. Darwyn Coxson, who was appointed director July 1, 2014. In addition to a Director, NRESi is supported by a Research Manager who moves forward the day-to-day activities and needs of NRESi and its members, NRESi's initiatives, project development and communications.

The Director and Research Manager works closely with an internal Steering Committee. This group includes: three individuals elected to 2-year terms by the membership of the Institute, one member representing the Pacific Institute for Climate Solutions, and another representing the NRES Graduate Program. See Table 1. The intent of this group is to reflect the perspectives of NRESi's members, provide guidance to support the work and activities of NRESi, and ensure that the Institute functions in accordance with its vision statement and purpose.

Table 1. Steering Committee membership during 2014-2015 fiscal year.

*Steering Committee Members who will be leaving in the 2015-2016 fiscal year.

Name	Role	Term
Darwyn Coxson	Director	1 July 2014 – 30 June 2017
Art Fredeen*	Elected Member	1 January 2013 – 30 June 2015
Steve Helle	Elected Member	1 July 2014 – 30 June 2016
Paul Sanborn	Elected Member	1 July 2014 – 30 June 2016
Ian Hartley	NRES Grad Program Rep	Began 1 July 2014 with No Fixed Term
Kyle Aben	PICS Representative	No Fixed Term
Leanne Elliott	Research Manager	11 February 2014 – 31 March 2016

During the 2013-2014 fiscal year, a framework was developed to consolidate the previous Management Committee and Advisory Committee into one group, the NRESi Advisory Panel. This new committee was presented and discussed at the 2014 Annual General Meeting and approved by the membership as an appropriate way to gather external insight and advice to NRESi's Steering Committee and membership. With the Director transition and other emerging priorities, identification of individuals is currently in the preliminary stages and will be a focus for the upcoming fiscal year. Efforts will be made to develop a clear list of discussion points and items where advice would be valuable as NRESi moves forward. Members of the Advisory Panel will include the following individuals and representatives:

- Ex Officio members – Vice-President (Research) as Advisory Panel Chair, NRESi Director, Vice-President (External Relations), NRESi Research Manager
- Appointed members – One Steering Committee representative, five members external to the university community
- Advice, support, and/or involvement from other UNBC representatives – Dean of CSAM, Dean of CASHS, Dean of Graduate Programs, Chair of NRES Graduate Committee, Directors of other Research Institutes

Membership

NRESi has three types of memberships. They are: (a) Full Members for UNBC tenured faculty, (b) Associate Members for other types of UNBC faculty and researchers external to the UNBC community, and, (c) Lifetime Members who have received recognition through NRESi's Lifetime Achievement or Community Advancement awards for lifetime membership spanning beyond their active research careers. It was decided at NRESi's 2014 Annual General Meeting to adjust the existing membership process. Any new applications for Associate Members, which have 3-year terms, will have their renewal extended from their membership anniversary to the date of the NRESi's next Annual General Meeting plus three years. Existing Associate Members will have renewals reviewed prior to NRESi's Annual General Meeting and those that have expired during the previous 12-month period will be notified and given the opportunity to renew for another 3-year term.

The below (Table 2) provides an overview of NRESi's current membership, the membership category that each belongs to, and the most recent date of renewal (if applicable). This table shows that there are currently 68 NRESi members (Table 2). Membership activity during the reporting period included the addition of one new Associate Member, the renewal of one Associate Member, transfer of a Full Member to an Associate Member, and the loss of three Associate Members. Information about NRESi's members can be found on its website, such as their research interests (<http://www.unbc.ca/nres-institute/institute-members>) and contact details (<http://www.unbc.ca/nres-institute/members>).

Table 2: Summary of NRESi’s current membership, membership type, and the most recent renewal dates for Associate Members

Aben, Kyle	Associate Member: April 15, 2013	Lindgren, Staffan	Lifetime Member
Arocena, Lito	Full	Maher, Patrick	Associate Member: Mar 26, 2015
Burton, Philip	Full	Massicotte, Hugues	Full
Connell, David	Full	McGill, Bill	Full
Costello, Allan	Full	Meletis, Zoe	Full
Coxson, Darwyn	Full	Menounos, Brian	Full
Curry, John	Full	Mullins, Philip	Full
Dawson, Russ	Full	Murray, Brent	Full
Déry, Stephen	Full	Nolin, Catherine	Full
Egger, Keith	Full	Opio, Chris	Full
Erasmus, Daniel	Full	Otter, Ken	Full
Fondahl, Gail	Full	Owens, Philip	Full
Fredeen, Art	Full	Parker, Katherine	Full
Gantner, Nikolaus	New Associate Member: April 9, 2015	Petticrew, Ellen	Full
Garcia, Oscar	Full	Procter, Dennis	Full
Gillingham, Mike	Lifetime Member	Rea, Roy	Full
Green, Scott	Full	Rutherford, Mike	Full
Haeussler, Sybille	Associate Member: Sept 25, 2012	Ryan, Dan	Full
Halseth, Greg	Full	Sambaraju, Kishan	Associate Member: April 9, 2015
Hanlon, Neil	Full	Sanborn, Paul	Full
Hartley, Ian	Full	Schwarzfeld, Marla	Associate Member: Oct 9, 2013
Hawkins, Chris	Full	Shrimpton, Mark	Full
Hawley, Alex	Lifetime Member	Shultis, John	Full
Heard, Doug	Associate Member: March 7, 2013	Sui, Jueyi	Full
Helle, Steve	Full	Summerville, Tracy	Full
Henry, Philippe	Associate Member: Oct 31, 2012	Tang, Youmin	Full
Huber, Dezene	Full	Thielman, Aynsley	Associate Member: Oct 17, 2015
Jackson, Peter	Full	Thring, Ron	Full
Johnson, Chris	Full	Wheate, Roger	Full
Karjala, Melanie	Associate Member: April 22, 2013	Whitcombe, Todd	Full
Lautensach, Alex	Full	Wilkening, Ken	Full
Lavallee, Loraine	Full	Wilkerson, Orland	Full
Lewis, Kathy	Full	Wright, Pam	Full
Li, Jianbing (Jason)	Full	Young, Jane	Full

Report on Activities for 2014-2015

Background: In 2011-2012, NRESi’s Steering Committee undertook a Strategic Planning process in order to identify the longer-term requirements and a sustainable model for the resourcing of NRESi. At the same time, increased overhead contributions from the NRESi project on Biodiversity Monitoring and Assessment Program (BMAP), under the leadership of Dr. Mike Gillingham, has provided for a period of financial stability. This allowed NRESi to hire a dedicated Research Manager in February 2014 and work towards growth in activities and operations.

The below is a summary of NRESi's 2014-2015 initiatives, projects, and activities:

General Activities

- The Institute hosted 22 colloquia as part of the weekly NRESi Colloquium Series and was organized by NRESi member Dr. Allan Costello. Most of the colloquium presentations have been posted to NRESi's video archive (<http://www.unbc.ca/nres-institute/colloquium-webcasts>). A listing of past presentations and their abstracts can be found on NRESi's website and the presentations during the winter 2015 semester are also posted in a way that is also searchable (<http://www.unbc.ca/nres-institute/colloquium-series>). This new format for posting upcoming and past lectures on NRESi's website will be continued in future colloquium series. There is continued interest and growth in later viewing of NRESi's videos which, based on metrics received from the Centre for Teaching, Learning, and Technology, has shown most videos are view between 2-18 times through the website archive.
- Of the 22 colloquium that took place, many were special events and/or co-hosted with NRESi together with other groups on campus:
 - NRESi's special UNBC 25th Anniversary Panel Discussion and reception – a collection of NRESi members and community members who explored opportunities for NRESi and natural resource research for the future (described in more detail below)
 - NRESi hosted the NRES Graduate Student Icebreaker event, which included a special lecture by a guest presenter followed by a NRES grad student poster session and reception – Dr. Connie Nelson from Lakehead University
 - The presenter who did the 2014 Doug Little Lecture also presented during the NRESi colloquium – Dr. Richard Waring from Oregon State University
 - NRESi co-hosted a guest presenter with Global Fridays during its weekly colloquium, who was exploring the impacts of sporting events ahead of the Canada Winter Games – Dr. Harry Hiller from the University of Calgary
 - Each year, in partnership with the Peace Fish & Wildlife Compensation Program (PFWCP), NRESi organizes a special lecture during the colloquium that includes a presentation by a guest lecturer on a theme related to the PFWCP and is followed by a reception to provide further networking opportunities (more details below) – Dr. Dale Seip from the BC Ministry of Environment
 - NRESi hosts a special Annual Lecture event each year on a Thursday evening (more details below) and the presenter also provides a second presentation during the colloquium that week – David Hughes, a Geoscientist exploring energy forecasting and usage
- Each year, NRESi organizes a special Annual Lecture event. It begins with a by-invitation event for NRESi members, UNBC administrative representatives, and NRESi partners within the community. This event is in the form of a reception that includes a NRES

graduate student poster session for the opportunity to share their research and learn from others within the community, followed by dinner. The Annual Lecture then takes place, which is a public event for the community with a reception to follow and is also available via Livestream and Elluminate/Collaborate for remote participants. This year's reception and dinner hosted 65 participants and the Annual Lecture drew approximately 150 attendees. The guest lecturer was David Hughes, a Geoscientist, Independent Energy Policy Analyst and formerly with Geological Survey of Canada. David's presentation was titled: BC LNG and the Shale Revolution: Myths and Realities. It was a very informative presentation and it provided lots of opportunity for an interactive discussion following the lecture. The presentation will be posted to NRESi's video archive for future viewing.

- NRESi also hosted six special lectures, where guests to UNBC had the opportunity to share their research. Video recordings of most presentations were also uploaded to NRESi's archive for future public viewing (<http://www.unbc.ca/nres-institute/colloquium-webcasts>):
 - Eric Peterson, Hakai Institute
 - Dr. Lynn Quarmby, Simon Fraser University
 - Dr. Renfei Feng, Canadian Light Source
 - Dr. Brock Fenton, Western University
 - Dr. Karen Hodges, University of British Columbia Okanagan
 - Dr. Regine Hock, University of Alaska Fairbanks
- Work is ongoing with UNBC's Communications Department to create a new video archive webpage for past NRESi lectures that will provide a more user-friendly interface that will be searchable by lecture topic, presenter, date, and keywords. A draft of this new webpage was developed and will be refined in the new fiscal year. All videos currently on NRESi's archive will be assigned categories and put into a format that can be uploaded to the new area and also searchable. The videos will also be converted to a public platform (e.g. YouTube), making them even more broadly available, accessible and searchable through Google and other search engines.
- In almost all cases, those interested in NRESi presentations and not able attend in person were able to participate via Livestream (video and slides) and Elluminate/Collaborate (slides and audio). Those attending on Elluminate/Collaborate were also provided the opportunity to contribute questions to the discussion through the system's chat feature.
- Travel costs for an external speaker through NRESi's matching funds program allowed a special lecturer (Dr. Ken Brealey, University of the Fraser Valley) come to UNBC to present a colloquium talk and participate in other activities on campus.
- NRESi once again organized the annual Undergraduate Thesis Presentation Day. Students completing a fourth-year thesis project are required to present their project

and results. This year's event had 14 presentations during a day-long event by students from NRES, BCMB, HHSC, CHEM, and Biol students. The event was supported in partnership with the Biochemistry and Molecular Biology department and the Northern Medical Program.

- NRESi explored the opportunity to house data from NRESi member research in a way that would be more broadly accessible. Some options are available and further investigation into each's benefits, the cost associated, and implementation needs will be looked at further in the new fiscal year.

Communications

NRESi continues to provide a means of internal communication between its members, as well as providing linkages where possible with external researchers and members of the community. This takes a number of different forms:

- NRESi event announcements and updates are distributed through a managed NRESi distribution list and to UNBC college mailing lists. NRESi also has a members-only list, where communications relevant specifically to the membership can be distributed. Event announcements are posted to UNBC's public events listings, the internal UNBC outlook public folders, as well as on NRESi's website.
- NRESi maintains a website, to provide information to the public about NRESi and its members, as well as an information platform for the public. The process to update NRESi's website began this year, by revising text to reflect the work and focus of NRESi. This work will continue in the 2015-2016 fiscal year, by adding website features, making revisions, and refining its structure to make it more user-friendly and visually appealing.
- All NRESi lectures are recorded and posted to a video archive (<http://www.unbc.ca/nres-institute/colloquium-series/archived-colloquium-series>). NRESi has been working with UNBC's Communications Department to create a new webpage to host these past presentations, in a way that is searchable by a number of characteristics, such as by: title, presenter, abstract, date, keywords, and thematic categories. The intent is to make the videos more accessible to the broader public and in a way that is more user-friendly. The process for developing this new page is ongoing, with the expected launch of the new webpage the summer of 2015.
- NRESi has created two social media accounts to share information and updates focused on NRESi and its members. They are: (a) Twitter (https://twitter.com/UNBC_NRESi) and (b) Facebook (<https://www.facebook.com/unbcnresi?ref=hl>).
- NRESi did a marketing materials refresh, by revising its brochure to update the language and better reflect the current work and focus of NRESi and its members, as well as a newly designed banner that is used for NRESi events and branding in archived lecture videos.
- NRESi's weekly newsletter returned in 2014-2015, being posted to NRESi's broad network distribution list each Friday. Each edition includes: 'NRESi Notes' which provides updates or special announcements for members and the community, event

announcements and information, recent NRESi member publications, sharing of travel or conference details attended by members, links to NRESi members in the media and other UNBC media releases of relevance to the NRESi audience, NRES graduate student defense details and events of interest, as well as other UNBC or community events of interest to the network. NRESi members are invited to contribute information, announcements, and news, as well as stories and photos that might be of interest to others in the NRESi community.

Research

The NRESi links a community of researchers, with varied backgrounds and research interests, empowering them to pursue their disciplinary research in an interdisciplinary context. Consequently, many of the research initiatives undertaken by Institute members are collaborative efforts with other Institute members. Individual members of the Institute have strong disciplinary expertise in the natural, physical, environmental and social sciences; NRESi works to capitalize on this, by providing project and networking opportunities for knowledge sharing and finding new linkages. Work began, through scoping NRESi members and exploring opportunities, for building new NRESi projects that further connects multiple researchers and their interests. This will be expanded and a focus of activities for the 2015-2016 fiscal year, as well as identifying possible funders and project partners.

Biodiversity Assessment

The Biodiversity Monitoring and Assessment Program (BMAP) continued in the 2014-2015 fiscal year and will be completing its work in 2015-2016. The project involves 15 NRESi members, plus research staff, post-doctoral researchers, and graduate students. The BMAP has the goal of developing best practices for pipeline and linear corridor construction and is in addition to any regulatory or First Nations' accommodations requirements.

Cumulative Effects

A successful workshop was held in January 2014, organized and led by UNBC's three research institutes (NRESi, Community Development Institute, Health Research Institute), titled: *Cumulative Environmental, Community and Health Effects of multiple Natural Resource Developments in Northern British Columbia*. Building on the momentum from this event and the recognized need as a result of this event for continued discussion, knowledge sharing, and research to address existing and emerging issues, the tri-institute partnership created the Cumulative & Community Impacts Research Consortium (CCIRC). There are three main objectives of the CCIRC:

1. Foster integrative understandings of the increasingly intense challenge of cumulative impacts;
2. To conduct research in support of policy options for community development that local, regional, and provincial authorities can consider and potentially adopt; and,

3. To provide a platform for community engagement and dissemination of knowledge that will assist in understanding issues and options.

This year saw an initial funding agreement from the Pacific Institute of Climate Solutions for this project. The funding has allowed the project to recruit and hire a Research Associate to lead the initiative, create a foundation around the project, build a network of appropriate contacts, and explore opportunities for engaging interested participants in a CCIRC Kick-Off Workshop planned for fall 2015. This scoping, background research, and project planning will provide the opportunity to develop a project that meets the needs of northern British Columbia and beyond.

Member Surveys

NRESi is in the process of a membership survey to ask for their input, ideas, and feedback on a range of topics. This exercise is to help in future planning and identifying member priorities to be incorporated into NRESi's core activities. Questions that have been discussed range from high level impacts and opportunities NRESi can provide to northern BC and beyond, to small scale benefits and desires of individuals that NRESi can work to support. Member surveys will continue in 2015-2016 and feedback will be sorted, ranked and incorporated into NRESi's activities and planning in an ongoing manner.

Peace Fish and Wildlife Compensation Program Lectures

For the past number of years, NRESi has partnered with the Peace Fish and Wildlife Compensation Program to put on a lecture that has themes related to the natural resources around the Peace region and Williston Reservoir. As this year's presenter, Dr. Dale Seip, was based in Prince George, it provided the opportunity for NRESi to organize a second lecture in Fort St. John. Dale and Darwyn Coxson (representing NRESi) will be traveling to present this second event on May 7th. NRESi is partnering not only with the PFWCP to put on this event, but also has the support of the Association of Professional Engineers and Geoscientists of BC Peace River Branch. This will also be a public event that will take place at the Lido Theatre starting at 7pm. Darwyn Coxson, NRESi's Director, will be attending and hosting the event.

NRESi's UNBC 25th Anniversary Project

UNBC is celebrating its 25th anniversary in 2014-2015. NRESi submitted a successful proposal to UNBC's Anniversary Fund to undertake a number of events and activities to help commemorate the milestone. The activities included those in which NRESi organized and led, as well as ones which NRESi organized that were incorporated into other anniversary events and campus activities.

NRESi proposed organizing and coordinating a ceremonial tree planting, which took place during the 25th anniversary kick-off event on September 2nd in UNBC's Ceremonial Loop at the Prince George campus. UNBC's Anniversary Office coordinated the ceremony that included representatives from UNBC's past through involving the Founders, its present with participation

by student leaders, and the future with children from UNBC's daycare. A plaque will be mounted by the tree, explaining its significance. NRESi also facilitated and coordinated volunteers to help with the distribution of seedlings to the participants at the kick-off event, as well as finding a location and the logistics around planting approximately 100 seedlings on campus as one of the activities part of the kick-off day's events.

NRESi organized a Special UNBC 25th Anniversary Panel Discussion during one of its colloquium timeslots in September 2014. This event was to look back at the evolution of NRESi, the impact and benefit it has provided to its members, UNBC, and the community, as well as exploring new opportunities for NRESi and its role into the future. Perspectives were shared from four panelists: Dr. Mike Gillingham (UNBC & NRESi member and Founding Director), Dr. Kathy Parker (UNBC & NRESi member), Shannon Carson (BC Ministry of Forests, Lands, and Natural Resource Operations), Dr. Sybille Haeussler (Bulkley Valley Research Centre & NRESi member), and Dr. Jim Pojar (botanist and forester, retired from the BC Forest Service). At this event, NRESi also presented its annual awards to four deserving NRESi members (more information about the awards is below).

In honour of the 16,000 individuals who signed a petition in the 1980s which resulted in the dream of UNBC becoming a reality, NRESi proposed to plant 16,000 trees. Initially, the intent was to plant these trees on UNBC campuses and properties; due to logistical and space issues, this was not be possible. Some of these trees will indeed be planted at the John Prince Research Forest, which is associated with UNBC. The remainder will be planted through a contract with the BC Ministry of Forests, Lands and Natural Resources Operations in an area close to Prince George that is considered non-sufficiently stocked and is in need of trees. The intent is for both sites to have plaques describing their significance and connection to UNBC's 25th anniversary. The planting will take place in spring 2015.

To meet the commitment of planting trees at UNBC campuses and properties, NRESi is supporting UNBC regional campus plantings during 2015 convocation activities, as well as at the other research forests and properties. In partnership with representatives at each site, a ceremony will take place to commemorate the milestone and a plaque will be posted to describe the trees' significance.

Sustainable Communities Demonstration Project

UNBC is working on a series of initiatives, to explore how issues that northern BC communities are faced with could be addressed. It is using the UNBC Prince George campus as a demonstration site that could be replicated in other northern BC communities, using more sustainable options. NRESi was invited to participate on the project team for the bioenergy and sustainable energy component of this project. This part of the initiative includes creating three videos describing the benefits and challenges of implementing a bioenergy system between buildings, the technology, and outcomes, using the UNBC Prince George campus and other small northern communities as case studies. The first video has been completed and the other two are planned for release in 2015-2016.

NRESi Awards

In past years, NRESi has recognized members who have made valuable research contributions over their career with the Distinguished Fellow award. With the support of an Awards Committee, NRESi reviewed the award characteristics and expanded its recognition to three awards, adding one that celebrates ongoing achievements of NRESi members and one that recognizes individuals and organizations in the community who has made a valuable research contribution in NRESi's thematic areas. This resulted in the three awards NRESi has today:

1. Distinguished Scholar - a NRESi member who has achieved any or a combination of the described criteria over the past 12 months (it is possible to receive this award more than once over a career)
2. Lifetime Achievement – a NRESi member who has achieved a combination criteria over the course of their career (both as NRESi members and, if appropriate, in previous positions/activities) and recipients are given a lifetime membership to NRESi
3. Community Advancement Award – an individual or organization from the broader community who has demonstrated achievement of any or a combination of the described criteria through their research and/or service and recipients or an identified representative from the recipient organization is given a lifetime membership to NRESi

Further information, nomination guidelines, and criteria can be found on NRESi's website (<http://www.unbc.ca/nres-institute/special-events-activities>).

This year, NRESi presented four awards to deserving researchers in the NRESi community. The Distinguished Scholar Award was presented to Dr. Mike Gillingham for his work on the Biodiversity Monitoring and Assessment Program. The Lifetime Achievement Award was presented to Dr. Staffan Lindgren and Dr. Mike Gillingham for their contributions to research at UNBC and in Mike's case, his commitment and tireless efforts as Co-Director and Director that resulted in the creation of NRESi and bringing it to the place it is today. The Community Advancement Award was awarded to Dr. Susan Stevenson and unfortunately, with her recent passing, the award was presented to her family, recognizing her contributions she made to teaching as an Adjunct Professor at UNBC and her contribution to research on interior rainforest ecosystems in northern BC.

Susan Stevenson Scholarship Fund

A dedicated NRESi member and UNBC adjunct professor, Dr. Susan Stevenson, passed away in August 2014. In honour of her contribution and memory, NRESi set up the Susan Stevenson scholarship fund. NRESi has been working to raise \$15,000 which will be matched by UNBC to create an annual \$1000 student scholarship. Currently, thanks to generous donations of NRESi's community, as well as Susan's family and her personal networks, the scholarship has received over \$8,000. Further efforts and donation opportunities will be continued in the coming months and years (as necessary). Details of candidate criteria and the decision-making process will be explored as NRESi gets closer to its goal.

Event Participation

NRESi had a presence and booth at Resources North Association's conference held in June. The conference was attended by a diverse group of representatives and focused on the theme: Breaking Down Silos. NRESi also participated in the Premier's Resources Forum in Prince George in January 2015 and the Knowledge Exchange and Exploration: A Gathering for Aboriginal and Academic Communities conference in October 2014. It is anticipated the NRESi will continue to identify relevant events in the coming year to attend, sharing with the community the knowledge and expertise within NRESi's membership, projects and focus of activities, as well as building knowledge on natural resource research needs that NRESi could help to address.

Publication Series

Dr. Art Fredeen has been the Editor for the NRESi publications series since their inception. In the past, NRESi had two publication series that NRESi members and NRES graduate students could contribute to:

1. **NRESi Occasional Papers** are peer-reviewed publications of papers and symposia sponsored or produced by members of the Institute. They provide an outlet for position, idea, concept, and opinion oriented papers.
2. **NRESi Research Extension Notes** are peer-reviewed publications of the research findings of NRESi members and of graduate students in the NRES Graduate Program. This series is intended to provide an outlet through which Institute members can make their research findings available to a non-technical audience.

In 2014-2015, it was identified that there are times where reports are not broadly available, but have useful information and results. To provide a venue for to make this data accessible, NRESi created the Technical Report Series:

3. **NRESi Technical Reports** are comprehensive, but not peer-reviewed final reports of research projects. They contain results relevant to the region and the broader research community. This publication series creates an opportunity for NRESi members to make their research project results that would otherwise not be published or available either in part or in whole.

More information about the awards and the guidelines are found on NRESi's website (<http://www.unbc.ca/nres-institute/publication-series>). In addition, NRESi worked with UNBC's library to make the articles available to a wider network, by posting all publications to UNBC's online databases. Past and future reports will now available and more readily searchable.

Two new publications were added to the NRESi publication series this year:

1. Research Extension Note: Sittler, K.L., Parker, K.L., Gillingham, M.P., Wheate, R.D. & Heard, D.C. 2014. Burning for northern mountain ungulates: effects of prescribed fire.

Natural Resources and Environmental Studies Institute. Research Extension Note No. 9, University of Northern British Columbia, Prince George, B.C., Canada.

2. Technical Report: Otter, K.A., Hartley, M.I., d'Entremont, M., Johnston, N.N., Walsh, D, Bradley, J., Willie M., & Pomeroy, A.C. 2014. Avian Movement at the Dokie 1 Wind Energy Project 2008-2012: analysis of potential conflict between wind development and avian migration in the northern Rocky Mountains. Natural Resources & Environmental Studies Institute (NRESi) Technical Report #1. University of Northern British Columbia. Prince George, B.C., Canada.

Each year, NRESi also presents an award for a Research Extension Note written by a NRES graduate student. This is awarded during the NRES Graduate Student Icebreaker event held in September. The 2014-2015 winner was Krista Sittler, for the above mentioned Research Extension Note.



Natural Resources & Environmental Studies Institute

2015-2016 Workplan

This workplan describes how NRESi's 2015-2016 activities will build on the momentum of the previous fiscal year and further the objectives of NRESi through engagement, identification of new project opportunities, funders and partners, as well as providing networking across members and the community. Further to this, it will also describe how NRESi will work with other research institutes and organizations at UNBC and its partners on some key initiatives.

The focus of activities for the new year are described under five broad headings, which includes a purpose, description, and desired outcomes for each. A proposed 2015-2016 budget can be found at the end of this report, outlining anticipated expenditures for the coming year.

Project Descriptions

A. Partnerships & Project Development

Purpose: To develop partnerships and project opportunities to support the research goals of NRESi members and address the issues of UNBC's community through solutions-based approaches and projects.

Description of Activities:

NRESi will be working to identify project and funding opportunities on behalf of its members and NRESi more broadly, working together with the Development Office and the Office of Research. Work on this began in 2014-2015 by exploring possible foundations that have linkages to NRESi's themes and the research interests of its members. Further work will be undertaken to create project themes that could be included in letters of interest to funders and to begin to build relationships. There will be a conscious effort to develop initiatives spanning across a broad set of research interests and thus engaging multiple members on collaborative projects, being as inclusive as possible and/or identifying multiple projects where researchers having diverse interests can engage. This exercise will also explore the opportunity to create projects that are applicable to multiple funding agencies or foundations and/or developing project ideas will be tailored to specific needs of individual funders.

Information and suggestions collected from NRESi members through the membership survey exercise will assist in developing potential project themes, both to their own work, but also to the needs of northern BC and beyond. Opportunities to engage with the other UNBC research institutes, in addition to the cumulative impacts work currently underway, will also be considered in this exercise.

Exploring project opportunities will be approached in two ways: (a) collaboratively with NRESi members by engaging them to help develop project themes, and, (b) developing topics of broad interest and research needs, connecting these ideas to the membership through research clusters to improve grant success. Not only is the intent to build the research capacity, scope and the work of NRESi members, new projects would provide access to additional resources, exposure to external stakeholders of the value, benefit, and opportunities working with NRESi can provide, as well as better solidify UNBC's standing as a small, research-intensive university.

Desired Outcomes:

- Creation of project ideas that engage multiple NRESi members in collaborative research, being as inclusive as possible to members who wish to participate on one or more initiative, building on suggestions heard through NRESi's survey exercise with members
- Identification, research into and engagement of potential funders that may have interest in the research and areas NRESi members' expertise, building relationships that could lead to funding partnerships to move forward mutual goals and objectives
- Work with the Development Office and the Office of Research to identify additional opportunities and build on existing networks that could further contribute to NRESi member research
- Identify opportunities to work with other UNBC research institutes, in addition to the continued work of the Cumulative and Community Impacts Research Consortium (CCIRC)
- Combination of reactive and proactive research project opportunities realized with diverse stakeholders and partners from outside of UNBC, engaging a diverse set of NRESi members and expertise, identifying needs and resulting solutions
- Continued focus on developing interdisciplinary research approaches (e.g. making linkages across disciplines and addressing complex issues)
- Collaborative partnership development and fundraising processes with other UNBC departments and Institutes are developed and implemented and aligned with the efforts of individual NRESi members

B. Service to NRESi Members and UNBC

Purpose: To maintain service delivery and networking between NRESi members and other UNBC departments for knowledge sharing, celebrating successes, building on each other's strengths, and reducing duplication of efforts where possible.

Description of Activities:

NRESi represents 68 researchers, with the majority being faculty or adjunct professors at UNBC, plus some active researchers based at external organizations. NRESi undertakes the role of providing opportunities to build linkages across departments and research communities through networking and collaborative events and initiatives. It works on behalf of its members to explore partnership opportunities, as well as representing and promoting the work of its members. NRESi also engages appropriate groups within UNBC's administration (e.g. Office of Research and Development Office), to provide a linkage and communications between these groups on behalf of its members and explore project opportunities.

NRESi works to be UNBC's public face for environmental issues and knowledge. Conferences, workshops, and meetings are attended where there are opportunities to learn and further the goals and objectives of NRESi and promote the Institute, its members, and the NRES Graduate Program. NRESi also provides the venue for sharing information and reports prepared by its members through the lectures it organizes, its Publication Series, weekly newsletter, and through social media. During the last fiscal year, NRESi worked with the UNBC library to make NRESi publications accessible through the library catalogue and will continue to share new NRESi reports as they are available.

NRESi will continue to celebrate the achievements of its members and those in the natural resources research community. This will continue to be achieved in a number of ways. One example is providing NRESi's weekly newsletter as a venue for sharing new publications, awards NRESi members have received, conference presentations and other announcements. NRESi also has its awards program that is presented each fall. The awards include: (a) Lifetime Achievement for career accomplishments, (b) Distinguished Scholar for project related accomplishments, and, (c) Community Advancement for individuals and organizations outside of NRESi's membership, but part of its network and making valuable contributions to natural resource research.

NRESi will continue to build opportunities for supporting its members' research and expertise. This includes investigating how to best make the expertise of NRESi members readily available to other members, potential partners and the broader community. It could also mean further accessibility of NRESi member data and information, such as continuing to explore tools for data sharing.

Desired Outcomes:

- Representation of NRESi members in partnership discussions, public venues and identifying ways to support members through projects and potential funders
- Represent NRESi members in discussions with UNBC administration for supporting the building of external relationships and engagement for members where appropriate
- Sharing of information to NRESi members about potential funding and/or partnership opportunities where possible and open doors for members to build new relationships
- Provide a venue to celebrate successes of NRESi's members within the membership, as well as to UNBC and the wider community, through sharing of accomplishments, media and other recognition in the newsletter, social, media, and other appropriate venues

- Summary of member expertise that is shared within the membership, other Research Institutes, and UNBC's Development and External Relations Offices, as well as the Office of Research, to better understand the capacity and opportunity to engage on different topics

C. NRESi Special Projects & Events

Purpose: To engage NRESi members, UNBC, and the broader community in events and activities on relevant topics of interest, providing the opportunity for sharing knowledge and a forum for discussion.

Description of Activities:

One of the main roles and functions of NRESi is to create opportunities for sharing knowledge, as well as networking across its membership and the broader research and natural resource community. A number of NRESi venues exist for this, including the weekly colloquium lecture series, the NRES Graduate Student Icebreaker, Annual Lecture and poster session, as well as others events and activities that include NRESi members and NRES graduate students. It also actively works to identify opportunities for relevant topics of discussion and projects that NRESi members can engage in, to feed their expertise into dialogues where experience and knowledge are valuable contributions. NRESi will continue to identify areas where it can support knowledge sharing, organize events for dialogue and discussion, and provide promotion within its membership and broader network of activities to create an ongoing culture of learning from each other.

NRESi will also be continuing to work on some of the components of the proposal it submitted as part of UNBC's 25th anniversary. There are two components left to complete: (a) campus tree plantings during regional convocation ceremonies and tree planting at UNBC's research forests and properties, and, (b) planting 16,000 seedlings in honour of the 16,000 people who signed a petition which made the dream of UNBC a reality.

NRESi was successful in its proposal to extend its ongoing relationship with the Peace Fish and Wildlife Compensation Program for a lecture series in 2015-2015. This year NRESi will be organizing three lectures, one in Prince George during the usual spring timeslot, plus two additional presentations in the fall and winter in a northeastern BC community.

Desired Outcomes:

- NRESi events and joint initiatives are continued, capitalizing on collaborative opportunities with other Institutes and partners where appropriate
- Continued support and planning of NRESi activities and networking opportunities between members and with the broader research, natural resource and environmental studies community
- Develop and/or fill the role of representing NRESi members in discussions with UNBC and external agencies

D. Communications

Purpose: To facilitate communication within the membership, to UNBC and external stakeholders, governments, communities, and other partners.

Description of Activities:

NRESi uses a number of different venues to share information across its network. This includes external communications efforts, such as through the weekly newsletter, social media feeds, posters in UNBC hallways about upcoming events, as well as through email announcements. NRESi also works to provide information about opportunities to its membership list and engaging researchers where possible to do so.

NRESi is in the process of updating its website; the content itself has been revised, with further plans for this year to streamline its structure and make it more user-friendly. The intent is to include stories about members and NRESi activities, spotlighting accomplishments and research. Last year, investigation was made into creating an interactive blog or news feed, to provide a two-way dialogue with NRESi members and the community; NRESi is still exploring the opportunity of setting up such a system and will continue to work with UNBC Communications to identify options that could be undertaken. In cooperation with the UNBC Communications and IT departments, NRESi is also creating a new video archive website for its past colloquium presentations and special lectures. This new site will have a search function where videos can be queried based on topic, keywords (in the title, abstract), date and presenter. Further to this, videos will also be uploaded to YouTube to make them easier to be searched through broad web-searches. NRESi will be continuing to post information about upcoming events to UNBC's Events webpage, to create broader distribution of activities.

Desired Outcomes:

- NRESi's weekly newsletter and current social media sites, and other communications tools used to provide a venue to share information to wide audiences and allow for networking within the research, natural resource, and environmental studies community, as well as an opportunity to create a dialogue where possible on current issues, activities and opportunities that could be built upon
- Improvements to NRESi's web presence by making updates to allow information to be streamlined, found easier and in a more interactive fashion

E. Governance & Administration

Purpose: To develop a future direction and organizational approach that works to meet the needs of NRESi and its members

Description of Activities:

NRESi will be identifying candidates that would provide beneficial, insightful and valuable advice to NRESi through its external Advisory Panel. This includes those who have experience and/or insights that will help to move forward the goals and objectives of NRESi, as well as helping to create new research and strategic opportunities to support NRESi members, in

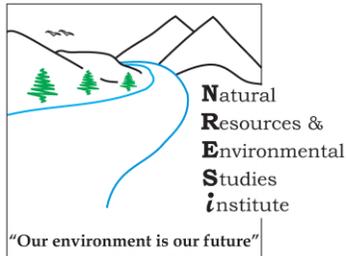
addition to meeting needs of northern BC and beyond. Once the members of the Advisory Panel are confirmed, an initial meeting will be arranged to begin the dialogue.

As NRESi continues its membership survey exercise, suggestions are being collected about how NRESi can better serve their needs, and what they see NRESi's role and function to be. On an ongoing basis, NRESi is consolidating these recommendations and will begin to incorporate the suggestions into its planning and activities, both for the short- and long-term.

Tasks required for organizational management will continue, such as holding an Annual General Meeting, developing an Annual Report of the past year's activities, summarizing a financial report and ongoing monitoring, creating a workplan for the coming year, monthly Steering Committee meetings, Advisory Panel meetings, and other administrative needs. The Steering Committee will continue to provide an important role in guiding the ongoing activities of NRESi, by providing support to the Director and Research Manager.

Desired Outcomes:

- Engagement of NRESi members through completion of NRESi's members survey, to further contribute ideas and suggestions to direction of NRESi
- Identification of possible representatives to NRESi's Advisory Panel and conduct at least one initial discussion with this group to provide insights to NRESi opportunities
- Administration requirements needed to ensure appropriate management of the organization, including but not limited to: ongoing meetings and engagement from the Steering Committee, reporting, budgeting, project and organizational planning, etc.



UNIVERSITY OF NORTHERN BRITISH COLUMBIA

MEMORANDUM

To: Dr. Ranjana Bird, Vice President Research
Dr. John Young, Chair, Senate Committee on Academic Affairs

From: Dr. Darwyn Coxson

Date: 28 April 2015

Re: NRESi's 2014-2015 Annual Report and 2015-2016 Workplan

Dear Drs. Bird and Young,

As per UNBC's Policy and Procedures for Centres and Research Institutes, please find attached the 2014-2015 Annual Report for the Natural Resources and Environmental Studies Institute (NRESi) covering the 2014-2015 fiscal year and NRESi's workplan of activities for 2015-2016. Both have been reviewed and discussed by its members at their 2015 Annual General Meeting.

On behalf of NRESi, I would like to thank you for your ongoing support. NRESi was focused on continuing the activities and initiatives that its members and the community have come to expect, as well as exploring and expanding possible research and project opportunities for NRESi and its members. Work has been focused on providing value to members, to UNBC, and the broader community, in a number of different ways. This will be explained in detail in the accompanying 2014-2015 Annual Report. NRESi continues to work towards the goals and objectives described in its five-year Strategic Plan, while also being flexible to new opportunities and ideas as they arise, as described in the 2015-2016 workplan of activities.

NRESi had another productive year, resulting in a positive financial report and is exploring opportunities for long-term financial planning and sustainability, the continuance of ongoing activities, as well as the addition of new projects and initiatives to further support the work of NRESi's members, UNBC, and its community partners.

Enclosures: NRESi Annual Report 2014-2015

NRESi Workplan 2015-2016

cc: NRESi Steering Committee Members
Alex Koiter (NRES Graduate Student Representative)



Natural Resources & Environmental Studies Institute

2014-2015 Financial Report

Revenues for the 2014-2015 fiscal year were derived from overhead on NRESi and member projects, a grant from Peace Fish and Wildlife Compensation Fund, the UNBC 25th Anniversary Fund, and from interest on endowment funds.

NRESi provided financial contributions to a number of events and activities throughout the year that it organized or help to organize:

- Annual Lecture, NRESi member and special invitation dinner and poster session, travel for a special lecturer, reception, and compensation for webcasting and video recording
- Undergraduate thesis presentation day and refreshment costs
- Graduate Icebreaker presentation, poster session, and travel for a special lecturer
- Events and activities surrounding UNBC 25th Anniversary: planting a ceremonial tree during the kick-off event, a Special NRESi Panel discussion, looking at the accomplishments of NRESi and its members
- Special guest lecture presentations
- Colloquium series – assistance for travel for a presenter who participated in NRESi's colloquium series, advertising costs, compensation for allowing Livestreaming and Blackboard Collaborate

Our year-end closing balance was \$553,176. The financial situation for NRESi is sound. The revenues exceeded expenditures by \$207,178 (Table 3).

Table 3. NRESi operating budget (30181): Summary for FY 2014-2015.

Opening Balance (April 2013)	\$345,998
Revenue: Grants	\$4500
Revenue: Research Overhead	\$300,107
Total Revenues (FY 13-14)	304,607
Expenditure: Labor	\$86,315
Expenditures: Events, other	\$11,314
Expenditure: Transfer	\$-200
Total Expenditures	\$97,429
Year End Balance (March 2015)	\$553,176

The Biodiversity Monitoring and Assessment Program (BMAP) was the main source of research overhead for NRESi in 2014/2015. Because of the absence of a final investment decision, however, the 2014/2015 calendar year may be last year in which overhead contributions are received from the BMAP program. Beyond 2015, the ongoing revenue stream for the institute will derive mainly from the reallocation of research overhead by members, which totaled \$25,619 in 2014/2015. It is thus important for NRESi to work towards new funding opportunities and projects that can continue to move ahead the goals and objectives of its members, while also having financial benefit back to NRESi. Work towards this began in 2014-2015 during surveys with members to identify project interests and opportunities that could link together members, as well as working with UNBC’s Development Office to identify potential foundations whose interest align with NRESi. In the meantime, NRESi will be drawing down our reserves to continue salary support for the Research Manager position.

NRESi has three additional endowments: (a) Canfor Endowment, (b) NRESi Endowment, and, (c) Linnea Fund. The main endowment (70105) is the Northwood/Canfor endowment, originally from Northwood Pulp & Paper for the use of the Dean of the Faculty of Natural Resources and Environmental Studies. When NRESi was developed, NRESi’s Director at the time met with Canfor and a decision was made to use the endowment to fund the NRESi Annual Lecture and other special events consistent with the original intent of the endowment. In years when the return on the endowment has been low (or even negative), NRESi’s operating budget (30181-9918) has been used to fund such activities in order to maintain an adequate balance in the endowment. This year, the Canfor endowment gained \$12,693 during 2014-2015 (Table 4). The ‘NRESi endowment’ was established several years ago at the suggestion of the Allan Berezny (then head of UNBC fund raising). It was created with a donation from Dr. Art Fredeen and exists to receive future donations as they are made. Art has made additional contributions to this endowment and other NRESi members have also donated income from contracts to this account. This is a true endowment fund in that only the interest/revenues from this account can be spent. The ‘NRESi Endowment’ (46055) has an FY 2014-2015 year-end balance of \$8,166 (Table 5). The Linnea fund was created several years ago by Drs. Art Fredeen, Kathy Lewis, and Hugues Massicotte from remuneration they had received for doing some research-related work. The intent was to grow this general interest fund and then support students through scholarships or other means. NRESi has administrative control over this fund. The Linnaea Fund (34164) remained unchanged with a balance of \$4,350 (Table 6). The Linnaea Fund permits the spending of the principle to fund activities, while the Canfor and NRESi Endowments are traditional endowments in which only a portion of the earnings can be used.

Table 4. Northwood/Canfor endowment (70105): year-end budget statement for FY 2014-2015.

Opening Balance (April 2014)	\$110,596
Revenue: Interest	\$12,693
Total Revenues (FY 14-15)	\$12,693
Expenditure:	\$3102
Total Expenditures	\$3102
Year End Balance (March 2015)	\$120,188

Table 5. NRESi Endowment (46055): year-end budget statement for FY 2014-2015.

Opening Balance (April 2014)	\$7,046
Revenue: Interest	\$757
Revenue: Donations	\$401
Total Revenues (FY 13-14)	\$1,158
Total Expenditures (overhead)	\$38
Year End Balance (March 2014)	\$8,166

Table 6. Linnaea Fund (34164): year-end budget statement for FY 2014-2015.

Opening Balance (April 2013)	\$4,350
Revenue: Interest	\$70
Total Revenues (FY 13-14)	\$70
Expenditure: Overhead recovery	\$70
Total Expenditures	\$70
Year End Balance (March 2014)	\$4,350

The Funds held by NRESi in combination increased by \$217,668 during 2014-2015 for a combined total of 685,658 (Table 7).

Capital assets of the institute include a computer. It was purchased previously, but switched at no cost for a new one of equal capacity in 2014.

Table 7. Summary of NRESi Fund totals and change during FY 2014-2015.

NRESi Funds	2014-2015 FY End	Change during FY
30181	\$553,177	\$207,179
70105	\$120,188	\$9,592
46055	\$8,166	\$1,120
34164	\$4,350	\$0.00
Totals	\$685,881	\$217,668



Natural Resources & Environmental Studies Institute

2015-2016 Anticipated Budget

NRESi Proposed 2015-2016 Budget Expenditures by Category

	2015/2016	2014/2015
Opening Balance:	\$552,930	\$345,998
<u>Revenues:</u>	\$24,000	\$304,607
<u>Expenditures:</u>		
Salary and Benefits:	\$75,194	\$75,194
PD	\$1,000	\$314
Course Buyout (5 SCH):	\$11,121	\$11,121
Office (supplies/copying/phone):	\$1,100	\$1,311
Event/Speaker costs*: (travel, event setup, honoraria)	\$5,000	\$7,637
Student Grants:	\$500	\$500
Other Printing:	\$300	\$352
Relocation expense:	\$0	\$1000
Total expenditures:	\$94,215	\$97,429
<u>Year end balance:</u>	\$482,715	\$553,176
<u>Year to year change in balance:</u>	-\$70,461	

*Excluding sponsored speaker series.

Quesnel River Research Centre Annual report: 2014–2015

Submitted by: Sam Albers
Quesnel River Research Centre Manager

October 5, 2015



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1 Year in Review

This past year has been a significant year for the QRRC. On August 4th, the Mount Polley tailing pond breached releasing 25 million m³ of tailings, scour material and interstitial water. Staff from QRRC were sampling on August 4th, the day the breach occurred, to obtain water samples and photos of the conditions. A continued sampling program was developed to assess the short term effects which to date has focused on the physical, chemical and biological aspects of the water column. This has allowed us to track the sediment plume that is moving through Quesnel Lake from Hazeltine Creek, and to evaluate the effects on the Quesnel Lake food web so as to identify the potential risk to migratory and resident fish. The QRRC and UNBC has been one of the leading agencies on the issue. The community has looked to the QRRC as an independent trusted scientific voice that is looking at impacts through an objective lens. The proximity of the QRRC to breach site (<20km) will ensure continued focus on the breach by the QRRC including research and long term monitoring.

1.1 Research

A significant portion of QRRC resources, in partnership with the Landscape Ecology Research Group, has been devoted to studying the effects of the breach. Funds to meet the needs of the immediate research program were delivered shortly after the breach from both the Dean of CSAM (\$30,000) and the Vice-President of Research (\$35,000). These funds were critical to continued research and sampling at the early stages after the breach. Research activities surrounding breach impacts include:

- Weekly boat trips to sample Quesnel Lake
- Sample processing and analysis
- Data management and analysis
- Instrument and gear maintenance
- Government advisory services
- Public meetings
- Public dissemination (See section 1.4)

In addition to Mount Polley research, several other ongoing research project were undertaken at the QRRC this year. Graduate students of the Landscape Ecology Research



Figure 1: Impact zone of the Mount Polley tailings pond breach. Photo taken in October 2014.

co–chairs Drs. Ellen Petticrew and Phil Owens utilized the QRRC and QRRC resources for their studies. Two students of Dr. Petticrew and one student of Dr. Owens lived and worked out of the QRRC from May 2014 to October 2014. In addition one research intern lived and worked at the QRRC. The QRRC and the QRRC manager role in these studies is to provide safety, logistical and scientific support for the students while they are working on the site. Following an accepted model, outside of direct consumables (fuel, lab supplies, etc.), these services are supplied to the research chairs at little to no cost. There is, however, significant value to UNBC and the QRRC by supporting these projects as they serve as a base of research activities for the QRRC and generate significant community interest in the QRRC.

Table 1: Cost summaries for Lehnert project

Cost Type	Amount
Expenditures	\$-810
Invoiced Amount	\$7,375
QRRC Income	\$6,565

Sarah Lehnert (University of Windsor) also used the QRRC as a base of operations to study mating and genetics of spawning Chinook salmon. In contrast to the above



Figure 2: Chinook salmon spawning in the QRRC artificial streams.

Table 2: Cost summaries for GEOG 333 and GEOG 498

Cost Type	Amount
Labour	-\$1,303
Expenditures	-\$2,814
Course Fees	\$6,575
QRRC Income	\$2,458

arrangement with the research chairs, this project was operated as a full cost recovery effort. Therefore, Ms. Lehnert’s supervisor was invoiced for the full cost of her using the research centre including staff time, boat rentals, accommodations, infrastructure rental as well as all consumables. Cost summaries are included in Table 1. The project with Ms. Lehnert is in its second year with plans for a third indicating high level of satisfaction with the QRRC facility and staff.

1.2 Education

In June 2014, the QRRC hosted five UNBC international students from Brazil, through the Science Without Borders program. These student spent 1.5 months at the QRRC taking two courses: Geography 333 and Geography 498. The QRRC manager taught both courses with guest lectures from UNBC faculty. From an education perspective, this program was successful. The students learned about watershed research, conducted field work in remote areas and had an introduction to data analysis. Students rated their ex-



Figure 3: Students for Geography 333 and 498 conducting field work in Hazeltine Creek.

perience at the QRRC as high and for the most part achieved high marks in the courses. From a financial standpoint, the course was a moderate success. Table 2 illustrates all income and expenditures for these courses. Absent from this summary is the tuition paid by these students to take course at UNBC. This amount was \$16,856. No portion of these funds were directed towards the QRRC despite all instruction, facilities and equipment being covered by the QRRC. This scenario diminishes the viability of field course at the QRRC. Therefore, as a lesson learned from this course, the financial model for courses taken at the QRRC needs to be determined prior to the future delivery of field courses.

1.3 Facilities and Equipment

Five main activities, outside of regular maintenance, occupied QRRC maintenance and equipment activities.

1.3.1 Power line clearing

Significant vegetation was growing under the QRRC power lines risking power sources during heavy snowfall and posing a risk to staff health and safety. At significant cost (\$17,520) a company was hired to clear vegetation under QRRC power lines

1.3.2 Roof repair preparation

In anticipation of repairing the QRRC roof, an engineer was hired to assess whether the proposed roof repair plan was suitable for the building structure. This assessment was positive and will result in a new roof being installed in the spring of 2015.

1.3.3 Boats

Through partial financial assistance from the Vice-President of Research, the QRRC purchased a new jet boat. Specific details are included in this document as an appendix. This jet boat has proven to be a valuable asset both to the landscape ecology group and to complete Ms. Lehnert's project. In addition, we sold the previous QRRC jet boat for \$5965.00 partially off-setting the cost of acquiring the new one.

In 2007, a large boat, the Babine was donated to UNBC from the Department of Fisheries and Oceans for use on Quesnel Lake. At that time, UNBC purchased a trailer, motor and performed some modifications to the stern of the vessel. Since that time, the boat has not been used. Recognizing this as a problem, the QRRC staff transported the Babine down to certified shipyards in Vancouver and Sydney to gain budgetary information on the cost of bringing the Babine in line with Transport Canada and UNBC safety and marine protocols. The specific plan is included here as an appendix. The result of this budgetary exercise revealed that the cost to repair the Babine would exceed the cost to purchase a new vessel. As a result, a decision was made to sell the boat and begin planning to purchase a new vessel. The sale of the Babine should take place in the winter of 2016.

1.3.4 Residence Expansion

To gain more residence space, and increase the opportunity for revenue, a portion of the residence basement was converted into a bedroom with space for four people. All work was completed by QRRC staff and the entire project cost \$5,157. This room will be completed cost recovered after 161 person-night are spent in the room.

1.3.5 Preventative Maintenance Plans

With significant assistance from the Facilities Department at UNBC, the QRRC Manager and Facility Maintenance Person were trained to develop and implement preventative maintenance plans in the webTMA system. This included a training session at the UNBC campus and excellent support from Facilities staff. These plans help to ensure consistent

maintenance is performed on key systems and provide a long term record of maintenance activities. This is a critical piece of administration that should continue as long as the QRRC is in operation.

1.4 Outreach and Communication

As result of the Mount Polley breach there has been a significant demand for information on QRRC research. This includes peer-reviewed publications, and invited presentations. This dissemination is listed below:

1.4.1 Publications

- Initial observations of the impact of a catastrophic mine tailings impoundment spill into a large oligotrophic lake: Quesnel Lake, British Columbia. Ellen L. Petticrew, **Sam J. Albers**, Susan Baldwin, Eddy C. Carmack, Stephen J. Déry , Nikolaus Gantner, Kelly Graves, Bernard Laval, John Morrison, Philip N. Owens, Daniel T. Selbie and Svein Vagle. 2015. *Journal of Geophysical Research*. DOI:10.1002/2015GL063345.

1.4.2 Invited Presentations

- From the (relatively) Pristine to the Polluted: The Breach of the Mount Polley Mine Tailings Impoundment, Quesnel Watershed, British Columbia. **Sam J. Albers**, Ellen L. Petticrew and Philip N. Owens. Fraser Basin Council. Quesnel, British Columbia. June 4th, 2015.
- From the (relatively) Pristine to the Polluted: The Breach of the Mount Polley Mine Tailings Impoundment, Quesnel Watershed, British Columbia. **Sam J. Albers**, Ellen L. Petticrew and Philip N. Owens. First Nations Fisheries Council. Vancouver, British Columbia. April 29th, 2015.
- The Mount Polley Tailings Pond Breach A Perspective from UNBC's Quesnel River Research Centre. **Sam J. Albers**, Ellen L. Petticrew and Philip N. Owens.
 - Williams Lake Naturalist Society. Williams Lake, British Columbia. March 17, 2015
 - Mt Polley Mining Corporation Reclamation Workshop. Williams Lake, British Columbia. March 6, 2015
 - Northern Secwepemc Community Update. Williams Lake, British Columbia. February 11, 2015

- The Mount Polley Tailings Pond Breach A Perspective from UNBC’s Quesnel River Research Centre. **Sam J. Albers**, Ellen L. Petticrew and Philip N. Owens.
- The Mount Polley Tailings Pond Breach A Perspective from UNBC’s Quesnel River Research Centre. **Sam J. Albers**, Ellen L. Petticrew and Philip N. Owens.
- Reporting on Quesnel River Research Centre Activities. Mount Polley Technical Advisory Committee. **Sam J. Albers**. Likely, British Columbia. December 9, 2014
- Monitoring Quesnel Lake and Quesnel River. Philip N. Owens, Ellen L. Petticrew and **Sam J. Albers**. Upper Fraser Fisheries Conversation Alliance. Williams Lake, British Columbia. October 16, 2014

1.5 Broader Financial Information

The QRRC receives an annual endowment transfer that pays for QRRC staff salaries and operations. Figure 4 illustrate that 2014-2015 was the third lowest endowment transfer (\$358,102) since the inception of the QRRC.

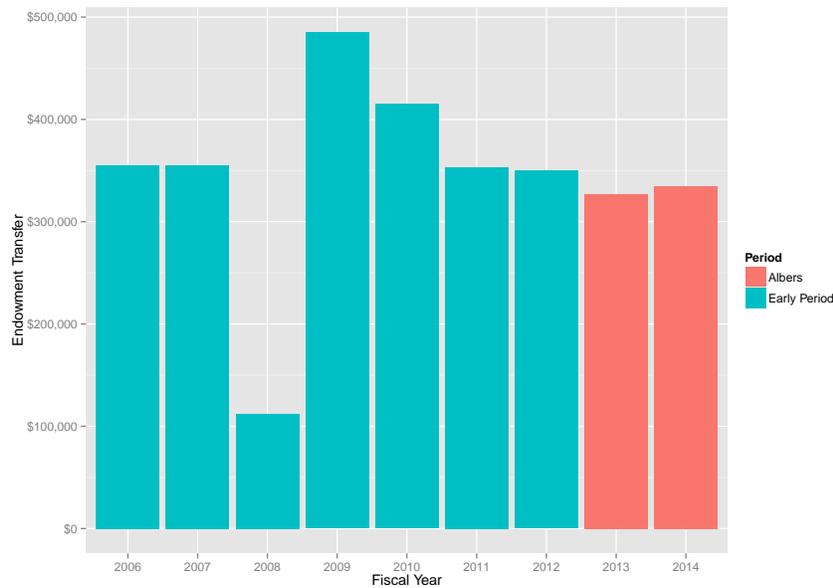


Figure 4: Historical QRRC Endowment Transfers

The endowment transfer amount is calculated by a rolling average of 3.5% of the endowment principal over three years. Although this method alleviates some fluctuations in endowment returns, figure 4 illustrates that there is still significant variation. The complete endowment transfer funds several items:

- A portion of the Landscape Ecology Research Chair salary
- Landscape Ecology research stipend
- QRRC Staff salaries
- QRRC operations

The only item in this list that is not fixed is the QRRC Operations. Therefore, the QRRC operating budget is subject to all the variation associated with the endowment transfer (Figure 5).

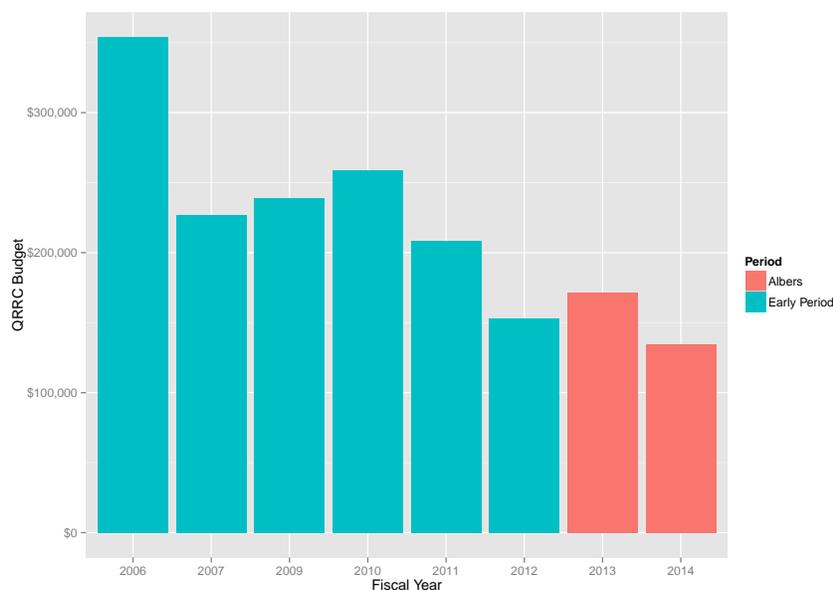


Figure 5: QRRC operating budget

The endowment transfer is not the only source of revenue for the QRRC. Cost recovery activities also play a key role for the QRRC. Significant progress has been made in generating revenue for the QRRC through field courses hosted at the QRRC and research activities. The fiscal years ending in 2014 and 2015 were the highest revenue generated through the above activities since the QRRC began operations (Figure 6). However, 2015 was also a very costly year for salaries. This primarily due to having full responsibility for the QRRC manager salary. In previous years UNBC either only employed a part time manager or special circumstances (no manager, parental leave) resulted in a reduced salary burden (Figure 6).

The largest single expenditure for QRRC operations is energy costs. Since a peak in 2013, energy costs have been steadily reduced while rates have gone up. The reduction

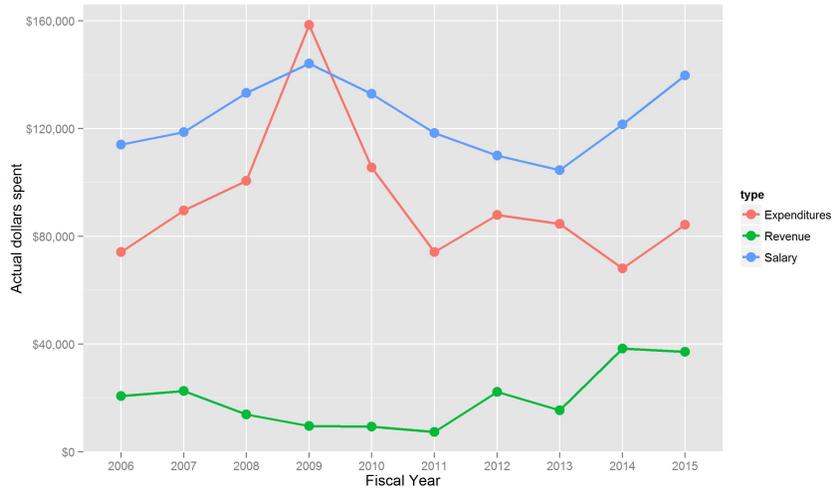


Figure 6: QRRRC financial picture

in energy usage is attributed to improved equipment maintenance, de-commissioning redundant systems and improving user energy usage behaviours.

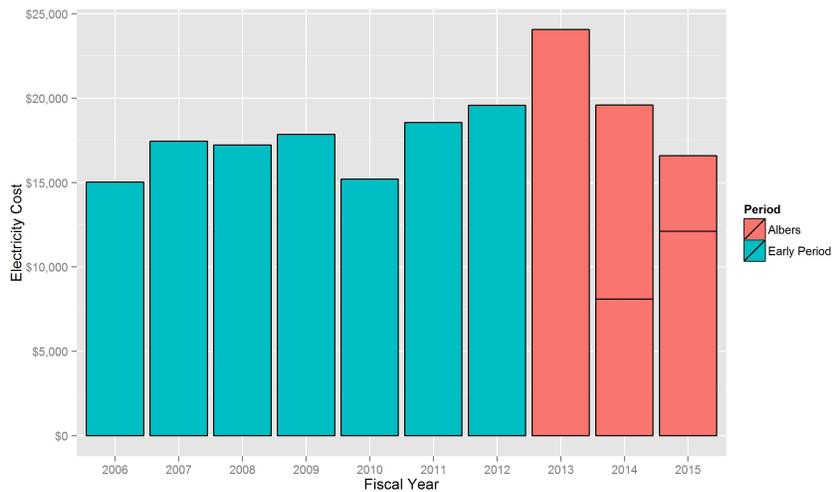


Figure 7: Historical QRRRC energy costs

Despite positive performance in revenues and energy usage, the QRRRC operations funds ended 2015 at -\$50,480. As is typical, part of this deficit is offset by funds in the QRRRC business fund (\$6,358). This, however, still leaves \$44,122 in deficit. There were several large expenditures this past year that are not typical of QRRRC operations. They are listed in Table 3. The deficit could have been further reduced if a portion of the tuition from the two field courses was directed towards the QRRRC. Both the jet boat and the new room in the residence have the capability to generate future revenue and will likely good

investments for the future. The acquisition of a new snow plow will greatly improve the efficiency of snow plowing as the previous snow plow required significant maintenance to keep it running. The deficit will be covered by the 2015-2016 endowment transfer which is sufficiently large (approximately \$450,000) to not impact that years activities. This will particularly be true for 2015-2016 as the manager’s salary for part of the year will absent until the position is filled.

Table 3: Large One-Time Expenditures

Cost Type	Amount
Jet Boat	\$14,811
New Room	\$5,157
New Snow Plow	\$5,609
Power Line Clearing	\$17,520
Engineering assessment of QRRC Roof	\$939
Total	\$44,036

2 Conclusions

The ongoing challenge of the QRRC will be to balance the need for a full-time manager with ability to pay that person. Given the Mount Polley breach, the QRRC has never had more exposure than now. The need to have a full-time manager and an active research centre has never been more critical. The expenses noted above were one time expenditures that will not be present in subsequent years. They highlight, however, the lack of flexibility in the QRRC budget and the need to seek out additional revenue streams. It is hoped that submitted grants will be successful and further push the QRRC and UNBC to the forefront on the Mount Polley issue. Currently the financial model for field schools is under development. While a promising opportunity for revenue several more courses will need to be offered, likely at a loss, to develop the model. The research model, however, at the QRRC is well established and fit well within our current infrastructure limitations. Moreover, additional research will immediately bring revenue to the QRRC and improve the long-term viability of the site.



Figure 8: QRRC Site in January

3 Appendix

- Goals
- Jet Boat Plan
- QRRC Winter Plan 2013
- Biology 302 Summary

3.1 Jet Boat Plan

Quesnel River Research Centre Jet Boat Progress plan

Prepared by Sam Albers

Objective

Update the financial plan for the purchase of the Lowe Jet Boat

Jet boat finances

The UNBC Vice President of Research funded one half of the cost of a new river jet boat for the QRRC. The QRRC was responsible **\$14,811** of the total cost of a jet boat (Fund# 28379).

Cost recovery

A jet boat has significant potential to be used on a cost recovery basis replenishing the funds outlined above. The old QRRC jet boat sold at auction in December. The QRRC portion of this sale is 4,175 which will be applied directly to the jet boat purchase cost. The current charge for the jet boat and operator is \$90/hr (excluding fuel). If we assume \$5/hr in maintenance cost and an average personnel cost of \$30/hr, the cost recovery for the boat is \$55/hr. To fully recover the cost of purchasing a jet boat, subtracting the sale cost, the QRRC would require 194 hours of chargeable jet boat time. Over a reasonable 5 year payback period that works out to be **38 hours of chargeable time per year**. In the fall of 2014 the jet boat was utilized for 32 billable hours.

Conclusions

The jet boat has proven to be a valuable asset for conducting science in the watershed. While we were 6 hours short of the 38 hours per year target, the jet boat was only purchased in mid-September 2014 resulting in less time available to rent it out. This upcoming year, 2015, has already had several requested uses of the jet boat. Planned classes will further supplement this usage with the goal again being to meet or exceed 38 hours of usage per year.

3.2 Babine Refurbishment

Babine Refurbishment Plan

Prepared by Sam Albers

Background

In 2006 the *Babine* was donated to the University of Northern British Columbia (UNBC) by the Department of Fisheries and Oceans. In 2007, UNBC purchased a trailer, two motors and accessory parts for the *Babine*. Despite this work, significant refurbishment by qualified shipwrights needs to be completed on the *Babine*.

Objective

To obtain budget information to complete the *Babine* boat by transporting the boat down to shipyards located in Vancouver and Victoria to be worked on by qualified shipwrights. To align the boat with UNBC insurance requirements, a letter from the shipyards certifying that the boat is sea worthy and is registerable with Transport Canada and the small vessel compliance program (SVCP) will be required. In addition, the Transport Canada checklist is available using the following link:

http://www.tc.gc.ca/wwwdocs/Forms/85-0475E_1106-01_E.pdf

Process

At the earliest convenience, QRRC staff will transport the *Babine* to Vancouver and Victoria, to obtain budget information on the *Babine* refurbishment.

Scope of Work

To be used in a safe manner the *Babine* has needs including but not limited to the following: fuel tank, fuel port, water separator, running lights, cabin door dash instrumentation, interior finishing, re-upholstery, heater, trim tabs, kicker mount, instrument and vessel electrical wiring, A-frame over stern or davit, winch with 600m 3/32 wire or hydraulic motor with 12" hydroslave, depth sounder, compass, GPS unit, stern temperature logger, bilge pump, manual bilge pump, sat-phone, life jackets, safety and firefighting equipment, braided line, fenders, light body work on roof, marine batteries, mater switch, battery compartment, stability of boat (wind speed; might need an architect) and *SVDCR* checklist completion. This is a working list and does not include all the items in the SVCP checklist nor the input of the successful bidder on additional requirements for the *Babine*.

**Women North Network/Northern FIRE:
The Centre for Women's Health Research at UNBC.
Annual Report May 1, 2014 to April 30, 2015**

A BRIEF HISTORY AND INTRODUCTION

In an effort to address some of the issues impacting the health of northern women and undertake relevant research, the Northern Secretariat of the BC Centre of Excellence for Women's Health was established at the University of Northern British Columbia as part of a national network of Centres of Excellence initiated at a federal level in 1996. Through a wide range of health-related research and knowledge translation, the Northern Secretariat, connected to a Centre of Excellence in the lower mainland, sought to contribute to evidence-based decision-making about women's health, health care and health promotion. As of March 31, 2001, a stand alone northern centre was established; the Northern Secretariat became Northern FIRE: The Centre for Women's Health Research at UNBC. Despite substantive changes in the initial leadership coupled with funding challenges, a core group of UNBC researchers, students and community members have worked tirelessly (and often on a volunteer basis) to ensure the continuation and strengthening of women's health research at UNBC and throughout the North.

One major, early initiative of Northern FIRE was the Women North Project, a community-based research project, funded by Status of Women Canada, which gave voice to northern women's perceived health strengths and needs at an individual, organizational and community level. A now well-known and ongoing legacy of the Women North Project is the Women North Network (WNN) – a primarily web-based network of more than 400 northern women and organizations that provides a mechanism for women to share information and develop joint health-related research, action, and policy initiatives. This virtual community of women utilizes the internet and other information and communication technology (ICT) as a means to overcome geographic and social isolation through an Email News Distribution List, two websites (WNN community site – www.womennorthnetwork.ca and UNBC site – www.unbc.ca/northernfire/) and an online networking environment. By necessity, WNN also organizes to address and overcome the digital divide that makes it difficult or impossible for some women to access ICT. The growth of WNN as an integral community-based component of Northern FIRE resulted in our transformation into the Women North Network/Northern FIRE that exists today.

B. HIGHLIGHTS OF 2014/15 ACTIVITIES

Research Projects

1. *Centre for Research on Gender and Social Disparities in Mental health and Addictions* (PI Marina Morrow SFU) CIHR \$1,990, 117 (2009-2015). UNBC-based Co-I: Dawn Hemingway & Indrani Margolin –
 - (a) UNBC-based project: *Using arts-based research methods and mentorship between older and younger women to make meaning of the recovery journey including met and unmet housing needs (\$15,000).*
Student Trainees: 1 Prince George-based MSW student & 1 Prince George-based BSW student
[Data collection complete; preliminary data analysis complete]
 - (b) UNBC-based project: *Using arts-based research methods and mentorship between older and younger women to make meaning of the recovery journey including met and unmet housing needs- A southern, metropolitan replication of a northern, small city-based project (\$15,000).*
Student Trainees: 1 Prince George-based MSW student & 1 Vancouver-based BSW student

[Data collection complete; preliminary data analysis complete]

(c) UNBC-based project: *Using arts-based research to create research spaces that encourage meaningful dialogue about gender, social inequity, recovery and mental illness* (\$15,000).

Student trainees: 3 MSW students; 1 Health Sciences undergraduate student

[Data collection & analysis complete; writing underway]

2. Margolin, I. (PI) & Zimmer, L. (Co-I). Vancouver Foundation \$7000 (2014). *Bodyself: Using dance/creative movement, journaling, art and discussion, combined with education, to build self-esteem and self-knowledge for teen girls' healthy relationships*.

Student trainees: 1 BSW student

Undertaken in partnership with Surpassing Our Survival (formerly Prince George Sexual Assault Centre)
[Data collection complete]

3. *Globalization and Precarious Work in Canada's North* (PI Ernie Lightman U of Toronto) SSHRC \$248,230 (2009 – 2014). UNBC-based project lead Dawn Hemingway; Co-I: Indrani Margolin & Lela Zimmer; Collaborators: Connie Kaweesi & Christina McLennan – *Health of Northern Women 45+ Experiencing Precarious Employment* (\$40,000.00).

Student trainees: two MSW students; 2 BSW students

[Data collection & analysis complete; writing underway]

4. *Recovery from hysterectomy: The impact of core muscle function and perceived body on women's return to normal activity*. UNBC seed grant. Investigators: Lela Zimmer & Lois Lochhead.

Student trainees: 2 BSW students; 2 Nursing students

[Data collection complete; analysis & writing underway]

Publications

Wiebe, S., Fels, L., Snowber, C., Margolin, I., & Guiney Yallop, J. (2015). A poetic inquiry on passive reflection. In D. Conrad & A. Sinner [Eds]. *Creating together: Participatory, community-based and collaborative arts practices and scholarship across Canada*. Waterloo, Ontario: Wilfred Laurier University Press.

Margolin, I. (2014). *Bodyself: Linking dance and spirituality*. *Dance, Movement and Spiritualities*, 1 (1), 143–162. doi: 10.1386/dmas.1.1.143_1

Margolin, I., Krupa, T., Kidd, S.A., Burnham, D., Hemingway, D., Patterson, M., & Zabkiewicz, D. (accepted 2014). Using art-based methods to create research spaces that encourage meaningful dialogue about gender, social inequity, recovery and mental illness. In M. Morrow & L. H. Malcoe (Eds.) *Critical Inquiries: Theories and Methodologies for Social Justice in Mental Health*, Toronto: University of Toronto Press.

Hemingway, D. & Margolin, I. Box 3: Harnessing planned, sustainable resource development: Meeting the needs of northerners as they age in *The Integration Imperative: Addressing the Cumulative Environmental, Community and Health Effects of Multiple Natural Resource Developments*. UNBC tri-Institute collaboration: Natural Resources and Environmental Studies Institute (NRESi), Community Development Institute (CDI), and Health Research Institute (HRI), Book manuscript complete, December 2014.

Conference Presentations

Hemingway, D., Margolin, I. & Johnson, C. (2015, April). *Using Arts-based research methods and mentorship between older and younger women with mental illness to make meaning of the recovery journey*. Presented to International Conference Reaching out together: Connections through Social Work, April 28 - 30, 2015, Abbotsford, BC.

Hemingway, D., & Margolin, I. (2015, April). *Arts, Activism and Recovery from Mental Illness: Voices of Older Northern Women*. Presented at the BC Psychogeriatric Association Annual Conference, Kamloops, BC, April 24-25, 2015.

Zimmer, L., & Lochhead, L. (2014, October). *Recovery from hysterectomy: The impact of core muscle function and perceived body on women's return to normal activity. A pilot study*. Presented at the Canadian Association of Perinatal and Women's Health Nurses 4th National Conference, October 23-25, 2014, Regina, Saskatchewan.

Margolin, I. (2014, July). *Bodyself: Linking dance and spirituality*. Paper/workshop presented at the Embodied Artful Practices Symposium, The School for Contemporary Arts, Simon Fraser University, July 2014.

Hemingway, D. & Margolin, I. (2014). *Using art-based research to explore, gender, social inequity, recovery and mental illness among older northern women*. Presented to the CASW/CASWE National Joint Conference, St. Catharines Ontario, May 27-29, 2014.

Invited Presentations

MacLeod, M. & Hemingway, D. (2015). *Making a Difference: Partnerships and Collaboration in Health Research*. Human Service Side of UNBC presentation. February 5, 2015.

HRI Leadership Council members (2015). UNBC Health Research Institute Members, NH and UNBC Partnered Health Research: What's happening in the North. [Hemingway, D., included presentation on WNN/Northern FIRE projects]. January 22, 2015.

Hemingway, D. (2014). *Change Begins With Us*. Presented at the Chili Blanket Anti-Poverty Event, December 6, 2014.

Hemingway, D. (2014). *Together we are stronger, Together change becomes possible*. Presented at the National Day of Remembrance and Action on Violence Against Women, UNBC, Prince George, BC, November 25, 2014.

Zimmer, L. (2014) *Invisible women: Precarious employment, poverty, and disability in northern women over forty-five*. Take Back the Night Rally and March, Prince George, BC, September 19, 2014.

Margolin, I. (2014). *Activist Dancer and Poet, Em-bodying self*, International Women's Day Celebration, Jezebel's Jam (Feb 2014)

CIHR Professional Program Undergraduate Research Award: BSW student, Preya Gera, received this CIHR Award and spent summer 2014 working on projects with Women North Network/Northern FIRE.

Selected Other Activities:

- Women North Network email list serve for more than 400 northern women and women-serving organizations: Regular research participant advertising, knowledge transfer/translation/exchange, notices for education and advocacy events/undertakings, etc. [ongoing].
- Engaged in networking about and participating in Pro Choice Rally, April 2015.
- Assist Aboriginal Development Office with research design/plans re success rates for women applying for funding for small business development, February 2015
- 20+ women from WNN/Northern FIRE engaged in the *NCLC Women's Committee International Women's Day Event*, Prince George, March 8, 2015
- Organizing Committee and participants in Take Back the Night march, Prince George, September 2014
- Invited display at Take Back the Night Community Day at Prince George Native Friendship Centre, September 2014
- Engaged in networking about and participating in the "Am I Next?" March and Rally Remembering Murdered and Missing Indigenous Women, September 12, 2014.
- Hosted Workshop facilitated by Dr. Indrani Margolin, Take Back the Night, Prince George, September 2014
- Hosted Booth at *BC Northern Exhibition*, Prince George, August 2014

C. CONCLUSION

The WNN/Northern FIRE continues to provide northern women and women-serving organizations with a means to overcome geographic and social isolation, to share information and work together on a wide range of research, knowledge transfer and community development projects of common interest – all with the aim of contributing to a better quality of life and health for women, for their families and for communities across the North. Beyond northern BC, WNN/Northern FIRE is providing connection and collaboration with and between provincial, national and international networks, organizations and individuals.

As is the case in our work each year, a huge thanks goes to all the students, faculty members, community members/organizations, and research participants - along with the UNBC Office of Research and our funders - who have contributed to the ongoing building and strengthening of WNN/Northern FIRE.

Submitted by Dawn Hemingway on behalf of the WNN/Northern FIRE leadership team:

Dawn Hemingway, Associate Professor, UNBC Social Work
Lela Zimmer, Associate Professor, UNBC Nursing
Indrani Margolin, Associate Professor, UNBC Social Work
Lois Lochhead, WNN/Northern FIRE, Research Associate